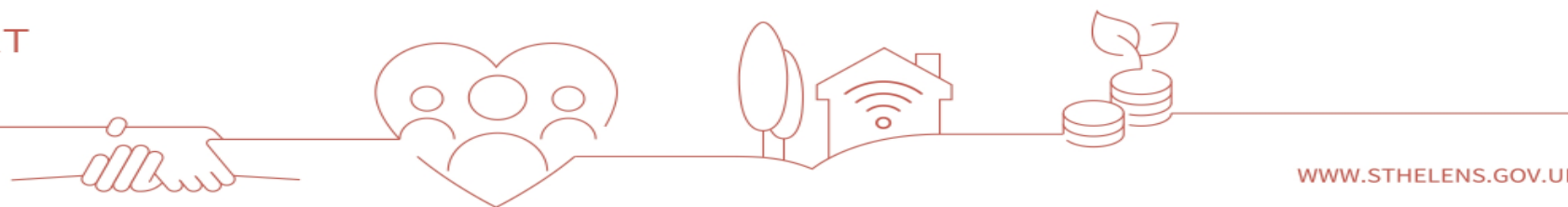


Scrutiny - 10.10.22

WORKING TOGETHER
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OF EVERYTHING WE DO.








- Education and Learning's 3 obsessions
- Academic outcomes for 21/22
- Plans and support for 22/23
- Continuing Professional Development offer
- Therapeutic Schools Award
- Learning Partnership meeting
- Statutory compliance
- TESSA model
- Family Hubs
- Repurposing the use of Alternative Education

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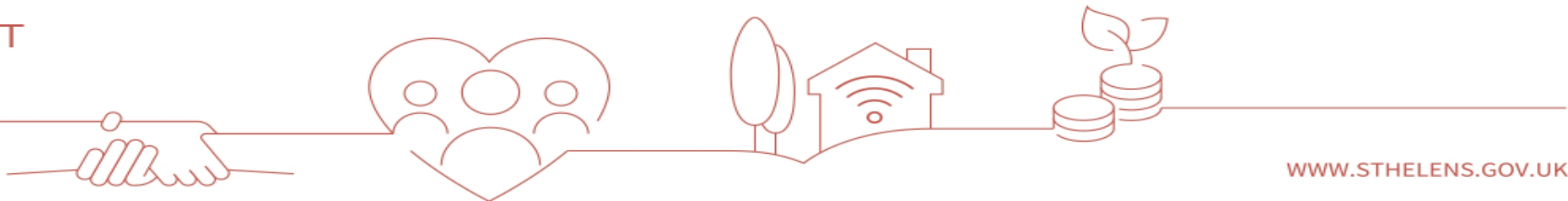
3 obsessions



	<p>All learners, of all ages have the right to the best quality of education.</p>
	<p>We promote inclusion to reduce inequality. We actively work together to champion the needs of disadvantaged children and challenge every organisation and profession across the borough to do the same.</p>
	<p>We focus on the needs of children and young people, rather than the needs of institutions or groups.</p>

All children and young people in St Helens deserve the best education. Receiving a high-quality education puts children and young people on a path to future success. We all want our children and young people to thrive; to be safe, achieving, included, healthy, responsible and heard.

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Academic outcomes for 21/22

Early Years Foundation Stage

Due to changes to the EYFSP framework this year, there are no time series statistics available to compare outcomes over time. However, in 2022 **61%** of pupils educated in St Helens state funded schools achieved a good level of development at the end of the 2021/2022 academic year, the unofficial national average is **65%**.

Year 1 Phonics Screening Check

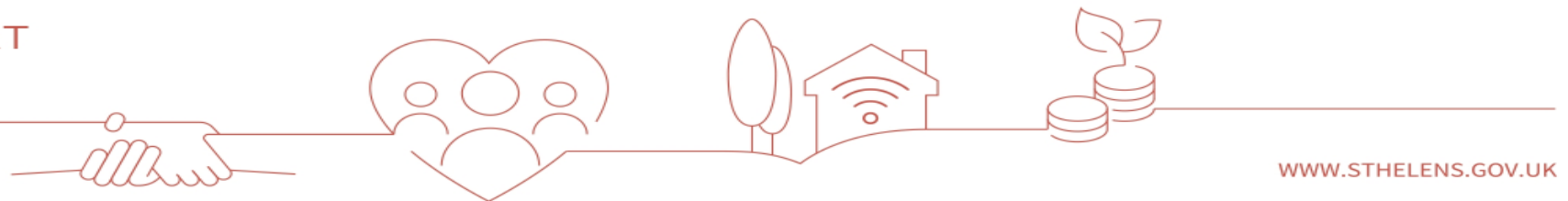
In 2022, **75%** of Year 1 pupils educated in St Helens achieved the expected standard of phonic decoding, down from 82% in 2019. There is a significant decline in the proportion of disadvantaged pupils across the Borough in Year 1 achieving the expected standard of phonic decoding, down from **73%** in 2019 to 55% in 2022.

