

Congleton education Community Partnership

Registered Charity Number: 1150460



*Together Everybody
Achieves More*

Annual Report

2016/17

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Welcome

Welcome to the Congleton education Community Partnership (CeCP) Annual Report 2016/17.

A recurring theme in my annual reports since taking up the Chair of the CeCP has been the rate of change evident in the UK educational system. This, together with the shrinking support available from the local authority, raises concerns and I am determined that we should work together to guard against the potential for our schools to become isolated at a time when we are seeking to improve from a good foundation. We derive a lot of strength from our partnership and our shared determination to protect the experience of our students from the risks associated with so much change. I continue to be convinced of the value of partnership working and believe that, both independently and collectively, via the CeCP, we have maintained a high standard of education for the children and community in Congleton.

The CeCP is a company with charitable status; we set its direction; we fund it, either directly or via successful bid applications, and we make it work for the benefit of over 3900 students and hundreds of members of staff.

Following my two years of tenure Tracey Walklate, Head at The Quinta Primary School, has taken over of Chair of the CeCP, with Martin Casserley, Head at Black Firs Primary School, as Vice-Chair. I wish them both every success in their roles and will continue to support them as a director and also as a colleague. As always, I would like to thank the other CeCP Directors, governors of our schools and staff for their commitment and determination in supporting the Partnership to ensure its success continues. As our strapline quite rightly states, **'Together Everybody Achieves More'**.



Sue Aston
Chair

The CeCP's aim is to ensure that our children and young people:

- Are healthy
- Stay safe
- Enjoy and achieve
- Make a positive contribution
- Achieve economic wellbeing

The Partnership's charitable objectives are:

1. Advancement of Education

To advance the education of the pupils by providing and assisting in the provision of facilities for education at the school.

2. Advice and Counselling

To relieve the mental and physical sickness of persons' resident in Congleton suffering from bereavement or loss by the provision of counselling and support for such persons.

3. Community Capacity Building

To develop the capacity and skills of the members of the socially and economically disadvantaged community of Congleton in such a way that they are better able to identify, and help meet, their needs and to participate more fully in society.

4. Equality and Diversity

The promotion of equality and diversity for the public benefit by:

- (a) the elimination of discrimination on the grounds of race, gender, disability, sexual orientation or religion;
- (b) advancing education and raising awareness in equality and diversity;
- (c) promoting activities to foster understanding between people from diverse backgrounds;
- (d) cultivating a sentiment in favour of equality and diversity.

5. Promotion of Social Inclusion

To promote social inclusion for the public benefit by preventing people from becoming socially excluded, relieving the needs of those people who are socially excluded and assisting them to integrate into society.

6. Young People

To Advance in Life and Help Young People through:

- (a) The provision of recreational and leisure time activities provided in the interest of social welfare, designed to improve their conditions of life;
- (b) Providing support and activities which develop their skills, capacities and capabilities to enable them to participate in society as mature and responsible individuals.

For Congleton education Community Partnership (CeCP)

Registered as a company in England. Company Number: 7956695

Charity Number: 1150460

Registered Office:

Congleton education Community Partnership
c/o Black Firs Primary School
Longdown Road
Congleton
CW12 4QJ

Website: www.cecp.org.uk

Directors

Sue Aston	-	Mossley CE Primary School
Tracey Walklate	-	The Quinta Primary School
Martin Casserley	-	Black Firs Primary School
Pip Worwick	-	Astbury St Mary's Primary School
Raj Barard	-	Bosley St Mary's Primary School
John Mollard	-	Buglawton Primary School
David Hermitt	-	Congleton High School
Sally Whitehead	-	Daven Primary School
Ed O'Neill	-	Eaton Bank Academy
Stefanie Williams	-	Havannah Primary School
Sandie Isherwood	-	Marlfields Primary Academy
Nevin Deakin	-	Marton & District CofE Primary School
Caroline Mander	-	Smallwood CE Primary Academy
Julie Massen	-	Woodcocks' Well CofE Primary School

All Directors are also Trustees of the Charity.

