

## **CHILDREN AND YOUNG PEOPLE SELECT COMMITTEE**

A meeting of Children and Young People Select Committee was held on Wednesday 14 February 2024.

**Present:** Cllr Carol Clark (Chair), Cllr Barbara Inman (Vice-Chair), Cllr Ray Godwin, Cllr David Reynard, Cllr Stephen Richardson, Cllr Paul Rowling, Cllr Emily Tate and Cllr Sally Ann Watson.

**Officers:** Judy Trainer, Vanessa Housley (Children's Services), Eddie Huntington and Mandie Rowlands.

**Also in attendance:** Anthony Douglas CBE, Charisse Monero

**Apologies:** Cllr Katie Weston.

### **CYP/23/23 Evacuation Procedure**

The evacuation procedure was noted.

### **CYP/24/23 Declarations of Interest**

There were no interests declared.

### **CYP/25/23 Minutes**

AGREED that the minutes of the meeting held on 17 January 2024 be approved as a correct record and signed by the Chair.

### **CYP/26/23 Scrutiny Review of Narrowing the Gap in Educational Attainment**

Following on from discussion at an earlier meeting, the Select Committee received a presentation from Charisse Monero on early help work relating to the new team around the school partnership offer. The work linked in with the Select Committee's review.

The presentation covered:

- What was already going well in Stockton-on-Tees
- What would be different for families?
- Vision for the team around the school and desired impact
- Model options
  - o Targeted Support
  - o Graduated Response Model
- School Navigator role and function

Anthony Douglas CBE was also in attendance to contribute to discussions.

Key issues highlighted and discussed were as follows:

- The vision was “To transform the Team around the school offer and design services that schools, and young people say they want and are important to them.”
- The support would be accessible, empathetic and welcoming front-line teams with rapid response to need and personalised, individualised support
- The targeted support option would provide a multifaceted, enhanced and co-ordinated early help offer across all schools, that deployed resources based upon evidence-based need and ensured pupils were getting the right support at the right time
- The Early Help School Navigator role and function included:
  - Brokerage and co-ordination of support
  - Thresholds guidance and consultancy
  - Direct work and intervention
  - Partnership working
  - System change and thinking
- The proposed graduated response looked at four potential offers:
  - Platinum – Navigators based in schools 2.5 days per week
  - Gold – Navigators based in schools 2 days per week
  - Silver – Navigators based in schools 1 day per week
  - Bronze – Navigators based in school 0.5 days per week
- All but one of the 12 schools had been selected for the pilot in disadvantaged areas. After initial contact had been established, schools were enthusiastic about the work. Names of the schools would be shared once finalised
- Work was being carried out to ensure existing resources were being directed appropriately. In addition, support would be provided from other agencies, children’s services and youth providers to provide a holistic, community response
- The model was recognised as best practice and had been well received by Ofsted. There was evidence that under the model, schools felt supported and reductions in exclusion rates were experienced

The draft programme for the stakeholder workshops on 8 and 22 March 2024 were shared with Members and an update provided on initial feedback from the pupil and parent/carer interviews which were being conducted in a range of Stockton primary and secondary schools. Using the same questions, an online survey had been rolled out across Children’s Services. The feedback from all the engagement activity would be available at the March workshops to inform the discussions.

The Committee also received an update about wider work that had been triggered by the Appreciative Inquiry with the following objectives:

- Construct a local curriculum which matches the needs of local business and industry in collaboration with school leaders and local business
- Increase attendance by delivering half termly multi-agency networks
- Strengthen aspiration by integrating life skills and employability skills into the Holidays are Fun programme
- Reduce exclusions by designing a model which holds both the local authority and school leaders to account
- Improve communication by improving vocabulary, oracy and literacy in our schools

Key issues highlighted and discussed were as follows:

- Homework clubs – need for understanding of which pupils were attending and not attending and how the clubs were being targeted. Extension of the school day was an ongoing debate
- The importance of life skills and enrichment activities was acknowledged and had been highlighted by Ofsted. It was recognised that the national curriculum was not meaningful or relevant for some pupils
- The potential of the Child Friendly Cities Initiative was explored

AGREED that the information be noted.

**CYP/27/23 Select Committee Work Programme**

AGREED that the Work Programme be noted.