

CHILDREN AND YOUNG PEOPLE OVERVIEW AND SCRUTINY COMMITTEE

4 MARCH 2021

ATTENDANCE OF THE PORTFOLIO HOLDER FOR EDUCATION AND SCHOOLS

Report from: Councillor Martin Potter, Portfolio Holder for Education and Schools

Summary

This report details the areas covered by the Portfolio Holder for Education and Schools for the period from April 2020 until March 2021. In the case of education services, it covers the academic year 2019-2020 and activity during that year and then the first half of the current school year.

1. Background

- 1.1. The areas within the terms of reference of this Overview and Scrutiny Committee and covered by the Portfolio Holder for Education and Schools, according to the Council's constitution are:
- Early Years
 - Education Safeguarding
 - Further Education and Higher Education Liaison
 - Mainstream School Transport
 - Newly Qualified Teachers
 - Primary and Secondary Education Improvement
 - School Organisation and Capital Projects
 - School Services (including admissions and the Medway Test)
 - School Liaison
 - Youth Voice Champion (including Medway Youth Council)
- 1.2. The Portfolio Holder for Children's Services is the designated lead member for children's services (LMCS) under the Children Act 2004. The Portfolio Holder (Lead Member) is responsible for leadership, strategy and the effectiveness of education and children's social care.

2. Early Years

- 2.1. Local authorities have a statutory duty to secure sufficient childcare provision, so far as reasonably practicable, for working parents, or parents who are studying or training for employment. Medway early years sufficiency team, engage with all early years' providers across Medway, facilitating access to the government funded childcare offer and providing support for Medway children to achieve good levels of development alongside their early learning goals, equipping children to be ready for school.
- 2.2. The early years sufficiency team acts as a brokerage service to Medway families who require early years provision for two, three and four year olds, including children with special educational needs.
- 2.3. Currently there are 248 childcare providers registered with Medway Council to deliver government funded childcare, this equates to 118 childminders, 40 school nurseries and 90 private, voluntary and independent settings. Medway early years providers have sufficient registered places to accept all of the potentially eligible children who are two, three, and four years old.
- 2.4. Since April 2020, there have been 14 new providers registered with Medway council offering funded childcare.
- 2.5. Throughout the pandemic, the early years sector across Medway has stayed strong in delivering early year's education and childcare. The sector has worked in partnership to ensure that children of critical workers and vulnerable children are provided with care. Every parent that has required a childcare place for their child/children have secured a place at a Medway setting. There has only been a slight drop in demand for childcare due to children being cared for at home during the pandemic. Settings that have been required to temporarily close due to public health reasons have reopened after the designated timescale to continue to deliver quality early years provision.
- 2.6. Early years settings have been supported by Medway Council through regular communication, ensuring all settings received latest DfE guidance and understood the required action. The Early Years Recovery group was set up to support all providers throughout the pandemic, meeting weekly initially and then fortnightly; this group continues.
- 2.7. The Early Years Recovery group have focused on required changes in delivery, data sharing and accessing available grants and funding streams. The Early Years Sufficiency team have worked with local and national partners to carefully interpret government guidance to protect the funding of school-based nurseries and the Private Voluntary and Independent sector, thus enabling sustainability of childcare businesses and childcare places across Medway.

3. Education safeguarding

- 3.1. An Education Safeguarding Officer role has responsibility for overseeing safeguarding in schools and offers guidance regarding education safeguarding enquiries to school leaders. Since December 2018 this has been a dual role with time being split between Quality Assurance and representing Education partners within the Multi-Agency Safeguarding Hub (MASH).
- 3.2. In October 2020 a full-time education MASH lead was appointed with a core purpose of maintaining and developing relationships with a broad range of partners, specifically with education professionals across the south east.
- 3.3. The responsibility of the education safeguarding officer is now solely quality assurance. It is the main point of contact for schools regarding consultations and enquiries, for example, those in relation to safer recruitment, safeguarding advice, and a child in need.
- 3.4. Part of the education safeguarding officer role is to contact schools to discuss Ofsted complaints that come via the single point of access. The officer works with schools to explore concerns and offer support and guidance to assist in addressing and resolving the issues raised within complaints. The officer also facilitates training covering various safeguarding topics for schools' designated safeguarding leads and wider education staff to ensure that they are appropriately supported and trained in safeguarding and child protection matters as led and set by local and national requirements; this is a training offer that sits alongside the Medway safeguarding children partnership (MSCP).
- 3.5. The education officer has worked with the MSCP to deliver training to wider partners, including intermediate child protection training; this provided an opportunity to liaise with other agencies as well as schools to promote the role further. The education safeguarding officer has also co-facilitated and developed 'integrating child exploitation into your schools safeguarding culture' with the MSCP learning, development and training officer, this training has been delivered virtually and offered to schools for free of charge. Training ensures that schools understand their role and responsibility in relation to keeping children and young people safe from all forms of exploitation, how this may present in an education setting and how to respond effectively.
- 3.6. The education safeguarding officer has worked closely with the Prevent education officer (PEO) for Medway, North & West Kent to promote and create awareness of the prevent agenda in Medway schools. The PEO and education safeguarding officer have delivered workshops to both primary and secondary schools, thus ensuring education professionals understand the local context and their role in Prevent. The education safeguarding officer circulates the PEO newsletter to all schools to ensure they are up to date with knowledge, information and training that is offered. Through this joint working with the PEO, schools in Medway have utilised her role for advice and hosted sessions within their settings to improve Prevent awareness within their school communities.

