

Raising the achievement of white
working class pupils, Lambeth

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NtG
narrowing the gap





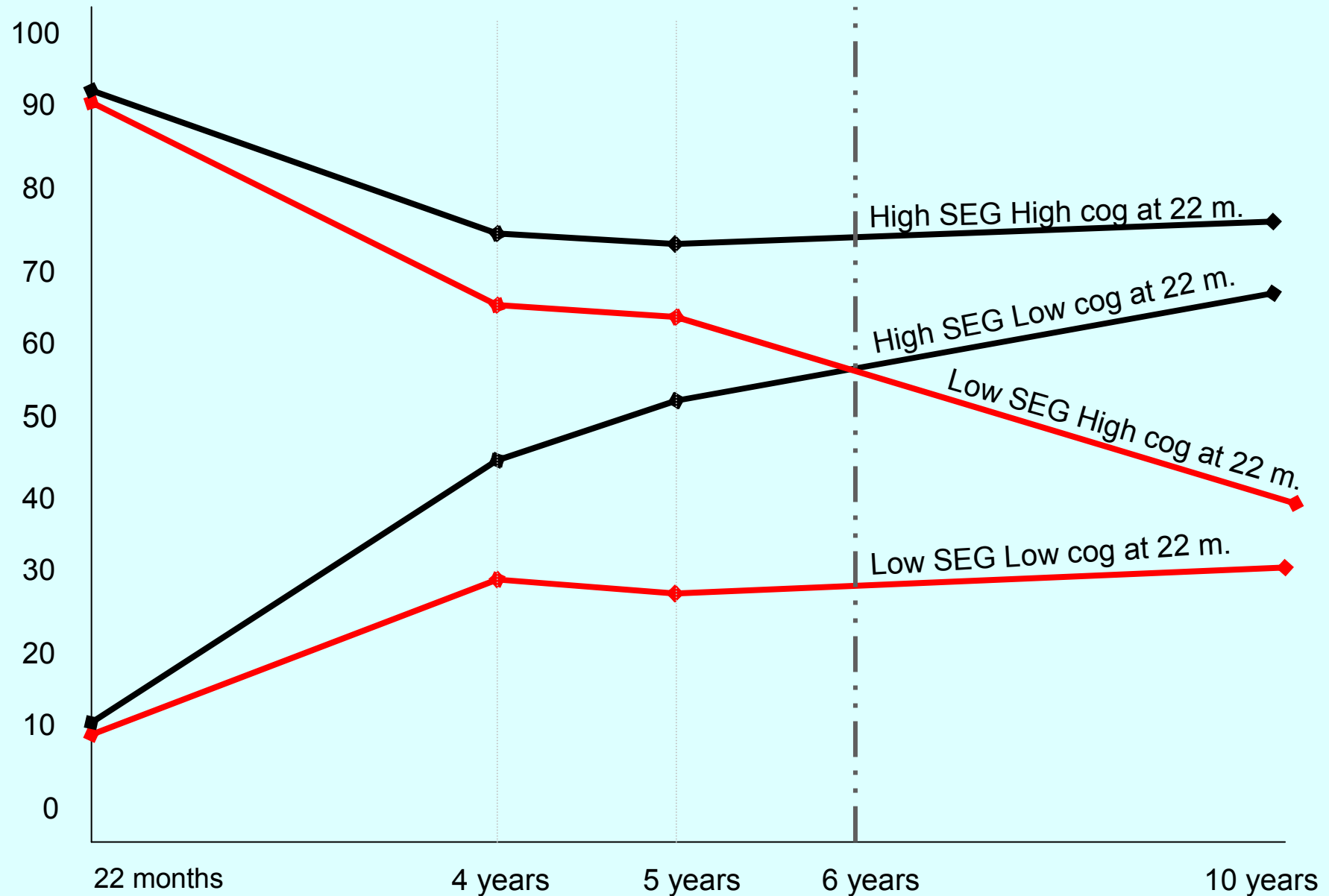
What are the challenges?