Appointment of Bankers

The Directors agreed the appointment of Lloyds Bank on formation of the Company.

Financial Review

The Partnership's income this year was obtained from school contributions and external funding sources, some of which is restricted to specific services or projects. All income and expenditure is monitored and agreed by the Directors on a termly basis.

Reserves Policy

The Directors review the level of reserves annually. Prior to year-end financial contributions for 2017/18 were agreed, **which included a 10% reduction for the second year running** for all schools due to a predicted healthy carry forward/balance as at 31st August. All Directors are committed to the sustainability and continuity of the Partnership and therefore are currently in the process of agreeing a commitment schools from September 2018 for a period of 3 years.

Trustees Responsibility

The Trustees (who are also Directors of Congleton education Community Partnership) are responsible for preparing the trustees' Annual Report and Financial Accounts. Company law requires the Trustees to prepare financial statements each financial year which give a true and fair view of the of the charitable company and of the incoming resources, including income and expenditure, of the charitable company for that period.

The Trustees are responsible for keeping proper accounting records that disclose within reasonable accuracy at any time the financial position of the charitable company and enable them to ensure that the financial statements comply with the Companies Act 2006. They are also responsible for safeguarding the assets of the charitable company and hence for taking reasonable steps for the prevention and detection of fraud and other irregularities. The charitable company has commissioned the services of EPG Accountants, who is also responsible for payroll.

Annual Accounts

EPG Accountants Ltd has been commissioned from 1st September 2016. EPG Accountants will prepare the annual accounts for the Partnership, the documentation of which will be shared with this report at the AGM.

Behaviour Support - Eaton Bank Academy

The CeCP Behaviour support funding has been used to fund the interventions carried out by the Pastoral Managers.

- Pastoral Managers carry out 1 to 1 support with students to work on issues including emotional health and well-being, friendships, family relationships, CSE, and other safeguarding issues.
- Pastoral Managers carry out home visits to support vulnerable families with issues including non-attendance, sickness in families, anxiety issues, engagement of difficult to reach parents and families.
- Pastoral Managers complete and lead CAFs, attend Child in Need meetings and Child protection core groups.
- Pastoral Managers work in school to provide interventions to small groups of students for safeguarding issues.
- Pastoral Managers complete meetings with parents to improve behaviour in school.

Impact over the year:

- Reduction in fixed term exclusions.
- Reductions in internal isolation.
- Improvement in attendance.
- Improvement in the level of punctuality.
- Improved parental engagement.
- Increased number of parental meetings.
- Positive impact on students.

Learning Mentor Project – Congleton High School

Safeguarding – There continues to be a concerning number of students who are receiving external Multi-Agency support on CP/CIN Plans. Conferences and core group meetings are attended by the Learning Mentor Team and students supported by the team in school. We currently have 25 students who have Multi-Agency support and whilst this is the same number as this time last year, it is not the same students. We now have 31 students who have been placed on a 'step-down' programme requiring school support but no-longer attracting outside agency support, this is an increase of ten since autumn 2016. There are three instances where the children have been taken into Local Authority Care, but still remain with their families. Conference meetings are regularly held in Macclesfield taking one member of the team out of school for half a day at a time.

There were 12 students across Y7-Y11 who are Local Authority Cared for Children. These students require significant support in school with a range of social and academic issues. They also require a Multi-Agency meeting each term, which involves a detailed school report for each meeting. The automatic funding of £400 per term has now been stopped and is only available through a bidding process with considerably tighter criteria.

Internal isolation as an alternative to exclusion is monitored and supported by the team and the number of students accommodated in this way over the year is as follows:

Year 11 – 26
Year 10 – 25
Year 9 – 15
Year 8 – 13
Year 7 – 8

Alternative Provision - We have also accommodated 5 students from other schools as an alternative to exclusion.

