

## London Borough of Enfield

### Children's, Young People & Education Scrutiny Committee

Meeting Date: 14<sup>th</sup> December 2021

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**Subject: Education Recovery in the London Borough of Enfield**

**Cabinet Member: Cllr Uddin**

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### Purpose of Report

1. *For information*

This report provides:

An overview of the context of LBE schools, pressures within the school system and how schools are being supported to help children and young people recover from the pandemic.

### Relevance to the Council Plan

2. [\*\*A Lifetime of Opportunities: Enfield Council Plan 2020-2022\*\*](#) - Priority 2: **safe, healthy and confident communities**

This proposal aligned with the Council's plan to '*continue to keep a strong connection with schools, supporting them to provide an excellent education to their pupils and improve the wellbeing of the communities they serve. Schools have clearly demonstrated their role in supporting communities throughout the Covid-19 crisis, and we will work together to support families to recover over the longer term*' and to '*Empower young Enfield to reach their full potential.*'

### Background

3. The recovery agenda in the London Borough of Enfield (LBE) comes at a time of great change for education at both a local and national level. As we look ahead to a "new normal" we must take into account the profound dislocation of lockdown and how to address the inequalities that have been brought into stark prominence by the effects of the pandemic.

Organisation for Economic Co-operation and Development (OECD)<sup>1</sup> research has shown that school systems that are given autonomy with strong accountability are the most successful. Each school should be given autonomy to serve its community in the best way possible. The Governors' role in supporting and challenging their school is crucial. The School Improvement Adviser (SIA) supports this process of accountability and gives support where necessary. The OECD report also talks about the "culture of achievement" in each country, and the need for parents and professionals to show how they value education highly. These research outcomes

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<sup>1</sup> "What makes school systems perform? Seeing school systems through the prism of PISA 2004"

inform the central the School and Early Years Improvement Service(SEYIS) processes and how we work settings, schools and colleges.

### **Other factors affecting schools**

Teaching and learning is the everyday business of schools. Learning can only happen by encompassing all the complex issues of mental health, readiness to learn and overcoming disadvantage. COVID 19 recovery has to be considered within those other factors. The Educational Psychology Service (EPS) has led on the mental health and wellbeing aspects of recovery.<sup>2</sup>

There are other important issues that need to be considered when looking at COVID recovery. Some of these issues are creating pressure in schools, and support is being given from the Education Service.

- Finances / Falling rolls
- Black Lives Matter
- Gender Inequalities
- Climate Change
- Early Career Framework

## **Main Considerations for the Panel**

### **4. Academic Support**

There are a number of initiatives that are in place from LBE and centrally funded to support schools directly with the academic recovery. These are:

- a) Disadvantaged Pupil project
- b) Tutoring programme
- c) Holiday Schools
- d) Inclusion Charter
- e) Enfield Trauma Informed Practice in Schools
- f) Enfield Communication Advisory Support Service
- g) Examinations – (world class for all)
- h) Extended school day

#### **a) Disadvantaged Pupil Project**

Schools in LBE have been working with Marc Rowlands, an expert in addressing the gap in attainment that exists between disadvantaged pupils and non-disadvantaged pupils. A third tranche of 12 school will start with Marc in the summer term. Almost half of LBE schools will have taken part at that point.

The aims of the project:

- Working with schools and school leaders, the local authority. To review the use and impact of strategies to improve outcomes for disadvantaged and vulnerable learners in Enfield.
- Identification and promotion of high-quality practice.
- Recommendations for further improvements for individual schools and for the Education Service.

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<sup>2</sup> Reported to the scrutiny panel previously

- A focus on building teacher expertise and capacity to meet pupil need.
- Building leadership expertise and capacity to create high quality approach for:
  - Planning
  - Implementation
  - evaluation
  - improvement of strategies to help overcome educational disadvantage, rooted in evidence and best practice.
- Ensure that high quality, evidence informed practice is codified, shared and understood from leadership to the classrooms in Enfield.
- Publish a strategy that provides a framework for addressing disadvantage in the local context.

The strategy will support all settings, schools and colleges in LBE. Many will already be working in this way given the high numbers of schools that are involved in the action research phase.

## **b) National Tutoring Programme**

Nationally schools have been funded directly to put tutoring in place for those pupils who may need some learning gaps addressed. There are three subsidised tutoring options available to state-funded schools in England for the 2021 to 2022 academic year. The remaining costs will be funded by schools using, for example, the recovery premium or pupil premium.