Poverty (and social class) matters

- Despite all efforts, UK has one of the strongest links between circumstances into which a child is born (socio-economic group) and their adult outcomes.
- The lower the social economic group, the higher the risk of poor outcomes.
- 'Poor' circumstances, leading to poor qualifications, transmits poverty across generations.
- Inequality affects us all.

and it starts early!



Overall children's health, educational achievements and general well being are improving

But strong correlation between social class and

- Low birth weight and poor physical health
- Poor mental health
- Poor educational outcomes
- Poor school attendance
- High admissions into care
- Criminal activity



- Performance gap between advantaged and more disadvantaged pupils, little changed in 10 years.
- Those who do least well – poorer white boys, mixed race and black Caribbean boys, Irish travellers.

The Narrowing the Gap Programme has tried to answer fundamental question?

What is it, if applied universally and pursued relentlessly, would make a significant impact on the outcomes of vulnerable groups of children and young people?

NtG was



- A 2 year programme, hosted by the LGA, supported by IDeA, funded by DCSF.
- Focussing on 3-13 years (with additional work on 0-3 years).
- Across all 5 outcomes
 - Staying Safe
 - Enjoying and achieving
 - Being healthy
 - Making a positive contribution
 - Economic well-being

Included

- Children from poorer socio-economic groups (including white working class children)
- Children in care
- Children with disabilities
- Children with SEN
- Children excluded from school
- Children with poor records of attendance at school
- Children from different ethnic minority backgrounds
- Young offenders
- Young carers
- Children at risk from significant harm
- Children living with 'vulnerable' adults

- **Identified the critical ‘must-do’s’** for ‘narrowing the gap’ (for vulnerable children, young people and families).

- **Drawing on lessons learnt from;**
 - research
 - data
 - expertise across children’s sector
 - practice on the ground

Worked with 100+ Local Authorities and their Children’s Trust partners and with the NCSL Leadership Network

NCSL Leadership Network

National initiative on narrowing the gap

- 88 groups of leaders (from 8 to 23 in each group)
- From 52 local authorities across all government regions
- Focussing on wide range of issues and identifying different target groups (leadership skills of middle managers, engaging with parents, looked after children, student voice, transitions, early reading, boys writing, behaviour etc)
- Looking at how effective leadership can help to narrow the gap
- Starting with Audit tool, moving on to Action plans, recognising challenges and opportunities

The most effective leaders

- Prioritise and target the most vulnerable and tailor approaches
- Develop all staff as leaders
- Have passion and relentless drive
- Make links at all levels in school leadership role
- Meet the challenges of measuring impact

NCSL Leadership Network's National Initiative: Leadership for Narrowing the Gap
Lamont, E et al 2009, NFER

Narrowing the Gap

Final Guidance Year 1



- Moving towards early intervention and prevention (so that fewer children fall behind the rest)
- Engaging and supporting parents and carers in helping their children to succeed.
- What children's centres and early years settings can do to 'narrow the gap'.
- What schools can do to 'narrow the gap'
- Links between children's centres, schools and extended services to 'narrow the gap'.

What Children's Centres and Early Years Setting can do

Integrated

What needs to be in place between schools and other services

What schools can do

Effective Practice in engaging parents and carers

Integrated

Shifting towards early intervention and prevention

Integrated
Frontline
Delivery

Integrated
Processes

Integrated
Strategy

Integrated
Governance

All Children
(Universal Services)

Vulnerable Children
with additional needs
(Targeted Services)

Children with complex,
multiple needs
(Intensive Targeted/
Specialist Services)

Children in need of
care or protection/
acute needs
(Specialist Services)

Narrowing the Gap

Final Guidance Year 2

Leadership and Governance

- *How to* strengthen and align local leadership and governance arrangements - both professional and political.
- *How to* strengthen systems for developing local leaders to deliver improved services based on the understanding of what works.