After school detention – Two staff continue their intervention with the C4 detention list in ensuring that all students attend. This intervention continues to prove successful.

Lunchtime detentions – supporting Guidance Team Leaders in covering lunchtime detentions when necessary.

After School Homework Support – All compulsory homework/coursework intervention is supervised and monitored by curriculum areas enabling the after school homework club to revert to its initial set up. The club runs on a Tuesday/Wednesday/Thursday lunchtime 12.20-1.00 and after school on Tuesday and Wednesday 3-4pm and is well attended. Staff organise sixth form support for all sessions.

Student Welfare – As has been highlighted nationally, there are an increasing number of students requiring support for mental health conditions such as anxiety, depression and self-harm and the team have been instrumental in ensuring that those students get support in-house and, when necessary, referrals made to external agencies when professional/medical support is required.

LAC Provision – one meeting per term for each cared for child, supported by one member of the team including liaison with social care and virtual school. Requesting PEA funding for interventions and extra support.

Accident Investigation – Learning Mentor Team records and investigates all reportable accident/incidents within the school for submission to the Local Authority and liaises with Assistant Principal.

Call Outs – The team are on call for a total of 22 hours a week supporting and supervising students whose behaviour is such that it is necessary to remove them from lessons.

Medical Needs Team – Liaison with Medical Needs Team where identified students require support including referral process, liaison with tutors/parents, organising and attending review meetings and arranging facilities for tutoring when student able to access some time in school.

Home Visits – Conducting home visits where there are attendance and safeguarding concerns. This requires two members of the team at any one time.

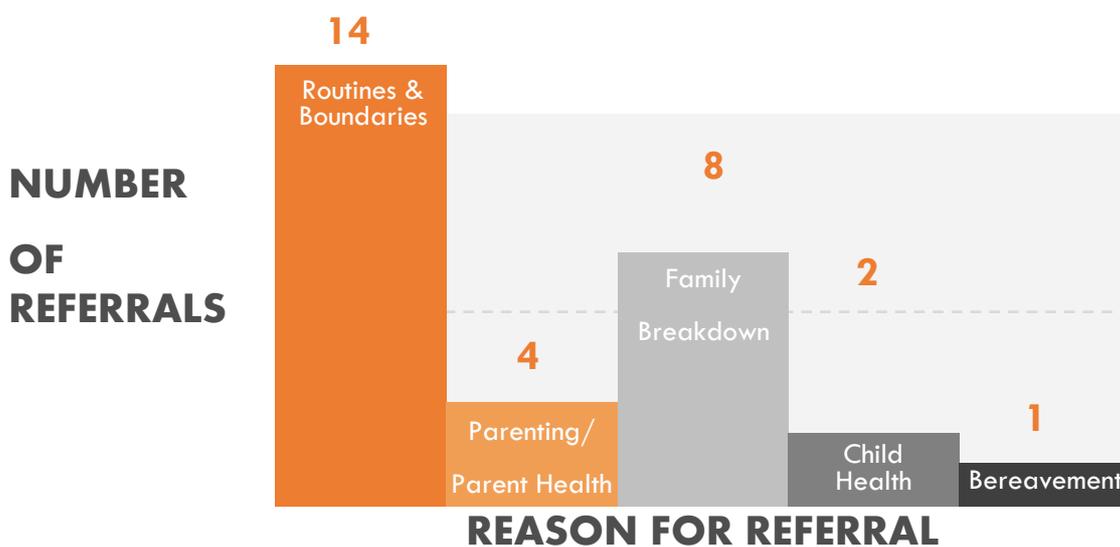
New Student Inductions – Where students start school mid-term, new student induction process explained by a Learning Mentor.