Key Stage 1

In St Helens, as was also the case nationally, in individual subjects, attainment, in terms of attaining the expected standard, fell in all KS1 subjects compared to 2019.

- In St Helens, **66%** of pupils met the expected standard in reading, down from 74% in 2019. Nationally, **67%** of pupils attaining the expected standard in Reading, down from 75% in 2019.
- In St Helens, **57%** of pupils met the expected standard in Writing, down 11% from 69% in 2019. In terms of a comparison, nationally, **58%** of pupils met the expected standard, down from 69% in 2019.
- In mathematics, **67%** of pupils in St Helens met the expected standard, down 8 percentage points from 75% in 2019. Nationally, **68%** of pupils met the expected standard, down from 76% in 2019.

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Key Stage 2

These are the first key stage 2 attainment statistics since 2019, after assessments were cancelled in 2020 and 2021 due to the pandemic.

The percentage of pupils, both in St Helens and nationally, attaining the expected standard in Reading, Writing and Maths has decreased compared to 2019. In St Helens, **56%** of pupils met the expected standard in all of reading, writing and maths, down from 66% in 2019. Nationally, **59%** of pupils met the expected standard in all three subject areas, down from 65% in 2019.

In St Helens, **74%** of pupils met the expected standard in reading, up from 73% in 2019. Nationally, **74%** of pupils attaining the expected standard in Reading, up from 73% in 2019.

In St Helens, **69%** of pupils met the expected standard in Writing, down 11% from 80% in 2019. In terms of a comparison, nationally, **69%** of pupils met the expected standard, down from 78% in 2019.

In mathematics, **67%** of pupils in St Helens met the expected standard, down 12 percentage points from 79% in 2019. Nationally, **71%** of pupils met the expected standard, down from 79% in 2019.

In St Helens, **70%** of pupils met the expected standard in grammar, punctuation and spelling, down from 79% in 2019. Nationally, **72%** of pupils met the expected standard, down from 78% in 2019.

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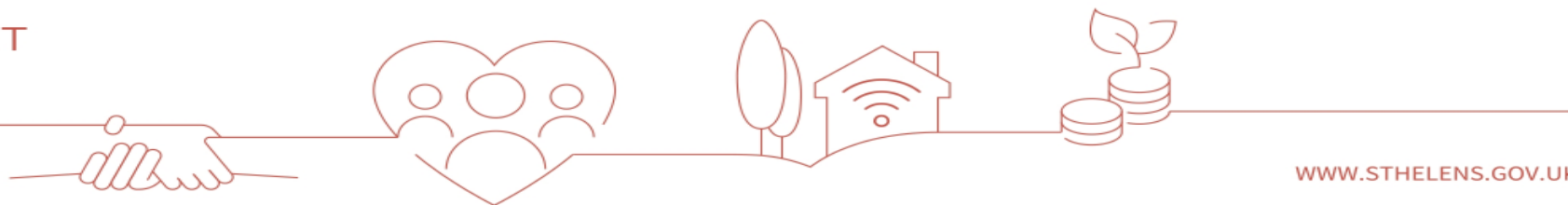


Key Stage 4

These statistics cover the attainment of Year 11 pupils who completed their GCSE studies at the end of the 2021/2022 academic year. These pupils experienced disruption to their learning during the pandemic, particularly at the end of Year 9 and in Year 10. Displayed below are a few St Helens related GCSE attainment headlines:

- **43.4%** of pupils educated in St Helens achieved a grade 5 or higher in both English and maths, referred to as a strong pass. This is a **5.8 percentage point increase (from 37.6%)** in comparison with 2018/19.
- The average Attainment 8 score increased by 0.7 points from **44.5 to 45.2** and the EBacc APS increased by 0.08 points from 3.69 to 3.77
- **32.4%** of pupils educated in St Helens were entered into the full EBacc. This is a **decrease of 3.2 percentage points** in comparison with the last exam year of 2018/19 when 35.6% of pupils were entered into the full EBacc.
- The government's ambition to see 75% of pupils studying the EBacc subject combination at GCSE by 2022, has not been achieved locally and will, in all probability, prove too ambitious a target for most local authority areas in England.
- The ambition that 75% of pupils in 2022 and 90% of pupils in 2025 study the EBacc subject combination will not be achieved locally with low entries to languages being the main sticking point preventing entries to the EBacc rising.

