

Public Document Pack



**Service Director – Legal, Governance and
Commissioning**

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Tuesday 22 March 2022

Notice of Meeting

Dear Member

Children's Scrutiny Panel

The **Children's Scrutiny Panel** will meet in the **Council Chamber - Town Hall, Huddersfield** at **2.15 pm** on **Wednesday 30 March 2022**.

This meeting will be webcast live and will be available to view via the Council's website.

The items which will be discussed are described in the agenda and there are reports attached which give more details.

A handwritten signature in black ink, appearing to read "Julie Muscroft".

Julie Muscroft

Service Director – Legal, Governance and Commissioning

Kirklees Council advocates openness and transparency as part of its democratic processes. Anyone wishing to record (film or audio) the public parts of the meeting should inform the Chair/Clerk of their intentions prior to the meeting.

The Children's Scrutiny Panel members are:-

Member

Councillor Andrew Marchington
(Chair)

Councillor Elizabeth Reynolds

Councillor Joshua Sheard

Councillor Richard Smith

Councillor Paul White

Councillor Jackie Ramsay

Toni Bromley (Co-Optee)

Dale O'Neill (Co-Optee)

Linda Summers (Co-Optee)

Agenda

Reports or Explanatory Notes Attached

Pages

1: Membership of the Committee

To receive apologies for absence from those Members who are unable to attend the meeting.

2: Minutes of the Previous Meeting

1 - 6

To approve the Minutes of the meeting of the Committee held on the 1st December 2021.

3: Interests

7 - 8

The Councillors will be asked to say if there are any items on the Agenda in which they have disclosable pecuniary interests, which would prevent them from participating in any discussion of the items or participating in any vote upon the items, or any other interests.

4: Admission of the Public

Most debates take place in public. This only changes when there is a need to consider certain issues, for instance, commercially sensitive information or details concerning an individual. You will be told at this point whether there are any items on the Agenda which are to be discussed in private.

5: Deputations/Petitions

The Committee will receive any petitions and hear any deputations from members of the public. A deputation is where up to five people can attend the meeting and make a presentation on some particular issue of concern. A member of the public can also hand in a petition at the meeting but that petition should relate to something on which the body has powers and responsibilities.

In accordance with Council Procedure Rule 10 (2), Members of the Public should provide at least 24 hours' notice of presenting a deputation.

6: Special Educational Needs & Disabilities Transformation Update 9 - 16

The Panel will consider an update on the Special Educational Needs and Disabilities Transformation.

Contact Officers:

Jo-Anne Sanders, Service Director (Learning and Early Support)
Kelsey Clark-Davies, Head of Safeguarding and Inclusion

7: Educational Outcomes - draft Kirklees Annual Education Quality and Standards Report update 17 - 26

The Panel will consider a report which summaries the challenges faced by the school systems during the Academic year 2021 and the impact on educational outcomes for learners. The Panel will be asked to comment prior to the report being considered by Cabinet.

Contact Officers:

Jo-Anne Sanders, Service Director (Learning and Early Support)
Emma Brayford, Acting Senior Kirklees Learning Partner
Chris Jessup, Head of Education Outcomes

8: Kirklees Standing Advisory Council on Religious Education (SACRE) Annual Report 2020-2021 27 - 70

The Panel will consider the Annual Report for 2020-2021 from the Kirklees Standing Advisory Council on Religious Education (SACRE).

Contact Officers:

Jo-Anne Sanders, Service Director (Learning and Early Support)
Ian Ross, SACRE
Alastair Ross, Religious Education Consultation (Learning and Early Support)

9: Feedback from Panel Members on issues considered by Corporate Parenting Board

Panel Members who attend the Corporate Parenting Board will feedback on issues considered by the Board.

10: Children's Scrutiny Panel Work Programme and Agenda Plan for 2021-22 71 - 92

Members of the Panel will consider the work programme and agenda plan for the 2021/22 municipal year and will discuss progress and consider new issues for inclusion during the 2022/23 municipal year.

Provisional dates for the 2022/23 municipal year have been set but are subject to agreement by Council Annual General Meeting in May.

Contact Officer: Helen Kilroy, Assistant Democracy Manager

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Contact Officer: Helen Kilroy

KIRKLEES COUNCIL

CHILDREN'S SCRUTINY PANEL

Wednesday 1st December 2021

Present: Councillor Andrew Marchington (Chair)
Councillor Elizabeth Reynolds
Councillor Richard Smith
Councillor Paul White
Councillor Jackie Ramsay

Co-optees Toni Bromley
Dale O'Neill
Linda Summers

In attendance: Jo-Anne Sanders, Service Director, Learning and Early Support
Elaine McShane, Service Director, Family Support and Child Protection
Diane Yates, EHE Lead
Tom Brailsford, Service Director, Improvements & Partnerships

Apologies: Councillor Joshua Sheard

1 Membership of the Committee

Apologies for absence were received from Cllr Joshua Sheard.

2 Minutes of the Previous Meeting

The minutes of the meeting of the Panel held on the 20th October 2021 were agreed as a correct record.

3 Interests

No Interests were declared.

4 Admission of the Public

All items were considered in public session.

5 Deputations/Petitions

No petitions or deputations were received.

6 Public Question Time

No questions were received from the public.

7 EHE - progress update on Recommendations of Ad Hoc Panel Action Plan

Children's Scrutiny Panel - 1 December 2021

The Panel considered a progress update on the Ad Hoc Scrutiny Panel's Action Plan Recommendations for Elective Home Education presented by Diane Yates, Acting Portfolio Manager (Education Safeguarding Service, Learning and Early Support). Following findings from the Ad Hoc Scrutiny Panel review in March 2020, the Children's Scrutiny Panel had made several recommendations including the need for a new Kirklees EHE Policy as below:-

1. A new Kirklees Policy on EHE be produced, in consultation with home educators, at the earliest possible opportunity - The Panel was informed that the new EHE policy had been approved by Cabinet on 5th October and had now been adopted.
2. Consider the implementation of a dedicated EHE Team, including a qualified teacher, with dedicated budget provision sufficient to implement the policy effectively and consistently - The Panel was informed that an EHE Team was a long-term plan as part of the overall Service Plan, in the interim there was a dedicated EHE Team which helped build positive relationships with carers/parents. Diane Yates explained that a qualified teacher had been considered and it was felt that there were few occasions when a qualified teacher was required, this could be managed on an Ad hoc basis by tapping into resources as and when required.
3. Provide a dedicated telephone number and email address – the Panel was informed that a dedicated email address was now in place which had been beneficial in streamlining communication and improving accessibility to the EHE Team. An automated telephone system was currently being explored which would enable the caller to link directly to the EHE Team.
4. Implement a new form for schools to complete when taking a child off roll, for submission to the EHE Team within a short timescale – Diane Yates advised the Panel that new ways of working had been introduced, this included telephone contact directly with schools upon receipt of all new EHE notifications, which helped identify families who required additional support and enabled the team to provide advice and support to schools on the correct procedures they were required to follow.
5. Update and improve the relevant section of the Council's website – the Panel was informed that work on the website was taking place and would cover all the Panel's recommendations. The website was due to go live by the end of 2021.
6. That the possibility for the provision of at least one centre where home educated students could sit exams be explored, preferably one for North Kirklees and one for South Kirklees – the Panel was informed that two independent provisions were now offering exam facilities to private candidates in North Kirklees, one specifically for female students and were continuing to explore other options in South Kirklees.
7. That the options for alternative provisions particularly in respect of the Key Stage 4 cohort be investigated – Diane Yates explained that the team had

Children's Scrutiny Panel - 1 December 2021

worked in partnership with Kirklees College to look at early access to college opportunities and a pilot started in September 2021 for a small number of children who were home educated to access 14-16 provision in South Kirklees. The plan was to evaluate the pilot at the end of the academic year and be able to offer a programme to more children who were home educated in North and South Kirklees.

The panel received data which showed EHE figures for the last 5 years. It was noted that there was a steady increase year on year with the increase in 2021 due mainly to Covid19. In November 2021 there were 489 children Elective Home Educating which was 0.7% of the school population within Kirklees.

In response to a question around reasons why families chose to electively home educate, Diane Yates advised that it was mainly due to lifestyle choices, for example where a child suffered with anxiety, electively home educating reduced anxieties as a result of not attending school as it was felt that it was in the child's best interest not to be in a school environment.

The Panel asked about National and Local conversations on children's Mental Health, and if views from parents could be fed into school and mental health system to mitigate Mental Health within the school provision and if there were any forums where information could be fed into. Tom Brailsford, Service Director, Resources, Improvements and Partnership advised that there was a forum to feed back to schools where the EHE Team could link in with.

RESOLVED:

- That the Panel noted the update on EHE and thanked Diane Yates and the team for the good work on the improvements that had been made and for the update provided to the Panel.
- That Children's Mental Health in schools be picked up within the work programme for 2021/22.

8 Outcome of Ofsted inspection of Children's Services

The Panel received an update on the letter received for the focused visit to Kirklees Children's Services from Elaine McShane, Service Director for Family Support and Child Protection.

The Panel noted that the letter summarised the findings of the visit to Kirklees Children's Services on 6th and 7th October 2021. Inspectors looked at the local authority's arrangements for the experiences of children in care, in particular the quality of matching, placement and decision-making for children in care. They also looked at the quality of management oversight and whether performance management information and quality assurance activities provided managers with an accurate view of social work practice to help senior leaders improve outcomes for children. The visit was carried out in line with the inspection of local authority Children's Services framework.

Elaine McShane advised that one weeks' notice was provided to prepare for the inspection. The inspectors spoke with practitioners on the ground and two young people were identified to provide information regarding their experiences.

Children's Scrutiny Panel - 1 December 2021

The headline findings were that continuously ambitious and effective senior leaders had created a culture where strong social work practice improved outcomes for children in care who were in need of permanence. Skilled and committed social workers provided sensitive, child-centred practice to children and their carers. Elaine McShane further explained that despite the challenges of the pandemic, a wide range of effective services had been developed to support children and their carers, with many children benefitting from improved placement stability and live in timely, well-matched permanent placements. Staff had reported that professional development was strongly encouraged and supported, however, supervision did not take place frequently enough for some social workers with their direct line managers.

The Panel was informed that there was one area of improvement which was around the quality and frequency of social work supervision, including management oversight of children's progress and experiences.

Elaine McShane advised that social workers were resilient, persistent and took into account the children's culture and community. Advanced practitioners were very supportive, however, some team managers didn't always show their workings out and weren't always consistent. A session with team managers was to take place on supervision and recording the decision making on the child's record.

RESOLVED:-

- That the Panel noted the letter regarding the focused visit and thanked the team for the good work on the improvements that had been made and Elaine McShane for the update.

9 Feedback from Panel Members on issues considered by Corporate Parenting Board

The Panel received an update from the last Corporate Parenting Board from members of the Panel who had attended the last meeting. It was noted that a robust discussion took place around data received and showed that numbers of looked after children had reduced, questions were asked as to why that was happening and feedback was provided on differences with Kirklees and other areas. Ongoing work around ethnicity and how other local authorities were looking at Special Guardianship Orders was being undertaken.

The Panel received feedback on the Annual Fostering Report, work had taken place to ensure there were sufficient foster carers to meet the needs of children and young people in Kirklees. Interviews had taken place for foster carers who chose to not continue with further foster placements. The fostering network played an important role within the interviews.

The Panel received feedback from the Virtual School, the Virtual School was made up of a Head Teacher, Teachers and a Virtual School Governing Body. It was noted that the Virtual School Governing Body was seeking foster carers or young people who had recently left foster care to join the governing body.

Children's Scrutiny Panel - 1 December 2021

The Panel received feedback on the Youth Justice Service which highlighted that looked after children within the youth justice system were treated the same as any other looked after child. Work had been carried out around CAMHS to try and improve waiting list times.

The Panel was informed that there was now a care leaver on the Corporate Parenting Board who was able to provide feedback on direct experiences.

RESOLVED:

- That the feedback from Members of the Panel who had attended the Corporate Parenting Board be noted.

10

Children's Scrutiny Panel Work Programme and Agenda Plan for 2021-22

The Panel received an update on the face-to-face visits which were to take place with various teams in Children's Services. Visits had been arranged with Batley and Dewsbury Front Line Social Work Teams. A visit to the Youth Justice Service took place on the 18th November 2021, a discussion took place regarding HM Inspectorate of Probation inspection, which recognised the interaction within the team and young people within the Youth Justice Offending Team and the restorative practice which took place with the offender and victim.

A discussion took place around Child Sexual Exploitation and names of offenders that had been released. A concern was raised by the Panel around the impact on the wider family. The Panel agreed that a detailed discussion would take place at a future meeting along with a discussion around the practices as the team were moving into a contextual safeguarding process.

The Panel agreed that a progress update on the Learning Strategy be added to the Educational Outcomes scheduled for March meeting in 2022.

RESOLVED:

- That the work programme and Agenda Plan for the 2020/21 municipal year be noted and updated.
- That information of the offenders of Child Sexual Exploitation be scheduled as an item for consideration at a future meeting.
- That a progress update be added to the Educational Outcomes item at the March 22 meeting.

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KIRKLEES COUNCIL			
COUNCIL/CABINET/COMMITTEE MEETINGS ETC			
DECLARATION OF INTERESTS			
Childrens Scrutiny Panel			
Name of Councillor			
Item in which you have an interest	Type of interest (eg a disclosable pecuniary interest or an "Other Interest")	Does the nature of the interest require you to withdraw from the meeting while the item in which you have an interest is under consideration? [Y/N]	Brief description of your interest

Signed: Dated:

NOTES

Disclosable Pecuniary Interests

If you have any of the following pecuniary interests, they are your disclosable pecuniary interests under the new national rules. Any reference to spouse or civil partner includes any person with whom you are living as husband or wife, or as if they were your civil partner.

Any employment, office, trade, profession or vocation carried on for profit or gain, which you, or your spouse or civil partner, undertakes.

Any payment or provision of any other financial benefit (other than from your council or authority) made or provided within the relevant period in respect of any expenses incurred by you in carrying out duties as a member, or towards your election expenses.

Any contract which is made between you, or your spouse or your civil partner (or a body in which you, or your spouse or your civil partner, has a beneficial interest) and your council or authority -

- under which goods or services are to be provided or works are to be executed; and
- which has not been fully discharged.

Any beneficial interest in land which you, or your spouse or your civil partner, have and which is within the area of your council or authority.

Any licence (alone or jointly with others) which you, or your spouse or your civil partner, holds to occupy land in the area of your council or authority for a month or longer.

Any tenancy where (to your knowledge) - the landlord is your council or authority; and the tenant is a body in which you, or your spouse or your civil partner, has a beneficial interest.

Any beneficial interest which you, or your spouse or your civil partner has in securities of a body where -

- (a) that body (to your knowledge) has a place of business or land in the area of your council or authority; and
- (b) either -

the total nominal value of the securities exceeds £25,000 or one hundredth of the total issued share capital of that body; or

if the share capital of that body is of more than one class, the total nominal value of the shares of any one class in which you, or your spouse or your civil partner, has a beneficial interest exceeds one hundredth of the total issued share capital of that class.

Name of meeting: Children's Scrutiny Panel

Date: 30th March 2022

Title of report: Special Educational Needs & Disabilities Transformation Update

Purpose of report:

- 1) In March 2019, a report was presented to Kirklees Council Cabinet following the Children's Scrutiny Panel review into parent / carer perspective and experience of having a child with Special Educational Needs and Disabilities (SEND) in Kirklees.
- 2) Since 2019 there has been significant engagement, review and development work in this area and this report will update Children's Scrutiny Panel on the Special Educational Needs and Disabilities Transformation Plan which is in place . [Kirklees SEND Transformation plan](#)
- 3) Additionally, it is important to note that in February 2022 Kirklees as a Local Area was inspected by OFSTED and CQC in our "Local Area SEND Inspection". This report will give an overview of this process.