- 3.7. The education safeguarding officer attends the Medway primary and secondary head teacher forums (MELA and MSHA) to provide regular updates and information around safeguarding policy and procedures. The education safeguarding officer sends regular updates and communications to all school leaders in Medway, via a bulletin that goes to all headteachers and designated safeguarding leads to share information, resources, and updates. Communication between the education safeguarding officer and Medway schools is working well, with the shared aim of better safeguarding the children of Medway. The adjectives used by schools to describe the relationship between the education safeguarding team and Medway schools are that of trust and confidence.
- 3.8. The training programme for the designated safeguarding leads (DSL) continues to be well attended. The 'new to role' training is provided to schools across two interactive morning sessions and delivered virtually. 'Refresher' training is a e-learning course which offers flexibility to the more experienced DSL and is easily accessible online. Feedback has been positive and understanding of the virtual platforms, schools have commented that the training is very informative and useful to their role. A model whole school child protection and safeguarding policy is available and up to date on the MSCP website, this has been written and produced by the education safeguarding officer in line with 'keeping children safe in education' 2020 statutory guidance and is readily available to schools for their use.
- 3.9. The education safeguarding officer is committed to strengthening relationships with schools and improving safeguarding practices. They will continue to work with the MSCP and early help to strengthen and support relationships between partners. Other priorities moving forward are to ensure the training offer outside of DSL training is valuable and useful for schools, a needs analysis exercise that includes consultation with schools, will identify any gaps in training which the education safeguarding officer will be able to assist with.

4. Further Education (FE) and Higher Education (HE) Liaison

- 4.1. Medway Council has successfully established an Enterprise Advisor Network with advisors working with secondary schools to improve the quality and breadth of their careers support. This is achieved through recruiting senior business people to become enterprise advisers, they work with school senior leadership teams to support embedding nationally accepted benchmarks for good careers advice called the Gatsby Benchmarks. Benchmark areas include:
- encounters with employers
 - experience of the workplace
 - informed about further and higher education options
- 4.2. There are 18 mainstream schools, 1 college and 2 SEND schools in the Network to date. The Network has 24 active Enterprise Advisers from a range of different sized companies from varying sectors and all schools/college in

Medway have access to full support from the Enterprise Coordinator/Enterprise Advisers and are invited to Careers, Education, Information, Advice and Guidance (CEIAG) Network meetings four times per academic year. All Enterprise Advisers have opportunities for continuous professional development to support them in their roles and are invited to networking events three/four times per academic year.

4.3. Achievements in the first academic year include:

- An Enterprise Adviser from Scotline has developed a pilot of a curriculum-based project named Scotline Enterprise Challenge which will link subjects taught in school to the world of work and highlight the skills learned to the young people. Additional Enterprise Advisers are also supporting the event in July 2021. The aim is for this enterprise day to be offered to all schools and Mid-Kent College in Medway.
- The schools/college in the Medway Enterprise Adviser Network are working collaboratively on events. The Google Digital Garage visited in December 2019 inviting four schools to bring students to learn work ready skills (please refer to Appendix Two for a quote from a student). The County Careers Fair was a success in January 2020 with many schools from Kent & Medway visiting (please refer to Appendix Two for a quote from a student).
- Schools/college are invited to Network meetings to share good practice and resources. Careers Leaders in the same trusts in Medway work closely together and The Hundred of Hoo Academy is supporting other schools with developing a successful alumni group which they have already achieved.
- The Enterprise Coordinator is actively searching for current and relevant resources and regularly shares the information with schools and Mid-Kent college. The Enterprise Coordinator has become a key conduit between careers providers and schools.
- Kent Association of Training Providers is successfully delivering the Apprenticeship Support and Knowledge for Schools and Colleges Programme (ASK) in more schools in Medway to promote apprenticeships.
- The skills framework developed by the Skills for Life Trust has inspired schools to consider a deeper dive into skills education. Thomas Aveling School is planning to highlight the skills learned in their curriculum.