### **i. Tuition partners**

Schools can access subsidised tutoring from an approved list of tutoring providers known as tuition partners. Approved tuition partners have passed a set of quality, safeguarding and evaluation standards. Tuition partners offer a range of subjects and provide targeted support for pupils in small group or one-to-one sessions. This option offers additional tutoring capacity to schools, especially in some regions where this is scarce. It also provides a high level of flexibility to schools and academy trusts without them having to use their own staff and a selection of providers who can tailor their expertise to support particular identified needs.

### **ii. Academic mentors**

Academic mentors are members of school staff who work alongside teachers to provide a range of interventions, focusing on small groups and one-to-one sessions. This can be subject-specific work, revision lessons or additional support. Academic mentors are graduates or teachers who have to undergo intensive training before being placed in a school.

### **iii. School-led tutoring**

School-led tutoring is available for eligible state-funded schools and academy trusts based on the number of pupil premium students. This payment is ring-fenced to fund locally sourced tutoring provision for disadvantaged pupils. This could include using existing staff such as teachers and teaching assistants or external tutoring resources

such as private tutors or returning teachers. Schools and academy trusts can use tutors with whom the institution and the pupils are familiar.

### **c) Holiday & Food Programme**

The Easter HAF programme was mobilised successfully at very short notice. A small-scale delivery was piloted, tapping into existing well-established school partnerships, (Edmonton Community Partnership, Enfield Town Schools Partnership and Oasis Community Hub), and the Youth Development Service.

Overall, 556 children and young people attended the Easter programme that provided diverse activities and the provision of hot food. Of the 556 children, there were:

- 385 primary school age children; and
- 171 secondary school age children

The programme of diverse range of activities was delivered across 15 locations over a nine-day period. Activities were delivered face to face with Covid safety measures in place.

The Summer HAF programme provided a diverse range of healthy and enriching activities. Our evaluation highlights 2,739 eligible children and young people accessed the provision during the summer. This included 1,935 children from primary school and 804 young people of secondary school age. The programme reached 598 children with SEND needs. Each child or young person attended for an average of 4 days a week.<sup>3</sup>

### **d) Inclusion Charter**

The Inclusion Charter will set out how schools, early years providers, colleges, local authority services and health providers will enable all children and young people to experience inclusion, equality, dignity and respect within education settings in Enfield, to realise their aspirations. This should be the case regardless of their protected characteristic or socio-economic status. It is being driven by the inclusion of pupils with SEND, but this cannot be seen in isolation from other protected characteristics.

The Charter will:

- Provide a series of principles recognising the collective responsibility to provide equity and remove barriers preventing any young person from meaningful and positive participation in all aspects of education.
- Help us to support inclusion for children in early years settings through to sixth form/ college
- Be created and delivered through partnership with Enfield schools, early years settings, and colleges. All provisions offering education are to be included in the formation and adoption of the charter regardless of their funding source or status (Private, Voluntary or Independent). Enable further work with schools, settings and services that have collegiate responsibilities to adopt and embed the resulting charter.

The Charter is due to be launched later this term. There will also be work to develop a resource about what support can be sourced from LBE and the voluntary sector. This

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<sup>3</sup> Holiday Activities and Food (HAF) programme in Enfield reported to scrutiny 21<sup>st</sup> October 2021

will support schools with their inclusion practice as we are able to both challenge and support.

#### **e) Enfield Trauma Informed Practice in Schools (E-TIPS)**

The need for E-TIPS is referenced in the Poverty and Inequality Commission Report. It is an integral part of resilience and recovery. More detailed reports have been presented in different for a, but it needs to be seen part of this work.

E-TIPS promotes a whole system understanding of the same underlying principles and evidenced based approaches drawn from psychology, science and pedagogy relating to the emotional wellbeing of children and young people. E-TIPS is a training and implementation programme that supports the introduction, integration and embedding of evidenced informed knowledge and practice so that everyone working in education settings and the wider system integrates this approach into policies procedures and every day practices, i.e. informs every interaction, every action and every decision relating to every child/young person in every school in Enfield.

The aim is to embed Trauma Informed Practice in both in schools and the Local Area. It offers a consistent approach for school communities so that children learn how to regulate their emotions, develop competencies so that they are able to function successfully in both school and wider society.

#### **f) Enfield Communication Advisory Support Service**

The Enfield Communication Advisory Support Service, (ECASS) aspires to adopt an Enfield wide early intervention approach to speech, language and communication needs (SLCN) across its schools to improve outcomes for children, young people and their families. Every child and young person with SLCN in an Enfield school will have access to specialist services through their school setting.

ECASS will provide a five-stranded model of delivery that will holistically meet the needs of children and families by creating a multi-disciplinary resource hub to support schools, providing them with skills to support the screening of children and young people, identifying their speech, language and communication needs and providing targeted intervention as required.

