

LEARNING PROGRAMME KEYNOTE PRESENTATION WEB PAGES

<p>TITLE:</p> <p><i>“Growing People to Close the Gap”</i></p>	<p>KEY NOTE</p> <p>Ref: K3</p>
<p>Speaker/Lead Presenters:</p>  <p><i>Dame Gillian Pugh</i></p> <p>Gillian Pugh chairs the National Children’s Bureau and is a member of the “Narrowing the Gap” core team. She is on the Board of the Training and Development Agency for Schools, is a member of the Children’s Workforce Development Council, a visiting professor at the Institute of Education, chair of the advisory group for the Review of Primary Education, on the Board of the Training and Development Agency for Schools, is advisor to the Select Committee for Children, Schools and Families. She was formerly chief executive of Coram Family, a leading children’s charity, charity working with very vulnerable children and families.</p> <p>Email: gillian.pugh@gmail.com</p>  <p><i>Christine Davies, CBE</i></p> <p>Christine is Chief Executive of the Centre for Excellence and Outcomes and also leads the “Narrowing the Gap” programme. She was Director of Children’s Services for Telford and a former President of the Association of Chief Education Officers. She sits</p>	<p>Session(s):</p> <p>Thursday 8 January</p> <p>1.30 – 2.30 p.m.</p>

<p>on the national 'Stakeholder Board for Children, Young People & Families', is a member of the Board of the Partnership for Schools (Building Schools for the Future), advises the Local Government Association, sits on the DCSF Ministerial 'Improvement and Intelligence National Steering Board' and is a member of the of the General Advisory Council (Specialist Schools and Academies Trust)</p> <p>Email: Christine.davies@C4EO.org.uk</p>	
<p>Chair:</p> <p>Baroness Estelle Morris</p>	<p>Room:</p> <p>Chester Race Course Main Pavilion</p>
<p>Supporting Practitioner(s):</p>	

<p>KEY THEMES AND ISSUES:</p>
<p><i>"Growing People –Growing Minds"</i> is an upbeat and optimistic title for this conference but this should not deter delegates from facing up squarely to systemic failure where the evidence is clear. Gillian Pugh and Christine Davies will remind us that a substantial number of children and young people underachieve, often dramatically and they are poorly served by the education system. Their under-achievement is just one feature of a wider malaise and vulnerability that severely undermines their wellbeing and life chances. Social and economic factors alone do not explain the extent of the poverty they experience. In spite of years of change and effort in policy and practice, the gap that exists between the highest and lowest achievers remains stubbornly wide – this cannot be acceptable. The complexity and resilience of these damaging contextual factors do not justify responses of resignation, blame transfer or weary indifference. Just imagine what difference it would make if we could really start to "close the gap..." Gillian Pugh and Christine Davies join forces to suggest some ways in which this can happen. They will shed light on the "gap" and explore the implications for children's learning and the role of schools. With an agenda for action and some clarity about the distribution of roles and responsibilities they will concentrate on what this means for the development of the workforce and particularly for those who exercise leadership in schools and the wider arena of Children's Services.</p>
<p>KEY QUESTIONS:</p>

1. What are the priorities for action among the range of options for “narrowing the gaps” in achievement and life quality of children and young people?
2. What does this imply for what and how they learn and for their longer-term wellbeing?
3. What are the priorities for schools in supporting this agenda and how might they play their part more effectively?
4. How far are current workforce development strategies and practices consistent with this pattern of need - do we yet have coherent workforce development that will equip people to meet the needs of vulnerable children and families?

BACKGROUND MATERIAL: REFERENCES, RESOURCES AND READING

1: NARROWING THE GAP

<http://www.lga.gov.uk/lga/core/page.do?pagelid=234484>

Narrowing the Gap (NtG) is a two year programme hosted by the Local Government Association, supported by the Improvement and Development Agency (IDeA) and funded by the Department for Children, Schools and Families (DCSF). Its aim is to narrow the gap in outcomes between vulnerable and excluded children and others, against a context of improving outcomes for all. From October 2008 the programme has been overseen by **C4EO** (see links below).

The NtG programme focuses on the 3-13 year old population and five key lines of enquiry:

- How to create and sustain the right links between schools, children’s centres and children’s services
- How to engage and support parents and carers in helping their children to succeed
- How to use the new systems and process brought into being by Every Child Matters to orientate services more towards prevention and early intervention
- How to strengthen and align local leadership and governance arrangements – professional and political
- How to strengthen systems for developing local leaders to deliver improved services based on the understanding of what works.

The programme has a small core team of experienced sector experts, led by Christine Davies, which includes Dame Gillian Pugh.