4.4. The Portfolio Holder is a member of the Council's Skills Board which has driven forward the Enterprise Advisor Network in Medway and provides oversight of its delivery. Medway Council (as a major employer) has engaged very well with the programme and the Network, the council has supported different departments with information sharing to schools and businesses.

4.5. Mid-Kent College are represented on the Covid-19 Headteacher Reference group and they have received the regular briefings from Medway Council throughout the pandemic. A combined representative of the universities in Medway attends the Medway Education Partnership and Mid-Kent college also sit on this strategic partnership forum.

5. Mainstream school transport

5.1. The Council provides mainstream school transport to those eligible under the policy which is reviewed and revised as appropriate and published on the Council's website. The cost of transport has seen year on year increases as pupil numbers rise, and all pupils are assessed for eligibility. Currently there are 1327 pupils eligible and these are provided in the form of a bus pass, a rail card or fuel allowance.

5.2. With Covid-19 restrictions, additional bus services were provided comprising of duplicate public services and an increase in the dedicated school buses to ensure that pupils could be transported to school safely and in line with government guidelines.

5.3. Central government provided a grant to cover the cost of the additional services. This funding has been jointly managed by the education team and the Council's integrated transport department.

6. Primary and Secondary Educational Effectiveness

6.1. Assessment

6.1.1. Due to the pandemic, all key stage one, key stage two along with exams were cancelled in 2019/20. Schools were not required to submit primary data to the department for education and/or local authority. Schools did submit GCSE and A Level and vocational results. These are available publicly by region (not LA) and cannot be used to hold schools to account.

6.1.2. Schools with pupils in Year 2 undertook the autumn phonic check. Data was submitted to the DfE via the LA for the purpose of identifying pupils who would need to retake the phonic check in June 2021 and for schools to use the data to provide support for pupils as appropriate.

6.1.3. This data is held in the national secure web-based system called 'analysing school performance' (ASP). Measures are reported in the school league tables and are used by Ofsted to make a judgement on the quality of outcomes for pupils. Performance data cannot be used to hold schools to account during the pandemic, either locally or nationally.

6.1.4. In January 2021 it was announced that all primary tests for the academic year 2020/21 will be cancelled, including the phonics check for pupils in Year 1. Schools will have the option to administer the Year 4 multiplication tables check in 2021.

6.2. School support

- 6.2.1. The normal practice of school effectiveness changed with the first national lockdown in March 2019. The strategic fundamentals of promoting high standards in education and well-being for all children and young people remained but the shift that was required, in light of the pandemic, required innovative and responsive ways of operating with schools. These changes brought widescale improvement between the whole of children's services and schools in terms of communication and engagement. This was a timely opportunity, bearing in mind the children's services improvement journey, to work together with a common shared purpose, re-shaping relationships, redefining core purposes and engaging fragmented professional groups.
- 6.2.2. Working collaboratively with headteachers, local authority officers convened regular meetings (task and finish, and reference groups) with school representatives in the early years recovery group, the vulnerable young people group, the digital devices group, the education recovery group and the headteacher reference group. These have enabled effective and solution focused discussions, working truly in partnership with headteachers, cross directorate local authority officers and the department for education.
- 6.2.3. Agendas for the education recovery group addressed the following:
 - a. Pupil mental health & well-being
 - b. Phased re-opening
 - c. September re-opening of all schools
 - d. Trade union matters
 - e. Assessment
 - f. Early Years
 - g. Various smaller items raised by headteachers
- 6.2.4. The headteacher reference group continues to meet in partnership with the department for education and representation from all school phases and cross sector working with public health, health, SEND, transport, attendance, safeguarding, early help, and children and family hubs. The agendas address the following:
 - a. Attendance data – regarding vulnerable, EHCP & children of critical / keyworkers
 - b. Testing and public health/infection control
 - c. Q&A and hot topics from headteachers & chief executives
 - d. Safeguarding
 - e. SEND updates
 - f. Free school meals
 - g. Transport
 - h. Digital devices

6.3. Digital devices

- 6.3.1. As part of the government Covid-19 educational support programme, the department for education provided a total of 684 devices and 92 4G dongles to Medway Council for distribution to vulnerable children. Recipients had to

be aged between 0-19 with an allocated social worker, including those who are supported by the disability team, or a care leaver. Allocated resources included Microsoft Laptops (580), Google Chromebooks (77) and Microsoft Tablets (27).