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Key Stage 5

Across the providers, a total of **32.5%** of GCE A level exam entries resulted in a grade A or A*, slightly below the comparable England average (**35.9%**), however, the percentage of exam entries taken in St Helens graded A or A* (**32.5%**) is well above the position reported pre-pandemic in 2019 (**21%**).

The percentage of exam entries grades A* to E, or achieving a pass, across the providers in St Helens included in the analysis stands at **99.3%**, above the comparable national average (**98.4%**) and above the position reported for St Helens in 2019 (98.2%)

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Plans and support for 22/23

- Band B support for 8 schools (St Anne's Sutton, Willow Tree, Rectory, Sutton Manor, St Mary's Infants, St Mary's Juniors, Rivington and Broad Oak)
- Primary Achievement and Improvement Board meetings for 11 schools
- Secondary Achievement Board meetings for all secondary schools
- PALS group established
- Induction for three new headteachers (St Peter & St Paul, Holy Spirit and Robins Lane)
- Ofsted briefing for St Helens headteachers and governors
- Use of consultants to offer bespoke and tailored support and challenge (academic, attendance, well-being)
- Solution-focused innovative projects working collaboratively with REES Centre and Vision 2000
- Quality Marks linked to attendance and personal development
- Subject specific support, e.g. Maths and English consultants and use of SLEs (specialist leaders of education) to lead subject network groups
- Headteacher information sharing session
- Locality cluster group meetings
- Governors' Forum

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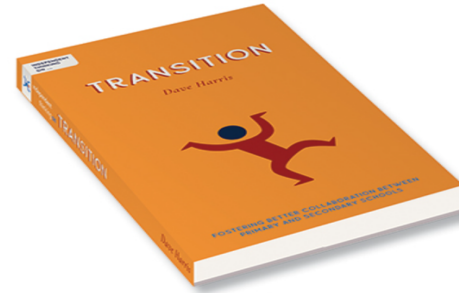


Continuing Professional Development offer

ST HELENS
BOROUGH COUNCIL



Briefing sessions led by two Senior HMIs for headteachers and governors exploring common inspection themes and additional items to the inspection handbook



Transition Conference for Early Years, Primary, Secondary and LA leaders delivered by Dave Harris of *Independent Thinking*



Education and Learning's Festival of Learning will take place 30.01.23 to 03.02.23. Speakers will cover a range of topics covering Early Years, SEND, Curriculum, Trauma-informed practice and much more

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Therapeutic Schools Award

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The Therapeutic Teaching course is a 6-part course that is designed to embed a therapeutic approach across schools. The modules teach about how childhood trauma and adverse childhood experiences can impact children's mental health and wellbeing. The LA has committed to fund 66% of the cost for 20 schools.

The Course Modules



Childhood Trauma and the Brain

The Therapeutic Teaching Course
Module 1

TPC
TEACHING

Learn about childhood trauma and how it impacts a developing brain. Find out what happens when children are stressed or overwhelmed. Why they have 'meltdowns' and what the impact is on their behaviour and internal processing at school. Most importantly, learn what can you do to help. Underpinned by therapeutic approaches and full of advice and free resources. This session is vital for anyone working with vulnerable children or young people in an educational setting.



Attachment Disorder In the Context of the Classroom

The Therapeutic Teaching Course
Module 2

TPC
TEACHING

Learn about attachment disorder and how it impacts a child or young person. Find out how to identify attachment disorder and how to support the children you work with by ensuring you are not triggering attachment style behaviours. Full of practical strategies and advice to help you figure out what is effective and what is not effective at school. You will have lots to take away and implement.



Creating an Emotionally Intelligent Class

The Therapeutic Teaching Course
Module 3

TPC
TEACHING

Learn about emotional intelligence and how focusing on developing EI in your children can predict better outcomes and life skills than academic achievements. This module links to the government guidelines on health, relationships and sex education and will inspire you to put wellbeing at the heart of your classroom. Find out how you can increase emotional intelligence in the children you work with and help them become more self-aware and empathetic by following the advice, resources, and support in this module.



Connection Vs Disconnection when Approaching Behaviour

The Therapeutic Teaching Course
Module 4

TPC
TEACHING

Learn about the importance of boundaries and consistency when working with vulnerable children. Find out how to approach behavioural incidents whilst still maintaining a therapeutic approach based on connection. With specific approaches and advice for you to begin to implement in your school. This session guides you toward alternative methods to time out and detention whilst still maintaining the boundaries many vulnerable children desperately need.



