APPENDIX 1
PROGRESS UPDATE: Review of Narrowing the Gap in Educational Attainment

SCRUTINY MONITORING – PROGRESS UPDATE	
Review:	**Scrutiny Review of Narrowing the Gap in Educational Attainment**
Recommendation Lead:	**Amit Law Recommendations 2 and 5**

Updates on the progress of actions in relation to agreed recommendations from previous scrutiny reviews are required approximately 12 months after the relevant Select Committee has agreed the Action Plan. Progress updates must be detailed, evidencing what has taken place regarding each recommendation – a grade assessing progress should then be given (see end of document for grading explanation). Any evidence on the impact of the actions undertaken should also be recorded for each recommendation.

Recommendation 2:	**Forge positive relationships:** Ensure that school culture proactively forges positive relationships between pupils, staff and parent/ carers: ➤ Promote respectful behaviours from all partners including teachers. ➤ Involve parents in school life. ➤ Extend opportunities for enhanced transition
Responsibility	Amit Law
Date:	Autumn 2025
Agreed Action:	**Research:** 1. Gather pupil and parent voice from a range/type of schools regarding what makes for positive relationships in schools (including reception, phone interface, physical meetings, letters and any events to promote relationships) 2. Gather school voice on their practice and strategies employed to build positive relationships with parents, pupils and community and involve in the life of the school 3. Produce a reflective toolkit for schools which supports them to review current position and identify areas for further development **Communication:** 1. Share the outcomes of the CORE offer with all schools which will include expectations regarding the development of positive relationships and culture 2. Produce a showcase booklet to share the practice **Events:** 1. Develop and deliver CPD for school staff focused on developing positive relationships 2. Link with the Transitions group to support the review of current enhanced Transition offers to determine whether it is effective or whether changes need to be made

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Agreed Success Measure:	**Research:** • Pupils and parent groups identified • Questions for discussion agreed • Dates set • Responses gathered • Prepare a report that identifies list of strategies pupils and parents find effective • Schools selected for survey • Questions formulated and distributed • Analysis of questions • Report prepared that identify list of strategies that identify strong practice • Research published current materials for examples of best practice **Communication:** • Have agreed CORE Offer finalised • Develop documents to share which detail CORE offer • Commission training to deliver • Showcase booklet draws on the examples used across Stockton schools and the reflective toolkit. **Events:** • Develop a training package focused on positive relationships • Deliver CPD to schools • Capture the voice of Parents, pupils and schools on the current enhanced transition
Evidence of Progress: (January 2026)	**Training Programme**: A comprehensive range of training is now agreed and scheduled, including Thrive, Theraplay, Trauma-Informed Practice, and Emotion Coaching. All dates are confirmed. **Transitions Workshop**: The cross-year transitions workshop was successfully held on 7th November 2025, mapping all current transition dates across year groups. The next workshop is scheduled for 26 January 2026. **Transitions Team**: Recruitment is complete. The team is now actively supporting all children aged 14 and above who are open to social care, ensuring person-centred transition planning. **Health & Care Lead**: A Children & Young People Health & Care Lead is now in post. This role strengthens early intervention and transition support by working across health, education, and social care.
Assessment of Progress: (include explanation if required) (January 2026)	**Training Programme** ✅ **Strong progress –** All training modules (Thrive, Theraplay, Trauma-Informed Practice, Emotion Coaching) are agreed and scheduled with confirmed dates. This demonstrates effective planning and commitment to workforce development. **Next step:** Monitor attendance and evaluate impact on practice.

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	Transitions Workshop ✅ **On track –** The initial workshop successfully mapped transition dates across year groups, creating a clear baseline. The next workshop is scheduled, showing continuity and forward planning. **Next step:** Ensure actions from the first workshop are implemented and reviewed in January. **Transitions Team** ✅ Significant milestone achieved – Recruitment completed and team operational, supporting children aged 14+. This is a critical step toward improving person-centred planning. **Next step:** Track outcomes (e.g., number of plans completed, feedback from families) to measure effectiveness. **Health & Care Lead** ✅ **Key role established –** Appointment of the Health & Care Lead strengthens multi-agency collaboration and early intervention. **Next step:** Define clear KPIs for the role and integrate into transition pathways.
Evidence of Impact: (January 2026)	**Training Programme** • Pre- and Post-Training Surveys: Measure staff confidence and knowledge before and after training. • Practice Observation: Evidence changes in classroom or care practice (e.g., use of Thrive strategies). • Outcome Data: Track improvements in pupil engagement, emotional regulation, or reduced exclusions linked to trained approaches. **Transitions Workshop** • Action Plan Delivery: Monitor implementation of mapped transition dates and agreed actions. • Feedback from Schools & Families: Collect qualitative feedback on clarity and coordination of transitions. • Reduction in Missed Transitions: Compare data year-on-year for smoother transitions. **Transitions Team** • Number of Person-Centred Plans Completed: Quantitative measure of reach. • Quality Audits: Review plans for compliance and person-centred principles. • Family Satisfaction Surveys: Evidence improved experience and reduced anxiety during transitions. • Outcome Tracking: Monitor indicators like sustained placements, reduced NEET (Not in Education, Employment, or Training) rates.

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Health & Care Lead

- Early Intervention Metrics: Track referrals and interventions initiated earlier than before.
- Multi-Agency Meeting Attendance: Evidence improved collaboration.
- Case Studies: Showcase examples where health input prevented escalation or improved outcomes.