- 6.3.2. Requests were carefully considered and checked to avoid double funding. The applied criteria from the DfE included:
- a. the number of siblings in a home and utilisation of a single device
 - b. risk assessments (exploitation or any additional vulnerabilities)
 - c. individual IT need and equipment gaps.
- 6.3.3. Medway has now distributed all digital devices apart from 6 which have been retained for vulnerable pupils in urgent need. Devices are ultimately owned by the school or college. Schools have signed for these devices and installed any relevant security software on the devices prior to distribution to any child.
- 6.3.4. Recently, requests for additional digital devices are being directed to schools and colleges in line with DfE guidance which allows schools and colleges to order an allocation of digital devices for:
- a. disadvantaged children in years 3 to 11 who do not have access to a device and whose face-to-face education is disrupted
 - b. disadvantaged children in any year group who have been advised to shield because they (or someone they live with) are clinically extremely vulnerable
 - c. disadvantaged children in any year group attending a hospital school
- 6.3.5. This offer applies to maintained schools, pupil referral units, academy trusts and hospital schools, as well as sixth-form colleges. Disadvantaged children with special educational needs and disabilities (SEND) are also included within this offer. All devices will be owned by the schools, colleges, further education providers or academy trusts that receive them.

6.4. Inspection outcomes

- 6.4.1. Ofsted announced in the summer term that it will be undertaking interim visits to schools in the autumn term to gather information about the response to children and young people returning to school following the lengthy closure.
- 6.4.2. Visits were based around a series of professional conversations with senior and middle leaders. They focused on:
- a. identifying the barriers schools have faced and are still facing in managing the return to full education for pupils
 - b. how leaders are ensuring pupils resume learning the school's curriculum, including the blend of classroom teaching and, where remote learning
 - c. how pupils are settling back into expected routines and behaviours

- d. how any identified and specific health and well-being issues for particular pupils are being addressed and what may be needed at local and/or national level to support this
- 6.4.3. Inspections did not take place during the autumn term; it was understood that they would resume in January 2021. However, in response to the worsening pandemic, only inspections to schools in a category, requiring improvement or those triggering safeguarding concerns were selected for a visit from HMI with a focus upon the quality of the remote learning offer. To date, two interim visits have been made to Medway schools

7. Newly Qualified Teachers

- 7.1. LAs provide an Appropriate Body role for the induction of NQTs which includes a named contact. In the academic year 2019/20 178 NQTs were registered with Medway LA Appropriate Body. Of these, 150 successfully completed induction, 12 continued induction in 2020/21 and 16 resigned.
- 7.2. A package of training for tutors and NQTs, and bespoke meetings with schools and NQTs as required. All tutors were provided with details on submitting mid-year assessments and materials to support induction during the final term of the academic year; this included DfE guidance.
- 7.3. Additional materials were produced for schools to support NQTs starting induction in September 2020 and this was further updated at the start of the third national lockdown. Online tutor support meetings were held and NQT online sessions became available in February.
- 7.4. The LA Appropriate Body continues to be part of the LA Appropriate Body group London Councils Induction Group (LCIG). The group provides support, guidance and information.
- 7.5. The key priority for 2021/22 continues to be the introduction of the 2-year induction programme, the role of the Appropriate Body and the Early Career Framework (ECF). Furthermore, the monitoring of the impact of the introduction of Teaching School Hubs who are statutorily required to offer an Appropriate Body service and provide training on the ECF.
- 7.6. LAs will be able to retain the Appropriate Body role in the Statutory Guidance (for implementation from September 2021) but as yet, it is unclear what the role of LAs will be in providing ECF training.

8. School organisation, capital projects and School Services (including admissions and the Medway Test)

- 8.1. The School Organisation and Capital Services team ensure that sufficient good quality school places are available to meet demand when and where it is needed. This must be achieved within a limited budget and to a strict timeframe via the Capital Programme Board.