Key Decision - Is it likely to result in spending or saving £250k or more, or to have a significant effect on two or more electoral wards?	Not Applicable
Key Decision - Is it in the <u>Council's Forward Plan (key decisions and private reports)?</u>	Key Decision – No Private Report/Private Appendix – No
The Decision - Is it eligible for call in by Scrutiny?	Not Applicable
Date signed off by <u>Strategic Director</u> & name Is it also signed off by the Service Director for Finance? Is it also signed off by the Service Director for Legal Governance and Commissioning?	Jo-Anne Sanders and Tom Brailsford for Mel Meggs N/A N/A
Cabinet member portfolio	Cllr Carole Pattison - Cabinet lead for Learning, Aspiration and Communities Cllr Viv Kendrick - Cabinet lead for Children (statutory responsibility for Children)

Electoral wards affected: All

Ward councillors consulted: N/A

Public or private: Public

Has GDPR been considered? There are no GDPR implications arising from the report. **Page 9**

1. Summary

Introduction

Our partnership vision in Kirklees is that every child receives the best start in life. Our aspirations for children and young people with SEND are no different to all children and this receives the highest priority from all our partners. We are proud of the partnerships which are at the heart of our services and we acknowledge that our successes are based on **working with families**, building on their strengths. [Kirklees Send strategy](#)

The coronavirus pandemic has clearly brought unprecedented challenges to the way in which we deliver services and the way in which we work, particularly during our response to the initial crisis. As a partnership we are proud of the way we have supported and helped to minimise the impact and disruption that Covid-19 has brought.

We recognise that delivering the best outcomes for all our children with SEND is a significant challenge which many authorities and partners face. Our SEND Transformation Plan outlines how we approach these challenges and the opportunities there are to improve our work. This has a focus on outcomes for people. We will concentrate our energy and resources on the things that make a difference to people's lives.

Since 2019 SEND has been a transformation priority for the council and significant investment has been undertaken in ensuring we get our approach right. We have worked closely with strategic improvement partners – ImPower - to develop our Inclusive Ambitions and SEND Transformation Plan.

In producing change and transformation of outcomes we are seeking to improve the life experiences and chances of a cohort of young people who, on a national basis, consistently benchmark below their peers in relation to educational attainment and employment prospects. Our transformation programme is seeking to deliver culture change in how we do things as much as systemic improvement across the system. This work is a critical strand to our work in addressing inequalities in society.

Our focus is on early intervention and supporting co-production and design, the approach we are developing illustrates our commitment to **working with families**, partners, stakeholders and communities of interests. This is highlighted in the development and agreement of a set of "Shared Inclusive Ambitions" across the Kirklees SEND partnership.

Our "Inclusive Ambitions" are measurable ambitions which we can all work towards together. These ambitions recognise whilst there are different national and local contexts and pressures for partners, we must work as one system unified by inclusive ambitions which all partners, including our Parents and Carers have collectively developed.

The seven summarised ambitions captured below were developed with system wide involvement including health and social care partners in 2020.

1 Responsive and holistic early intervention

2 Culture of trust with parents and families

3 Inclusive practice in the community and within education settings

4 CYP thriving in education settings and celebrating more holistic outcomes and achievements

5 An integrated system

6 Embedding a shared culture of proactivity, holistic skills and knowledge

7 Supporting children to have clear aspirations with a focus on preparing for adulthood

We are proud of our workforce across the partnership and we have demonstrated in a number of areas both innovation and highest quality provision. We also know however that not all of our provision and outcomes are consistently good and we are aware there is more to be done to achieve our collective aspirations.

Our improvement work has driven progress in meeting the needs of children and young people with additional needs, but we recognise that we need to go even further as a whole system to meet the high aspirations we have locally for our children and families. It is our assessment that in Kirklees there is much good practice and improvement since 2014. There are areas, however, where there is more to be done and therefore there will be some inconsistency in children's and families' experiences of SEND related services.

The Kirklees SEND context

- We have just over 104,000 Children and Young People in Kirklees, of which 69,638 are school aged.
- Kirklees currently has 11,968 children and young people aged 0-25 with SEND – this is 11.5% of our population. 8097 of these (68%) are at “SEND Support” and 3871 (32%) with an Education, Health and Care Plan (EHCP).
- There has been just over a 100% rise in the number of CYP in Kirklees with an EHCP since 2015 when 1907 children and young people had a plan.
- The % of pupils with a statement or EHCP has increased since 2015 broadly in line with the national average since 2015
- The % of children and young people at “SEND support” has increased above the national average
- We have 6 special schools in Kirklees, all of which are judged as Good or Outstanding.
- We have 9 “Specialist Provisions” in Kirklees which are attached to mainstream schools
- We have an inclusive mainstream system across Kirklees, with the vast majority of our children and young people with SEND being educated in their local mainstream school

Our Challenges

Whilst facing demand pressures, we also recognise that more could be done in the local SEND system to improve outcomes and results. As a partnership we have already undertaken extensive work to address these challenges and have achieved significant successes over the past two years. We recognise, however, that there are opportunities to go further. Some of these challenges are as follows:

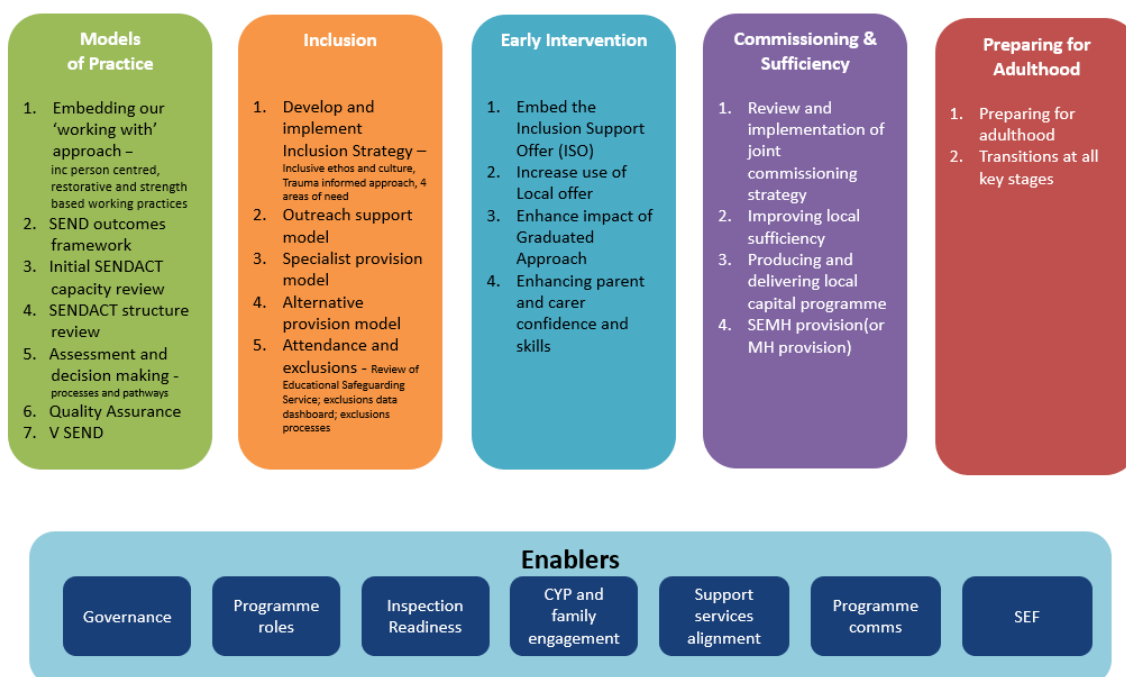
- Consistency and quality across services.
- Model of Practice - Our research has shown us that there are opportunities to enable support much earlier stage – we need to refocus our investment to support systems to enable that
- Sufficiency – we need to grow capacity in all settings and placements across our SEND system to match the needs of our population.

- Exclusions – too many of our young people with SEND needs are excluded from their settings
- Moving towards adulthood requires a more holistic approach from a younger age and more consistent co-production
- Some of our systems and services are under pressure. If a child or young person has an identified Special Educational Need or Disability they will initially receive support from their school or setting and any additional services under a category of “SEND Support”. Many of our children and young people make good progress at SEND support, but for some, families choose to request a statutory assessment for an Education, Health and Care Plan (EHCP), and as outlined, there has been a 100% increase in the number of children and young people in Kirklees with an EHCP since 2015. The significant increase in requests for Education, Health and Care needs assessments (EHCNAs) has impacted upon capacity of key services such as Educational Psychology and SENDACT. Our compliance rate in ensuring new EHCNAs are completed within 20 weeks was 40.5% in 2021, declining between July and December, however is now increasing again. Where families have needed to wait for longer than they should for an assessment to be completed we have ensured ongoing communication and support is in place. It is also important to note that despite the challenges around new assessments for EHCPs, we have seen some significant service improvement including:
 - ✓ The quality of new ECHPs have improved and this has been validated at the recent Peer Review with another Local Authority
 - ✓ There are improved Quality Assurance processes in place, carried out across Education, Health and Care
 - ✓ We have improved our management of Annual Reviews
 - ✓ We have worked with colleagues across Health and Social care to improve the quality of advices received
 - ✓ We have put in additional leadership capacity to support the changes identified in the services

The level of opportunity, coupled with the extent of work already underway, has highlighted the need for a shared programme to deliver the Inclusive Ambitions for our children, young people and families with additional needs and a single programme plan which pulls together all SEND change activity

This transformation programme was developed, with the key steps set out below. The programme has been shaped concurrently with ongoing day to day activity, enabling the programme approach and targeted interventions to deliver impact as we develop the direction. There are many opportunities across our local system to fulfil our aspirations and the SEND Transformation Plan sets out our ambitions, how we will build on our foundations and how we will improve. Our plan is ambitious and is being delivered with pace, whilst importantly ensuring that our work is sequenced so interdependences between programmes are accounted for.

Programme Structure



Recent activity

In order to achieve our ambitious outcomes for our Children and Young People we identified a need to build upon and expand our best practice and provision within Kirklees, as well as increasing strategic leadership capacity. We acknowledged that, if we truly want to enable our Children and Young People to achieve highly, within a first class education system which enables every learner to achieve to their full potential, then we need to be bold, be innovative and invest heavily in change.

We acknowledge that if we want to create substantive change we need to consider the whole “SEND System” holistically – we cannot just focus on improving one area. We are committed to working across partners in Education, Health and Care to ensure services and provision are accessible to children, young people and their families when they need them.

We know we need to work across the system with a “Graduated Approach” – ensuring that we develop expertise, capacity and sufficiency of specialist placements for children and young people with SEND across our whole system.

We are proud to have strong relationships with PCAN (Parents of Children with Additional Needs), our Parent / Carer forum in Kirklees. PCAN work closely with us to ensure co-production of key strategies, documents and resources for children and young people with SEND and their families. PCAN meet with strategic leaders on a monthly basis, and teams across our service attend events and coffee mornings hosted by PCAN to ensure we are consistently hearing and understanding parent / carer voice.

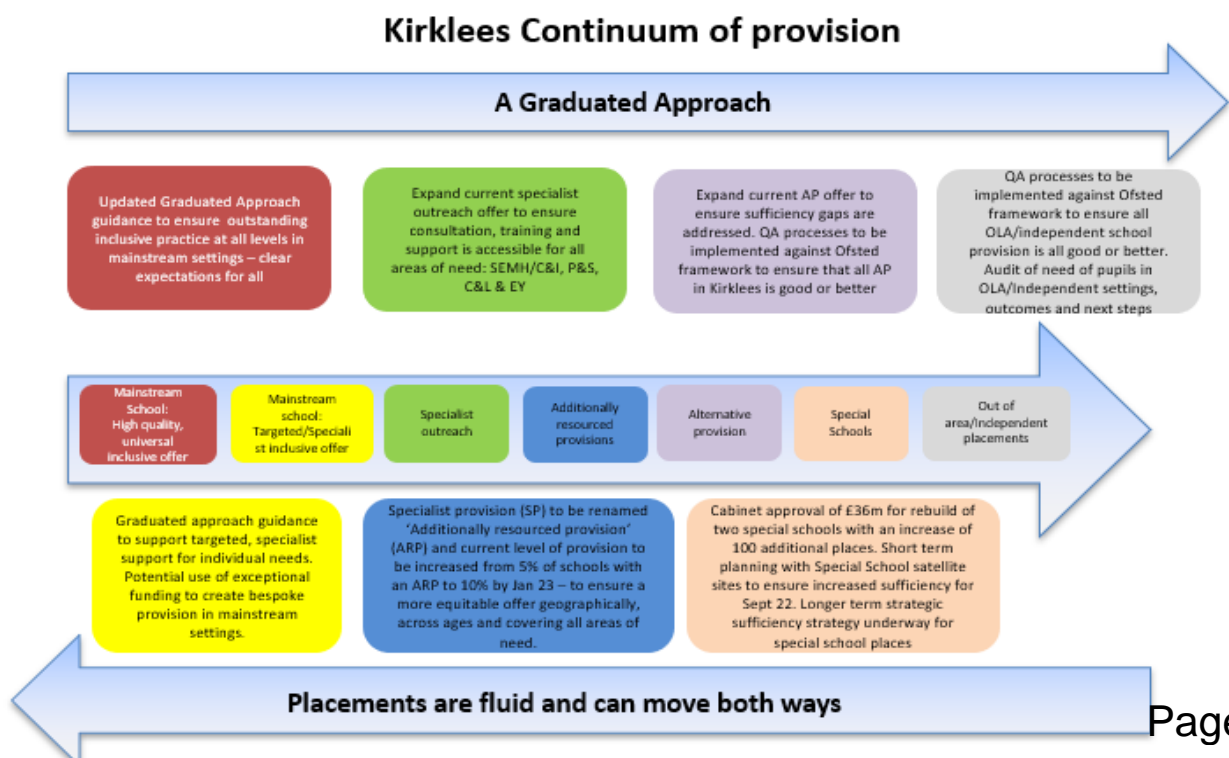
We have also engaged with a number of children and young people to ensure their voices are heard through our Childrens’ Participation Team and Local Offer service. Pupil and family voice significantly influence our strategies and actions.

Recent key activity around SEND has included:

- A co-produced and refreshed Local Offer service [Home | Kirklees SEND Local Offer \(kirkleeslocaloffer.org.uk\)](http://Home | Kirklees SEND Local Offer (kirkleeslocaloffer.org.uk)) which offers clear signposting and advice around SEND in Kirklees for children, young people, families and professionals (launched Jan 21)

- The introduction of our “Inclusion Support Offer” (ISO) helpline for professionals around SEND (launched Mar 21)
- Developing revised guidance for schools and settings on ensuring an outstanding inclusive offer within a “Graduated Approach” (to be launched Apr 22)
- Trialling of a new tool called “Valuing SEND” which supports in understanding Children and Young People’s needs and what support settings and parents / carers may need to be able to meet these - wider rollout planned
- External reviews of Specialist Provision and Alternative Provision – these were completed in 2021 and recommendations are now being implemented – these include plans, subject to statutory processes, to significantly expand our “Specialist Provision” (to be renamed “Additionally Resourced Provision”) and “Alternative Provision” offers to create more places across the whole of the Local Authority to support children and young people across all four areas of Special Educational Need; 1) Communication & Interaction 2) Physical & Sensory 3) Cognition & Learning 4) Social Emotional & Mental Health
- In Oct 2021 cabinet approved investment of £36 million to replace and rebuild two of our existing Special Schools; Joseph Norton Academy and Woodley School & College. This will create brand new, state of the art special schools in Kirklees, offering around 120 additional places for children and young people with complex Communication & Interaction needs and Autism and Social, Emotional & Mental Health needs.
- Revised Kirklees Joint Strategic Assessment. Our new KJSA provides a picture of the health and wellbeing of Kirklees people and is used to inform the commissioning strategies and plans of Kirklees CCG, council and the local voluntary and community sector. It includes information about health needs and assets.
- Robust sufficiency strategy to underpin ‘commissioning’ of additional capacity.

The diagram below helps to outline some of the provision accessible for children, young people and their families across the learning system, using a graduated approach.



