

## **Children and Young People's Committee**

**Monday, 15 January 2018 at 10:30**

**County Hall, West Bridgford, Nottingham, NG2 7QP**

---

### **AGENDA**

- |    |  |         |
|----|--|---------|
| 1  | Minutes of the last meeting held on 18 December 2017   | 3 - 8   |
| 2  | Apologies for Absence  |         |
| 3  | Declarations of Interests by Members and Officers:- (see note below)<br>(a) Disclosable Pecuniary Interests<br>(b) Private Interests (pecuniary and non-pecuniary) |         |
| 4  | Inspections of Local Authority Children's Services from 2018   | 9 - 14  |
| 5  | Partnership Strategy for LAC and care leavers in Nottinghamshire 2018-2021   | 15 - 32 |
| 6  | Recruitment of adopters and foster carers for 2018-19  | 33 - 36 |
| 7  | Special Provision Capital Grant - consultation outcome   | 37 - 44 |
| 8  | Virtual School Peer Challenge Pilot Review   | 45 - 58 |
| 9  | Nottinghamshire Outstanding Achievement 4Yth Award 2017  | 59 - 62 |
| 10 | Work Programme   | 63 - 68 |

## **Notes**

- (1) Councillors are advised to contact their Research Officer for details of any Group Meetings which are planned for this meeting.
- (2) Members of the public wishing to inspect "Background Papers" referred to in the reports on the agenda or Schedule 12A of the Local Government Act should contact:-

Customer Services Centre 0300 500 80 80

- (3) Persons making a declaration of interest should have regard to the Code of Conduct and the Council's Procedure Rules. Those declaring must indicate the nature of their interest and the reasons for the declaration.

Councillors or Officers requiring clarification on whether to make a declaration of interest are invited to contact David Ebbage (Tel. 0115 977 3141) or a colleague in Democratic Services prior to the meeting.

- (4) Councillors are reminded that Committee and Sub-Committee papers, with the exception of those which contain Exempt or Confidential Information, may be recycled.
- (5) This agenda and its associated reports are available to view online via an online calendar - <http://www.nottinghamshire.gov.uk/dms/Meetings.aspx>

Meeting CHILDREN & YOUNG PEOPLE'S COMMITTEE

Date 18 December 2017 (commencing at 10.30am)

**Membership**

Persons absent are marked with an 'A'

**COUNCILLORS**

Philip Owen (Chairman)  
Boyd Elliott (Vice-Chairman)  
Tracey Taylor (Vice-Chairman)

Samantha Deakin  
Paul Henshaw  
Kate Foale  
Vaughan Hopewell

John Peck JP  
Liz Plant  
Phil Rostance  
Sue Saddington

**CO-OPTED MEMBERS (NON-VOTING)**

Vacancy  
Vacancy

**OFFICERS IN ATTENDANCE**

Marion Clay	Children, Families and Cultural Services
David Ebbage	Resources
Steve Edwards	Children, Families and Cultural Services
Laurence Jones	Children, Families and Cultural Services
Pip Milbourne	Children, Families and Cultural Services
Colin Pettigrew	Children, Families and Cultural Services
Beth Richmond	Resources
Natasha Wrzesinski	Children, Families and Cultural Services

**MINUTES OF THE LAST MEETING**

The minutes of the meeting held on 20 November 2017 having been circulated to all Members, were taken as read and were signed by the Chair.

**APOLOGIES FOR ABSENCE**

No apologies

Councillor Foale replaced Councillor Henry for this meeting only.

## **DECLARATIONS OF INTEREST**

None

## **DRAFT PARTNERSHIP STRATEGY FOR LOOKED AFTER CHILDREN AND CARE LEAVERS IN NOTTINGHAMSHIRE 2018-2021**

The Chairman introduced the report and responded to questions and comments from Members.