- 8.2. The team is also responsible for ensuring that maintained schools are quality learning environments, but the condition of academy schools is the direct responsibility of the Education and Skills Funding Agency (ESFA).
- 8.3. This has been a challenging year for the projects team as access to school sites has been restricted and the availability of contractors inconsistent. However, the team has delivered the secondary bulge classes required to meet demand for year 7 places across Medway caused by the delay of the DfE's free schools. The council was successful in obtaining a significant contribution towards the project from the DfE in light of situation the council was put in with these matters outside of our control.
- 8.4. Over 250 bulge places were created to meet the demand and every pupil who required a place was provided with one. All secondary schools have worked with the council to provide these places in a great example of partnership working and collaboration.
- 8.5. Some of the work undertaken for 2020 has also accounted for the 2021 intake, when further year 7 bulge classes will be needed despite one of the free schools opening in September 2021. The delay to the second free school in Strood to 2022 has determined that even with the new school in Rainham opening, additional places will be required. These have already been agreed with schools and the majority of the work already completed.
- 8.6. In the selective sector, following recent expansions which created over 600 places, sufficient capacity is available for all Medway resident pupils who are deemed as grammar through the Medway Test. Measures to prioritise places for Medway children (whilst adhering to the Greenwich ruling) include: school admissions policies; access areas for pupils on the peninsula; supporting the further expansion of schools as funding becomes available; and organising provision to enable an increase in the proportion of Medway pupils. We continue to explore the option of a grammar school satellite/annexe on the peninsula to meet increasing demand. Currently over 1200 pupils attend grammar schools from Strood and the peninsula, this creates travel patterns which contribute to traffic congestion. Having such a provision will reduce traffic levels and also the amount of time pupils spent traveling.
- 8.7. All Medway grammar schools now admit pupils based upon distance rather than on the score achieved in the test. As a result, Medway resident children have a much stronger opportunity to attend a Medway grammar school and will not be disadvantaged by out of area residents who achieved a higher score in the Test.
- 8.8. In the primary sector actions taken since 2013 to create over 3000 additional places, as reported to this committee last year, has meant that sufficient places are available for all pupils who require a place, and whilst there are some areas of pressure, for example around Hoo, there are sufficient places in neighbouring areas to meet this demand.

- 8.9. We continue to monitor places through robust forecasting, which is recognised by central government as consistently accurate, and any areas of emerging demand are able to be addressed in good time. The annual review of the School Place Planning Strategy is presented to Cabinet and this committee each autumn, highlighting the successes of the capital programme and outlining future needs and proposed actions.
- 8.10. Schools continue to convert to academy status, but the rate has slowed significantly and as of March 2021 there are 73 academies out of 101 schools (72%). The number of schools has reduced from last year due to the amalgamation of the Luton and Parkwood infant and junior schools into primary schools.

Breakdown of academies and maintained schools in Medway

Primary:

Type	Number	Conversions	New Schools	% of phase	% of overall
Academies	51	50	1 (New Horizons)	67%	50%
Maintained	25	0	0	33%	25%

Secondary:

Type	Number	Conversions	New Schools	% of phase	% of overall
Academies	16	15	1 (UTC)	94%	16%
Maintained	1	0	0	6%	1%

All-through:

Type	Number	Conversions	New Schools	% of phase	% of overall
Academies	1	1	0	100%	1%
Maintained	0	0	0	0%	0%

Special:

Type	Number	Conversions	New Schools	% of phase	% of overall
Academies	4	3	1 (Inspire)	80%	4%
Maintained	1	0	0	20%	1%

Pupil Referral Unit:

Type	Number	Conversions	New Schools	% of phase	% of overall
Academies	1	1	0	50%	1%
Maintained	1	0	0	50%	1%

Overall:

Type	Number	Conversions	New Schools	% of overall
Academies	73	70	3	72%
Maintained	28	0	0	28%

- 8.11. The schools' condition programme continues to be managed within budget ensuring school environments are warm, safe, dry, and are compliant for the children and staff. The Condition Programme covers maintained schools only; academies are funded directly from the ESFA for their maintenance and condition work. The programme of work has been reduced during the year due to Covid-19 restrictions, but a programme for 2021 and 2022 is being developed to ensure the available funding is utilised in the most effective way