Support Services



For the past 12 months, a part-time worker (2.5 days per week) has been commissioned via **Visyon** to provide early intervention family support for the Congleton education Community Partnership. From September 2016 - August 2017 the funding has **helped provide support to 29 families** in need of an early intervention thus preventing the situation escalating.

Out of the 29 families who have received support in the last academic year and had their case closed:
22 of these families successfully received support and were prevented from reaching CAF level or higher
5 of these families were referred at CAF level and following support had their CAF closed
2 of these families were escalated to Child in Need (CIN) level.



Visyon Outcome Measures

Using Visyon outcome measure which is a 10 point rating scale used to score client chosen outcomes. Families experienced:

- Average of 3 step increase from start to end of support
- Average start score of 3 and end score of 6
- Biggest change was a movement from 2 –7
- Outcomes mapped to the '**5 ways to wellbeing**'. For example:
 1. Connect— outcomes include
 - Have a happier family live
 - Feel listened to at home
 2. Take Notice—outcomes include
 - Know what to do when I feel...
 - Improved mental health

Impact

- Helping family put contact arrangements in place created a more amicable home environment improving connections between child and parents and helping children feel emotionally more able to cope.
- Supporting parent wellbeing whilst awaiting treatment helping them feel more able to fulfil day to day roles and responsibilities.
- Help complete application forms—PIP, school applications, empowered parents to learn new skills and ensured young people progress to next stage of their education in a positive environment.
- Parents supported to arranged financial support and debt support helping families to be more financially stable.
- Helped clean and tidy home to support parents to offer positive home conditions for their families.
- Helped parents establish rules and boundaries. Parents report better behaviour at home.
- Young people report 1:1 work has helped them feel less anxious and better able to cope.
- Families feel listened to and practical advice given leading to improved school attendance helping young people reach their potential and parents feel more confident in their parenting skills.

Case Study 1:

* The family were referred by school due to concerns with regards Charlie's behaviour. The Family Support worker initially met with mum to better understand the family situation. From this an action plan was formulated and sessions took place with Mum, Charlie and school. Mum and Charlie both had time to talk through their worries and concerns including the impact of the separation of mum and dad, Charlie's concerns around his next steps after school and concerns around his friendship groups. Mum fed back that she recognised significant changes in Charlie's behaviour at home and she feels she is coping better in her situation, particularly with being a single mum of three boys. School reported that Charlie was progressing and doing well with his behaviour points.

Case Study 2:

* Sarah was originally referred over concerns that she was struggling to manage her anxieties. This was mainly due to apprehension regarding a surgical operation she was due to undergo. 1:1 sessions took place where the Family Support Worker and Sarah worked to develop strategies that would help her manage her worries better. Specific support was introduced in the run up to Sarah undergoing her operation and together, with support from the Family Support Worker, Sarah created a calm box. This helped Sarah better manage her thoughts and feelings as the operation approached. Following the operation mum reported that Sarah was coping a lot better, her anxieties has reduced significantly and therefore family support was no longer required.

**names have been changed to maintain confidentiality*



PLAY THERAPY

The continuation of a therapy service has enabled children to access timely support in school with little or no current waiting lists. Provision of an in-house service has also enabled school staff access to training, support and consultation if requested.

Each partnership primary school was allocated 36 sessions to be used during this academic year. Sessions are delivered on an individual school basis with the majority of schools accessing support on a weekly basis to support a number of children. This year the number of sessions commissioned has not been sufficient to meet the needs of most schools; with 9 out of the 12 partnership primary schools funding additional sessions in order to provide a continuation of support. The table below provides an overview of the sessions delivered.

School:	Number of CECP funded sessions:	Number of additional funded sessions:	Total sessions delivered:
Astbury	35	0	35
Black Firs	36	20	56
Bosley	36	19	55
Buglawton	36	29	65
Daven	36	12	48
Havannah	36	22	58
Marlfields	36	0	36
Marton	36	0	36
Mossley	36	18	54
The Quinta	36	13	49
Smallwood	36	6	42
Woodcocks' Well	36	23	59

During 2016/17 the service provided support for **56** children across the 12 primary schools and alongside providing direct interventions to meet the needs of individual children support was also provided to the children's families promoting a holistic approach and strong home-school links. An overview of the referrals received is detailed in the table below.