### **RESOLVED 2017/080**

That:

- 1) feedback on the vision and ambitions of the draft Partnership Strategy for Looked After Children and Care Leavers in Nottinghamshire, 2018-21 be provided.
- 2) the processes for wider consultation with partners and stakeholders be endorsed.
- 3) a communication strategy that will include the publication of the final strategy including appropriate documentation to support the promotion of the strategy with partners and stakeholders be approved
- 4) to receive the final Partnership Strategy for Looked After Children and Care Leavers 2018-21 at the Children and Young People's Committee meeting on 15 January 2018 to be agreed
- 5) regular reports on progress with the Strategy, in accordance with the Committee's corporate parenting arrangements be requested.

## **LEAVING CARE SERVICE UPDATE AND PROPOSAL TO INCREASE THE STAFFING ESTABLISHMENT**

The Chairman introduced the report to update on the work of the Leaving Care Service, which provides advice, support and guidance to young people over the age of 18 years who have left the care of the Local Authority.

### **RESOLVED 2017/081**

That :

- 1) the proposed increase in establishment of 3 FTE temporary Personal Advisor (Grade 5) posts, initially for a period of 6-months be agreed.
- 2) the development of a 16+ Leaving Care Service and agrees to receive a further report on the establishment of a new service in April 2018 be supported.
- 3) whether there are any additional actions required in relation to the issues contained within the report be considered.



## **FOSTER CARER ITEM**

Sarah Maiden attended the Committee and raised no issues from Foster Carers as most issues that get raised, are dealt with at the FLAG meetings which meet up to four times a year.

## **SCHOOL HOLIDAY TERM DATES FOR LOCAL AUTHORITY MAINTAINED SCHOOLS IN NOTTINGHAMSHIRE 2019/20 TO 2022/23**

To seek Committee approval of the proposed school holiday and term time dates for 2019/20, 2020/21, 2021/22 and 2022/23 for Local Authority maintained schools in Nottinghamshire.

### **RESOLVED 2017/082**

That the school holiday and term time dates for 2019/20, 2020/21, 2021/22 and 2022/23 for Local Authority maintained schools be approved.

## **PROPOSED BASIC NEED PROGRAMME IN NOTTINGHAMSHIRE – SIX-MONTH UPDATE**

The Chairman introduced the report and responded to questions and comments from Members.

### **RESOLVED 2017/083**

That the list of schools and planning areas forward to feasibility with the Council's Departmental Services be agreed.

## **TROUBLED FAMILIES PROGRAMME IN NOTTINGHAMSHIRE – SIX-MONTH UPDATE**

To provide an update on key changes to the Troubled Families Programme and an update on progress and impact of the Troubled Families Programme in Nottinghamshire.

Also to seek approval of the Nottinghamshire Family Outcomes Plan and for a further update to be brought to the Committee in six months.

### **RESOLVED 2017/084**

That:

- 1) the contents of the Nottinghamshire Family Outcomes Plan be approved.
- 2) to receive a follow up report in the next six months and that this be included in the Committee's work programme be agreed

## **NOTTINGHAMSHIRE EARLY YEARS IMPROVEMENT PLAN**

The Chairman introduced the report and responded to questions and comments from Members.

## **RESOLVED 2017/085**

That:

- 1) the 2018-19 Early Years Improvement Action Plan be approved.
- 2) the 2017– 19 Early Childhood Communications Plan priorities be approved.

## **CHANGES TO THE STAFFING ESTABLISHMENT IN THE EARLY CHILDHOOD SERVICE**

To seek approval to make permanent the following temporary posts:

- 1 FTE (full-time equivalent) Early Years Project Officer (Grade C)
- 1 FTE Early Years Technical Specialist (Grade 5)
- 4 FTE Early Years Quality and Attainment Advisors (Grade 5).

## **RESOLVED 2017/086**

That:

- 1) to establish the following posts on a permanent basis, to be funded by the Dedicated School Grant be approved:
  - 1 FTE Early Years Project Officer (Band C)
  - 1 FTE Early Years Technical Specialist (Scale 5)
- 2) to continue Local Authority funding on a permanent basis for the following posts be approved:
  - 4 FTE Early Years Quality and Attainment Advisors (Scale 5)

## **STAFFING RESTRUCTURE FOR THE OUTDOOR AND ENVIRONMENTAL EDUCATION SERVICE**

The Chairman introduced the report seeking approval to develop a revised staffing structure of the Outdoor Environment and Education Service (OEE).