- 8.12. The Medway Test provided an immense challenge for the department last year, but exceptional planning, which local authority lead officers lead, and exemplary partnership working between officers and schools led to the test being delivered to 3800 pupils in a safe environment. Appropriate measures were in place to ensure social distancing was maintained, face coverings and sanitiser utilised as necessary, as well as restricting the number of adults onto each site. Testing was undertaken over two weekends rather than a single day for out of area pupils, and feedback from parents and schools was positive and complimentary regarding the way the process was undertaken. The test was delayed by a month to October to enable pupils more time back in school from September.
- 8.13. Planning for the Medway Test is also underway for the 2022 secondary intake of pupils, and we are again working closely with schools to ensure the fairest and most appropriate testing process is in place. Feedback from schools indicates that they would support the permanent continuation of some of the measures taken last year and we are working with schools with this in mind. This includes testing out of area pupils over more days to reduce the numbers on site and restricting the number of adults who can attend with each pupil.
- 8.14. Planning for this year's test will take account of any restrictions in place and will remain flexible to enable changes as necessary and appropriate.

9. School Liaison

- 9.1. Throughout the pandemic the portfolio holder attended the head teacher reference group, education recovery group and trade union liaison group on a regular basis. Prior to the pandemic, the strategic priorities were reviewed for the Medway education partnership group (MEP), but the work programme was suspended at the start of lockdown in order to focus on the emerging health crisis. An interim meeting of the partnership was held the autumn to hold officers to account and review the following items with school leaders: school admissions 2022; annual school place planning review; Covid-19 engagement and response; and school provision during the crisis, including opportunities to 'build back better'.
- 9.2. A curriculum diversity task and finish group drawn from a wide range of ethnically diverse groups in Medway with the purpose of supporting curriculum provision regarding local historical figures and historical events representing the diverse range of ethnicities in Medway. The task and finish group aim to promote sharing good practice and resources to support schools with regard to the curriculum provision.
- 9.3. The portfolio holder's visits to schools have been limited by the pandemic, however, a school visit following the initial school Covid-19 case in March was highly valuable in terms of shaping what would become the council's approach with the daily head teacher reference group meetings and daily briefings. The portfolio holder made visits to a primary and secondary school in the summer term to see first-hand preparations for the full return of pupils in September. He has also attended virtual lessons to get a better understanding of how remote provision is working in Medway. The portfolio holder also met with headteachers and trusts regarding a number of specific matters, including meeting the

leadership team of the new Leigh Academy Rainham, due to open in September 2021.

10. Youth Voice (including Medway Youth Council)

- 10.1. Medway Youth Council has continued to champion the voice of young people during the challenging period of the pandemic. The Medway Youth Awards and the annual conference was unable to run in the past year but from April to August 2020 the organisation supported the coordination of 'Stay at Home Stars' which recognised the achievements of 62 young people who made a variety of contributions to their families, schools, and communities. They were active in raising funds for local charities, organising online quiz activities and taking part in sponsored exercise fundraising activities. The youth council is currently engaged in work exploring the impact of Covid-19 on young people's mental health, education and employability. Youth Council members continue to be represented at overview and scrutiny and other panels, voicing key issues for young people in Medway.
- 10.2. The Portfolio Holder attends the new Child Friendly Medway Partnership Board as a member promoting the Voice of the Child in the new programme of work the board is championing. Child Friendly Medway is about a whole system and whole community approach to ensuring Medway is a place where we create, promote and celebrate opportunities for all our 64,000 children and young people to thrive, be healthy, contribute and enjoy life in Medway.
- 10.3. The Portfolio Holder continues to be a Director on the board of Dynamics - Medway's music education hub. It has been an incredibly challenging year for Dynamics and for the provision of music education in Medway. However, the amazing team at Dynamics have worked to deliver the best music education opportunities in the circumstances, including remote music lessons and classes. Dynamics produced guidance for licensed music teachers to support both those working in school settings and remotely. There is no doubt Dynamics will return to being a national leader in music education provision when the pandemic crisis is over.
- 10.4. The Portfolio Holder is now the deputy-chair of Medway's Corporate Parenting Board and he chaired the November meeting due to the absence of the Lead Member. He also attended multiple remote sessions hosted by the Medway Youth service in Rainham and a session in Gillingham. He met with young people, including being interviewed by local young people to mark youth work week, and personally saw how the service is engaging with young people and is supporting youth provision in Medway's communities. There were plans for visits to youth work projects taking place in other parts of Medway but these have been put on hold due to the escalation with the pandemic.

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Appendices

None

Background papers

None