Therapeutic Teaching Skills

The Therapeutic Teaching Course
Module 5

TPC
TEACHING

Learn about how to develop therapeutic teaching skills with the children in your school. Find out how to adapt your responses to behavioural incidents and emotional outbursts to focus on connection and care. The lessons in this module will begin to create a therapeutic ethos amongst your staff and help guide everyone working with the children toward an approach that puts mental health and well-being first. A very popular session which will change perceptions and offer a lot of 'ah-ha' moments.



Creating A Therapeutic Environment

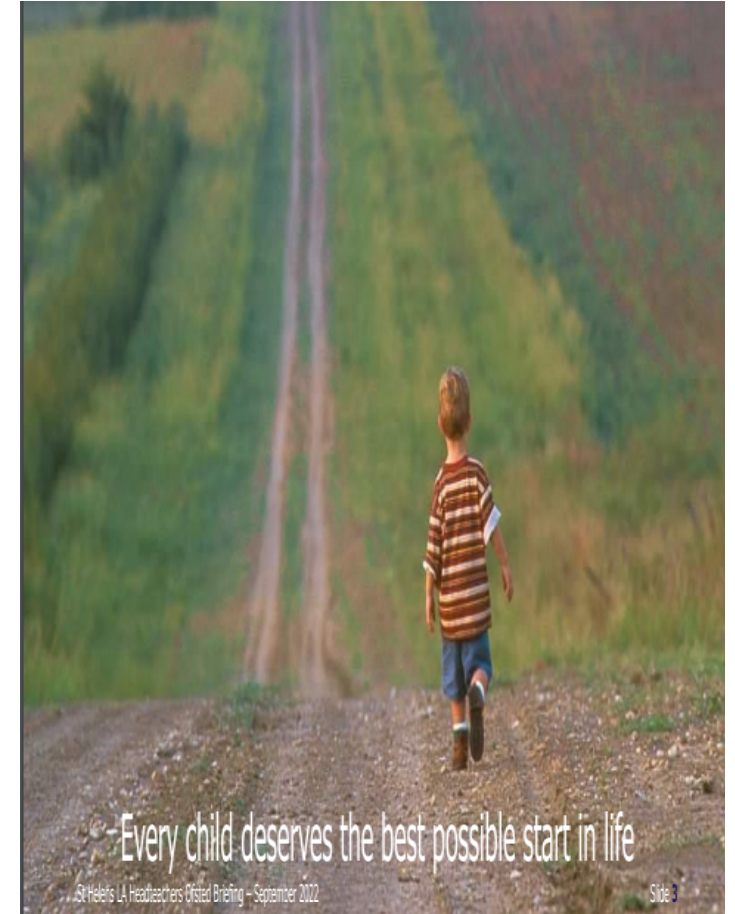
The Therapeutic Teaching Course
Module 6

TPC
TEACHING

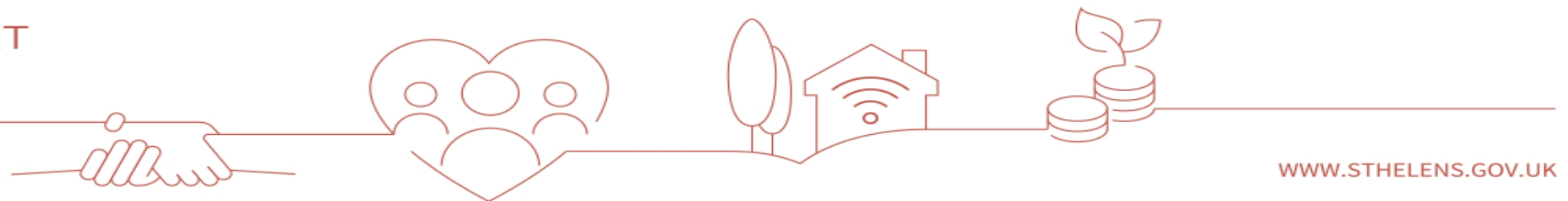
This module underpins the learning in other modules and extends it to the classroom environment. How can you help children feel engaged and ready to learn? How can you reduce stress levels in the body? In this session, you will learn how to create a therapeutic environment throughout your school which puts well-being and mental health at its core. Find out how changing your classrooms, hallways and outdoor areas can increase feelings of safety and promote self-belief which in turn positively impact learning. Ensuring your school is meeting the needs of each child through its design.