## **RESOLVED 2017/087**

That the development work to achieve the identified saving through a revised staffing structure of the Environmental & Outdoor Education Service is agreed.

## **INCREASE IN ESTABLISHMENT IN THE CHILDREN'S SOCIAL CARE MULTI-AGENCY SAFEGUARDING HUB (MASH)**

To request approval for a permanent increase in establishment in the Children's Social Care Multi-Agency Safeguarding Hub (MASH) of an additional 4 full-time equivalent (FTE) Social Workers and 4 FTE MASH Officers.

## **RESOLVED 2017/088**

That a permanent increase in establishment in the Children's Social Care Multi-Agency Safeguarding Hub (MASH) of an additional 4 full-time equivalent (FTE) Social Workers and 4 FTE MASH Officers be approved.

**COMMUNICATION STRATEGY FOR THE PROMOTION FOR THE FREE SCHOOL PRESUMPTION COMPETITION TO SECURE A SPONSOR FOR THE NEW SCHOOL ON WATNALL ROAD HUCKNALL**

The Chairman introduced the report and responded to questions and comments from Members.

**RESOLVED 2017/089**

That:

- 1) a publicity campaign to alert potential school sponsors to the Free School Presumption competition arising from the need for a new school, generated by new housing on the Watnall Road, Hucknall be approved.
- 2) potential sponsors to submit a proposal to Nottinghamshire County Council to become the named promoter of the new school on the Watnall Road, Hucknall be invited.

**WORK PROGRAMME**

To consider the Committee's work programme for 2017-18.

**RESOLVED 2017/090**

That the committee's work programme be noted and consideration be given to any changes which the committee wishes to make.

The meeting closed at 11.00 am.

CHAIRMAN



**15 January 2018****Agenda Item: 4****REPORT OF THE CORPORATE DIRECTOR, CHILDREN AND FAMILIES****INSPECTIONS OF LOCAL AUTHORITY CHILDREN'S SERVICES FROM 2018****Purpose of the Report**

1. To update the Committee on Ofsted's new framework and guidance for inspections of local authority services for 'children in need of help and protection, children in care and care leavers'.

**Information and Advice**

2. On 29 November 2017, Ofsted published the 'Inspection of Local Authority Children Services' (ILACS) Framework, which seeks to implement a risk-based and proportionate inspection 'system' across the country. The ILACS Framework will commence from 1 January 2018 and is available as a background paper.
3. ILACS inspections focus on the effectiveness of local authority services and arrangements in relation to:
  - help and protection of children and young people
  - the experiences and progress of children in care
  - the arrangements for permanence for children who are looked after, including adoption
  - the experiences and progress of care leavers.
4. In addition, Ofsted evaluate the effectiveness of leaders and managers and the impact they have on the lives of children and young people.
5. The ILACS inspection is intended to be truly bespoke to each and every area that Ofsted inspects; the length and intensity of the judgment inspection will be based on intelligence and information that Ofsted has about the local authority, including the authority's previous inspection judgement. There is no fixed cycle or end date for the ILACS regime.
6. Local authorities judged to be 'good' or 'outstanding' at their most recent inspection will usually receive a **short inspection**<sup>1</sup>:
  - a. The short inspection will usually take place about three years after the previous inspection. As Nottinghamshire's previous inspection took place in May 2015 and

---

<sup>1</sup> Local authorities that required improvement to be good will get a **two week** standard inspection every three years. Ofsted's approach to authorities judged to be inadequate will remain the same as now – quarterly monitoring followed by an inspection under the [single inspection framework \(SIF\)](#).

received an overall grade of 'good', the next 'short' inspection under the ILACS Framework will be due in 2018.

