

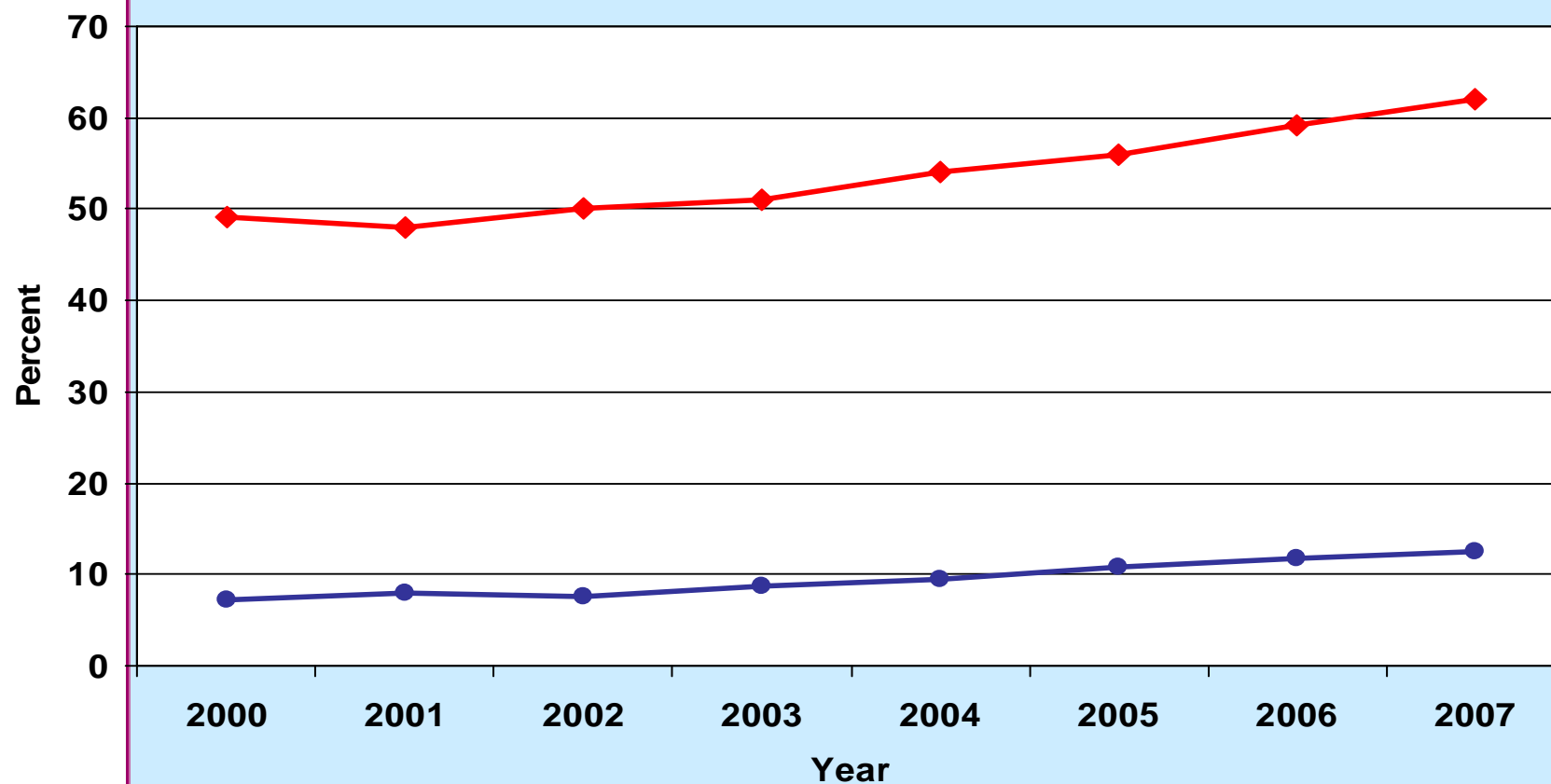
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# Breaking the Cycle of Exclusion and Disadvantage

## %Pupils achieving 5 or more Grade A\*-C GCSEs (or equivalent) Performance for ENGLAND (source: DCSF, SFR website)



◆ All pupils ● Children Looked After

How do we 'institutionalize' good parenting?

## Factors outside school affect what goes on inside

**“The Impact of Early Cognitive and Non-Cognitive Skills on Later Outcomes”**

**Centre for the Economics of Education (*October 2007*)**

**Outcomes at school, in work  
and age 42**

“There is substantial evidence that non-cognitive skills are important determinants of schooling and labour market outcomes – both directly and indirectly (through their effect on educational attainment).

Factors outside school  
affect what goes on inside

Integrated Delivery

## Being great...

1. Mental health isn't just about the absence of mental illness.
2.
  - Relationships
  - Adaptable
  - Fun
  - Right and wrong
  - Risk and resilience
  - Open to learning
3. Children need good mental health to benefit fully from opportunities.
4. We can all help or hinder mental well - being.

