

Minutes of the meeting of the CHILDREN AND YOUNG PEOPLE COMMITTEE held on TUESDAY 9 JANUARY 2019 at 7.00 PM

Present: Councillor Crooks (Chair)
Councillors Akter, Baines, M Bradburn, Brown, Carr, Green, D Hopkins and V Hopkins, A Marlow (Parent Governor Representative), I Oduko (Parent Governor Representative), S Rahman (SACRE Representative) and Councillor Wales

Officers: M Heath (Acting Director of Children's Services), G Snelson (Director of Futures), L Bartlett (Improvement Partner – Inclusion), M Manley (Improvement Partner), R Mascarenhas (Youth Participation Worker), F Robinson (MK Futures Programme Manager), I Syed (Ethnic and Minority Attainment Officer) and S Heap (Committee Services and Scrutiny Manager)

Apologies: Councillors Buckley, Darlington and Miles

Also Present: Councillors R Bradburn and Nolan (Cabinet member for Children and Families), M Clarke (Milton Keynes Community, Foundation), N Jordan (Milton Keynes Community Foundation), I Revell (Milton Keynes Community Foundation), R Grimer-James (Milton Keynes Youth Cabinet) and T Poyner (Milton Keynes Youth Cabinet)

CYP28 DISCLOSURES OF INTEREST

Councillor M Bradburn declared a prejudicial and personal interest in agenda Item 5 (Supplementary Education in Milton Keynes) as an employee of SIEVEMK GATEWAY Education Trust Learning Trust.

CYP29 SUPPLEMENTARY EDUCATION IN MILTON KEYNES

Witnesses: L Bartlett (Improvement Partner – Inclusion), and I Syed (Ethnic and Minority Attainment Officer)

The Committee was advised that there were 90 known supplementary schools operating in the Milton Keynes area, attended by approximately 5,550 children which were staffed largely by volunteers. The supplementary schools offered a range of learning opportunities, including national curriculum subjects, religious studies, mother-tongue classes, cultural studies and a range of extra activities, such as sport, music, dance and drama. The Council's work with the supplementary schools contributed to the implementation of the Children and Families strategic delivery plan which was intended to raise the attainment of Black and Minority Ethnic pupils.

The Committee noted that the support given to supplementary schools through the Ethnic Minority Attainment Network, which was a forum for supplementary schools to discuss common issues, included ensuring that teachers were Disclosure and Barring Service compliant, teachers were aware of child protection and health and safety policies, with safeguarding training being provided annually, and policy information was provided to parents.

The Committee also noted that teachers were encouraged to participate in accredited courses, which would lead to them obtaining a teaching certificate, and schools were encouraged to achieve a quality mark endorsed by the National Resource Centre for Supplementary Education.

The Committee was also advised that it was important that there were good links between the supplementary schools and the mainstream schools, with the Ethnic Minority Attainment Network seeking to develop links between the two, specifically by the work of parent ambassadors, who, as part of their role, aimed to build community cohesion in schools.

The Committee noted that funding from the Council's General Fund to support the various initiatives was diminishing, but the Council had been successful in receiving a grant from the Ministry of Housing, Communities and Local Government for improving community cohesion with the supplementary and mainstream schools, but this funding would cease in 18 months' time.

In response to questions the Committee noted that:

- (a) officer colleagues visited the supplementary schools and observed lessons;
- (b) there were potentially other supplementary schools operating of which the Council was not currently aware, but contacts through the Ethnic Minority Attainment Network helped the Council identify such schools. The number of unidentified schools was thought to be small, with potential risks to the children being educated likewise and no more than for those children in identified supplementary schools, or mainstream schools;
- (c) less than 50% of supplementary schools were currently seeking to achieve the quality mark endorsed by the National Resource Centre for Supplementary Education, but the Council worked with supplementary schools to ensure safeguarding measures were in place;
- (d) the Ethnic Minority Attainment Network helped spread good practice including advice to help ensure children were not fatigued as a result of attending supplementary education and that schools offered a balanced approach to education which included a mix of learning, fun, social interaction and recreational activities;

- (e) the time children spent in supplementary education varied from school to school;
- (f) the Council was a national leader in the support it gave its supplementary schools and the good practice it encouraged; and
- (g) the Council would again be making an application to the Ministry of Housing, Communities and Local Government for a continuation of the grant to allow the Council to continue its work and support for supplementary schools.