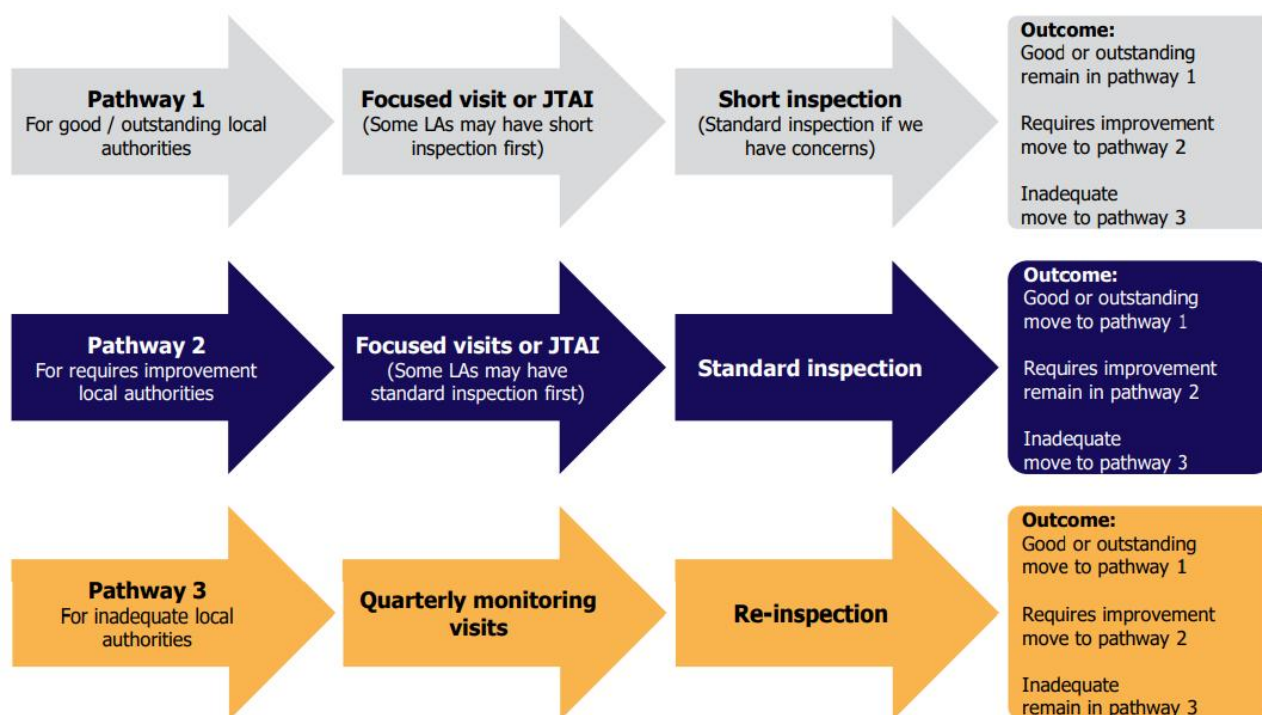
- b. A short inspection is contained within one working week and is undertaken by four social care inspectors.<sup>2</sup>
  - c. The Director of Children's Services will be notified by telephone of the inspection five working days before fieldwork activity commences.
  - d. Short inspections will result in judgements on the established four point scale: outstanding; good; requires improvement to be good; inadequate.
  - e. In a short inspection, inspectors will seek to answer three questions:
    - Has the quality and impact of practice been maintained?
    - Are there any areas where the quality and impact of practice have improved?
    - Are there any areas where the quality and impact of practice have deteriorated?
7. In between inspections, the local authority will usually receive one or more **focused visits**. These give the local authority and Ofsted the opportunity to identify what is going well and what needs to improve before the next judgement inspection:
- a. A focused visit will usually last for two working days and will be undertaken by two social care inspectors.
  - b. A focused visit will look at one or more aspects of service, themes or cohorts of children. Leadership is a feature of all focused visits, principally through the lens of the impact of leaders on practice with children and families.
  - c. Inspectors will not make graded judgements at the outcome of a focused visit. The outcome will be findings about strengths and areas for improvement, reported in a published letter.
  - d. For some local authorities, a **Joint Targeted Area Inspection (JTAI)**<sup>3</sup> will substitute a focused visit. A JTAI is a three-week inspection undertaken jointly by Ofsted, the Care Quality Commission (CQC), Her Majesty's Inspectorate of Constabulary (HMIC) and Her Majesty's Inspectorate of Probation (HMIP). The inspection seeks to examine how local agencies – including local authorities, health, police and probation services – are working together to protect children and young people against a particular 'deep dive' theme.