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Recommendation 5:

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Managing emotions:
- ➢ Strengthen environment and opportunities for pupils to manage emotions:
- ➢ Engage with the Healthy Schools Programme and Healthy Settings Programme
- ➢ Design and delivery of courses to meet pupil need and support parents, with specific reference to:
  - ▪ managing behaviour effectively.
  - ▪ supporting mental health and wellbeing – especially to de-escalate heightened behaviour or to reduce stress levels.
  - ▪ positive parenting skills.
- ➢ Strengthen the use of pupil voice to support development of school environments which better support them to manage their emotions.

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<td>Responsibility</td>
<td>Amit Law</td>
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<td>Date:</td>
<td>2025/26 school year</td>
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<td>Agreed Action:</td>
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Research:
- Capture the services that support pupils across Stockton to support them in managing emotions, well-being and behaviour. To collect and analyse data on the use of services that support pupils and associated impact data
- Research evidence-based school strategies that support pupils to manage emotions, improve their well-being and display positive behaviours
- Capture pupil voice who have experienced services in 1 and 2 to identify what they found effective and what would enhance
- Capture parent voice to identify what support they feel would be most beneficial to help them to support their children.

Communication:
- Liaise with Healthy Schools team to further develop recommendations for schools regarding supporting pupils to manage emotions, improve their well being and display positive behaviours
- Develop pupil led communications to share with schools and other pupils to empower them to make any changes which will help to manage emotions and improve well being

Events:

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Further develop and deliver training packages to support staff and parents to support pupils to manage their emotions, improve their wellbeing and display positive behaviours
Deliver focused activities / Share key information during key times of year to support pupils to manage their emotions. E.g. Exams/ mental health weeks/ Christmas/ New term etc

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<td>Agreed Success Measure:</td>
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Research:
- Prepare map of provision and data on use of service across primary and secondary aged pupils
- Ask stakeholders where there are any gaps
- Identify what strategies schools across the Borough are using to support pupils to manage their emotions and improve well being
- Prepare a report on evidence-based school-based strategies currently being used with data on effectiveness.
- Ask schools to determine where there are gaps in their skills, knowledge and/or understanding
- Prepare a student voice report on the services they found effective, any areas they feel could be improvements and any gaps.
- Identify any barriers to accessing the right support in and out of school
- Gather data to find out:
  - What support is available?
  - What have parents have accessed?
  - What has been most helpful?
  - What would be most helpful?

Communication:
- Review current advice and resources
- Further develop advice resources as part of healthy schools curriculum and quality award
- Develop creative ways to share information
- Share information across all schools

Events:
- Current training to be reviewed
- New training to be updated
- New training offered
- Develop materials/resources to share
- Share with all schools and settings
- Include pupils voice

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<td>Evidence of Progress:
(January 2026)</td>
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Draft School Support Booklet (Attached): A draft school support booklet has been created to showcase all services available to schools from Stockton Council. The booklet will include service descriptions and contact details, enabling schools to make referrals at the earliest opportunity. Schools will co-produce the booklet to ensure it meets their needs. An initial meeting took place on 17th December 2025 with Neil Gittens (Head of School, Eaglescliffe School and Sixth Form). Neil fully supports the initiative and has proposed creating an Early Years/Primary/Secondary group to mirror the existing Post-16 Strategic Meeting. This group will work collaboratively on the booklet's content and structure.

CPD Training Programme: A wide range of training has been agreed and is now in place, including:

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Thrive – Supporting emotional development and resilience.
Theraplay – Enhancing attachment and building positive connections.
Trauma-Informed Practice – Understanding and responding to the impact of trauma.
Emotion Coaching – Helping children manage and express emotions effectively.

All training dates are confirmed and scheduled to ensure consistent delivery across services.
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<td>Assessment of Progress:
(include explanation if required)
(January 2026)</td>
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<u>**School Support Booklet**</u>

✅ **Strong start –** Draft booklet completed and initial engagement with schools achieved.

✅ **Positive buy-in –** Neil Gittens supports the approach and has suggested a governance structure to ensure relevance across all phases.

<u>**CPD Program**</u>

✅ **Strong progress achieved**

Training scope confirmed: A wide range of evidence-based programmes (Thrive, Theraplay, Trauma-Informed Practice, Emotion Coaching) agreed and scheduled.
Dates secured: All sessions have confirmed dates, ensuring consistency and accessibility for staff.
Alignment with priorities: Training directly supports emotional resilience, attachment, trauma awareness, and emotional regulation key priorities for improving outcomes for children and young people.

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<td>Evidence of Impact:
(January 2026)</td>
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<u>**CPD Training Program**</u>

Attendance & Completion: Track number of staff trained and percentage completing all modules.
Pre- and Post-Training Surveys: Measure changes in staff confidence and knowledge.
Practice Change: Observe and record use of strategies (e.g., Thrive or Emotion Coaching) in classrooms and care settings.
Child Outcomes:
Reduction in behavioural incidents or exclusions.
Improved attendance and engagement.
Positive feedback from children and families.
Qualitative Feedback: Collect case studies and testimonials from staff and schools.
System Indicators: Fewer escalations to specialist services due to early intervention.

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	School Support Booklet • **Referral Timeliness**: Track reduction in time from need identified to referral submitted. • **Uptake & Reach**: Measure % of schools using the booklet and number of referrals made. • **Quality of Referrals**: Monitor "first-time-right" referrals (accepted without rework). • **User Feedback**: Collect SENCO and parent/carer satisfaction surveys. • **System Efficiency**: Reduction in duplicated enquiries and bounced referrals. • **Child Outcomes**: Improved timeliness of support, placement stability, and transition readiness.

Assessment of Progress Gradings:	**1** Fully Achieved	**2** On-Track	**3** Slipped	**4** Not Achieved