RESOLVED –

1. That the Committee's Planning Group be requested to prepare a response based on:
 - (a) the value placed on the value of engagement, relationships and networking; and
 - (b) Its concerns in respect of Safeguarding, future funding, the risk of the additional demands fatiguing the students and the Council's aspirations for the future of special education.
2. That the Committee recognises and welcomes the diverse range of special education opportunities in Milton Keynes.

CYP30

THE LEARNING 2050 PROJECT

Witness: M Manley (Improvement Partner)

The Committee received an update on the Council's Learning 2050 project, one of the six MK 2050 Futures projects, which was aimed at providing world class education for all its young people.

Mr Manley reported that he had been working with schools across Milton Keynes on how core skills such as communication, planning, problem solving, questioning and thinking could be better developed with a view to increasing the aspirations of, and life chances for, young people.

The Committee noted that Mr Manley had also been liaising with MK:U, in order that schools were aware of the University's likely entry requirements and teaching techniques, SEMLEP, the Federation of Small Businesses and local employers so that schools were aware of the skill requirements of business. He was also seeking to develop the link between schools and business.

Mr Manley recognised the importance of developing awareness and promoting the benefits of apprenticeship so that the young people were aware that higher education was not the only option to continue in education.

The Committee noted that the Learning 2050 project was due to report by Easter 2019. It was intended that a Learning 2050 Board would be established which would develop a strategy and an initial five year development plan.

During the ensuing discussion the Committee noted that:

- (a) Mr Manley had been meeting regularly with headteachers at their group meetings; he had also visited most of the secondary school headteachers in Milton Keynes in school;
- (b) it was the view of Mr Manley that schools in Milton Keynes had been slow in recognising the potential of apprenticeships generally. Interest in apprenticeships was greater where schools had links with business, which demonstrated the need to develop school / business links, including encouraging young people to take up work experience opportunities;
- (c) school teaching tended to be knowledge based, but there was now more flexibility in the curriculum for developing skills. A change from the knowledge focus was not evident in most schools, therefore greater emphasis needed to be given to skills teaching. However, it was recognised that a change of this nature would take time as it would also be necessary for teachers to develop a different range of skills;
- (d) provision of work experience / careers advice was being delivered to different standards across schools, work was progressing to co-ordinate and enhance careers advice; and
- (e) the putative Institute of Computing at Bletchley Park would, if run by Milton Keynes College, be offering qualifications at a different level to those being offered by MK:U and hopefully the qualifications offered by both institutions would be complementary.

It was suggested that few of the ideas being taken forward appeared to some members of the Committee to be new, revolutionary, or had not been tried before and did not recognise the ever evolving world of work. Greater emphasis should be given to links with the community and business, with local business and community leaders being invited into schools to share their experiences, the importance of life skills and the need for lifelong learning so that young people were able to adapt to a changing work environment.

RESOLVED -

That the Committee's Planning Group be requested to prepare a response based on:

- (a) seeking clarification of the timescale for:
 - (i) delivering the objectives of the MK Promise;

- (ii) taking forward the actions on Teaching, Learning and the Curriculum;
 - (iii) progressing links between schools, businesses, Milton Keynes College and MK:U; and
 - (iv) establishing the Learning Board.
- (b) the view that the Project needed to recognise the rapidly changing work environment and the need to ensure Milton Keynes remained competitive, requiring a revolution in teaching and learning, which would see people retraining a number of times during their work life time;
 - (c) concerns about the apparent paucity of work experience opportunities and careers advice for Milton Keynes school students;
 - (d) moving from a heavily knowledge based curriculum and introducing a more skills based curriculum with appropriate assessment methods; and
 - (e) recognising the importance that the courses offered both at MK:U and the proposed Institute of Technology should be complementary.

CYP31

PROGRESS – ONE YEAR ON: PROGRESS ON MK:U

Witnesses: G Snelson (Director of Futures) and F Robinson (MK Futures Programme Manager)

The Committee received an update on the MK:U project, which was one of the six big MK Futures 2050 Programme projects.