---

<sup>2</sup> In addition, a social care regulatory inspector will be on site for up to two days and a schools inspector will be on site for one day.

<sup>3</sup> [Joint Inspections of Local Area Services](#) – published 14 January 2016

Figure 1: Summary of Inspection Pathways



8. Central to the new inspection system is an ‘annual conversation’ between Ofsted and local authorities. This formal discussion is informed by a self-assessment of practice, developed by the local authority, to help local authorities to critically evaluate their own performance and articulate what they think is working well for children in their area. The annual conversation and self-assessment will also form part of the intelligence Ofsted uses to decide where and when to inspect.

### Inspection Readiness and Preparation

9. The Local Authority is in the process of developing the self-assessment of practice in conjunction with senior managers across the Department. This self-assessment is supported by robust performance and management information, workforce and service-level data, quality assurance activity, audit findings, existing strategies and actions plans, as well as local and national benchmarking.
10. A series of mock social care inspections and independent reviews of service areas have also been commissioned, in order to identify strengths and areas for development.
11. A review of Nottinghamshire’s children’s services is also being undertaken by looked after children and care leavers, via the Young People’s Board and associated sub-groups, in order to inform service development and improvement. Participation activity forms a significant part of the Department’s quality assurance activity, with feedback from service users, families and carers being used to continuously inform service improvement.

### Other Options Considered

12. No other options have been considered.

### Reason/s for Recommendation/s

13. It is important that Committee members understand the current and future regulatory inspection frameworks, as well as implications in terms of service provision.

## **Statutory and Policy Implications**

14. This report has been compiled after consideration of implications in respect of crime and disorder, data protection and information governance, finance, human resources, human rights, the NHS Constitution (public health services), the public sector equality duty, safeguarding of children and adults at risk, service users, smarter working, sustainability and the environment and where such implications are material they are described below. Appropriate consultation has been undertaken and advice sought on these issues as required.

## **Implications for Service Users**

15. Achieving good inspection outcomes would imply high quality services that safeguard children and young people.

## **RECOMMENDATION/S**

- 1) That Members consider whether there are any actions or information they require in relation to the content the report.

**Colin Pettigrew**  
**Corporate Director, Children and Families**

**For any enquiries about this report please contact:**

Natasha Wrzesinski  
Senior Practitioner, Quality & Improvement  
T: 0115 9934648  
E: natasha.wrzesinski@nottsc.gov.uk

## **Constitutional Comments (SLB 19/12/17)**

16. Children and Young People's Committee is the appropriate body to consider the content of this report. If Committee resolves that any actions are required it must be satisfied that such actions are within the Committee's terms of reference.

## **Financial Comments (SAS 20/12/17)**

17. There are no financial implications arising directly from this report.

## **Background Papers and Published Documents**

Except for previously published documents, which will be available elsewhere, the documents listed here will be available for inspection in accordance with Section 100D of the Local Government Act 1972.

Report to Full Council, 17 September 2015 – Ofsted Inspection of Children's Services

Report to Children & Young People's Committee, 16 October 2017 - Update on Regulatory Inspections of Children's Services



**Electoral Division(s) and Member(s) Affected**

All.