In November 2021, through our Schools Forum all schools in Kirklees agreed to transfer 0.5% of the Schools Block to support investment in the High Needs system. This equates to £1.6 million which will support some of the expansion plans we have in place, for example within our specialist outreach teams and across our specialist provision.

Local Area SEND Inspection

In February 2022 Kirklees was inspected over 5 days by OFSTED and CQC in our Local Area SEND Inspection. This process involved submission of substantial documentation the week prior to inspection including:

- Our Self Evaluation Framework (SEF) which outlined our assessment of strengths and areas for development, with identified plans and next steps
- 30 Education, Health & Care Plans, for children and young people across a broad range of needs and contexts
- Key strategy and policy documents relating to SEND

A team of 3 inspectors, plus additional inspectors who quality assured the process, then visited Kirklees from 7th – 11th February 2022. They undertook a broad range of meetings and focus groups with stakeholders from across the area, including Parents and Carers, Children and Young People, Elected Members, Council Officers, Health Professionals and School, College and PVI setting staff. The inspection team also visited a number of schools and colleges, including primary, secondary, Resourced Provision, Alternative Provision and Special Schools.

The outcome of the inspection has not yet been shared as we are awaiting our joint inspection outcome letter which will explain the main findings and identified areas for improvement.

2. Information required to take a decision

No decision required.

3. Implications for the Council

3.1 Working with People

Our children and families are at the heart of all work undertaken across our Inclusion and SEND teams. We are constantly striving to further develop our person centred approach to ensure a consistent positive experience for children, young people and their families across Kirklees.

3.2 Working with Partners

We absolutely accept and acknowledge that in meeting the additional needs of many of our children and young people requires a holistic, multi-agency approach and we are wholly committed to working alongside partners from across the Education, Health and Care sectors.

3.3 Place Based Working

We are committed to further developing services and provision across Kirklees to meet the needs of children, young people and their families in their local community. This report will demonstrate how we are moving towards an offer of more place based working.

3.4 Climate Change and Air Quality

By further developing our provision for children and young people with SEND in Kirklees this will reduce the need for travel to schools and settings outside of the Local Authority, and consequently reducing the impact upon carbon emissions and climate change.

3.5 Improving outcomes for children

Everything we do within our teams is with a focus on improving outcomes for children and young people with SEND. Significant scrutiny on outcomes was undertaken during the recent Local Area SEND Inspection.

3.6 Other (eg Legal/Financial or Human Resources) Consultees and their opinions

Not applicable

4. Next steps and timelines

Our ambitious SEND Transformation Plan clearly outlines next steps and timelines. Actions within the transformation plan include recommendations previously made by scrutiny panel.

5. Officer recommendations and reasons

To continue to progress and implement the SEND Transformation Plan.

To ensure children and young person and parent / carer voice is regularly sought to feed into all work undertaken.

6. Cabinet Portfolio Holder's recommendations

Councillor Kendrick and Councillor Pattison have had sight of this report and are in full support of the identified strategy.

7. Contact officer

Kelsey Clark-Davies, Head of Education Safeguarding & Inclusion
kelsey.clark-davies@kirklees.gov.uk

8. Background Papers and History of Decisions

[Item 15 2019-03-19 Cabinet report SENDACT FULL VERSION.pdf](#)

9. Service Director responsible

Jo-Anne Sanders, Service Director - Learning and Early Support



Name of Meeting: Children’s Scrutiny Panel

Date: 30th March 2022

Title of report: DRAFT Kirklees Annual Education Quality and Standards Report update

Purpose of report: For information and comment in advance of outcomes being reported back to Kirklees Council Cabinet

This report summarises the challenges faced by the school systems during the Academic year 2021 and the impact on educational outcomes for learners.

For a second year, there is little assessment and examination data to report. Nevertheless, there is still much positive activity to highlight and what data can be reported will enable the system to focus priorities for forthcoming years.

Key Decision - Is it likely to result in spending or saving £250k or more, or to have a significant effect on two or more electoral wards?	Not Applicable
Key Decision - Is it in the <u>Council’s Forward Plan (key decisions and private reports)?</u>	Key Decision – No
The Decision - Is it eligible for call in by Scrutiny?	Information only
Date signed off by <u>Strategic Director</u> & name	Jo-Anne Sanders 18.3.22
Is it also signed off by the Service Director for Finance?	N/A
Is it also signed off by the Service Director for Legal Governance and Commissioning?	N/A
Cabinet member portfolio	Cllr Carole Pattison – Learning, Aspiration and Communities Cllr Viv Kendrick – Statutory responsibility for children

Electoral wards affected: All

Ward councillors consulted: N/A

Public or private: Public

Has GDPR been considered? Yes – the data contained in the report is derived from publicly available sources produced by the Department for Education with some additional internal analyses. Other data sources include Nexus software, Local Authority Interactive Tool (LAIT) and Statistical First Releases.

Summary

- 1.1 This report is to maintain the continuity of information
- 1.2 All statutory tests for Early Years Foundation Stage, Phonics, Key Stage 1, and Key Stage 2 were cancelled due to the continued Covid pandemic and therefore no benchmark data will be made available by the Department for Education (DfE) for 2021. The LA do not hold information relating to progress and attainment for these pupils for the year 2020/21.
- 1.3 The cancellation of exams and the significantly changed method for awarding GCSE grades impacted greatly on the results and led to a set of pupil attainment statistics that are unlike previous years. Comparisons with earlier years are not advised as they are not indicative of changes in underlying pupil performance.
- 1.4 Data is based on the nationally available statistical data and produced at Local Authority level only.
- 1.5 The 2020/21 data should not be directly compared to attainment data from previous years for the purposes of measuring changes in pupil performance.
- 1.6 Ensuring that vulnerable children and young people were kept safe, remained in education, and were supported to achieve good educational outcomes continued to receive growing national and local attention during 2020/21.
- 1.7 Exceptionally strong partnership work was demonstrated between schools, the Local Authority, and partners to ensure support for vulnerable pupils and their families.
- 1.8 School leaders continued to work together over the last year. School leaders worked tirelessly in partnership with the Council to reshape and adjust priorities considering the Covid 19 context.
- 1.9 The Local Area committed to the development of a learning strategy to guide and focus priorities as we move beyond the pandemic and to agree our approach to learning. Strong partnership engagement with a variety of stakeholders led to the co-authorship of 'Our Kirklees Futures' which is the agreed vision for learning in Kirklees.

2 Information required to take a decision (this paper is for information only)

2.1 The Covid 19 context and implications

- 2.1.1 The continued impact of the pandemic presented challenges for leaders, teachers, parents, carers and the supporting agencies. Their efforts deserve recognition. There was excellent work to be found in the responses of schools and settings. In every institution, leaders

worked exceptionally hard, making rapid but difficult decisions and implementing them at pace.

- 2.1.2** This was a difficult year for education settings and a challenging time to be learning. In all phases of education in 2020/21, most children and young people had to adapt to learning in a different way.
- 2.1.3** For many, the loss of onsite education, disrupted routines and a lack of physical activities led to a decline in wellbeing and allowed gaps in knowledge to develop. A report highlighting the progress of children throughout the pandemic sets out the national picture:
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1055351/Understanding_progress_in_the_2020_to_2021_academic_year.pdf
- 2.1.4.** In Kirklees, we will report on outcome for learners through available data and through our valued and ongoing support and challenge approach which provides intelligence on our school system.
- 2.1.5** The role of the Kirklees Learning Partner was reconfigured in 2020/21. Our learning partners prioritised visits to those school and settings requiring additional support and challenge during the Autumn term 2020. The expectation was that all schools would reopen to all pupils from September 2020 with risk assessments in place.
- 2.1.6** The remote learning offer and the school's ability to identify gaps in knowledge, apply appropriate interventions and monitor the impact of these interventions on pupils' outcomes was the focus of visits.
- 2.1.7** Additionally, school leaders were responsible for continuing to develop their school's curriculum, ensure teachers had access to high quality Continuing Professional Development to enhance and grow subject specific knowledge.
- 2.1.8** Outcomes data has taken less precedence within the Ofsted framework. There is an increased emphasis on formative assessment and evidence from the classroom, gathered through pupil, staff voice and workbooks, to benchmark the school.
- 2.1.9** Inspections carried out under Section 5 of the Education Act 2005 resumed in September 2021.
- 2.1.10** Inspections carried out under Section 8 resumed in September 2021.
- 2.1.11** Section 8 inspections do not fall under section 5 of the Education Act 2005. These include:
- inspections of schools previously judged to be good,
 - inspections of special schools, pupil referral units and maintained nursery schools previously judged to be outstanding,

- monitoring inspections for schools previously judged inadequate or requires improvement,
- inspections where Ofsted have a particular cause for concern (for example, about behaviour and attitudes, safeguarding or leadership).

- 2.1.12** The need to observe classroom practice, review books and speak to stakeholders was more pronounced than ever, and provided extremely challenging because of the pandemic. Robust quality assurance opportunities were limited both internally and with external partners as public health measures took precedence over site visits.
- 2.1.13** In spring 2021, school improvement visits were significantly impacted by the school closures, with planned monitoring activities conducted either remotely or postponed to the summer term.
- 2.1.14** Face to face visits resumed during summer 2021, which allowed learning partners to quality assure school improvement activities, and triangulate evidence collated with self-evaluation judgements.
- 2.1.15** Networks and training continued to be offered to schools. A new standardisation and moderation package was offered to all Key Stage 1 and Key Stage 2 schools in the spring and early summer of 2021.
- 2.1.16** The pause on primary assessment and the schools' abilities to engage in internal and external professional dialogue identified the need for this offer.
- 2.1.17** Schools continued to have access to high quality professional development to enable them to develop their curriculum offer.
- 2.1.19** Recognition of reduced transition activities between schools identified the need to provide a bespoke package for the first and middle school settings in the LA, where the children transition at the end of Year 5. The opportunity to bring professionals together, albeit virtually, from the two phases was welcomed and well attended.
- 2.1.20** Moderation and teacher assessment was prioritised and strengthened in secondary schools throughout the pandemic. The change in the GCSE awarding methodology, meaning that teacher assessed grades were awarded rather than outcomes based on exams, meant that an increased amount of training, standardisation and school-based quality assurance was expected as part of the teacher assessment process.
- 2.1.21** A summer data capture in 2021 to support school self-assessment was offered to all schools. Analysis of data in 2019, Phonics data from Autumn 2020 and KS4 data from 2020, identified Oracy, early reading and reading comprehension as curriculum areas of focus.

- 2.1.22** Schools Forum, in collaboration with the Education Improvement Committee of the Education and Learning Partnership Board, supported a small-scale project with Voice 21, a national charity. We recognised through our data analysis that reading is a key area to improving outcomes. There are ten schools participating in the project, including one with specialist provision and a range of primary and secondary schools.
- 2.1.23** Throughout the pandemic, Kirklees learning partners worked closely with safeguarding teams ensuring that where attendance was low, support was offered to the school and family.
- 2.1.24** There were periods of lockdown where children were not required to attend school and remote learning was in place. Kirklees learning partners supportively challenged schools to ensure that their remote learning offer was in line with government guidance and that wellbeing checks were in place for children learning at home, with provision for the most vulnerable made available on school site.
- 2.1.25** During 2020/21, there was a much larger focus on home-learning during lockdown. As part of the Department for Education initiative, Kirklees rolled out a programme of providing IT devices to the children and young people who need them the most to ensure pupils received an IT device to access online lessons. Kirklees supplied over 5,300 pieces of IT equipment making Kirklees one of the leading authorities in the country for accessing this support.

2.2 Educational Outcomes for the Academic Year 2020 / 2021

- 2.2.1** We are unable to report on Early Years Foundation Stage through to Key Stage 2 outcomes as formal teacher assessments or exams did not take place in summer 2021.
- 2.2.2 Key Stage 4 results**
- 2.2.3** The sector consensus is that the increases seen in the headline statistics reflect the changed methodology used for awarding grades rather than demonstrating a step change improvement in standards.
- 2.2.4** The government published local authority data for GCSE results for 2020 and 2021 but not individual schools' data.
- 2.2.5 Key Stage 5 results**
- 2.2.6** Following the use of Centre Assessed Grades and Teacher Assessed Grades in 2019/20 and 2020/21, KS5 performance in Kirklees has dipped relative to national benchmarks. This was signalled as an issue within partnerships and networks prior to the 2020/21 results.

- 2.2.7** The patterns of results in the provisional 2021 data fits the expectation due to the grade inflation seen in the majority of Local Authorities with smaller school sixth forms and fewer sixth form Colleges.
- 2.2.8** It is highly unlikely that all regions improved their underlying quality or performance to this extent in these years, and there has been no indication of internal drop in quality at any A level institution.
- 2.2.9** It is likely then that when rigorous externally assessed grades return for the summer 2022 exams that Kirklees will return to its position above region and national averages and in its historic position within the A and B quartiles.

2.3 Priorities for 2021/22 and beyond

- 2.3.1** The focus for the 2021/2022 academic year is to work in partnership with the Education Learning and Partnership Board and its committees to support schools to continue to operate safely and recover to the best of their abilities to help all pupils catch up any identified lost learning.
- 2.3.2** The Learning Strategy, 'Our Kirklees Futures' sits at the heart of our ambitions. <https://civico.net/kirklees/13361> It has been co-produced with stakeholders across the district and sets out the following key priorities for learners:

By 2030, Kirklees is a place where children and young people have the best start in life and are:

Safe: Children and young people in Kirklees are safe and feel safe from harm, benefitting from nationally recognised, exceptional safeguarding practice.

Healthy: Children and young people live healthy lifestyles and maintain these into adulthood.

Achieving: All learners across Kirklees make outstanding progress, access a high performing education system and achieve well in external examinations. They enjoy a curriculum offer that celebrates cultural, creative, sporting and social pursuits that are amongst the best in the country. Gaps in achievement for those deemed disadvantaged or with additional needs are significantly and consistently reduced, with inequalities addressed.

Happy: Children and young people report being happy and optimistic for their future.

Attending: Attendance across our education system is higher than national average, with all Kirklees learners able to access their local school, setting or college.

And our system is:

Inclusive: There is no need to use permanent exclusion in Kirklees because learners, families and schools are supported in a timely and effective way.

Sustainable: The education and learning infrastructure will work towards being carbon free and actively promotes understanding of the science of climate change.

- 2.3.3** Raising outcomes at all phases across schools and settings in Kirklees is a priority based on the Learning Strategy.

3 Implications for the Council

3.1 Working with People

Working together with our families, we encourage every child to be ambitious, hold high aspirations and to strive to reach their potential as well as helping them to be kind, brave, compassionate, tolerant and reflective.

3.2 Working with Partners

It is imperative that the council and wider partners work together to ensure they are able to provide world class educational opportunities that support children, young people and their families to realise their potential and succeed in adult life.

This year we have continued to collaborate with sector specialists and the local research schools and Teaching School Hubs to provide evidence-based interventions, bespoke professional development for our leaders and strengthen pedagogy for our educational professionals.

Our Kirklees Futures and the SEND transformation plan <https://www.kirklees.gov.uk/beta/special-education/pdf/send-transformation-plan.pdf> brought together representatives and system leaders from across Kirklees, listened to learners, evaluated data, and engaged with evidence-based research.

3.3 Place Based Working

Our schools, and settings work collaboratively as part of our learning family and understand the children and their families whom they serve well. The diversity and scale of the district requires a commitment to place based working and to meeting the differing needs of local communities. Our Schools and learning settings play a vital role in delivering this place-based approach and supporting children, their families, and the wider

community. Strong partnerships are well established and together we have a shared commitment to meet the aspirations of all children, young people and families within our communities

3.4 Climate Change and Air Quality

Not applicable

3.5 Improving outcomes for children

3.5.1 All our educational settings are part of the Kirklees learning family. Collectively, these settings serve a large, diverse population.