The Committee received details of the governance arrangement that were in place, the basis of the University's intended curriculum and the arrangements for financing the University.

The Committee also noted that an international design competition would be launched on 30 January 2019 for the design of the University building which would be built in Central Milton Keynes on Plot B4, close to the Central Railway Station. The winner was due to be announced in the summer of 2019.

It was reported that, following the feasibility stage, the Go/No Go decision on the development of MK:U was scheduled to be made before the end of 2019. If it was decided to go forward, construction was designed to start in 2021, completing mid-2023, with the first students starting in September 2023.

It was suggested that in planning for MK:U the University's role in the Oxford / Milton Keynes / Cambridge Arc, in terms of its offer needed to be understood. It would need to be a university of international standing for the reputation of Milton Keynes, while also meeting the needs of local people and businesses.

It was also suggested that MK:U should consider offering two as well as three year degrees and maintain a big emphasis on lifelong learning.

The Committee expressed some concern at the apparent lack of a focus on creative design, but it was outlined that it was intended that creative design would be integral to the teaching of MK:U curriculum.

In answer to questions the Committee noted that:

- (a) the design specification for MK:U included student accommodation on site; there was also the potential to convert other buildings in Central Milton Keynes and it was expected that, if there was demand, there would be a response from commercial providers;
- (b) there were risks around being able to recruit teaching staff of a calibre to fulfil the University's aspirations, house prices being a potential issue;
- (c) there was an intention to use visiting lecturers to enhance the permanent teaching staff; and
- (d) the aspiration of attracting 25% of students locally was included in the University's Business Plan.

RESOLVED -

That officer colleagues be requested to maintain an ongoing dialogue with Committee members with regard to:

- (a) how it is intended to achieve a balance between the aspirations for local students to attend MK:U and achieving international recognition by attracting the top international students;
- (b) ensuring that the courses offered both at MK:U and the proposed Institute of Technology are complementary;
- (c) the potential impact of the Augar Review of post 18 education on the Go / No Go decision on MK:U scheduled for October;
- (d) The potential changes to the tuition fee structure / levels; and
- (e) How external constraints, including competition from other universities, potentially impacts on the Business Plan for MK:U.

CYP32

PROGRESS – ONE YEAR ON: CHILD POVERTY – MILTON KEYNES COMMUNITY FOUNDATION

Witnesses: M Clarke (Milton Keynes Community, Foundation),
N Jordan (Milton Keynes Community Foundation) and I Revell
(Milton Keynes Community Foundation),

The Committee received the Milton Keynes Community Foundation's Vital Signs 2018 report which was prepared annually and presented research about the strengths and challenges faced by Milton Keynes. The Community Foundation monitored 12 different strands and reported on four on a rolling basis. In respect of 2018, the strands were Disadvantage and Poverty; Education; Diversity; and the Economy.

The Committee was advised that:

- (a) in some Council Wards Child Poverty was reaching 40%, with 1 in 5 children living below the poverty line and poverty was now impacting on some of the more affluent wards;
- (b) private rents were rising 26% faster than the average household income;
- (c) in Key Stage 2, 38% of children eligible for Free School Meals were performing at their expected standard, as opposed to 50% for all pupils;
- (d) only 7% of children eligible for Free School Meals go on to higher education;
- (e) 64% of children eligible for Free School Meals achieved a good standard at foundation stage, which was an improvement over the last 2 years;
- (f) there was no specific data available for Milton Keynes on the take up of the Apprenticeship levy, but nationally the take up was poor;
- (g) in Key Stage 5 children eligible for Free School Meals were 5 reading points lower than other pupils; and
- (h) the data provided by the vital signs report provided context for the Council's Children's Services, with the data on pupils receiving free school meals helping officers to identify the impact on performance and identify areas where greater support might be necessary.

The Committee noted that many people who were in work were falling into poverty.

The Committee also noted that the Community Foundation ran 'Vital Thinking Events' to engage the community on specific topics arising from the Vital Signs report to help identify how change could be brought about. It was suggested that young people along with businesses should be involved in such events.