SCHOOL:	NUMBER OF REFERRALS:	GENDER:	
		MALE:	FEMALE:
Astbury	4	2	2
Black Firs	4	4	0
Bosley	5	4	1
Buglawton	4	2	2
Daven	3	3	0
Havannah	7	2	5
Marfields	3	2	1
Marton	3	3	0
Mossley	7	2	5
The Quinta	5	1	4
Smallwood	5	3	2
Woodcocks' Well	6	3	4
TOTAL	56	26	30

Presenting Concerns

Children are referred to the service with a wide range of presenting concerns including but not limited to attachment, bereavement, anxiety, parental separation, family issues, behavioural difficulties, self-esteem and confidence, difficulties in managing emotions and for the development of social skills.

Outcomes/Impact

The play therapy service use Goodman's SDQ (strength and difficulty questionnaire) as an assessment tool to measure change. It is an outcome tool that is evidence based and enables mental health practitioners to measure change in the following 5 areas, conduct, peer relations, hyperactivity, emotional symptoms and prosocial behaviour. This academic year the service has also introduced

individual goal-based outcomes in order that children young people and their families are able to evidence their own progress and measure change.

Cheshire Play Therapy have provided schools with termly interim reports which provide an individual and personal evaluation of their schools, the information offered includes both qualitative and quantitative data along with an overview of the interventions provided for each school term. Alongside the reports a post intervention form is completed for each individual child detailing the intervention they have received, and the progress made. This academic year the majority of children accessing the service have made some positive change and achieved the individual goals set as detailed in the table below.