3.5.2 It is the intention that the limited data available is used by officers to add further value to our joined-up approach to ensure every learner, regardless of circumstance, has the very best educational opportunities available, as measured by a range of outcomes including, but not exclusive to, performance data.

3.6 Other (e.g., Legal/Financial or Human Resources) Consultees and their opinions

N/A

4 Next steps and timelines

4.1 A full report will be brought forward in order to establish a shared understanding about priorities for improvement.

5. Officer recommendations and reasons

5.1 This report is submitted for information.

6 Cabinet Portfolio Holder's recommendations

N/a

7 Contact officer

Chris Jessup – Head of Educational Outcomes

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8 Background Papers and History of Decisions

N/A

9 Service Director responsible

Jo-Anne Sanders Service Director, Learning and Early Support

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Kirklees Standing Advisory Council on Religious Education (SACRE)

Annual Report 2020 - 2021



Foreword by Chair of SACRE

This is the second year in which SACRE has had to address the work in the context of the Coronavirus Pandemic which has presented schools with an enormous challenge, especially over the winter when a second national lockdown led to more closures and uncertainty. Kirklees Sacre has continued to meet online this year and while we have missed meeting face to face, meeting online has proved convenient and we have still given good time to carefully addressing the business before us. We are indebted to Ian Ross for his professional advice and contributions without which we would not be able to do our work. I also want to thank Anna Twist who served as the chair of Kirklees Sacre over this year, for her wisdom and fair-minded approach to this task. Among the good and creative things our Sacre has done over the last year is participate in drawing up the voices and viewpoints document which we hope will be of real value to teachers and children as they address questions about Faith and relationships. Thank you to the members of Sacre for their contributions this year. Above all I want to affirm the hard work and professionalism of teachers in this difficult year in all they do and especially in teaching RE in our lovely and diverse borough.

Mark Janes, Chair of Sacre.

Contents

- Part 1 The work of SACRE
- Part 2 Provision of Religious Education
- Part 3 Collective Worship
- Part 4 Summary of achievements and priorities

Appendices

- Appendix 1 Minutes of SACRE meetings
- Appendix 2 SACRE membership and attendance
- Appendix 3 Professional Development Opportunities

There is no appendix for local results this year due to Covid 19

This annual report is prepared for Kirklees Standing Advisory Council on RE (SACRE) as part of its statutory responsibility. It may only be reproduced with permission from SACRE. For further information on the report or on RE and Collective Worship in Kirklees, please contact Ian Ross at ian.ross@kirklees.gov.uk.

Part One: The Work of Kirklees SACRE

The Annual Report and SACRE's responsibilities

SACRE is required to produce an annual report as one its statutory responsibilities. The main purpose of the annual report is to inform the Secretary of State and key partners about RE and collective worship in schools, together with any advice SACRE has given to the local authority during the year and the response to such advice.

SACRE has responsibility for advising a Local Authority (LA) on its schools:

- For Religious Education (RE), SACRE advises community, voluntary controlled and Trust and Foundation schools without a religious designation.
- For Collective Worship SACRE advises the LA on community, Trust and Foundation schools without a religious designation.

Although not part of its compulsory statutory role, Kirklees SACRE also seeks to serve and support all schools and academies within the area and makes its agreed RE syllabus freely available to all.

The school year has yet again been dominated by the impact of the worldwide pandemic and its effects on schools and education, as well as the broader life, health and economy of the borough. Some of the impact will be outlined in the report and much is still unknown. Local analysis of public examination results is also normally included in the annual report, although this year is understandably exceptional and we have shared some national data from the National Association of RE Teachers (NATRE) and questions for subject leads to ask about RE in their school.

SACRE can report with insight and authority on the matters included in this report but does not have the resources to comment in detail on every aspect of the detailed provision of RE or collective worship in every school. However, through offering training and monitoring visits the RE Consultant is able to gain insight into many aspects of the provision of RE and collective worship in Kirklees. This knowledge has been included in this report.

Meetings of SACRE

There were four meetings of SACRE scheduled during the year 2020 -2021. The meetings were to be held on the following dates and the minutes are included in Appendix 1: for 14th October 2020, 2nd December 2020, 17th March 2021 and 23rd June 2020.

A full programme has been arranged for 2021-2022 with meetings scheduled for:

- 6th October 2021
- 1st December 2021
- 16th March 2022
- 22nd June 2022

Venues will be published once these have been confirmed. Any subcommittee or working group arrangements will be published as appropriate.

In addition, there will be a meeting each term between the chairs and vice chairs of the West Yorkshire SACREs to share good practice and work collaboratively on key areas.

As well as considering the general position of RE and collective worship in the Kirklees, SACRE discussed the following issues at its meetings during the year:

- The Local Agreed syllabus;
- Funding for educational resources, including films of places of worship for use by schools;
- RE subject review prepared by Ofsted and written by RE lead, Richard Kueh, published in May;
- National Association of SACREs (NASACRE) – items of interest or action, including report from NASACRE on SACRE funding. This report was compiled following freedom of information requests to all local authorities in England;
- Discrimination and prejudice, including Black Lives Matter, islamophobia and antisemitism;
- Future joint meetings of chairs and vice chairs across West Yorkshire (WYSACRE);
- Faith and education project to encourage engagement between faith communities and schools;

- Relationships, Sex and Health Education and the production of support materials for schools.

NASACRE Conference

In summer 2021, members attended the conference of NASACRE. This is what some of our members thought about it...

‘This was held on-line for the second year but it was still possible to meet and listen to the insight of Sacre members from very different local authorities and learn from their experience. I especially appreciated two workshops about scripture and education which respected their status as sacred texts while exploring ways children could investigate them and ask critical questions.’ *Mark Janes*

‘The theme this year was authority. Denise Crush was our first key note speaker. She focused on who has the most authority, who should have it and how, as SACREs, we can influence those who have it.

I then learnt about the Wire Award, an initiative created by South Gloucestershire SACRE which rewards school’s for engaging with their local community.

Trevor Cooling’s workshop was also highly interesting. He explained the reasons for the change of name from RE to Worldviews, how it’s a change in the way in thinking about what we do. He then looked at entitlement, structures for RE and High Quality teaching of the subject. I found the day inspiring, informative and food for thought.’ *Anna Twist*

Membership

SACRE membership includes representatives from all four constituent committees.

Committee A	Faiths and denominations except Anglicans
Committee B	The Church of England
Committee C	Teachers and schools
Committee D	Kirklees Council

A full list of members and their attendance record is included in Appendix 2.

Priorities for 2020-21

The main priorities for SACRE during 2020-21 have include these elements in SACRE's work plan. Uppermost in the Autumn of 2020 is the impact of the coronavirus threat and the uncertainties for the future. As a result all these priorities have been shaped accordingly. For example, including effective CPD shared electronically and the possibilities for on-line 'virtual' visits to faith communities.

1. Communication, information and guidance.
 - Produce regular information for schools, including regular updating of intranet for schools and half termly newsletter;
 - Provide updated guidance on key areas: RE, Collective Worship, Celebrating diversity, and nurturing tolerance of different faiths and beliefs.

2. Professional development and support
 - Provision of CPD and consultancy for schools;
 - Ensuring RE syllabus and resources are further developed.

3. Strategy and priorities
 - Widening participation and involvement in SACRE;
 - Exploring a Yorkshire SACRE Hub;
 - Forming a joint working group on faith and RSE.

4. Promoting understanding and tolerance
 - Developing a project to encourage visits and visitors to and from faith communities;
 - Offering free training to faith communities;
 - Designing an audit tool and consultancy support for promoting tolerance and understanding of different faiths in schools.

The report outlines how these priorities have been put in place this year.

Priorities for 2021 – 2022

1. Communication, information and guidance.
 - Produce regular information for schools, including regular updating of intranet for schools and half termly newsletter;
 - Provide updated guidance on Celebrating diversity, and nurturing tolerance of different faiths and beliefs and refresh guidance already produced e.g. template policies.

2. Professional development and support
 - Provision of CPD and consultancy for schools including termly network meetings for Primary and Secondary subject leads, middle leader training and subject knowledge training;
 - Offering a day conference for primary teachers on thoughtful and creative RE;
 - Evaluating provision of RE in secondary schools and offering consultation and support where needed.

3. Strategy and priorities
 - Forming a joint working group on faith and celebrating diversity linked to priority 1 above.

4. Education and Faith
 - Continue offer of Schools Welcome through training and support for faith visits and visitors.
 - Set up a diversity days for both primary and secondary schools during Interfaith Week and for Spring Celebrations
 - Developing a video project with Calderdale and Leeds of virtual tours of a Synagogue and a Gurdwara.

Funding of SACRE

In 2021 the National Association of SACREs (NASACRE) prepared a report on the funding of SACREs. The information was based on a Freedom of Information Request to all local authorities in England. The key findings were:

- The majority of SACREs in England do not get a sufficient share of the CSSB to enable them to carry out their duties well.
- Only 12 Local Authorities in 2019-2020 stated that they used 2% or more of CSSB funds on SACRE business, meaning 92% of SACREs were allocated less than 2% of the CSSB. 25 Authorities (18%) claim to use no funding on SACRE business in contravention of statutory responsibilities.
- Over a quarter (27%) of Authorities stated they allocate no funds to professional support for the SACRE.
- More than half of LAs (42, 53%) disclosed that they do not use any funds to support RE in schools. Due to lack of adequate support it is increasingly difficult for some SACREs to fulfil their statutory duties;
- 7 LAs said that their Agreed Syllabus was over 6 years old. One syllabus was last reviewed in 2010

Kirklees SACRE has a budget of £15,000 a year provided by Kirklees Council as part of its statutory duties. Most of this budget funds RE training and consultancy and other statutory roles. As part of the local agreed syllabus the sale of the units of work has increased the budget that SACRE can use to support RE which will include a conference for subject leaders.

During 2020 - 2021 the RE Consultant, Ian Ross, was contracted to support SACRE and was funded by Kirklees Council. The RE Consultant is also contracted to deliver training in RE and other areas through Kirklees Learning Services. The total amount of time allocated for SACRE and other related areas of RE is 40 days a year.

Advice to the Local authority

The following advice is given by SACRE to the local authority:

1. To review the funding of SACRE to ensure it is in line with national recommendations and good practice;
2. To review the membership of SACRE to ensure it reflects the breadth and diversity of the borough in terms of faiths and beliefs.
3. To ensure SACRE's annual report is considered carefully by the Scrutiny Panel of the Council and any of its content noted.

Partners, Support and advice

SACRE is grateful for the expertise of its members. Teacher and faith representatives continue to advise on the needs and progress of schools.

SACRE receives advice and information from a number of sources including: Kirklees MBC, The University of Huddersfield, NATRE (National Association of Teachers of RE), NASACRE (National Association of SACREs), The RE Council of England and Wales, Culham St Gabriel's, The Anglican Diocese of Leeds.

The consultants have continued to work with faith communities in Kirklees and beyond, offering training and support for school visits. Guidance for schools is available on all relevant issues.

Complaints

There were no formal complaints registered to SACRE throughout the academic year.

West Yorkshire Collaboration

For a few years, regional SACREs have held an annual joint meeting but we have aspired to develop closer collaboration across West Yorkshire, maintaining the diversity across the local areas but also recognising our shared interests and experiences. The two projects of the Syllabus and Voices and Viewpoints underline this opportunity.

During the year Kirklees SACRE agreed to join with the other four SACREs in West Yorkshire in establishing a joint meeting for chairs and vice chairs, along with advisers, each term. We have called this WYSACRE. This will probably normally be held on on-line, even once the pandemic subsides, though we may choose to meet face to face on occasions. For the first time it was good to include Wakefield in this partnership so it includes the whole region. Perhaps this is particularly significant in the year in which West Yorkshire has elected its first 'Metro Mayor'.

All the legal responsibilities of local SACREs remain but WYSACRE will enable the sharing and pooling of ideas in a regional group. The group first met in June 2021

In general, WYSACRE meetings will:

- Be a forum for regular communication between local SACREs, sharing common issues for RE and possible responses;
- Be able, as appropriate, to produce common materials such as guidance on specific areas;
- Explore possibilities of regional SACRE events or professional development for teachers;
- Provide a common voice for SACREs across West Yorkshire;
- Evaluate and support the RE syllabus and suggest future developments [for the four SACREs that share a common syllabus].

Part Two: Religious Education

The Local Agreed Syllabus

During 2020 our neighbours in Bradford reviewed their local agreed syllabus and, after due consideration and consultation, decided to adopt the syllabus shared by Leeds, Calderdale and Kirklees, 'Believing and Belonging.' Kirklees SACRE welcomed this development as an important collaboration across the region. As a result, some tweaks and adjustments were made to the syllabus and its resources to ensure it was inclusive to all four authorities now using the curriculum.

This was also used as an opportunity to refresh some supporting content to take account of national changes since 2019. There are revised sections, aimed at helping schools plan their curriculum intent and ensuring that a broad, balanced and robust RE curriculum is delivered.

The main changes include:

- A new section on designing an RE curriculum, including advice on Intent, Implementation and Impact;
- A revised section on Early Years and Foundation Stage to take account of the EYFS reforms framework 2020-21;
- Some updating of the guidance for RE and special educational needs;
- A new section summarising support for RE in West Yorkshire (p 81).

The 'refreshed' syllabus was agreed by Kirklees SACRE but there are no changes to the statutory requirements, nor to the expected coverage of the curriculum. It is not a new syllabus. However, it has been a chance to remind schools about the syllabus and to offer support and information through networks and links with headteachers.

This syllabus is the statutory curriculum for all maintained schools in the borough. Other academies and free schools must teach RE according to the requirements of their trust deed or funding agreement. Although SACREs and local authorities do not have any responsibility or authority for their curriculum, it welcomes use of these resources by all local schools.

Professional Support

SACRE advises and supports the work of Kirklees Learning Service and the RE Consultants. Inevitably most of the day to day work is undertaken by these professionals as employees and contractors of the Council. During the year this professional support continued through two consultants, Ian Ross (SACRE and cross phase support) and Helen Rivers (primary schools, training and general RE enquiries), who are contracted through Pennine Learning, a small local company specialising in RE and community cohesion. Together the two consultants provide forty days support per year in total, though this is arranged as flexibly as possible to facilitate effective working with schools and others. They also support SACREs and RE in Calderdale and Leeds, enabling appropriate collaboration and partnership.

Through the Learning Service and the RE consultants, support has been available to schools, and used by teachers, in a number of ways, including:

- The provision of a range of on-line resources for remote RE teaching;
- Maintenance of the syllabus and its schemes of work, including prompt response to queries or difficulties;
- On-line consultancy over specific or general RE issues;
- Availability by phone, email or virtual meetings throughout the crisis;

A range of guidance continues to be available to Kirklees schools on a wide range of related areas, including:

- RE Policy
- Withdrawal from RE
- Collective Worship
- Celebrating Diversity
- Engaging with faith communities

In addition, a half termly newsletter and index of resources is available to all schools, together with a directory of possible visits and visitors.

Provision of Training

SACRE does not directly provide other training but recognises and encourages the comprehensive provision of training and support through Kirklees Learning Services. This has included a termly primary network meeting and a day course for new RE coordinators. A secondary Subject Leaders Network Meeting is organised as part of the network package and is organised and lead by Ian Ross and a new Pennine Learning associate, Jake Womack.

A new course has been developed and delivered on Intent and Implementation to fit with Ofsted deep dives. A popular virtual course has also been run on teaching of World Faiths. This virtual course run over three twilight sessions included subject knowledge and teaching activities linked to Judaism, Sikhism and Islam. This was further enhanced through meeting a member of a faith community in each session to understand their faith as a lived religion. Tailored training, consultancy and staff training has been provided to schools, subject to demand and the constraints of capacity, and the consultants have attended meetings of headteachers during the year.