- Mental well-being → attainment
- Individuals make a difference

# ADCS

Leading Children's Services



department for  
children, schools and families



“Narrowing the Gap”

## What makes a difference?

1. Expectations
2. Working with parents/ carers
3. Think family
4. Stability
5. Learning to learn

## What makes a difference?

6. Extended Provision
7. Multi- professional approach
8. Workforce
9. Performance Management
10. Passion and systems

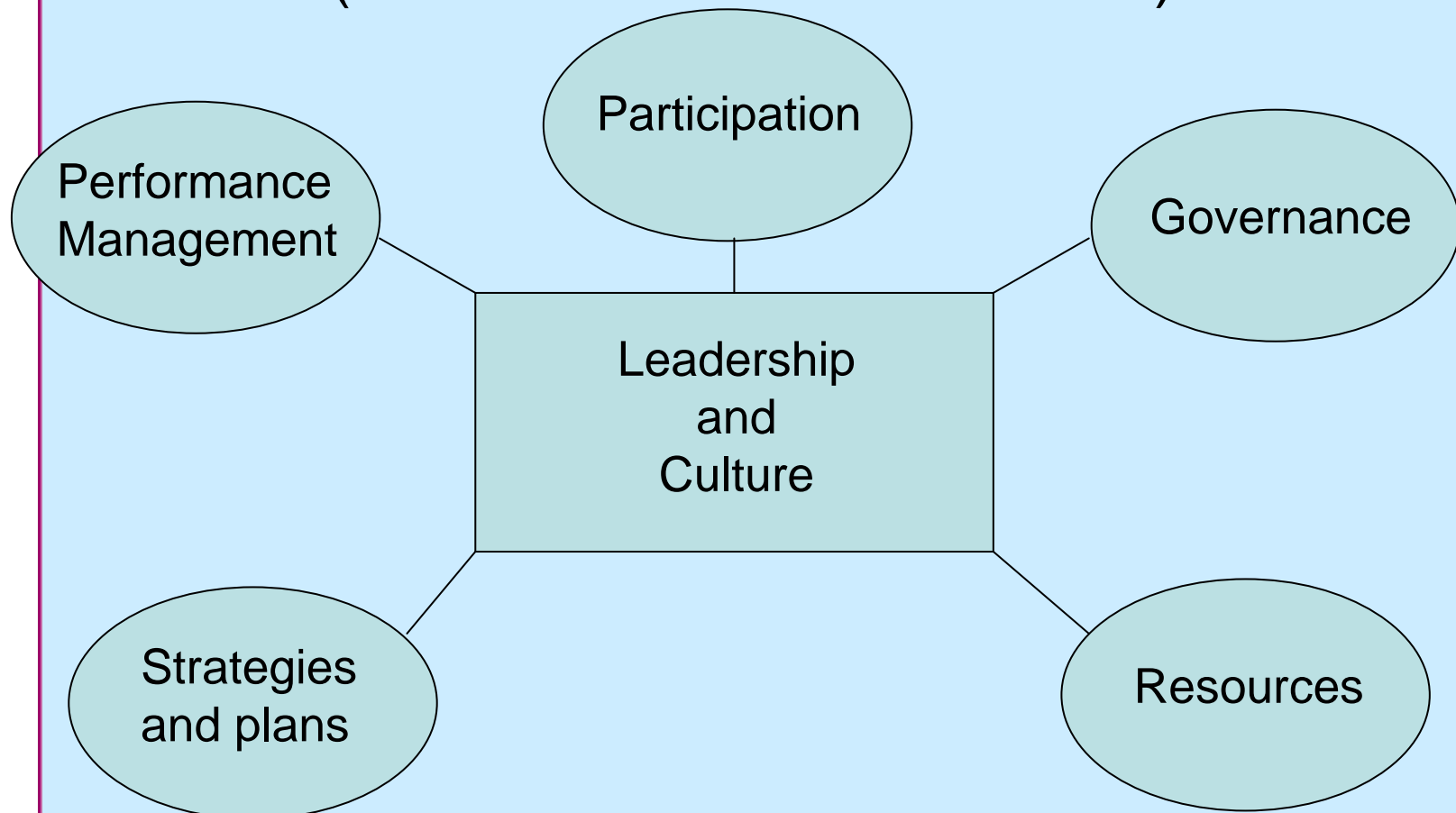
“ There was evidence that the more distributed and transformational the leadership was throughout the school community...the better the performance of the school.”

Silins and Mulford 2002

## Leaders make a difference

Leaders need to be move beyond  
structures, governance and  
commissioning

## Effective Corporate Parenting (National Children's Bureau)



Excellence can be obtained if you:

- ...**care** more than others think is wise;
- ...**risk** more than others think is safe;
- ...**dream** more than others think is practical;
- ...**expect** more than others think is possible.

## Role of Birth Parents

- Work with parents
- Supporting school and learning
- Family learning

## Role of Birth Parents “Executive Functioning”

“ Skills that help children decide what to pay attention to and how to respond.”

“ There is considerable evidence for changes in brain function in association with child abuse and neglect.”

## Role of Birth Parents

Executive functioning should be scrutinized not only by teachers but all professionals working with children.

## Young people equipped for leaving care

- Place to live
- Education, training, employment
- Support
- Patience!

## Care matters

- Extending process of support
- Staying put pilots
- Use the resources of your corporate parents!
- Corporate Apprenticeship Scheme

## Summary

- Recognise the challenge – perseverance
- Think family – Think parent!
- Listen to young people
- Integrate, really integrate

“ Men wanted for hazardous journey. Small wages. Bitter cold. Long hours of complete darkness. Constant danger. Safe return doubtful. Honour and recognition in the event of success.”

Shackleton 1913

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