Learning Partnership Meeting

- Explored and discussed outcomes data for St Helens: highlighting strengths and areas for improvement
- *The Big Numbers* – attendance, persistent absenteeism, suspensions, permanent exclusions and NIROFTE
- Consultation and collaborative work – TESSA and use of alternative provision
- Family Hubs



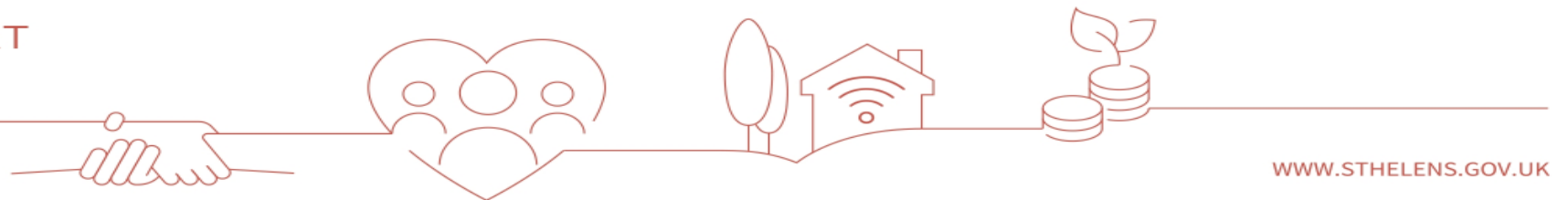
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Statutory compliance

- Awarding Body for Early Career Teachers
- Advice and support for ECT mentors and headteachers
- SACRE
- LA monitoring duties on behalf of Standards Testing Authority: Phonics Screening Check and Key Stage 2 SATs
- LA moderation duties for KS1 and KS2 SATs. This involves recruiting, training and maintaining oversight of the moderation teams and leading scrutiny visits (if selected by STA)

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TESSA model

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TESSA

Triage, Education, School Support and Advice

Initial Enquiry

New telephone hotline for schools to use.



TRiage

Graduated advice, guidance, information and Signposting

- SEND Portal
- MASH
- Mental Health Portal



WFP- WAYS FORWARD PANEL



No further action- response to referrer and case closed.



Single agency assessment and support



Specialist assessment/support
Multi agency approach
Lead professional identified

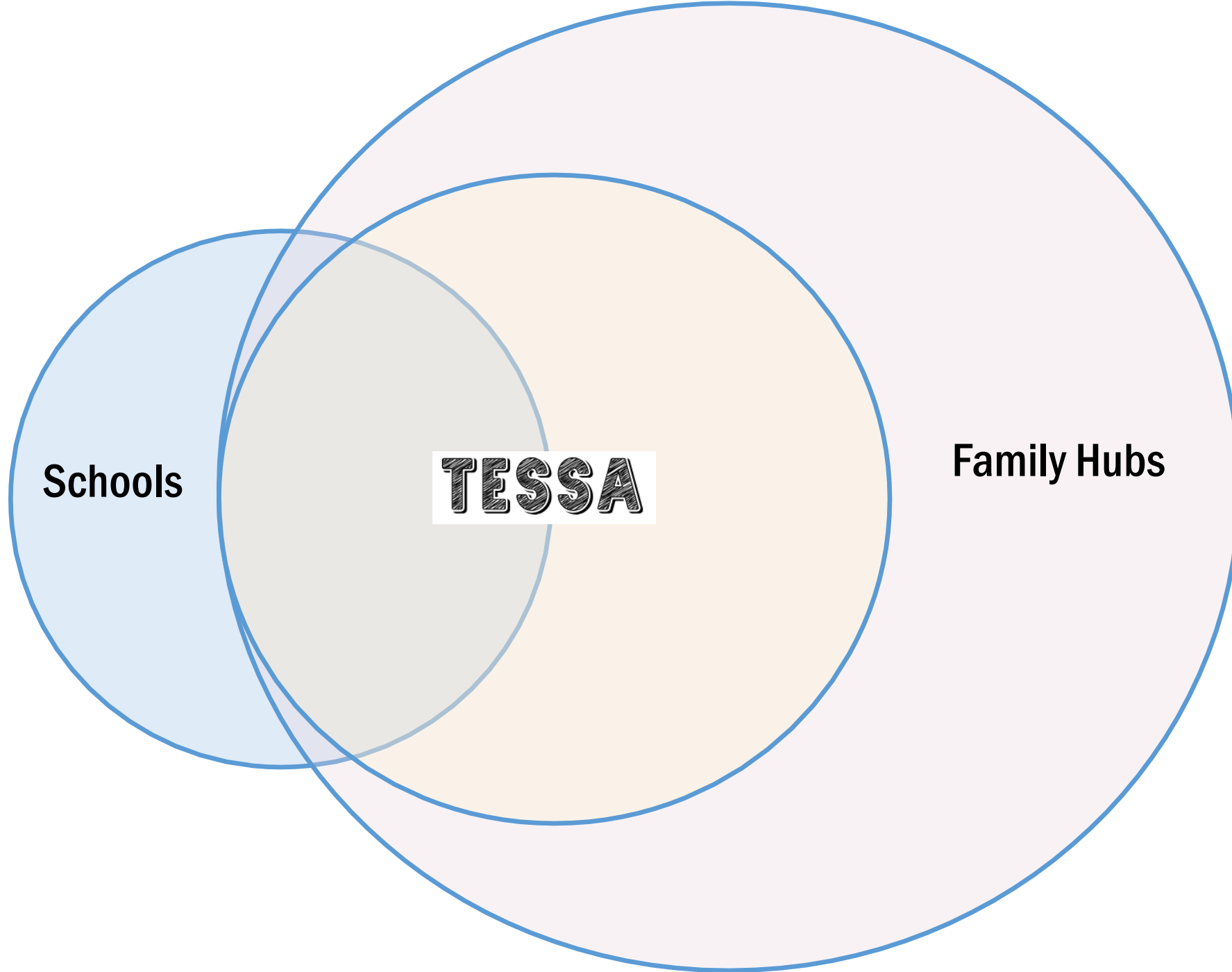
Team of duty managers made up of current service leads will triage calls and offer advice and solution at this first point of contact.