Our Conclusions

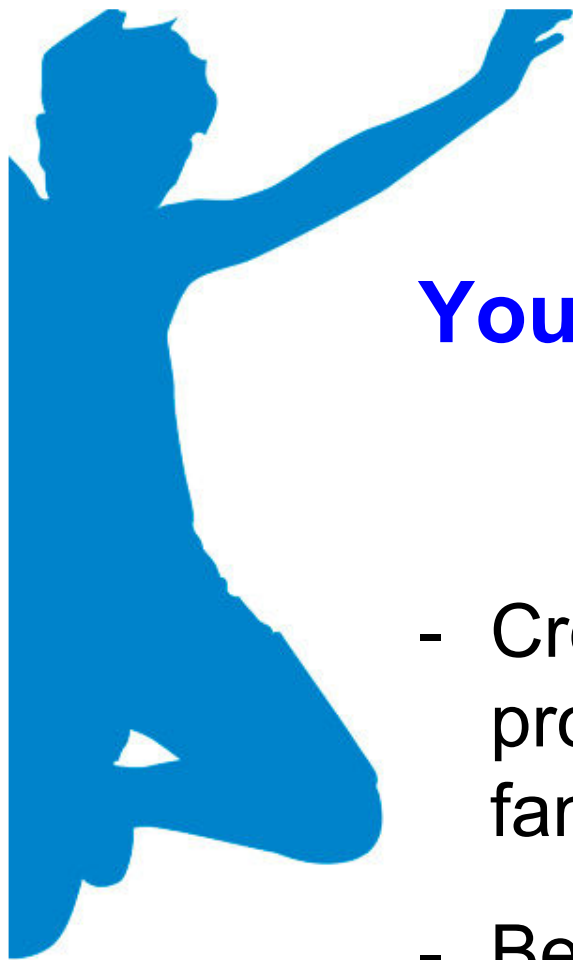
NtG Pack

- Summary of research and data
- Self evaluation tools for each theme
- Top 12 Golden Threads
- Key messages for local and national Government
- 142 case studies of effective local practice