The following courses are planned for 2021-22:

- RE coordinators
- Primary RE network
- Teaching Christianity Well
- Teaching World Faiths
- Collective Worship
- Coordinators Plus

RE Reviews and the Kirklees RE Award

The Kirklees RE Award has been developed as an opportunity to review the quality and provision of religious education in schools and to discover strengths and priorities for future improvement. It can be used as an internal self-assessment tool or it can be the focus for a

review with the RE Consultant, leading to recognition by a badge and award. This will continue to be offered and will be adapted as needed. Like the Kirklees RE Agreed Syllabus, the criteria emphasise the importance of RE in community cohesion, SMSC and the fundamental values that we seek to encourage among young people as citizens of Kirklees, Yorkshire and the UK. The award has also been designed to dovetail with the national RE Quality Mark and it can act as a stepping stone towards achievement of that national recognition.



The five strands mirror the five areas of assessment in the REQM Bronze award, but we have tailored these to the local syllabus priorities and to local schools. The award will itself be evidence that can be used towards gaining the REQM.

As part of supporting RE, all primary schools will be offered the opportunity of a half day review of RE, free of charge. Ten places will be allocated.

The aims of the reviews will be to:

- Offer the opportunity to support your self-evaluation in this important area;
- Recognise and celebrate good practice in RE and community cohesion;
- Identify future priorities for improvement;
- Act as a springboard for schools which may wish to gain the national RE Quality Mark.

Unfortunately, due to the pandemic the visits to schools have been postponed, but SACRE would like to congratulate the schools involved this year for all their hard work and preparation for the award.

Engaging with faith communities and developing tolerance



Many schools find it invaluable to arrange links and visits to help broaden understanding and experience of our communities and world. These occasions can contribute to our obligation to promote fundamental values of respect and tolerance. They also broaden pupils' experience and perspectives and develop their critical thinking skills.

During the past year there have been several 'three faiths' days organised by Leeds Minster, Sinai Synagogue and Equilibria Experience (a social enterprise helping schools learn about Islam). These days have involved a school visiting three places of worship and having the opportunity to meet members of faith communities. Feedback has been very positive and it is hoped to build on this during the coming year. There has also been a training day for teachers based on the same model.

During the coming year, it is hoped to further develop this project and extend links, also continuing to offer free training to faith communities. An audit tool and consultancy support will also be made available for promoting tolerance and understanding of different faiths in schools.

One of the key elements to the Education and Faith Project is to provide for school conferences/ diversity days. In the academic year 2020 -21 a number of diversity days were planned and delivered. These included both Primary and Secondary questions times and creative activities in Interfaith Week 2020 and a diversity day on Spring Celebrations in April 2021. The Spring celebrations day involved primary schools in finding out about special celebrations for a number of faiths, creative activities and a chance to ask questions of faith representatives. As this was an online activity we could engage with schools across the borough and beyond with over 15 classes taking part in the question times at KS1, Lower Key Stage Two and Upper Key Stage Two. We estimate that about 1500 children engaged in RE activities on that day with very positive feedback.

To support schools and faith communities a directory of possible visits and visitors is regularly updated. It includes individuals who are willing to come into school and bring some direct engagement with faith communities. It also includes some general information about places and organisations.

Relationships, Sex and Health Education

Since September 2020 schools have been required to follow statutory guidance on teaching Relationships, Sex and Health Education (RSHE) in English schools. These are deeply personal areas of human life, where facts, feelings, values and experiences all intertwine. Accuracy, sensitivity and safety are all key ingredients in helping children and young people understand how to live healthy and fulfilled lives with integrity and respect. This has always been a sensitive area and perhaps nowhere more so than at the interface between beliefs, sex and relationships. Standing Advisory Councils on RE (SACREs) are responsible for what their title says, Religious Education. We do not have a remit for RSHE and point schools and parents to the national and local guidance provided. However, recognising the links between RSHE and beliefs, Kirklees SACRE, in partnership with Calderdale, Leeds and Bradford, felt it would be helpful to offer some signposts and support to schools, teachers, parents and governors. In September, they formed a small working group of SACRE members and local authority advisers to prepare an anthology of authentic and diverse faith perspectives on the areas covered in RSHE, along with some basic background information. Over the year the group presided over the compilation of these materials and involved over 40 members of faith communities, including SACRE members.

The aims were:

- To offer a range of viewpoints from people of faith about the specific areas covered in the RSHE curriculum. (Not all of these are covered at every key stage);
- To support teachers with background information, so building knowledge, sensitivity and confidence;
- To reassure parents that faith perspectives are recognised;

- To signpost appropriate sources of guidance.

The document, 'Voices and Viewpoints', was published in July 2021 after the agreement of all four SACREs and is being sent to all schools, along with the offer of coordinated training and briefing through local networks.

There are diverse approaches within and between faith communities and they cannot usually be typecast within a convenient religious or denominational label. 'Voices and Viewpoints' therefore represents a range of personal perspectives rather than a summary of 'official' teaching.

Public examination results

GCSE and A Level were not reported on in 2020 -21, however NATRE has provided some information on results and a series of questions that can support subject leads in Secondary and this has been shared in the Secondary RE Network.

Part Three: Collective Worship

Through the consultant SACRE is always ready to advise or support schools on request though the scope of 'live' support has been limited during the past year.

A half day course has been held on-line to support schools in developing an effective and inspiring programme.

These questions may be helpful in reflecting on the value and effectiveness of collective worship in school:

1. Collective: How does the assembly celebrate and promote a sense of community within the whole school (or group)?
2. Educational: Is there a clear aim and focus, with appropriate learning? Does it engage and interest pupils and staff?
3. Spiritual: How does the assembly nurture pupils' awareness of their beliefs and values - and those of others (including non-religious beliefs)? How does it develop a sense of the meaning, purpose and value in their lives?
4. Reflective: Is there space and opportunity for thoughtful reflection, in the assembly or as a follow up? If prayers are used do these allow for different approaches and responses?
5. Inclusive: How does the assembly programme develop understanding of different perspectives and cultures? How does it promote values of tolerance, diversity and equality?
6. Responsive: How did pupils respond and participate?

Parents have a statutory right to withdraw their children from collective worship. During the year guidance on good practice and protocols for withdrawal has been prepared and is available to schools. SACRE recognises parents' legal rights but hopes all children will be enabled to receive stimulating and balanced RE as part of their entitlement to a broad curriculum. Guidance is also provided to schools in fulfilling statutory obligations over collective worship and promoting good SMSC development.

Complaints and determinations

There were no complaints made during the year to SACRE about Collective Worship.

There is one determination to vary statutory requirements in a Kirklees school and this will be reviewed in 2021 - 2022. Responsibility for determinations in English academies and free schools rest with the Schools Funding Agency.

APPENDIX 1 Minutes of Meetings

KIRKLEES STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION

Minutes of AGM 24th June 2020
Via Zoom at 6:10pm

Members in attendance:

Committee A

Representing Other Denominations & Faiths

Eileen Webb (EW)
Suzanne Bridges (SB)
Mashuda Shaikh (MS)
Mark Janes (MJ)

Committee B

Representing the Church of England

Martin Short (MaS)

Committee C

Teachers/Unions

Carol Waters (CW)
Janice Leam (JL)
Mehrun Mohamed (MM)
Anna Twist (AT)
Emma Salter (ES)

Committee D

Representing Kirklees Council

Andrew Marchington

In attendance

Ian Ross (IR)

Quorum for the meeting is 1 representative from each of the 4 Committees.

Welcome/Apologies

Introductions were made as new members have joined SACRE

Apologies had been received from Julie Anderson

Election of Chair

One nomination was received prior to the meeting. Anna Twist was duly elected as chair of SACRE.

Election of Vice Chair

CW asked MJ if he would be willing to stand especially with his experience of NASACRE and other SACREs. Mark Janes was duly elected as Vice Chair.

Election of Group Chairs and Vice Chairs for groups A, B, C and D if these are thought to be necessary

Group chairs of the four committees would be appointed if the need arises during meetings.

Membership review

IR went through the number of representations for each group. Vacancies were noted in Group A for representation from Buddhist, Sikh, Jewish, Humanist, Hindu communities and from the Roman Catholic and Evangelical Churches.

Group B has at present five members including representation from the Anglican Diocese of Leeds.

Group C has vacancies for a primary headteacher, a secondary headteacher.

Group D has 2 vacancies, but these could also be remedied through changes in the constitution.

IR asked if members knew of colleagues and friends who could join SACRE to fill the vacant positions. A number of names were shared. One area that Calderdale are doing with this is to ask for representation from schools re parents/ staff who would consider joining SACRE with a covering reference from their faith/ organisation leader. A similar letter could be sent to Kirklees schools.

SACRE also discussed whether we could offer an incentive to primary/ secondary headteachers by arranging for NATRE membership for their school if they were to join SACRE.

SACRE Constitution

A draft document as discussed at the meeting and amendments made to some of the wording. IR will finalise the draft and send to members for discussion.

Amendments will include numbers of representatives in the groups and voting rights.

Minutes of the last SACRE meetings and Matters Arising

The minutes of the last meeting were discussed. Amendments were made to some dates. These were received as a true record. Nominated by EW and Seconded by JL.

Work Plan and Budget 2020 -21 and discussions on SACRE roles and responsibilities.

Ideas for the work plan and budget for 2020 -21 were discussed. These will be finalised at the October meeting 2020. Ideas include:

- Providing a day conference for teachers in Kirklees and Calderdale with joint funding from the two SACREs.
- Supporting the WYRE project and teachers as researchers in schools. This could take the form of a presentation evening/ twilight.
- Reviewing RE provision in secondary schools through questionnaire and contact with schools.
- Offering up to 10 school RE reviews at the request of schools or at the recommendation of the Learning Service. Others can be arranged as time permits. Up to 10 are provided free of charge to schools as part of SACRE's statutory responsibilities.
- Collective worship reviews for 10 schools.
- Additional consultancy can be offered to schools around RE, Collective Worship, SMSC and Fundamental Values as required.
- Maintaining and revising guidance to schools including RE, Collective Worship and sensitivity to faith issues in schools. The latter document will be re written this year.

Courses (these will be run for Kirklees Learning Service)

- New to RE Coordinators Course – 29th January (full day)
- RE Teachers Conference in 2021 funded by SACRE – date to be advised.
- Teaching Christianity Well – date to be advised (half day)
- Ofsted, SIAMS and the RE Curriculum twilight briefing – date to be advised.
- Primary RE Coordinator Network each term

- Secondary RE Network

Consultant's report on 2019-2020

IR gave SACRE a report on work carried out this year and what has continued to happen over lockdown.

- Led and administered SACRE. Two meetings were cancelled/ postponed due to the general election and one was to be a joint meeting regarding community cohesion and RSE and advisors for other LAs were not available to present at this meeting.
- Booked a visit to review the one determination in Kirklees. Postponed due to Covid 19. This will be rebooked in the 20 -21 academic year.
- Monitoring Collective Worship through visits to schools or consultancy as required. One review carried out in the Spring term. The two reviews booked for early summer term have been cancelled/ postponed until 20 -21.
- Reviewed the collective worship template policy and guidance.
- Drafted responses to FOI requests (at least 3 this year) including the annual question about determinations in the LA.
- Produced the annual report for the Council and DFE. This is available on Business Solutions. The draft report for 2019-20 will be available in September 20.
- Analysed performance data for KS4 and 5. We then sought clarification from all secondary schools re provision at KS4 and offered support in curriculum design for secondary schools.
- Advising the LA on RE and related matters as required e.g. RSE. One member of the SACRE sits on the governance panel for the roll out of the new PSHE curriculum.

Schools/RE

- Managed the RE Hub to which 440 schools have subscribed this year, including most Kirklees schools and many in W Yorks and beyond. Kirklees network schools and academies have free access.
- Uploaded all resources and planning for the new agreed syllabus and edited as necessary. Continuing process of answering queries and helping access resources. Maintaining and revising RE, SMSC, Equalities resources on the website including the RE Hub.
- Primary RE Coordinator Network termly- 44 on the register. Two face to face networks carries out and one via zoom.
- Secondary RE Network termly – these were carried out either face to face or via zoom.
- New to Coordinators course in October 2019 – 12 attended.

- RE Coordinators Plus course planned for early summer term and will be rescheduled for next year.
- Devised new course on Teaching Christianity Well and plan to deliver this next year.
- Devised new training on RE, Ofsted and SIAMS Intent, Implementation and Impact, along with a selection of resources for schools including a toolkit for readiness for Ofsted and SIAMs.
- Training in schools – Honley JIN – Teaching, Learning and assessment in RE, Thornhill Lees – Teaching and Learning in RE in KS1 and outdoor provision.
- Three schools booked in for RE Award – Earlsheaton, St John’s Dewsbury, Gomersal Primary. These meetings will have to be rescheduled for next academic year.
- Provided advice and support for schools via email/ face to face re provision mapping including Linthwaite Clough and Gomersal St Mary’s.
- Provided Keeping In Touch sessions for teachers of RE weekly via zoom in lockdown.
- Provided half termly newsletter for schools on RE, SMSC and Equalities.
- Revised the RE template policy and written withdrawal advice from RE.
- Maintaining a resource folder for schools to access throughout lockdown with suggestions of online learning etc.

Report from NASACRE and any other outside agencies

NASACRE have been sending out regular newsletters and support advice and IR found these helpful.

Dates of Meetings 2020 -21 and Venues

IR suggested these dates/ venues and agenda items for the next year:

- 7th October – Baptist/ Evangelical Church – Finalising the Sensitivity to Faith Document
- 2nd December – Masjid – Finalising the annual report and presentation re community cohesion
- 10th March – Joint SACRE meeting – Bradford- The PSHE Curriculum
- 23rd June – AGM

The meeting closed at 7:25pm. AT thanked all for their attendance.

KIRKLEES STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION

**Minutes of Meeting 14th October 2020
Via Zoom at 5:30pm**

Members in attendance:

Committee A

Representing Other Denominations & Faiths

Eileen Webb (EW)
Suzanne Bridges (SB)
Mark Janes (MJ)

Committee B

Representing the Church of England

Committee C

Teachers/Unions

Carol Waters (CW)
Janice Leam (JL)
Anna Twist (AT)
Emma Salter (ES)
Fehmida Patel (FP)

Committee D

Representing Kirklees Council

Andrew Marchington

In attendance

Ian Ross (IR)
Val Flintoff (VF)

Quorum for the meeting is 1 representative from each of the 4 Committees.

Welcome/Apologies and minutes of the previous meeting (24/6/20)

AT welcomed everyone to the meeting and introductions were made for the benefit of Val Flintoff. Welcome to FP who is a new teacher representative to SACRE, but could also be a member in other faiths. IR would ascertain which group she would like to represent.

Apologies had been received from Mehrun Mohamed who has sadly also resigned from SACRE.

The minutes were agreed as a true and accurate record.

Matters Arising

Appointment of New Members: Agreed unanimously that any new members would be asked for a reference to be submitted from another member of their faith such as an Imam or Priest.

Membership request for Parents/ Other staff in school: IR had not progressed with writing to letter to schools for them to invite parents/ staff to be members of SACRE due to the pressure on schools at the moment during the Covid crisis. This was planned for after the half term when things should have settled down in school.

Constitution document: This was still in draft form although some of the wording had been changed. Once complete and had been agreed by SACRE members this would be sent to Legal by the Clerk.

2. SACRE Work Plan

Members had received a copy of the SACRE work plan for this year. IR went through with the following points being noted:

There were 3 sections to the plan – communication, information and guidance; professional development and support and SACRE and strategic direction. IR explained the Yorkshire SACRE Hub to members that he hopes members would like to be part of. This is similar to the North West SACRE hub, where

members of all the SACREs in the North West meet together to share news and areas for work to try and encourage more consistency in approach.

In order to carry the work plan it was felt that members need to work similar to that of a governing body with members having specific roles in order to achieve the aims of the plan. Items to be looked at were:

1. Annual Report and guidance

Reading and commenting on draft annual report
Reviewing and commenting on guidance produced for schools

2. Schools and Teaching

Referring news and issues from schools
Raising issues around the syllabus and resources
Suggesting areas for development or CPD
Sending out and collating questionnaire re provision

3. National Association of SACREs (NASACRE)

Reading and referring items from NASACRE newsletter
Possible attendance at NASACRE annual conference

4. Relationships, Sex and Health Education (RSHE)

Part of joint group with Leeds and Calderdale (about 2 from each authority)
Aims to produce some guidance and support for Calderdale schools, outlining the perspectives and sensitivities of faith communities on RSHE
See Nottingham document and other papers

The following roles were agreed:

Item 1 – SB and JL

Item 2 – Through Networks. AT and IR can report back on this.