Purpose- To discuss and agree a response to requests for support for children requiring assessment and intervention at a specialist level.

Action-

A bespoke plan is formulated.





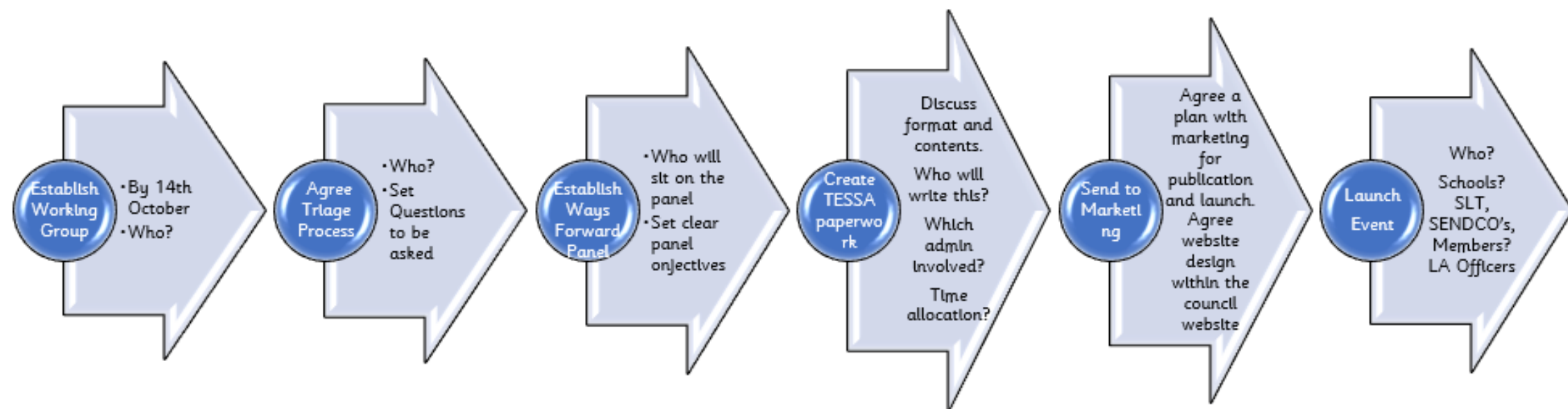
Schools

TESSA

Family Hubs

TESSA

Triage, Education, School Support and Advice



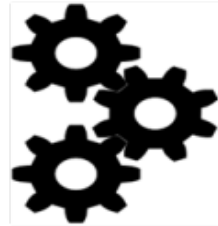
The family hub model

Each Family Hub is bespoke to each local community it serves.

The Family Hub model is informed by three key principles:



Access
Principle 1

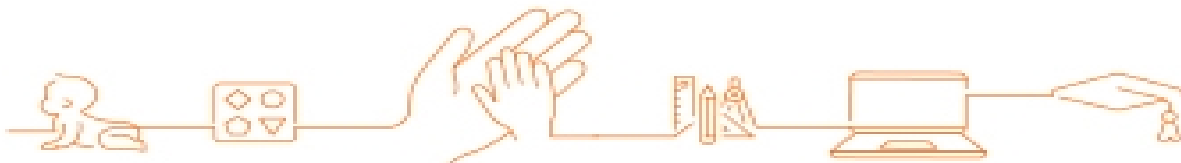


Connection
Principle 2



Relationships
Principle 3

Complementing the three key principles underlying the Family Hub model, other key factors include the **who**, **where** and **what** of service delivery.