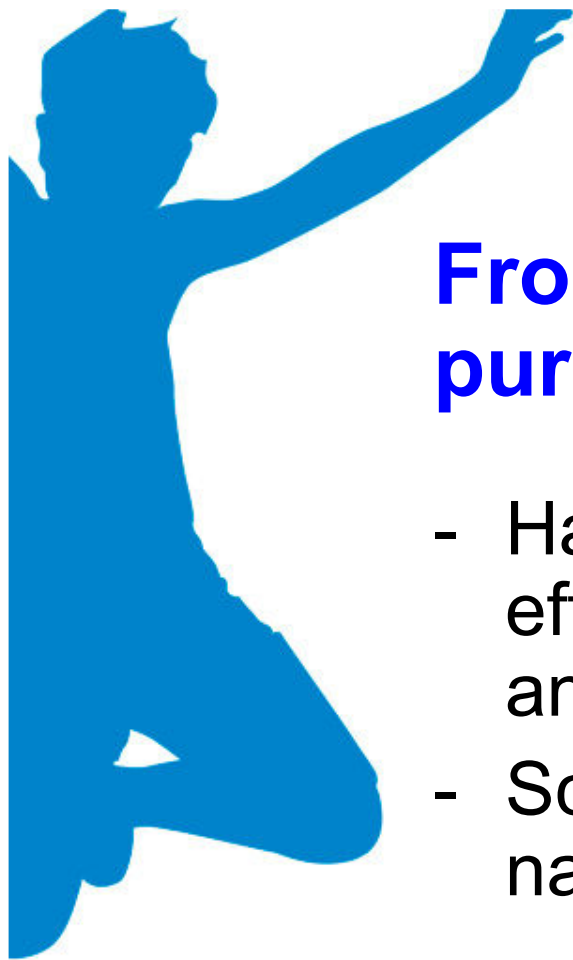
Top 12 Golden Threads

**- each supported by case studies
from across the country**



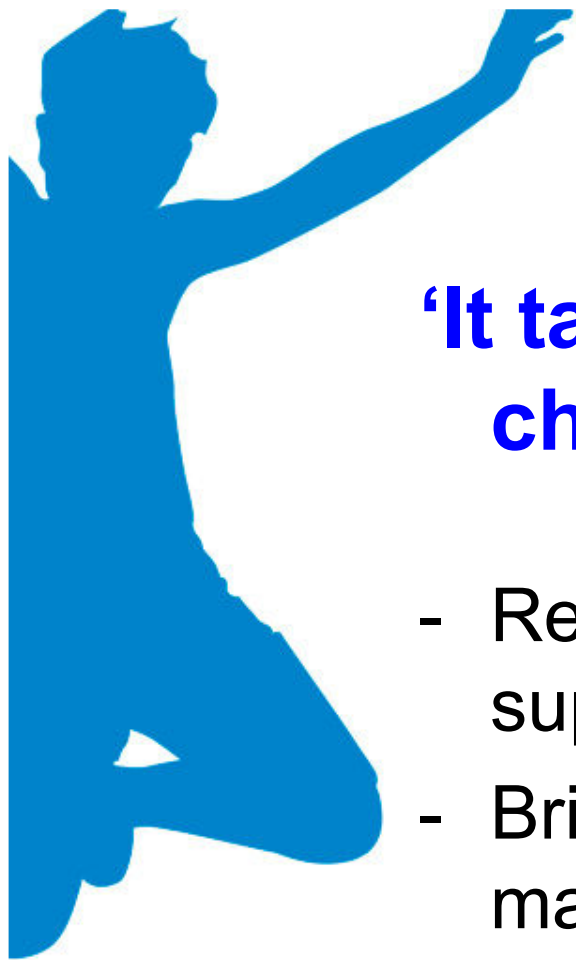
You can do it! (Expect the best)

- Create a culture of high aspirations, professionals for children and families, families for their children
- Believe that all children can succeed and and give them opportunities to do so



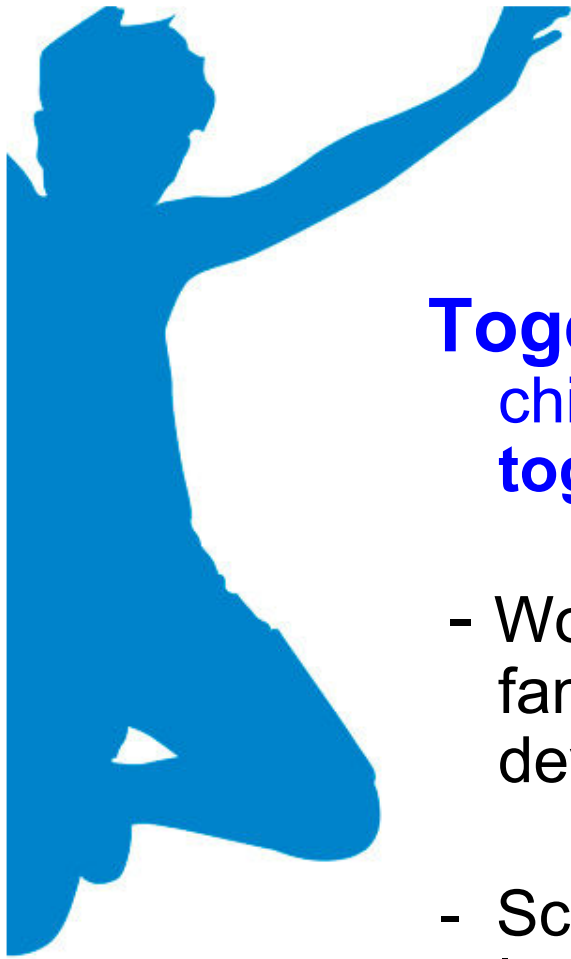
From good to great – ‘passion with purpose’

- Have strong distributed leadership and effective governance in place, (political and professional, local and national)
- School leaders who are focussed on narrowing the gap
- A clear vision communicated well, and planning and processes to back it up and deliver results.