C1068



**15 January 2018****Agenda Item: 5****REPORT OF THE CORPORATE DIRECTOR, CHILDREN AND FAMILIES****PARTNERSHIP STRATEGY FOR LOOKED AFTER CHILDREN AND CARE  
LEAVERS IN NOTTINGHAMSHIRE, 2018-21****Purpose of the Report**

1. This report asks the Committee to recommend the proposed Partnership Strategy for Looked After Children and Care Leavers in Nottinghamshire for the period 2018-21, attached as **Appendix 1**, to Policy Committee for approval.
2. Committee is also asked to determine the regularity of progress reporting in relation to the Partnership Strategy for Looked After Children and Care Leavers in Nottinghamshire 2018-21.

**Information and Advice**

3. In 2018, the current multi-agency Looked After Children and Care Leavers Strategy 2015-18 will come to a close. The 2015-18 Strategy has driven a number of improvements and service developments over the course of its lifetime to date. It has also addressed a number of areas for development identified by Ofsted in 2015, where services for care leavers were graded as 'requiring improvement' under the Single Inspection Framework.
4. It is acknowledged that there is even more that can be done to ensure that partners work better together around a shared vision for looked after children (LAC) and care leavers in Nottinghamshire.
5. A Partnership Strategy for Looked After Children & Care Leavers for the period 2018-21 has therefore been developed in collaboration with key partners, which include health commissioners, health providers, education, police, housing and children's social care. The Strategy is attached as **Appendix 1**.
6. A period of consultation was undertaken between November 2017 and January 2018 with service users, staff, partners and key stakeholders, including the Children and Young People's Committee. Feedback from looked after children and care leavers was also obtained via the Children in Care Council and its respective sub-groups, which captured their views and experiences of both the previous 2015-18 Strategy, as well as the vision and ambitions of the new 2018-21 Partnership Strategy. A summary of the consultation feedback is available as a background paper.

7. As corporate parents for all looked after children and care leavers in Nottinghamshire, we want to provide our children and young people with the best possible start in life. As they prepare for adulthood, we want to inspire our young people to fulfil their own ambitions and dreams. For this reason, we have continued to integrate our strategy for our looked after children *and* care leavers, to ensure the best possible support is provided as they reach adulthood.
8. Through this renewed Partnership Strategy, we want to deliver a genuine, multi-agency, child-centred strategy, accepting that there is more to do to ensure that all partners are accountable for outcomes. We want to make best possible use of our collective resources to achieve our shared ambitions. In collaboration with key partners, we want to use our collective commitment to give every looked after child strong foundations and support to thrive in adulthood.
9. Our collective vision for looked after children and care leavers is a simple one, and one that has been shaped by the children and young people we look after:

*We want our children and young people to have every opportunity and the support they need to be the best they possibly can be. We will give our children strong roots of stability, love, encouragement, positive relationships and healing from past harm. We will give our children wings of resilience, ambition, aspirational goals and practical and emotional support into successful adulthood*

10. Underpinning the vision are six ambitions that reflect the high aspirations and expectations that we, as corporate parents, have for every looked after child and care leaver:
  - a) Looked after children and care leavers are safe and feel safe
  - b) Looked after children and care leavers experience good physical, emotional and mental health & wellbeing
  - c) Looked after children and care leavers fulfil their potential
  - d) Looked after children and care leavers make a positive contribution to their communities
  - e) Looked after children and care leavers have a successful transition to adulthood
  - f) Looked after children and care leavers achieve sustained and fulfilling employment and economic independence.
11. New governance arrangements have also been consulted on with key partners, in order to establish a governance model that ensures that all partners recognise and act on their responsibilities and our shared ambitions for looked after children and care leavers.
12. A "Looked After Children & Care Leavers Partnership Board" - a multi-agency group of senior officers - will be responsible for planning, reviewing and developing all aspects of our work with looked after children and care leavers, and providing support and challenge across the partnership. The Partnership Board will be responsible for developing and monitoring an annual 'Delivery Plan', identifying the key actions, timescales and intended outcomes across all partner members. The Board will hold its inaugural meeting in January 2018.
13. As agreed at the Children and Young People's Committee meeting on 18 December 2017, updates on the Partnership Strategy's progress will be reported to Committee on a regular basis, in accordance with Committee's corporate parenting arrangements.