Positive change:	Negative Change:	No Change:
53	0	3

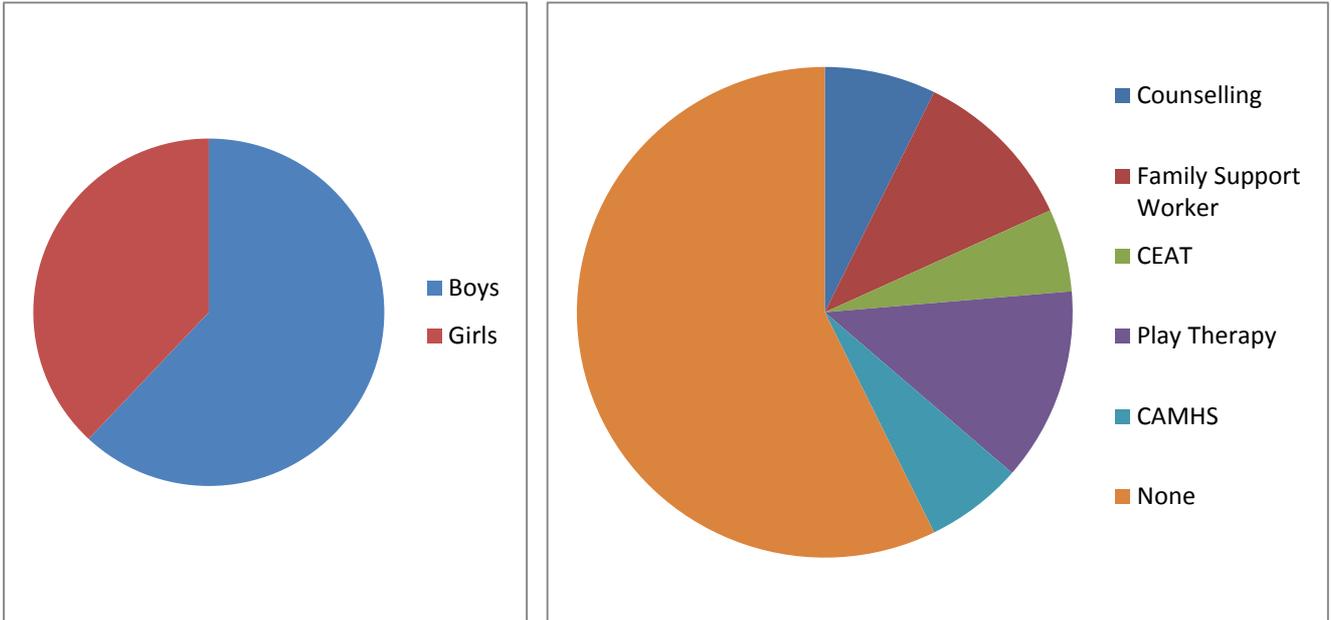
HEALTH & WELLBEING SERVICE

During the academic year September 2016 - July 2017 the Health & Wellbeing Service have received a total of **97** referrals from the 14 schools in the CeCP. The presenting concerns of pupils referred into the service were wide ranging and included:

- Emotional problems (either in school or at home)
- Bullying
- ASD
- Anger management
- Anxiety
- Depression
- Bereavement
- Issues where parents had separated & divorced
- Health/disability
- Behaviour

In total, across all schools, there was a higher percentage of referrals for males than females:

- Males – 62%
- Females – 38%



The first pie chart reveals the ratio of boys to girls (62% boys to 38% girls) from Reception to Y11. The second pie chart shows where the proportion of pupils who were signposted for further intervention.

ADDITIONAL INFORMATION:

This year the Health & Well-Being service has continued to offer support to meet the individual needs of schools, pupils and their families and has delivered parenting support sessions, groupwork sessions in schools and provided advice and guidance to staff both in the classroom and as part of staff meetings.

Collaborative Working



The Partnership's strength continues to be its collaborative working with colleagues to improve learning outcomes for the pupils within the schools in Congleton.

In its first year of working in partnership with Staffordshire University, the CeCP is delighted inform you that **all 8** of the associate teachers that started on the School Direct programme with us this year were successful in gaining full-time employment. Out of the 8 students, **5** are now in teaching in primary schools within the CeCP. The continued support from all primary schools, and in particular Toby Hassall (Black Firs Primary School) & Helen Harrison (Mossley CofE Primary School) has ensured the success in implementing and growing the programme. We have successfully recruited 4 associate teachers/students to start with us from September. *(Due to the national shortage in applicants the CeCP is now looking at other potential opportunities for teacher training recruitment).*

The benefits of being a member of the CeCP over the past 12 months have included:

- Network for professional and personal support
 - **Partnership Meetings:** Directors'/Full Partnership Meetings, Deputies Meeting, SENCO Meeting, EYFS Group, BEST Group, Sports Partnership, NQT Meetings, KiVa Anti-Bullying Program Network Meeting
 - **The Town INSET Day on 31st October** was attended by **368** staff from across the Partnership schools. The theme was a continuation of the Growth Mindset & Mindfulness day held last year, with Chimp Management leading the day and looking at 'gaining an insight to yourself and others'.



A whole host of workshops were provided in the afternoon including some delivered by headteachers and staff within the Partnership. Our thanks to Ed O'Neill, Irene Bartley, Louise Salt, Greg de Souza, Stef Williams, Will Davies, Mairi Rice, Liz Griffen, Jenna Andrews, Sarah Longshaw, Beth Williams & Sam Bolland for their support with the workshops. Also, thanks to Jane Booth, Headteacher at Cledford Primary School, for her support on the day.