Family Hub Model



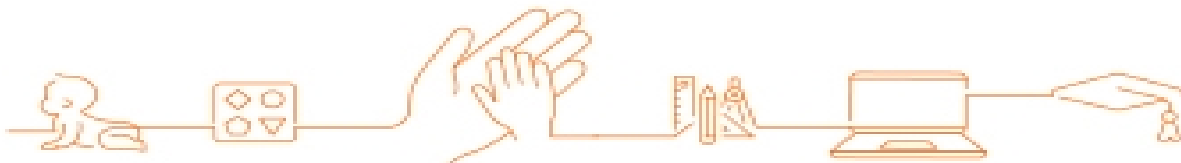
Principle 1 - Access

'One stop shop' of services for Families with children 0-19yrs (25yrs SEND)

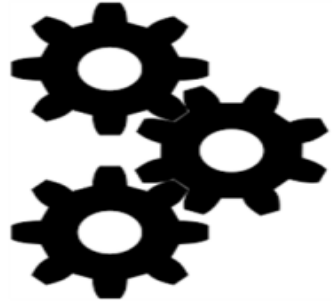
Centred around a building / group of buildings / community / locality

In person and 'online offer' of services

Recognised Brand which promotes the offer of services



Family Hub Model



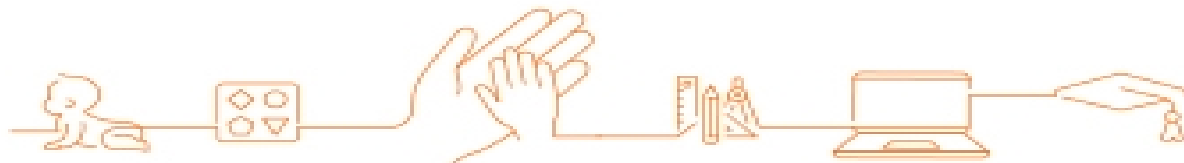
Principle 2 - Connection

Partners / Services working to a 'Tell it once' model

Universal access with seamless support to more targeted help