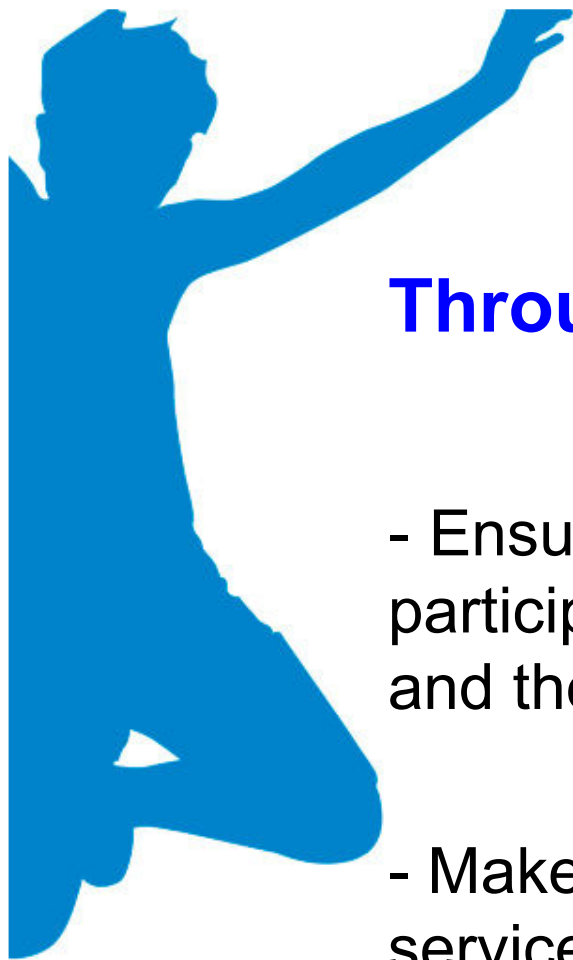
‘It takes a community to raise a child’

- Recognise the power of communities to support children and adults
- Bring together capital funds to ensure maximum physical and cultural regeneration of communities



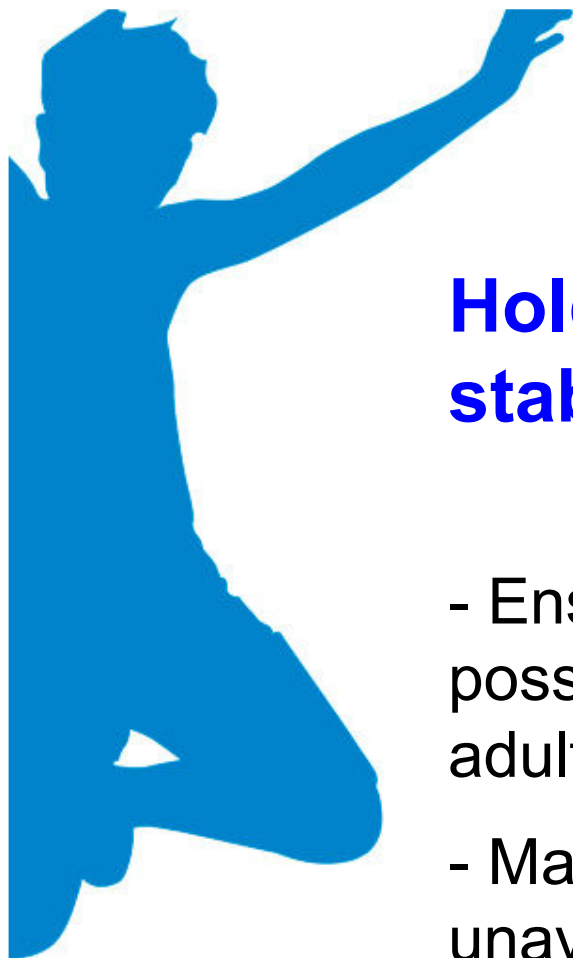
Together with parents (“you know your child, we know about children’s services, **together we can do better**”)

- Work in real partnership with parents and families, building on their strengths, developing respect, enabling reciprocity
- Schools support parents to create supportive learning environments at home
- ‘Doing with, not doing unto’