The strands are as follows:

1. **Strand 1:** Training in identification
2. **Strand 2:** Targeted interventions using evidence-based resources for the development of Language Understanding, Language for Thinking, Expressive Language, Oral Language and Language Use.
3. **Strand 3:** Parent and carer focused training and support
4. **Strand 4:** Practitioner and school-based training programme

## 5. **Strand 5:** School referrals received via SEND Panel

ECASS aims to:

- Improve universal provision for pupils with speech, language and communication needs, by providing whole-school training in class wide and school wide good practice frameworks, enhancing pupils' school experience and providing them with access to a range of speech, language and communication tools.
- Deliver consistent key messages that support early speech, language and communication support through the work programme and resources, making it clear that 'communication is everybody's business'.
- Promote an early intervention approach to speech, language and communication needs across Enfield schools. This will ensure that children and young people can access communication-friendly environments and practitioners who are confident in their role of facilitating communication and identifying SLCN, and that parents and carers are supported with appropriate information and resources.
- Offer a practical whole-school quality assurance framework.
- Support settings to meet the needs of children with speech, language and communication needs who are not achieving at the same rate as their peers. This will include improving outcomes for children with emerging or less complex speech, language and communication needs who are likely to catch up with their peers through appropriate focused support, including for those with long term developmental concerns.
- Provide settings with an appropriate model of supervision and continual professional development for the school workforce.

### **g) Examinations**

The Government has confirmed its intention to bring back national exams in 2022, having cancelled them for the past two years because of the coronavirus pandemic. Adaptations have been made. Pupils will have a range of adaptations to GCSE, AS and A level exams in England. These adaptations are intended to help them reach their potential following the disruption of their education over the last academic year, and potentially this academic year too.

The adaptations include:

- A choice of topics or content on which students will be assessed in GCSE English literature, history, ancient history and geography.
- Providing advance information on the focus of exams to support students' revision in subjects where there is not a choice of topics.
- Giving students formulae sheets in GCSE maths and revised equation sheets in GCSE combined science and physics.
- Changing requirements for practical science work and practical art and design assessments to ensure fairness.

LBE supported schools with moderation in KS 4 last academic year. If necessary, this will be undertaken again. We supported schools with a session that set out the best practice from both primary and secondary moderation models from across the country. The webinar broadened the spectrum of possible approaches towards rigorous school-based assessments, ensuring subject leaders, senior leaders and teachers were able to ensure consistency across the school (and group of schools).

Additionally, there were sessions supporting subject-specific teachers and leaders in establishing consistency of assessment outcomes, whilst offering school improvement ideas to move teaching & learning and assessment forward for each attending school / subject.

The usual moderation activities for KS 1 and KS 2 have already started.

#### **h) Extended School Day**

LBE is funding four secondary schools in the east of the borough to provide their pupils with a safe space for independent study after school. This pilot initiative started at the beginning of this term in September 2021. If it is successful, it will be rolled out into additional schools if the scheme is successful and further funding can be identified.

For many pupils, completing homework at home may be deemed stressful or too time consuming. In disadvantaged families, it may be hard to find the time, space or resources to complete homework at home and a good learning environment is fundamental for effective learning. With this pilot, students are able to study independently after hours at school, with the space, resources and environment they need for success. Our purpose is to provide supervised independent study space in order to:

- **Improve academic performance by providing access to resources to complete homework; and increasing motivation and confidence.** Being able to study in their own time at their own pace helps pupils gain an understanding of their learning, what motivates them to learn and collaborating with other pupils to structure their learning environment.
- **Foster social inclusion by encouraging pupils to work with their peers to better their understanding of lesson material.** Engaging positively with peers may result in more positive classroom behaviours (such as actively engaging in class discussions or group work)
- **Decrease the numbers of young people all travelling out of the schools at the same time and therefore reduce the risk of antisocial behaviour and youth crime in hotspot areas.** With a number of young people remaining in the school to study, there will be less pressure during the immediate after-school period with a staggering of the journeys from school to home.

#### **Conclusions**

5. The schools in LBE are rising to the challenge of the challenge of supporting all pupils including the most vulnerable in their journey of recovery. All parts of the Education Service are working together to make sure that Early Years Setting, school and college staff are best placed to help the children and young people that we serve. Professional learning has been given that can be accessed by all school in Enfield.

SEYIS is working with all LBE maintained schools to provide support and challenge, with projects that will have lasting impact.

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## **Appendices**

### **Background Papers**

The following documents have been relied on in the preparation of this report:  
None.