Headteacher, Martin Blacoe, and Deputy Headteacher, Louise Pratt, from Priesthorpe School in Leeds shared their experience of leading their school's Growth Mindset programme over the past 3 years which was well received by staff who attended the session. *"As a Growth Mindset school we actively encourage challenge, resilience and effort in all of our students. Creating a whole school culture of resilience and Growth Mindset has been dependent on the core principles permeating every aspect of school life at Priesthorpe. In this session we will share the key changes we have made and the impact they have had on students and staff."*

- **Parliament Visit, 11th October** – attended by staff & pupils from all schools

Our thanks to all the staff involved in the day, with special thanks to Raj Barard (Bosley St Mary's Primary School) & Victoria Booth (Woodcocks' Well Primary School) for leading the trip:

"Due to the fantastic weather on the day it allowed for the opportunity to take in some of the famous sites on the walk from Charing Cross to the Houses of Parliament. This included a visit to Trafalgar Square and a detour down The Mall to look at Buckingham Palace, where we explained to the children that the raised flag showed us that the Queen was in residence. We were extremely fortunate that as we then made our way to Horse Guards Parade we saw a whole troop of Guards on display.

A quick stop at Downing Street followed this before arriving at the Houses of Parliament Education Centre where we began our tour, visiting the House of Lords and watching a debate in the House of Commons. It was an inspirational experience for the children to meet Congleton's MP, Fiona Bruce and have the opportunity to ask her a wide variety of questions.

The visit to London ended with a trip on the London Eye and an informative river cruise on the Thames. The children were very well behaved and I am sure that staff and pupils had an excellent day".



- Continued professional development as identified by the schools including:
 - ❖ KiVa Anti-Bullying Program staff training
 - ❖ KS1 SPaG training
 - ❖ KS1 Phonics training
 - ❖ Tools for Schools training (emotional & mental health sessions) for all staff
 - ❖ Positive Behaviour Support training (delivered by LD CAMHS) for all staff
 - ❖ Pupil Premium Training for staff & governors
 - ❖ Forming & Joining a MAT for staff & governors
 - ❖ Financial Efficiency for staff & governors
 - ❖ KS1 Literacy Moderation
 - ❖ KS2 Literacy Moderation

- Broader and richer curriculum activities this year included:
 - 🏆 The continued annual calendar of Sporting Competitions across the primary schools. The activities are for all abilities and include cross-country, netball, football, basketball, rugby, hockey & athletics.
 - 🏆 The Annual 'Town Sports' event was held on 5th July at Congleton Football Club which was attended by all primary schools and supported by both secondary schools. This annual event proved a fabulous success yet again. Organisation for next year's event has already begun!
 - 🏆 BEST Projects have included:
 - Art Exhibition at Congleton High School
 - Easter Egg Hunt across the town
 - Preparation for the Forest Schools project

The staff and commissioned services this year has included:

- Partnership Business Manager (3 days per week)
- Early Intervention Family Support Worker (2.5 days per week) – commissioned via Visyon
- Play Therapy sessions (36 sessions per primary school) – commissioned via Cheshire Play Therapy
- Health & Wellbeing Therapist (Tier2 CAMHS equivalent). Full-time post working in both secondary & primary schools – commissioned via Cheshire Play Therapy
- Behaviour Support (2.5 days per week) commissioned via both secondary schools. The CeCP funds a part-time member of staff in Eaton Bank Academy and Congleton High School for the full academic year.

STATEMENT OF FINANCIAL ACTIVITIES

Profit & Loss Account for the Year Ended 31 August 2017

	2017	2016
	£	£
Turnover		
Contributions & external funding	132,853	-
	<hr/>	
Administrative Expenses		
Wages and Salaries	29,324	1,817
Pensions	93	-
Bonuses	3,951	-
Travel & subsistence	126	-
Motor expenses	526	-
Service charges	187	497
Telephone	63	-
Postage	64	-
Stationery & printing	60	-
Bank charges	32	-
Sundry expenses	107,067	443
Accountancy fees	1,390	-
	<hr/>	
	142,933	2,757
Balance	(10,066)	(2,757)

(**Note:** Account detail does not include carry forward figure for 2016/17)