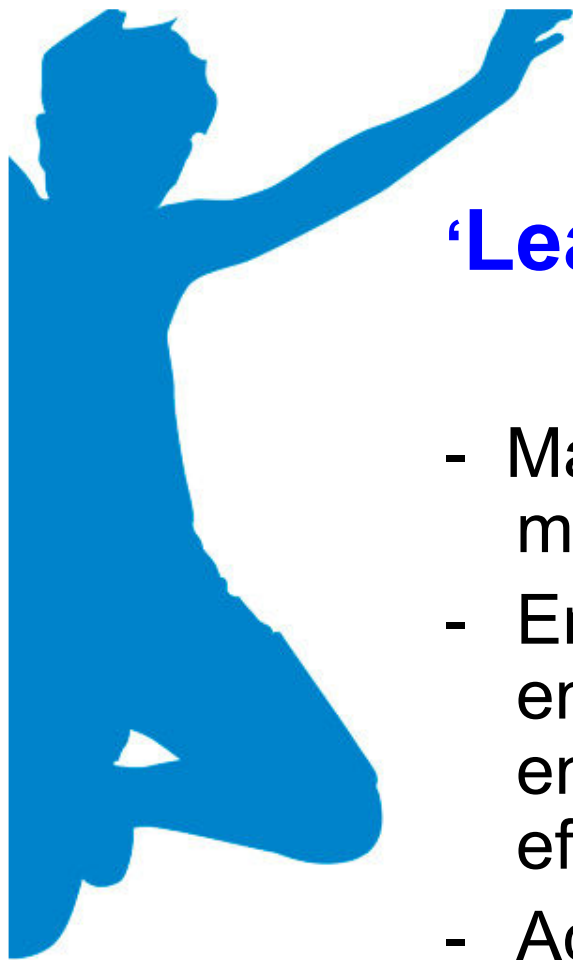
Through the voice and eyes of the child

- Ensure children and young people are active participants in their children's centres and schools and their views are listened to and taken seriously
- Make all services more family centred, with adult services more sensitive to their clients as parents and alert to the needs of children



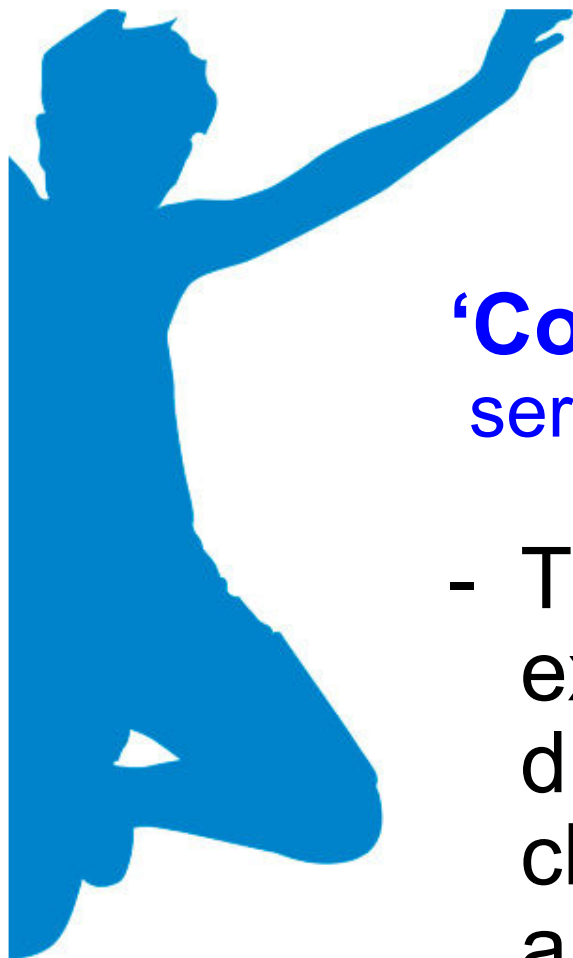
Holding onto the baton (ensuring stability and continuity)

- Ensure as much stability and continuity as possible, in relationships between trusted adults and children and parents
- Manage those transitions that are unavoidable (for example primary/secondary transfer) with care, recognizing the importance of supporting relationships



‘Learning to learn’