NtG publications including definitions and programme outlines can be accessed at:
<http://www.c4eo.org.uk/narrowingthegap/documentsandpublications.asp>

A fundamental question for NtG is:

“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?”

National Foundation for Educational Research

Narrowing the gap in outcomes: further overview of data and evidence on the ECM outcomes for vulnerable groups. Progress report and update Marian Morris and Claire Easton. 14 November 2008.

Download: <http://www.nfer.ac.uk/publications/pdfs/downloadable/NtGreportECM.pdf>

Narrowing the Gap (NtG) is a two-year development and research programme, funded by the Department for Children, Schools and Families (DCSF) and the Local Government Association (LGA), working in partnership with other agencies, including local authorities. It aims to make a significant difference, on a national scale, to the performance of Children's Trust arrangements in 'narrowing the gap' in outcomes between 'vulnerable' children and the rest. This latest report is the third in a series and provides both a progress report and updated information related to the two main areas of the study. It reviewed data available on vulnerable groups from national, regional and local sources.

Key findings in the review:

1. The most recent update of the Health Survey for England (2008), using data from the 2006 survey, indicated that levels of childhood obesity remained highest amongst children from the manual social classes and that the likelihood of being overweight was significantly associated with low levels of income. Children (aged 2 to 15) in semi-routine and routine (manual) households had nearly twice the probability of being obese than those from managerial and professional households.
2. There was no clear indication that the proportion of children meeting the recommended levels of physical activity (a total of at least 60 minutes of at least moderate intensity physical activity each day) changed in relation to household income. However, participation in sports and exercise on at least one day a week generally increased with (equivalised) household income for girls of all ages, and younger boys.
3. The analyses of international data (PIRLS and PISA) indicated that, over time, the largest gaps for enjoyment (in reading and maths) were still amongst boys, followed closely by young people from households in which there was low cultural capital (as measured by the number of books in the home) and/or from lower socioeconomic groups.
4. Recent analyses of attainment data, exploring the ECM outcomes for young people living in the most deprived areas, showed that young people living in poorer areas appear to have lower levels of attainment at key stage 5 and at other key stages than those living in more affluent areas.
5. In terms of intervention strategies for improving outcomes for vulnerable groups

including disadvantaged pupils included: a coordinated multi-agency approach based on shared data, shared philosophies and a clear understanding of the issues at hand; strategies that aimed at community integration rather than separation from the community; and the use of agencies and personnel with in-depth cultural understanding of the issues faced by the different vulnerable groups.

2: CENTRE FOR EXCELLENCE AND OUTCOMES (C4EO)

<http://www.c4eo.org.uk/index.asp>

The Centre for Excellence and Outcomes in Children and Young People's Services (C4EO) is a dynamic new organisation, developed for the children's sector, from the children's sector. It will identify and coordinate local, regional and national evidence of 'what works', to create a single and comprehensive picture of effective practice in delivering children's services. Using this information, C4EO will offer support to local authorities and their Children's Trust partners, working with them to improve outcomes for children, young people and their families.

It will focus its work on six national themes identified in Every Child Matters. These are: Early Years; Disability; Vulnerable Children (particularly children in care); Parents, Carers and Families; Youth; and Schools and Communities.

C4EO will work with a consortium of leading national organisations: National Children's Bureau (NCB), National Foundation for Educational Research (NFER), Research in Practice (RiP) and the Social Care Institute for Excellence (SCIE). The Centre is also supported by a number of strategic partners, including the Improvement and Development Agency (IDeA), the Family & Parenting Institute (FPI), the National Youth Agency (NYA) and the Institute of Education (IoE). There will be close and ongoing cooperation with the Children's Services Network (CSN), Association of Directors of Children's Services (ADCS), the Local Government Association (LGA), the NHS Confederation, the Society of Chief Executives (SOLACE), Ofsted and the regional Government Offices.

C4EO is funded by the Department for Children, Schools and Families (DCSF).

In November 2008 C4EO published its first three scoping reports on Early Years. Their function is to establish the key research questions and search parameters for the later review work, assess the nature and strength of the evidence base and provide an initial overview of trends in the literature. A study was completed for each priority and are available below:

- [Improving development outcomes for children through effective practice in integrating early years services](#)
- [Improving children's attainment through a better quality of family-based support for early learning](#)
- [Narrowing the gap in outcomes for children from the most excluded families through](#)

[inclusive practice in early years settings](#)

DELEGATE COMMENTS AND RESPONSES

If you would like to leave feedback relating to this Masterclass please go to:
<http://www.neec2009.co.uk/guestbookform.asp>.

FINAL PRESENTATION – to be made available following the conference

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