Item 3 – MJ

Item 4 – AT, MJ CW

It was agreed that other members not present would be asked to join one of the 4 categories at the next meeting.

3. Black Lives Matter and Documentation – Statement and Further Work (Please see Annual Report Draft)

Pages 9 – 10 of the draft annual report refers to the Black Lives Matter documentation. Members need to discuss and agree their stance on the documentation. The document submitted had already been through Leeds SACRE. Members felt that other issues within a similar category should also be commented on in the document. Other suggestions were made regarding the document and agreed that IR would implement the amendments and bring back to the next meeting.

4. Annual Report

Members had received a copy of the draft report and IR went through each section. He explained that it followed the same format as last years. The only difference was that there was no data for this year so this had been replaced with information from NATRE. There will be no published data this year for us to comment on though there is anecdotal data from discussions at networks that can be included.

This document would be proof read by JL and SB before bringing back to be ratified in the December meeting. AT thanked IR for his work in producing this.

5. Relationships, Health and Sex Education

Val Flintoff presented an update for this SACRE. The powerpoint will be shared with members with these minutes. Key questions/ discussion points about this are:

- How does working with faith communities enriches RSHE provision and practice?
- Some potential (but not inevitable) challenges that working with faith communities might involve. Challenges for whom? Why?
- What helps effective engagement and builds trusting relationships?

The meeting was opened up for discussion. EW reminded VF that Parent Kind were happy to engage with this and could be a way of communicating with stakeholders.

IR gave an update on the successes of the Education and Faith Project (Schools Welcome) run by Helen Rivers and how these contacts could be used to help develop community links.

Members also asked if they could hear from Catherine Kirk (Nottingham) on how she helped pull the Nottingham faith document together. This may help focus the working party on what could be produced.

6. **NASACRE and Other Outside Bodies**

Members had received the July report from NASACRE. It was felt that 2 members could possibly attend the NASACRE conference this year as this was via Zoom.

The other outside bodies that Pennine Learning were working closely with were NATRE and AREIAC. NATRE had produced some really useful resources on anti-racism which will be shared with schools. They have also produced on-line learning resources and it has been suggested that schools use these if and when bubbles close as part of remote learning.

AREIAC is a national organisation of RE Advisors and Consultants. Pennine Learning is part of the Trans Pennine group. Alastair is a Vice chair and shares the latest developments with the team. A newsletter is produced by Olivia Seymour who is the North East Regional Ambassador for RE and IR will share this with members.

NATRE are also advertising for 1000 primary schools to join the Primary 1000 project. A school can apply for this costing £55 which then entitles them to training, discounted resources and support. They produce a number of resources and although some are aligned to syllabus units (especially the ones RE Today wrote) some are much more based on textual analysis and similar to Understanding Christianity.

These are all discussed and shared at RE network meetings.

7. **AOB**

None.

8. Dates of Next Meetings

2nd December – Hopefully with Mashuda about community cohesion at a Masjid

10th or 16th March – Joint SACRE meeting

23rd June – AGM.

KIRKLEES STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION

**Minutes of Meeting 2nd December 2020
Via Zoom at 5:30pm**

Members in attendance:

Committee A

Representing Other Denominations & Faiths

Eileen Webb (EW)
Suzanne Bridges (SB)
Mark Janes (MJ)
Mashuda Shaikh (MS)

Committee B

Representing the Church of England

Martin Short (MaS)

Committee C

Teachers/Unions

Carol Waters (CW)
Mariyam Sharif (MSh)
Anna Twist (AT)
Emma Salter (ES)

Committee D

Representing Kirklees Council

Andrew Marchington

In attendance

Ian Ross (IR)
Helen Rivers (HR)

Quorum for the meeting is 1 representative from each of the 4 Committees.

IR welcomed both SACREs to this joint meeting. Each SACRE met separately for the first three items and then discussed items 4 – 7 as a joint meeting.

Welcome/Apologies and minutes of the previous meeting (14/10/20)

AT welcomed everyone to the meeting and introductions were made for new members.

No Apologies were received by the clerk.

The minutes were agreed as a true and accurate record.

Matters Arising

Call for new members. IR explained that instead of writing to each school re asking for representation on SACRE he has placed a piece in the RE Newsletter which goes to all schools and up to 200 people on a mailing list. Three people have volunteered for SACRE as part of this call.

1. **Kirklees SACRE Report (2019-20)** – ES commented that she felt the report was well-pitched, showed good productivity and provided a clear background for all of SACREs work for the year. AT (Chair) is very impressed with the report and praised the amazing support of SACRE and how this was having a positive impact for teachers.

Kirklees SACRE Constitution – the group approved the ‘improved wording’ of the draft constitution which was amended in the summer meeting. A couple of grammatical errors were spotted and amended accordingly.

2. **Community Cohesion.** MS and HR gave a presentation on the work of engaging with faith communities and specifically events during Interfaith Week. The model of using online platforms to engage with schools and faith/worldview communities is being looked at to roll out for other events. HR explained the aims and activities of the Education and Faith project run within Kirklees including the Schools Welcome training and accreditation for faith centres, primary school diversity days and secondary school question time events. SACRE discussed how they could be more involved in community cohesion work. Volunteers were called for as part of the Schools Welcome programme but also as part of the question time panels in secondary schools.

SACRE thanked MS and HR for their presentation and the wonderful outreach work as part of Interfaith Week. To contact Helen re the project use the email helen.rivers@kirkleeseducation.uk

3. Feedback from the NASACRE EGM. MaS and MJ had attended the NASACRE EGM and although this was great to meet with people online, they both felt that the face to face networking that would take place at a day conference was missing. They reported on the work of both Lambeth and Cumbria projects which involved meeting faith communities and the use of scripture in the Buried Treasure work in Cumbria. ES expressed an interest in finding out more about these projects. Jane Yates from Cumbria can be contacted on jane.cumbriasacre@outlook.com
 MJ explained that the next round of applications for the Westhill Awards was now open and that this might be of interest for SACREs to look at some of the projects we are doing. IR explained that this would be an excellent opportunity to showcase the work of the Education and Faith Project. SACREs will discuss this during the next meeting. MJ also explained that there were vacancies on NASACRE coming up and hoped that members would consider applying for these.
4. Feedback from RSHE working party. MaSh and MJ explained the first meeting of the joint working party for RSHE was held on 2nd December. The working party will produce a document that will support teachers and school leaders in the implementation of the statutory guidance for RSHE. This will include faith and worldview perspectives on aspects of the curriculum and also the views of young people in approaching topics within RSHE. IR and AR will be producing some heading of topics and generating questions to ask for viewpoints. The working group will continue to generate these questions and ask for volunteers to provide their views in short paragraphs. As this working party is across Calderdale, Kirklees and Leeds it is expected to be able to reach as many faith and non faith perspectives as possible, but still keep the document user friendly. ES explained the university are also working on a project and MaSh explained he would be happy to explain the process his school has gone through so far. The first compilation of the document would be at the next meeting of the group in February with the hope that this would be in a final draft form for Easter 2021. It is hoped that all members of SACRE would be able to contribute to the answering of questions and the preparation of viewpoints.
5. AOB. IR has forwarded to all members an open consultation to collect views that will underpin a Faith Engagement Review. CW explained it took her about 45 minutes to complete. IR encouraged all members of SACRE to complete

the consultation individually. The closing date for this is the 11th December 2020.

8. Dates of Next Meetings

16th March – Joint SACRE meeting

23rd June – Kirklees AGM.

24th June – Calderdale AGM

KIRKLEES STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION

Minutes of Meeting 16th March 2021

Via Zoom at 5:30pm

Members in attendance:

Committee A

Representing Other Denominations & Faiths

Eileen Webb (EW)
Suzanne Bridges (SB)
Mark Janes (MJ)
Mariyam Sharif (MS)
Kuljinder Shokar (KS)
Hannah McKerchar (HM)

Committee B

Representing the Church of England

Rupert Madeley (RM)

Committee C

Teachers/Unions

Carol Waters (CW)
Anna Twist (AT)
Emma Salter (ES)
Janice Leam (JL)

Committee D

Representing Kirklees Council

No representation at this meeting

In attendance

Ian Ross (IR)

This meeting was not quorate as not all committees were represented.

1. **Welcome** – The chair welcomed everyone to the meeting including new members.

2. Apologies, minutes, matters arising and membership update

Apologies were received from Andrew Marchington, Mashuda Shaikh and Martin Short.

Minutes of the meeting dated 2nd December were received and agreed as a true record. This was proposed by Eileen Webb and seconded by Carol Waters.

Matters arising are included in the agenda for this meeting

IR explained that the Jewish Board of Deputies has agreed to find a new Jewish rep for SACRE.

3. Local Agreed Syllabus – For information and discussion

Bradford is joining the syllabus partnership from September. Some of the format will need minor editing but it is also an opportunity to refresh and update the introduction. This is not a revision of the syllabus itself. It may also be useful, two years in, to circulate the refreshed syllabus to schools ready for the autumn. Areas that will be updated include the SEND section and the EYFS section in light of the changes to the EYFS framework. We will also be taking this opportunity to refresh all the units of work including writing new units for EYFS, spirituality and creativity and include more text led learning in the religious studies units.

RM encouraged the writers/ editors of the units to make reference and links to the Understanding Christianity units. IR explained that the previous Diocesan RE Advisor had provided a mapping document with links between the Believing and Belonging units and the Understanding Christianity units and the writers will be using this document to make the links clear. HM offered to check the thematic units and suggest links to resources on the Understanding Humanism website.

4. Education and Faith project

IR updated SACRE on the Welcome Schools project and how this has been widened due to the opportunity for places of worship to attend virtually. A Leeds synagogue is planning to produce a virtual 360 tour and include video interviews of members. A Westhill grant application is being put into place and IR asked for SACRE's commitment to support this so that other places of worship could be included. MJ explained how the process of applying for a Westhill grant works.

ES asked when will we know if this grant has been accepted and how we will measure the impact of this project. IR explained that this was early days in the proposal of the project, but would ensure that the bid writers were aware of impact measures to be included in assessing how well the project was used.

5. RSHE working group

A draft of resource for schools giving faith perspectives on aspects of Relationships, Health and Sex Education has been circulated. AT and MJ gave an update of progress on this and other area that would be included in the final version. IR asked for any more viewpoints from members of SACRE or friends from other traditions.

MS offered to write another viewpoint from a Muslim perspective.

ES asked who this document was for. It was agreed that this was a reference document for teachers to use to help develop subject knowledge. ES also asked if there was scope to include perspectives from the LGBTQ+ community who may also be faith members. IR explained that the useful websites and documents section would include a new Stonewall booklet on RSHE and Faith. This document includes perspectives from LGBTQ+ people who are also members of faith communities.

JL explained that the Methodist website has some interesting resources and interviews with LGBTQ+ community. A link to this will also be included in the useful documents section.

6. West Yorkshire SACREs

The meeting of the West Yorkshire SACREs will take place in the Autumn term when face to face meetings should be able to resume. The theme for this will be about spirituality in the classroom. SACRE also discussed the proposal for a termly on-line meeting for chairs and vice chairs of West Yorkshire SACREs to network.

7. Any other business

IR has circulated the latest update from NASACRE. The AGM of NASACRE will take place in May which will be a virtual meeting. This would make it cheaper to send more than one member. Anyone who wishes to attend the NASACRE meeting should let IR know before 19th April so that he can book places with admin at NASACRE.

Future Meetings – 23rd June 2021 (AGM)

KIRKLEES METROPOLITAN BOROUGH COUNCIL
**KIRKLEES STANDING ADVISORY COUNCIL ON RELIGIOUS
 EDUCATION**

AGM

**Minutes of Meeting 23rd June 2021
 Via Zoom at 5:30pm**

Members in attendance:

Committee A

Representing Other Denominations & Faiths

Suzanne Bridges (SB)
 Mark Janes (MJ)
 Kuljinder Shokar (KS)
 Hannah McKerchar (HM)

Committee B

Representing the Church of England

No representation at this meeting

Committee C

Teachers/Unions

Carol Waters (CW)
 Anna Twist (AT)
 Janice Leam (JL)

Committee D

Representing Kirklees Council

No representation at this meeting

In attendance

Ian Ross (IR)
 Val Flintoff (VF)

This meeting was not quorate as not all committees were represented.

Item	Discussion	Actions
Apologies and Welcome	Members were welcomed to the meeting. Apologies received from: Eileen Webb, Andrew Marchington, Martin Short	
Election of Chair	As the meeting was not quorate members requested that we carry out the formal AGM business in October.	AGM delayed till October. IR
Election of Vice Chair	As above	
Election of group chairs	As above	
Membership review	A number of people have not attended for a year or more. We are still seeking representation for a Muslim, Hindu, Jew and a Pentecostal rep. Members will actively seek out other reps.	IR to write to non-attenders to remove from SACRE list. IR write to Outside Bodies with councillor attendance record.
Minutes of last meeting (17/3/21)	These were agreed as an accurate record of the meeting. Proposed by AT and seconded by CW.	
Matters Arising	Matters arising will be discussed through the rest of the agenda.	
Consultant's Report	IR gave a verbal report to the meeting of actions and impact this year. This will inform part of the annual report. AT thanked IR for all the hard work this year.	IR to arrange for HR to speak to October meeting re Education and Faith.
Report from NASACRE conference.	AT and MJ gave a report on the NASACRE conference and keynote speakers. AT explained about the WIRE project from South Gloucestershire SACRE and maybe this is something to consider in the work plan in October. MJ fed back on the workshop with the British Library and using text led learning.	AT – investigate WIRE and discussion at October meeting.
Recent reports (NASACRE, Ofsted Research paper.)	IR explained that he had attended a workshop run by NASACRE re SACRE funding. Deborah Weston from NASACRE and RE Today has discussed that she would like to write a case study on Kirklees SACRE as the tender for continuing the work of supporting SACRE and RE is up	IR and VF to ask finance what percentage of CSSB is spent on SACRE. October meeting to

	<p>for tender. This would showcase how SACREs can best use the CSSB fund and also how this could work well with a traded service.</p> <p>IR gave a brief powerpoint presentation re the Ofsted research report. Implications of this to be discussed at the October work plan meeting</p>	<p>discuss implications of Ofsted report and inclusion in work plan.</p>
<p>Approval of Voices and Viewpoints Document</p>	<p>Val Flintoff (KLP) attended the meeting to thank Kirklees SACRE and to offer feedback on the document. She recognised the hard work of all those who have been involved with it; appreciates the diversity of the views included in it; and celebrates the piece of work as a good example of effective partnership work across 4 SACRE's from the geographical area of West Yorkshire.</p> <p>She hopes the document will help to facilitate important conversations between:</p> <ul style="list-style-type: none"> •people of different faiths, world views and those with no faith. •schools and parents/the school community •teachers in schools •learners in RE and RSHE/PSHE ed lessons <p>The document will support teachers to learn about faith perspectives and RSHE, reassure parents that their faith is recognised and shared in school, and helps teachers access further support.</p> <p>Val Flintoff outlined that the document would be shared with headteachers, RE leads, RSHE leads in schools and with Kirklees Communities. It will be available on the Kirklees Business Solutions website on an open page accessible by any</p>	<p>IR and VF to plan training around the document and how it can be used in schools.</p>

	<p>member of the public.</p> <p>Over the next 12 months we will work with leaders to help them to use the document to ensure that schools teach about faith perspectives as part of their RSHE programme.</p> <p>AT proposed we accept the document. HM Seconded this. All present in favour.</p>	Ratify approval at the quorate meeting
Agreement of Second edition of the syllabus	The edited version of the Agreed Syllabus has been shared with key edits noted i.e. SEND, EYFS and Intent, Implementation and Impact. IR explained that all units of work have been edited and that new units have been added. This was achieved through the hard work of teachers on the WYRE project working with Huddersfield University and Culham St Gabriel's. All the units have been changed on the Business Solutions website for subscribers. The syllabus and accompanying letter explaining the changes will be emailed to all schools week beginning 28 th June.	IR to send syllabus to all schools week beginning 28 th June.
Dates for next year	<p>SACRE members felt it was important to meet face to face and continue their own CPD through visiting different faith centres and learning about the beliefs of members.</p> <p>Dates suggested for the 2021 – 22 are:</p> <p>6 October 1 December 16 March 22 June</p> <p>Topics and themes to be discussed – The Gurdwara and Sikh belief, Being a Humanist Celebrant.</p>	<p>KS to investigate meeting at the Gurdwara.</p> <p>HM to prepare a presentation on humanism and being a celebrant.</p>
AOB	No AOB notified to the clerk.	
The meeting closed at 7:15pm.		