RESOLVED -

That consideration be given to planning a joint event / project with the Community Foundation to encourage local debate about the findings of the Vital Signs report.

CYP33

MINUTES

RESOLVED

That the Minutes of the meeting of the Committee held on 30 October 2018 be approved and signed by the Chair as a correct record.

CYP34

PROPOSALS FOR 2019/20 WORK PROGRAMME

The Committee considered the following suggested items, identified by the Committee's Planning Group, for scrutiny by the Committee during 2019/20:

- Local Combined Safeguarding (Children and Adults) Board Annual Report;
- GCSE and Key Stage 1 and 2 Headline Results;
- Annual Report from Cabinet Member;
- Annual Report from Youth Cabinet.
- Progress on School Admissions following Workshop;
- Teacher recruitment and retention;
- School budgets;
- Ofsted Inspection of Safeguarding Procedures (due during 2019/20);
- Child Protection;
- Support for Schools Training (eg youth suicide prevention, County Lines drug dealing);
- New money for Youth Mental Health;
- Scrutiny of Multi-Agency Safeguarding Hub (MASH);
- Update to Council Plan – new topics for next iteration;
- Strengthening Families Project/Programme; and
- Dental Health and Obesity.

RESOLVED -

1. That the Committee's Planning Group consider including an item on 'Prevent'.
2. That members of the Committee notify the Planning Group of any other potential changes they would like to see to the draft work programme for 2019/20.

CYP35

SCHOOL ADMISSIONS PROCESS WORKSHOP / PERFORMANCE INDICATORS

Further to minute CYP25, of the Committee's meeting held on 30 October 2018, the Committee noted that plans for a School Admissions Process Workshop were being finalised, but it was still necessary to identify a possible date for the Workshop to be held.

The Committee also noted that work to identify a suitable range of performance indicators which would inform the Committee about the work of Children's Services was ongoing and it was intended to circulate a draft list in advance of the Committee's next meeting to allow discussion at that meeting.

CYP36

CALL FOR EVIDENCE: 'CONTRIBUTION OF EDUCATION AND SKILLS TO THE GROWTH OF MILTON KEYNES'

The Committee received a draft of the possible wording for the Call for Evidence in relation to the Contribution of Education and Skills to the Growth of Milton Keynes.

It was noted that the draft would be circulated to members of the Committee and other interested parties, including the Cabinet members for Children and Families and Economic Growth and Community Partnership, the Acting Director of Children's Services and the Service Director (Growth, Economy and Culture) for comment.

CYP37

SEND INSPECTION REPORT

The Committee noted that between 8 and 12 October 2018, Ofsted and the Care Quality Commission conducted a joint inspection to judge the effectiveness in the local area of the implementation of the Special Educational Needs and Disability reforms as set out in the Children and Families Act 2014.

The Committee was advised that the inspection team had now published its report which included a number of key messages including:

- (a) Leaders in Milton Keynes were united in their ambition for children and young people with Special Educational Needs to achieve the very best outcomes and were determined in their approach to securing continuing improvement. The Leaders successfully used increasingly flexible approaches to work effectively together, keeping children and their families as their central focus.
- (b) Many parents were highly appreciative of the support their children received across education, health and social care and report that practitioners frequently 'go the extra mile' to offer additional help.
- (c) The strong work of the local area to prepare young people who had Special Educational Needs for adulthood was effective and the Clinical Commissioning Group played a central role in the successful implementation of the Special Educational Needs reforms.

- (d) The local area was working well together to reduce the number of children and young people with Special Educational Needs being excluded from school and parents and carers of children valued the help and support they received from the Children with Disabilities Team.

RESOLVED –

That the Cabinet member for Children and Families, the Acting Director for Children’s Services and colleagues be congratulated on the generally positive outcome from the inspection.

CYP38

REPORTS FROM COMMITTEES

The Committee noted that the reports and minutes of the meetings of the Corporate Parenting Panel held on 13 November 2018, the Health and Wellbeing Board held on 21 November 2018 and the Alternative Education Provision for Excluded Pupils (Primary) Task and Finish Group held on 13 December 2018 were available to members of the Committee on request.

THE CHAIR CLOSED THE MEETING AT 9:39 PM