## Other Options Considered

14. No other options have been considered.

## Reason/s for Recommendation/s

15. To ensure the effective delivery of services which will drive the improvement of outcomes for looked after children and care leavers in Nottinghamshire within the resources available to the Council and its partners.
16. To support the local authority to deliver on its statutory duty under the Children Act 1989 to safeguard and promote the welfare of the looked after child and to act as good corporate parents.

## Statutory and Policy Implications

17. This report has been compiled after consideration of implications in respect of crime and disorder, data protection and information governance, finance, human resources, human rights, the NHS Constitution (public health services), the public sector equality duty, safeguarding of children and adults at risk, service users, smarter working, sustainability and the environment and where such implications are material they are described below. Appropriate consultation has been undertaken and advice sought on these issues as required.

## Safeguarding of Children and Vulnerable Adults Implications

18. The strategy and action plan seek to strengthen support and practice which will ensure looked after children and care leavers continue to be safeguarded.

## Implications for Service Users

19. Looked after children and care leavers will benefit from improved services and multi-agency working aimed at improving outcomes.

## RECOMMENDATION/S

That Committee:

- 1) recommends the proposed Partnership Strategy for Looked After Children and Care Leavers in Nottinghamshire 2018-21, attached as **Appendix 1**, to Policy Committee for approval.
- 2) determines the regularity of progress reporting in relation to the Partnership Strategy for Looked After Children and Care Leavers in Nottinghamshire 2018-21.

**Colin Pettigrew**  
**Corporate Director, Children and Families**

**For any enquiries about this report please contact:**

Natasha Wrzesinski  
Quality & Improvement Manager  
Safeguarding Assurance & Improvement  
Children and Families Department  
T: 0115 9934648  
E: [natasha.wrzesinski@nottsc.gov.uk](mailto:natasha.wrzesinski@nottsc.gov.uk)

**Constitutional Comments (LM 20/12/17)**

20. The Children and Young People's Committee is the appropriate body to consider the contents of the report.

**Financial Comments (SAS 20/12/17)**

21. There are no financial implications arising directly from this report.

**Background Papers and Published Documents**

Except for previously published documents, which will be available elsewhere, the documents listed here will be available for inspection in accordance with Section 100D of the Local Government Act 1972.

Draft Partnership Strategy for Looked After Children & Care Leavers 2018-21 – report to Children and Young People's Committee on 18 December 2017.

Summary of consultation feedback

**Electoral Division(s) and Member(s) Affected**

All.

C1069





Nottinghamshire  
County Council

A Partnership Strategy for

# Looked After Children and Care Leavers in Nottinghamshire

2018-2021



# Foreword

Nottinghamshire County Council (NCC) is the corporate parent of all looked after children in Nottinghamshire. These are our children, and we are ambitious for them.

## **Collectively, we care about them, as well as care for them.**

As with any good parent, we want to provide our children and young people with the best possible start in life, so that they can enjoy their childhood. As they prepare for adulthood, we want to inspire and support our young people to fulfil their own ambitions and dreams. For this reason, we have integrated our strategy for our looked after children and care leavers, to ensure the best possible support is provided as they reach adulthood.

In collaboration with key partners, which include health, education, police, housing, Adult Social Care and Children's Social Care, we will use our collective commitment to give every looked after child strong foundations and support to thrive in adulthood.

We will give all our looked after children both 'roots and wings' to become grounded and successful adults. As corporate parents, we demand collectively that looked after children and care leavers:

- **are safe, and feel safe**
- **enjoy good health and wellbeing**
- **have high aspirations and fulfil their potential**

Our ambitions exceed our statutory roles and responsibilities, and our vision has been shaped by the children and young people we look after. They are at the heart of everything we do as a Council and we expect all partners to share this commitment to look after children and care leavers.