Appendix 2 - SACRE membership and attendance 2020 -2021

	No		Exp	Attendance
GROUP A – ALL FAITH GROUPS EXCEPT ANGLICANS				
Roman Catholic Church	1	VACANCY		
Baptist	1	Mark Janes	Sep24	5/5
Methodist	1	Suzanne Bridges	Sep24	5/5
United Reformed Church	1	VACANCY		
Baha'i	1	VACANCY		
Islamic representatives nominated by mosques	4	Mashuda Shaikh	Sep 23	2/5
Evangelical Churches in Kirklees	1	VACANCY		
Buddhist rep	1	VACANCY		
Hindu rep	1	VACANCY		
Jewish rep	1	VACANCY		
Sikh rep	1	Kuljinder Shokar	Mar 25	2/2
Humanist rep	1	Hannah McKercher	Mar 25	2/2
Church of Jesus Christ of Latter-Day Saints	1	Eileen Webb	Mar 23	4/5
GROUP B – C OF E				
Church of England (lay & clergy)	5	Rupert Madley	May 22	2/5
		VACANCY		
		Julie Anderson	Mar21	0/5
		VACANCY		
		Martin Short	Sep23	2/5
GROUP C – SCHOOLS				
Primary School Head Teacher	1	VACANCY		
Secondary School Head Teacher	1	VACANCY		
Primary Teachers	3	Mehrun Mohammed Mariyam Sharif	Sep 23	1/1 2/2
ATL/ NEU	1	Janice Leam	Jun 21	3/5
NUT/ NEU	1	Carol Walters	Sep 21	5/5
Secondary School Teachers	1	Anna Twist Fehmida Patel	Sep 23	5/5 1/4
GROUP D – COUNCIL MEMBERS				
Elected Members of Kirklees Council	4	Cllr Nosheen Dad	20 -21	0/5
		Cllr O Donavan	20 -21	0/5
		Cllr A Marchington	20 - 21	3/5
CO-OPTED MEMBERS				
Not to exceed 1/4 of members appointed to Group A	4	Dr Emma Salter (Hudds Univ)	20 -21	4/5
EX-OFFICIO MEMBERS				
		Ian Ross		5/5

SACRE is looking for new members to join from any faith or education background especially in the areas with a vacancy.

Appendix 3

Professional development and consultancy provided by Kirklees Learning Services

Courses during 2020 - 2021

Please note that all training took place virtually through Zoom or Teams.

<u>Training</u>	<u>Date</u>	<u>Attendees</u>
RE Secondary Network	One meeting per term	8
RE Primary Network	One meeting per term	40
Don't Panic! Leading RE in an Effective and Practical Way	January 21	8
SMSC, British Values and Equality Network	One meeting per term	10
From Intent to Implementation in RE	3 Webinars	15
Learning from Three Faiths	3 webinars	12

Schools were visited by Kirklees Learning Partners for a range of purposes including SMSC training, RE syllabus training. Further training on RE was also provided for ITE trainees on both the primary and secondary SCITT programme.

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CHILDREN'S SCRUTINY PANEL – WORK PROGRAMME 2021/22

MEMBERS: Cllr Andrew Marchington (Chair), Cllr Jackie Ramsay, Cllr Elizabeth Reynolds, Cllr Joshua Sheard, Cllr Richard Smith, Cllr Paul White, Linda Summers (Education Co-Optee), Dale O'Neill (Co-Optee), Toni Bromley (Co-Optee)

SUPPORT: Helen Kilroy, Assistant Democracy Manager

FULL PANEL DISCUSSION		
ISSUE	APPROACH/AREAS OF FOCUS	OUTCOMES
<p>1. Review of the Improvement Journey</p>	<p>The Panel will continue to review the Improvement Journey of Children's Services until they have achieved an 'excellent' Ofsted rating, including receiving regular updates on how this is being achieved.</p>	<p>(Lead Officer: Mel Meggs/Service Directors)</p> <p>Informal meeting on 1st September 2021 The Panel considered a copy of the Front Door Peer Review feedback letter from the ADCS for information.</p> <p>Panel meeting on 15th September 2021 The Panel considered an Update of the Peer Review (Health Check) - Duty and Advice that took place in May 2021.</p> <p>The key areas of improvement identified were:</p> <ul style="list-style-type: none"> • To ensure consent was always sought before checks were undertaken and that professionals understood consent fully, • Check whether feedback to the referrer was consistently applied, • Consider how daily performance management was proactive in timeliness for contacts to ensure proactive oversight of contacts to prevent delay, • To ensure that fathers were consistently included in the screening stage of contacts. <p>Panel meeting on 1st December 2021 The Panel received an update on the letter received for the focused visit to Kirklees Children's Services from Elaine McShane, Service Director for Family Support and Child Protection.</p> <p>The Panel noted that the letter summarised the findings of the visit to Kirklees Children's Services on 6th and 7th October 2021. Inspectors looked at the local authority's arrangements for the experiences of children in care, particular the quality of matching, placement and decision-making for children in care. They also looked at the quality of management oversight and whether performance management information and quality assurance</p>

FULL PANEL DISCUSSION

ISSUE	APPROACH/AREAS OF FOCUS	OUTCOMES
		<p>activities provided managers with an accurate view of social work practice to help senior leaders improve outcomes for children. The visit was carried out in line with the inspection of local authority Children’s Services framework.</p>
<p>2. Educational Outcomes and Kirklees Future Commission Learning Strategy</p>	<p>Educational Outcomes</p> <p>The Panel will scrutinise/consider–</p> <ul style="list-style-type: none"> - the educational outcomes of looked after children and link this to the work ongoing in the Council on the Inequalities Commission; - impact of covid on educational attainment in particular on certain groups, eg gender– what can the Council do to improve this for children post pandemic and how can children be supported; - the Panel will consider a future 	<p>(Lead Officer: Jo Anne Sanders/Emma Brayford/Chris Jessup/Phil Mark)</p> <p>Futures Expert Strategy Group on 30th June 2021</p> <p>Panel Members were invited to attend and observe and will feedback to future meeting. The Chair had attended the Futures Expert Strategy Group is next week on Wednesday 30th June and reported that there had been very positive engagement from school leaders and officers at the meeting. The Panel was informed that it was confirmed at the session that all information had been investigated and that they had found that no children were at risk.</p> <p>Informal Panel meeting on 28th July</p> <p>The Panel considered an update on the Kirklees Future Commission Learning Strategy, focusing on the aims of the Strategy and how these were arrived at, what will be achieved and how will the aims be met and assessed and measured. The Panel agreed to submit questions of any further information they wished to scrutinise and the Lead Member agreed to keep a watching brief on the Learning Strategy and its development.</p> <p>The Panel agreed to consider Relationships with Academies and Multi-Academy Trusts to look at educational outcomes for children and young people, admission policies, number of school places available and how impacting on maintained schools.</p> <p>The Panel received a copy of the report on “Our Kirklees Futures - the Kirklees Learning Strategy” scheduled for decision by Cabinet on the 5th October 2021 which summarised its co-production and development and outlined the future strategic approach to learning in Kirklees. The report requested approval for the Council to adopt the strategy and sought delegated authority to progress with our key strategic partners the implementation and planned delivery of activity in line with proposed timelines and governance.</p>

FULL PANEL DISCUSSION

ISSUE	APPROACH/AREAS OF FOCUS	OUTCOMES
	<p>report on Exam Results/assessments and outcomes with examples of good practice and monitor the progress of how children in year 11 will be assessed in 2021 and how grades will be decided;</p> <ul style="list-style-type: none"> - the longer-term effect of Covid on educational outcomes including the levels of family income and digital inclusion opportunities; - educational outcomes for children with special educational needs; - educational needs of children being educated at home. 	<p>Panel meeting on 30th March 2022</p> <p>The Panel will consider a report on educational outcomes including information on youngsters not in education, employment or training and pathways to transition to next phase of education (KS4 and KS5).</p> <p>Chair of Panel to report back to future meetings on issues of relevance considered by the Quality Assurance Panel.</p> <p>That a representation from the Panel be invited to attend the Launch of the Kirklees Futures Event in June 2022 and other relevant partnership meetings.</p>

FULL PANEL DISCUSSION

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	<p>Kirklees Future Commission Learning Strategy</p> <p>The Panel were informed that a report was scheduled for Cabinet on 21st September 2021 prior to consultation with schools.</p> <p>The Panel will scrutinise/consider–</p> <ul style="list-style-type: none"> - closing the attainment gap which the Panel were informed would be a priority in the Strategy; - the Panel understand that the Learning strategy will be focusing on early years groups and want to explore what difference this will make; - updates on the development of the Kirklees Council Education Futures 	

FULL PANEL DISCUSSION

ISSUE	APPROACH/AREAS OF FOCUS	OUTCOMES
	<p>and the proposed approach and timeline;</p> <ul style="list-style-type: none"> - Relationships with Academies and Multi-Academy Trusts, eg admission policies, number of school places available and how impacting maintained schools nearby. 	
<p>3. Multisystemic therapies (MSTs)</p> <p>Wellbeing and Mental Health of Children and adolescents</p>	<p>The Panel will scrutinise/consider the following on MSTs –</p> <ul style="list-style-type: none"> - the cost benefit of MST’s and the cost effectiveness of what has been implemented. <p>The Panel will scrutinise/consider the following in relation to the wellbeing and mental health of children and young people -</p> <ul style="list-style-type: none"> - the prevention initiatives to solve 	<p>(Lead Officer: Tom Brailsford/Elaine McShane)</p> <p>The Panel visited the Multi-systemic Therapy Team on the 10th March 2022 and met with the Team Manager and Therapists and observed and gained an understanding of the impact of the work being undertaken by the team.</p>

FULL PANEL DISCUSSION

ISSUE	APPROACH/AREAS OF FOCUS	OUTCOMES
	<p>the problems experienced by children in Kirklees with mental health;</p> <ul style="list-style-type: none"> - mental health provision provided by the different teams and providers who support this work, including the links to educational outcomes and access to CAMHS; - how many families had received treatment and how successful and cost effective it had been; - The mental health of children in care in residential children’s homes. - Children’s Mental Health in schools. 	
<p>4. Number of children in care</p>	<p>The Panel will continue to scrutinise/consider via the Corporate Parenting Board and Lead Member Briefings</p> <p>–</p>	<p>(Lead Officer: Elaine McShane/Ophelia Rix)</p> <p>Members of the Panel who attend the Corporate Parenting Board will ask questions through the Chair of the Board in relation to performance information and report back on any issues to the Children’s Scrutiny Panel.</p>

FULL PANEL DISCUSSION

ISSUE	APPROACH/AREAS OF FOCUS	OUTCOMES
	<ul style="list-style-type: none"> - That the Lead Member would keep a watching brief on children in care under 1 year old; - information relating to the differences in the number of children in care within Kirklees compared with statistical neighbours; - Numbers of looked after children – the Panel have noted that the current numbers are low and information will be included in the report to Corporate Parenting Board in relation to this. 	
5. Youth Justice Plan (Services and Initiatives) and Anti-Social Behaviour	The Panel was informed that a report was scheduled for Cabinet on 31 st August 2021 and that comments in advance would be welcomed from the Panel.	(Lead Officers: Ian Mottershaw / Lisa Warnes/Elaine McShane) <u>Panel meeting on 28th July 2021</u> The Panel considered a verbal update on the Youth Justice Plan.

FULL PANEL DISCUSSION

ISSUE	APPROACH/AREAS OF FOCUS	OUTCOMES
	<p>The Cabinet report will cover the plan for the next 12 months, the Council's priorities on the focus of youth justice and children making their first offence.</p> <p>The Panel will scrutinise/consider –</p> <ul style="list-style-type: none"> - The effectiveness of the model following its introduction; - The key areas outlined in the Cabinet report; - the Youth Practice Model, providing input into the development of the model with a view to scrutinising the effectiveness of the model following its introduction (based on data/evidence). - The Panel will look at the link between anti-social behaviour and the 	<p><u>Panel visit to Youth Engagement Service on 18th November 2021</u></p> <p>The Panel visited the Youth Engagement Service, Exploitation Screening Panel and Youth Justice Service on the 18th November 2021 and met with Team Managers. A discussion took place regarding HM Inspectorate of Probation inspection, which recognised the interaction within the team and young people within the Youth Justice Offending Team and the restorative practice which took place with the offender and victim.</p> <p>A discussion took place around Child Sexual Exploitation and names of offenders that had been released. A concern was raised by the Panel around the impact on the wider family. The Panel agreed that a detailed discussion would take place at a future meeting along with a discussion around the practices as the team were moving into a contextual safeguarding process.</p>

FULL PANEL DISCUSSION

ISSUE	APPROACH/AREAS OF FOCUS	OUTCOMES
	<p>role of the Youth Justice Board during the 2022/23 municipal year.</p>	
<p>6. Partnership arrangements</p>	<p>The Panel will continue to scrutinise partnerships and boards during the 2021/22 municipal year, for example, Corporate Parenting Board and Health and Wellbeing Board, visits to internal teams and partners and the Panel will look at how data was collected and used to improve outcomes. *** (see last page)</p>	<p>(Lead Officers: Elaine McShane/Jo Sanders/Tom Brailsford)</p>
<p>7. Special Educational Needs and High Needs</p>	<p>The Panel agreed to scrutinise –</p> <ul style="list-style-type: none"> - a future report on how the recommendations of the SENDACT report to Cabinet on 19th March 2019 has been implemented, including a progress update; 	<p>(Lead Officer: Kelsey Clark-Davies/Paul Harris/Jo-Anne Sanders)</p> <p>Members of the Panel has been invited to attend the SEND Transformation and Commissioning Group on the 4th November 2021 and will report back to the Panel.</p> <p>The Panel met virtually with the Local Offer Team on the 18th January 2022 and discussed the inclusive support offer for SEND professionals.</p> <p>The Panel will meet with parents via PCAN who had been consulted as part of the Adhoc Panel on the report on ‘SENDACT– the parent’s perspective’ which was approved by Cabinet in March 2019 and seek their feedback on whether the service has improved for them and what it feels like to engage and access the service/front door.</p>