- Make the building of children’s resilience a major policy objective
- Ensure children feel physically and emotional secure, are stimulated and engaged and able to communicate effectively
- Accurately identify and assess children at risk of under-achieving , and tailor support to their individual needs
- Celebrate success across all areas of learning



‘Cornflakes to Canoeing’ - extended services for better outcomes

- Take active steps to make extended services available to disadvantaged or vulnerable children and their families within, and beyond, the school



Unite to succeed – ‘sanity not vanity’

- Deepen the integration of services, systems and processes
- Focus on early intervention/prevention
- Create locally based, multi-disciplinary teams



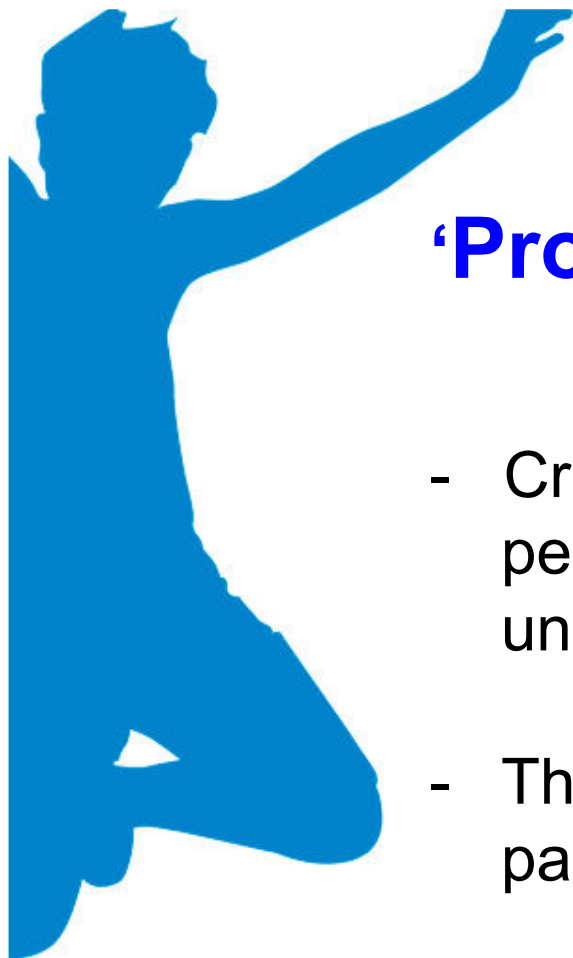
‘Shape up and keep fit’

- Re-shape the workforce and ensure it is appropriately trained and supported



Culture not structure – ‘shared vision, shared behaviour’

- Ensure that the governance framework, organisational culture and the way individual practitioners work, underpins structural change, focusing on high aspirations for all children



‘Prove it’ – making change happen

- Create effective commissioning and performance management systems, underpinned by shared data
- That encourage a focus on improving outcomes, particularly those of vulnerable groups
- And on shared approaches to this across all services, including health

Key messages for Central Government



Health – secure their involvement!

Invest in workforce development

Ofsted / Audit Commission - focus on 'NtG'

Clarify data and information able to be shared

Invest growing and sustaining leaders of Children's Services

Clarify role and expectations of Children's Trusts

Support sector-led approaches to managing change and improving outcomes

Move away from pilots/pathfinders + short term programmes

Make 'Narrowing the Gap' explicit and key priority

Take confidence – ECM is right

Key messages for Local Government



Use 'NtG' findings – and celebrate success

Aspiration, aspiration, aspiration!

Children's centres and schools – at heart of early intervention and prevention

Workforce – children and parents as partners

Employ local people inc. volunteers / apprenticeships

Use DCSF Commissioning Support Programme

Data – find it, share it, act on it

Identify and grow 'change champions' and support leadership development

Use Local Area Agreements – secure whole Council support

Shared vision and clear focus on Narrowing the Gap



Finally

This work is being built on through the Centre for Excellence and Outcomes in Children and Young People's Services (**C4EO**). The final guidance documents can be downloaded from their website www.C4EO.org.uk