Public and voluntary, community and faith sector working together

Information Sharing & Joint Training

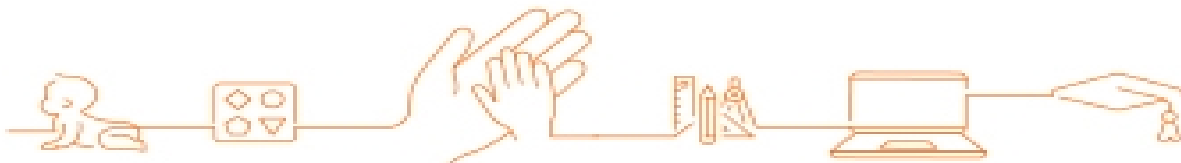


Family Hub Model

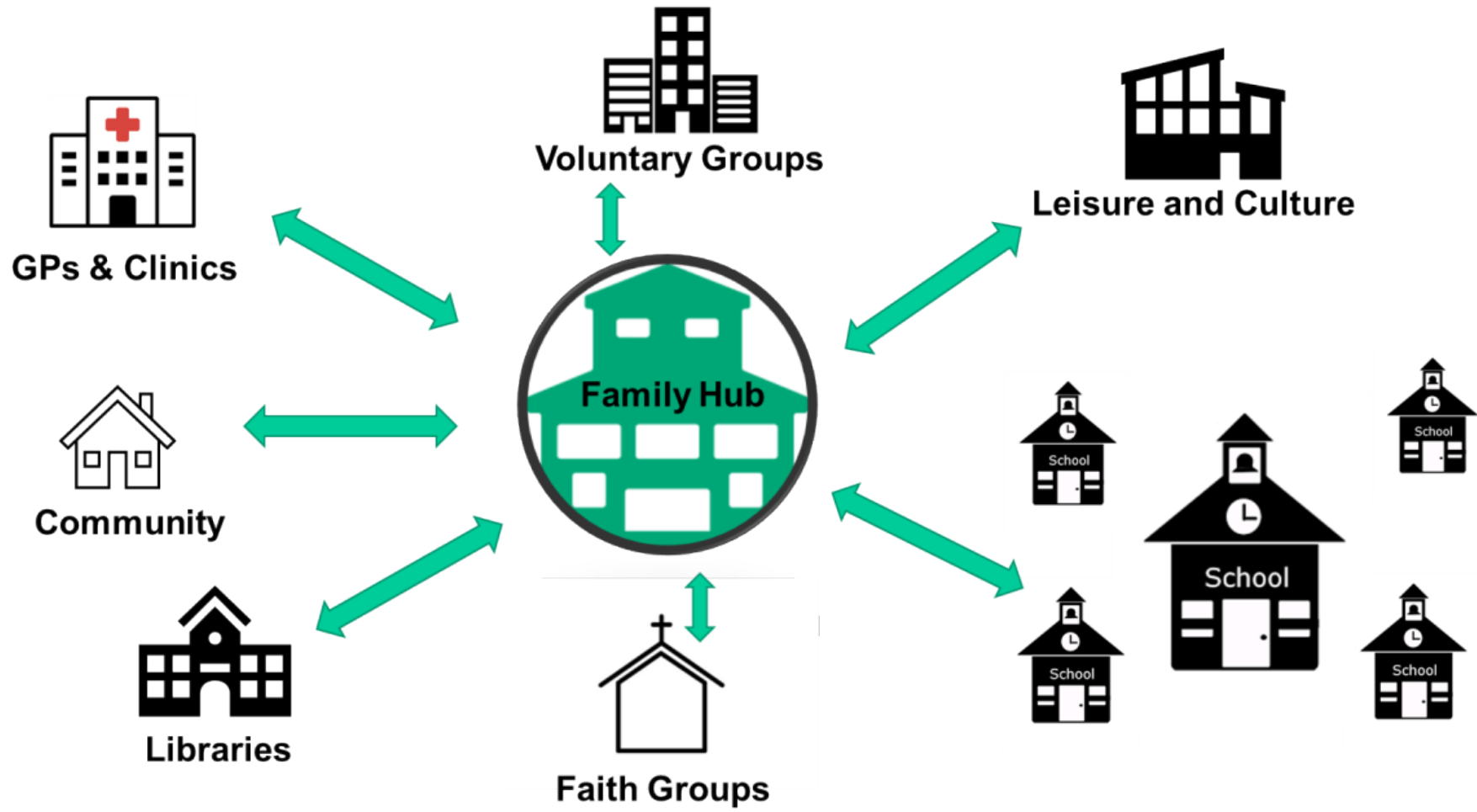


Principle 3 - Relationships

- Partners / Services working in an integrated 'one workforce' manner
- Parent Panels
- Partners involved in joint governance arrangements

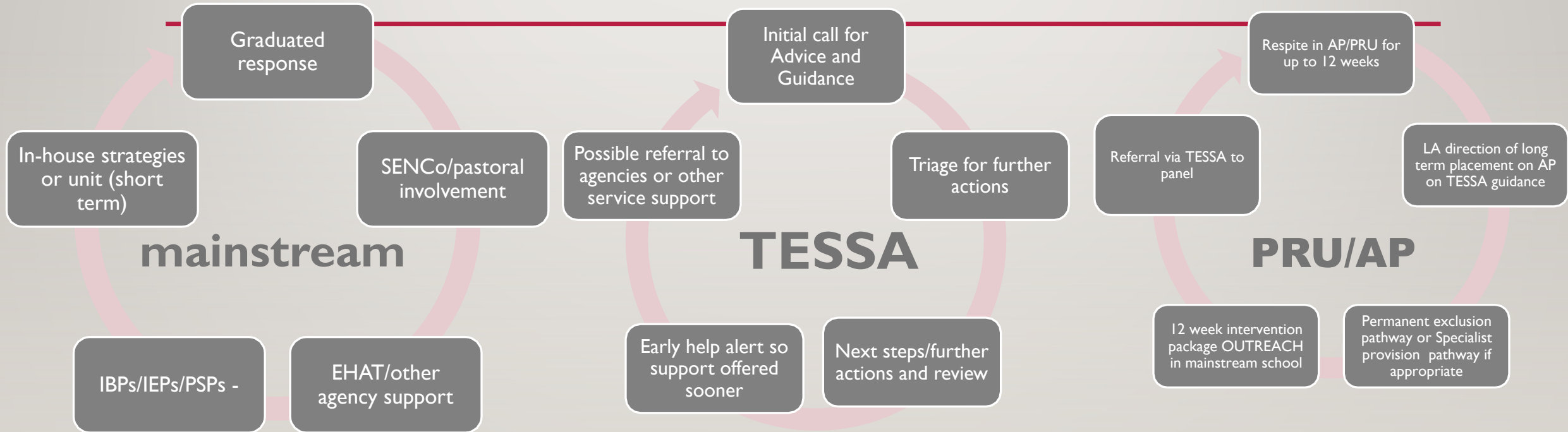


Universal access and Linked Provision



Repurposing the use of Alternative Education

AP/PRU OUTREACH MODEL (feeding into TESSA)



Continuum of Need