FULL PANEL DISCUSSION

ISSUE	APPROACH/AREAS OF FOCUS	OUTCOMES
	<ul style="list-style-type: none"> - that the Panel seek feedback from parents (PCAN) who had been consulted as part of the Adhoc Panel on SEND – the parent’s perspective. 	<p>The Panel may also attend PCAN’s Annual General Meeting to meet with parents face to face – to be confirmed.</p> <p>Panel Meeting on 30th March 2022</p> <p>The Panel will consider an update on the Special Educational Needs and Disabilities Transformation.</p>
<p>8. Performance Information (Children’s Services)</p>	<p>The Panel will continue to monitor the performance of the Learning Early Support Service and Child Protection & Family Support in the Informal meetings. **</p>	<p>(Lead Officers: Jo-Anne Sanders/Elaine McShane/Tom Brailsford – supported by Sue Grigg and Andrew Wainwright)</p>
<p>9. Elective Home Education</p>	<p>The Panel was informed that a report would be considered by Cabinet in October 2021 on Elective Home Education Policy.</p> <p>The Panel agreed to scrutinise –</p> <ul style="list-style-type: none"> - The Panel noted that an increasing number of parents were opting out of 	<p>(Lead Officer: Jo-Anne Sanders/Diane Yates/Kelsey Clark-Davies)</p> <p><u>Panel meeting on 20th October 2021</u></p> <p>The Panel considered the report on the New Elective Home Education Policy approved by Cabinet on the 5th October 2021. The report to Cabinet proposed that the new Elective Home Education Policy and Cabinet agreed the adoption of the policy.</p> <p>The Panel agreed to consider analysis on percentages of families who had chosen to Elective Home Educate at their December meeting.</p> <p><u>Panel meeting on 1st December 2021</u></p> <p>The Panel considered a progress update on the Ad Hoc Scrutiny Panel’s Action Plan Recommendations for Elective Home Education. The Panel noted the update on EHE and thanked Diane Yates and the team for the good work</p>

FULL PANEL DISCUSSION

ISSUE	APPROACH/AREAS OF FOCUS	OUTCOMES
	<p>mainstream education for their children and agreed to explore the reasons for this and seek feedback from the One Voice Team who engage with young people who are being home education to seek the views from young people who are being home educated.</p> <ul style="list-style-type: none"> - The Panel will seek feedback from parents involved in the EHE Adhoc Panel to get their views on progress and the current situation from their perspective. - The Panel will consider an update 	<p>on the improvements that had been made and for the update provided to the Panel. The Panel agreed that Children’s Mental Health in schools be picked up within the work programme for 2021/22.</p> <p>The Panel will liaise with the One Voice Team to engage with young people to seek their views on being home educated.</p> <p>The Panel will meet with parents who were involved in the Adhoc Panel on Elective Home Education to seek feedback from them on how well the Action Plan agreed at Cabinet in December 2020 has been progressed and implemented.</p>

FULL PANEL DISCUSSION

ISSUE	APPROACH/AREAS OF FOCUS	OUTCOMES
	<p>on progress against the recommendations in the Adhoc Panel report on Elective Home Education.</p>	
<p>10. Fostering and Adoption</p>	<p>The Panel agreed to scrutinise via the Corporate Parenting Board on the following and Panel Members will report back on key issues:-</p> <ul style="list-style-type: none"> - How to open up fostering opportunities in terms of accommodation; - Barriers to recruitment and retention. 	<p>Members of the Panel who attend the Corporate Parenting Board will ask questions through the Chair of the Board in relation to Fostering and Adoption and report back on any issues to the Children’s Scrutiny Panel.</p>
<p>11. Voice of the Child</p>	<p>The Panel agreed to keep a watching brief on all areas of scrutiny by the Panel and explore whether the voice</p>	<p>(Lead Officers: M Meggs/J Sanders/E McShane/T Brailsford)</p>

FULL PANEL DISCUSSION

ISSUE	APPROACH/AREAS OF FOCUS	OUTCOMES
	of the child was being heard and lessons learned.	
<p>12. Representation by the Panel at meetings, events and visits to internal teams and external providers</p>	<p>The Panel agreed to undertake visits to both internal teams and services and external providers as required to observe and scrutinise.</p> <p>The panel agreed to undertake visits to internal teams and external partners including attending and observing meetings already scheduled and focus on the following areas:-</p> <ul style="list-style-type: none"> • Data collection • Partnership working • Voice of the young person • Good practice • Delivery of quality service 	<p>Corporate Parenting Board – Cllr Marchington (ex-officio), Dale O’Neill would attend the meetings of the Board to provide scrutiny on behalf of the children’s scrutiny Panel and feedback to the Panel as appropriate. Other members of the Panel who attend the meetings as Board Members will also report back on key issues to the Panel.</p> <p>Liquid Logic/Tableau – the Panel visited the Front Door Team on the 14th October 2021 to see meet with the team and received good examples of partnership working, voice of the child, data collection, good practice and professional development. Officers updated the Panel on how the data was being used to improve performance and manage services. The Panel also attended an online Weekly Referral meeting on the 11th October 2021 and the Panel saw some good examples of partnership working, where representatives from the Police, Education and Health along with children’s services teams worked together to review cases by dip sampling. The Panel were informed that there had been good examples of referrals received from Schools, GP’s, ambulance service and NSPCC which showed a wide range of organisations were engaging with the Front Door service. Data analysis was provided which looked at weekly data and showed how that compared week on week to the previous week along with deep dives into individual cases whilst at the same time, capturing the voice of the child.</p> <p>Members of the Panel attended the virtual Liquid Logic Group chaired by Ophelia Rix on the 12th January 2022.</p> <p>Social Workers – the Panel visited the Social Work Cluster Team at Slaithwaite Town Hall on the 21st September and met with Duty Managers and Social Workers to discuss a range of issues including the voice of the child and working arrangements and development opportunities for staff. In addition, the Panel will visit the Social Work Teams in Batley and Dewsbury early in 2022 to meet with social workers and duty managers.</p> <p>Children’s and Young People’s Partnership Event on the 21st June 2021– members of the Panel were invited to attend this event and report back on any key issues to the Panel.</p>

FULL PANEL DISCUSSION

ISSUE	APPROACH/AREAS OF FOCUS	OUTCOMES
<p>13. Engagement of Families together</p>	<p>The panel agreed to scrutinise/consider:-</p> <ul style="list-style-type: none"> - A narrative to explain how and when a family of 4 (2 working parents and 2 school age children) on a minimum wage would be able to access help from the hubs when they needed it; to include examples of where families and Councillors were engaging with the hubs and where this was working well. - An explanation of how families together scheme had been modelled and framed in terms of who would access the hubs 	<p>(Lead Officers: Michelle Wheatcroft/Jackie Beever/ Jo Sanders)</p> <p><u>Panel Meeting on 28th July 2021</u> The Panel agreed to revise the areas of focus for scrutiny as outlined in “approach/areas of focus” column.</p> <p>The Panel has been invited to attend a session with Councillors during either September or October 2021 organised by Officers to give an update on the implementation of the Families Together Scheme. The sessions had discussed the structuring of the programme and establishing partnership boards. There were 4 geographical areas, each to have their own families together Area Partnership Board.</p> <p><u>Panel Meeting on 20th October 2021</u> The Panel agreed to add Kirklees Families Together Programme to the work programme to look at how the Area Partnership Boards in the 4 geographical areas were established and how effectively they were working.</p> <p><u>Informal Panel meeting on 1st December 2021</u> The Panel considered a presentation on the Kirklees Families Together Area Partnerships which outlined how they were established and how effectively they were working.</p> <p><u>Informal Panel meeting on 5th January 2022</u> The Panel agreed to observe local groups of the families together project when these had been set up (March onwards) and consider the services on offer and how these are communicated and sign posted to the residents of Kirklees.</p> <p>The Panel will consider a future update on the review of the Families Together hubs and the review of the Hub Co-Ordinator role. The Panel noted that some Head Teachers had agreed to be part of the review.</p>

FULL PANEL DISCUSSION

ISSUE	APPROACH/AREAS OF FOCUS	OUTCOMES
	<p>most and at what times, eg people who work during the day and how activities and services would be planned and publicised.</p> <ul style="list-style-type: none"> - that the issue of prevention work around mental health and trauma experienced by children be built into the overall early help offer. - that information be provided for families on how and when they could access all the services on offer and that examples be given of how the services would relate to families. 	

FULL PANEL DISCUSSION

ISSUE	APPROACH/AREAS OF FOCUS	OUTCOMES
	<ul style="list-style-type: none"> - a future update on how the voice of the child would be taken into account in the work of the engagement of families together scheme. - Kirklees Families Together Programme – the Panel agreed to look at how the Area Partnership Boards within the 4 geographical areas were established and how effectively they were working. 	
<p>Lead Member Briefings (Bi-monthly LM Briefings with Cabinet Members for Learning and Children’s; and Mel Meggs/Elaine McShane, Tom Brailsford and Jo-Anne Sanders during 21/22) – Actions from these meetings will be included within the Panel’s Work Programme where appropriate</p>		
Children in care under 1 year old	The Lead Member will keep a watching brief on children in care under 1 year old.	(Lead Officer: Elaine McShane)

FULL PANEL DISCUSSION

ISSUE	APPROACH/AREAS OF FOCUS	OUTCOMES
<p>Children transferred from Almondbury Community School</p>	<p>The Lead Member agreed to keep a watching brief with regard to what the educational impact had been for the children who had transferred from Almondbury Community School to alternate schools and to ensure that the children were getting the right amount of results and opportunities.</p>	<p>(Lead Officer: Martin Wilby)</p>
<p>Staying Put Policy</p>	<p>The Panel were informed that a report was scheduled for Cabinet on the 27th July 2021 on the Staying Put Policy.</p> <p>The Lead Member agreed to keep a watching brief on the Staying Put Policy.</p>	<p>(Lead Officer: Elaine McShane)</p>
<p>Petition – St John’s (CE) Junior School</p>	<p>The Council received a petition objecting to the council’s decision at Cabinet in September 2020 not to allow St John’s Infant school to be made available for junior places in</p>	<p>(Lead Officer: Martin Wilby)</p> <p>The petition did not reveal anything material that was not revealed in the non-statutory consultation which had already been undertaken in the lead up to the September 2020 cabinet report. This report made clear the right of the Governing Body of St. John’s CE(VC) Infant school, with approval from the Diocese, to publish their own statutory proposals. They exercised this right on 29 April 2021. This triggered an LA decision making process (as the LA remained the decision maker) which led to a cabinet decision on 27 July 2021. Link to the recent cabinet</p>

FULL PANEL DISCUSSION

ISSUE	APPROACH/AREAS OF FOCUS	OUTCOMES
	September 2021. The Lead Member will keep a watching brief with regard to the issues raised within the petition from a scrutiny perspective.	report and decision (item 14): https://democracy.kirklees.gov.uk/ieListDocuments.aspx?CId=139&MId=6729&Ver=4 The Governing Body or Diocese now have the right to appeal the decision made by cabinet to the Schools Adjudicator, should they wish.

** It is suggested that arrangements be made for representatives from the Panel to attend relevant meetings of Partnership bodies to ensure relevant scrutiny of performance data and information is being effectively scrutinised “upstream”. This will not prevent onward referral to the Panel where appropriate but will act as a means of avoiding un-necessary duplication.

Children's Scrutiny Panel

Agenda Plan 2021/22

Date of Meeting	Issues for Consideration	Officer Contact
14th June 2021 Informal Meeting 11 am Virtual meeting	(with Panel and Officers) To consider main focus areas for Panel during 2021/22 municipal year.	Helen Kilroy
16th June 2021 Informal meeting 2pm Virtual meeting	(with Panel only) To agree and sign off priority areas of focus for Panel during 2021/22 municipal year.	Helen Kilroy
28 July 2021 1.15pm -2.15pm Informal meeting 2.15pm-3.45pm Public meeting Virtual Meeting Report deadline: 16th July 2021	<p style="text-align: center;">Informal items:-</p> <p style="text-align: center;">Ambition Board Minutes (March & June 2021)</p> <p style="text-align: center;">Performance report</p> <p style="text-align: center;">Kirklees Future Commission Learning Strategy (verbal presentation)</p> <p style="text-align: center;">Public Items:</p> <p style="text-align: center;">Number of Children in Care</p> <p style="text-align: center;">Youth Justice Plan (verbal presentation)</p>	<p style="text-align: center;">H Kilroy</p> <p style="text-align: center;">J Sanders/E McShane to present</p> <p style="text-align: center;">Jo Sanders/Emma Brayford/Chris Jessup</p> <p style="text-align: center;">E McShane/O Rix</p> <p style="text-align: center;">Ian Mottershaw / Lisa Warnes/Elaine McShane</p>

Date of Meeting	Issues for Consideration	Officer Contact
<p>15 September 2021</p> <p>1.15pm -2.15pm Informal meeting</p> <p>2.15pm-3.45pm Public meeting Virtual Meeting</p> <p>Report deadline: 3rd Sept 2021</p>	<p>Informal items:</p> <p>Performance report</p> <p>Public Items:</p> <p>Feedback from Panel Members on issues considered by Corporate Parenting Board</p> <p>Update of Peer Review (Health Check) – Duty and Advice</p>	<p>T Brailsford/J Sanders/E McShane to present (S Grigg to provide report)</p> <p>Panel Members</p> <p>Charlotte Jackson</p>
<p>20th October 2021</p> <p>1.15pm -2.15pm Informal meeting</p> <p>2.15pm-3.45pm Public meeting</p> <p>Hybrid Meeting</p> <p>Report deadline: 8th October 2021</p>	<p>Informal items:</p> <p>Performance report</p> <p>Youth Places to Go - Grants scheme for organisations working with children and young people</p> <p>Early Support meetings and events for attendance by Panel Members</p> <p>Public Items:</p> <p>Elective Home Education Policy – Cabinet report</p> <p>Feedback from Panel Members on issues considered by Corporate Parenting Board</p>	<p>T Brailsford/J Sanders/E McShane to present (S Grigg to provide report)</p> <p>Luke Wielgus/Michelle Wheatcroft</p> <p>Helen Kilroy</p> <p>Diane Yates</p> <p>Panel Members</p>

Date of Meeting	Issues for Consideration	Officer Contact
<p>1st December 2021</p> <p>1.30pm -2.30pm Informal meeting</p> <p>2.30pm- 3.30pm Public meeting</p> <p>Virtual Meeting</p> <p>Report deadline 19.11.21</p>	<p>Informal items:</p> <p>Families Together Area Partnerships (presentation)</p> <p>Performance report</p> <p>Public Items:</p> <p>Feedback from Panel Members on issues considered by Corporate Parenting Board</p> <p>Elective Home Education – progress update on Recommendations of Adhoc Panel Action Plan</p> <p>Outcome of Ofsted inspection of Children’s Services (Oct 21)</p>	<p>J Beever/M Wheatcroft</p> <p>T Brailsford/J Sanders/E McShane to present (S Grigg to provide report)</p> <p>Panel Members</p> <p>Diane Yates/Kelsey Clark-Davies</p> <p>Mel Meggs/Service Directors</p>
<p>5th January 2022</p> <p>1.15pm-2.45pm Informal meeting</p> <p>Virtual Meeting</p> <p>Report deadline: 21st December 2021</p>	<p>Informal Items</p> <p>Monthly Performance Report (November 21)</p> <p>Work Programme, schedule of visits and agenda plan for 2021/22</p>	<p>J Sanders/E McShane/S Miles to present</p> <p>H Kilroy</p>

Date of Meeting	Issues for Consideration	Officer Contact
<p>30th March 2022</p> <p>1.15pm-2.15pm Informal meeting</p> <p>2.15pm-3.45pm Public meeting</p> <p>Virtual Meeting</p> <p>Report deadline: 18th March 2021</p>	<p>Informal Items</p> <p>Educational Outcomes – update</p> <p>Performance report</p> <p>Public Items:</p> <p>Formal thank you to Dale O’Neill and Linda Summers (retiring as co-optees)</p> <p>Feedback from Panel Members on issues considered by Corporate Parenting Board</p> <p>Educational Outcomes – progress update</p> <p>Standing Advisory Council on Religious Education (SACRE) Annual Report (<i>report received</i>)</p> <p>Update on progress against the recommendations in the SENDACT Adhoc Panel report ‘SEND – the Parent’s perspective’</p>	<p>E Brayford/Phil Mark/Chris Jessup</p> <p>T Brailsford/J Sanders/E McShane (S Grigg to provide report)</p> <p>Cllr Marchington</p> <p>Panel Members</p> <p>Emma Brayford/Phil Mark/ Chris Jessup</p> <p>Jo Sanders (Ian Ross & Alistair Ross)</p> <p>Kelsey Clark-Davies</p>