We will deliver a genuine, multi-agency, child-centred strategy, accepting that there is more to do to ensure that all partners are equally accountable for all outcomes. We want to make best possible use of our collective resources to achieve our shared ambitions.

Where it is safe to do so, we will support our children to remain with their families. When this is not possible, we are committed to providing family-based placements wherever possible – a place that our young people can call home. At all times, we will support the stability of children's education and ensure that those young people who have special educational needs receive the additional support they need to succeed.

We will carefully plan the journey into adulthood for all looked after children and young people, to ensure there is no 'cliff edge' once young people reach 18 years of age. We will offer all children in care who are aged 13+ work experience, and care leavers will be offered apprenticeships and employment.

This strategy builds on the Looked After Children and Care Leavers' Strategy 2015-2018 and sets out our shared vision and ambition of how this will be achieved.

### **Colin Pettigrew**

Director of Children's Services,  
Nottinghamshire County Council

### **Councillor Philip Owen**

Chair of the Children &  
Young People's Committee

### **Dr John Doddy**

Chair of the Health & Wellbeing Board

### **Darren Yemm**

Chair of the No Labels Children in Care Council



# Introduction

I hope that you are as proud of your County Council as I am today because they are taking on board my vision for a better future for our children in care. They know and understand and have allowed me to push forward my ideas despite how ambitious they are. I am immensely grateful to them and I believe that we will look back on this and see it as a milestone in the development of better outcomes for children in care and care leavers across the country.

## Community

Our community needs to sit up and take notice that we have a combined responsibility because it's our community. I believe that our responsibility is to think and do as we would do for our own children. We need to support our kids to dream and be the best that they can be because they have been in enough drama as it is. We need to encourage them, guide and pick them up when they are down. They are our children.

I believe that the key ambition is to prepare our children by creating opportunities whilst they are in care, so they can fly the nest as they become adults. Every child is an individual and is facing different challenges in life.

Many of our care leavers will want to reunite with their birth families, so we need to respect that and support them to do this. Otherwise, our children will be right back in the same system that brought them into care in the first place.

## Our Strategy

The timing of this strategy could not be better in Nottinghamshire because we are in a 2-tier local authority. Through the Children and Social Work Act 2017, the government introduced the requirement for local authorities to publish a "Care Leaver Offer" covering health and wellbeing, relationships, education and training, employment, accommodation and participation in society.

Therefore we are making history because it is the first time ever that our district councils at Ashfield, Bassetlaw, Gedling, Broxtowe, Mansfield, Newark and Rushcliffe share a legal duty and mechanism to design and deliver support to our care leavers with Nottinghamshire County Council.

This strategy is ambitious and can only be achieved if we all work together. I therefore send out a message to everyone in our community including business, community and faith leaders that this is an opportunity for us to create a better society for all.

Kids in care have so much to offer.

## Terry Galloway

Care Leaver



## Case Study

I was always an inquisitive child and will always remember asking my keyworker in the children's home what things other children in my situation had achieved in their lives. Did they ever go on to become doctors, pilots or stock brokers? Social Services did not care or have a plan for my dreams. At the time it felt like all they cared about was keeping me from my mum. I would often cry at night because all I wanted was to live at home and have what I thought was a normal family life.

Back then I was young and naïve to the barriers and obstacles that we three children would face as we grew older. I went to case conferences to discuss my future but had to sit outside whilst the adults talked until I was allowed to have my say for the last 10 minutes. Our lives were chaotic, and by the time I'd left care I had lived in over 100 places.

We had a horrendous time in the child care system and when I look back on all the suffering that we went through as a family, the damage that was caused, I reflect on how things could have turned out had we been prepared for life after care. I felt that no one actually cared about what we would become in the future.

I am a fighter and never gave up but it is too late for my beautiful sister who had a heart of gold. There was no help, guidance or support for us. Her daughters were eventually taken from her by the local authority because she was in a mess and was an alcoholic and on drugs. This is not unique for people that leave care. My sister did not make it; she was vulnerable and ended up in an abusive relationship and has now gone to make rainbows. Sadly, my brother has also struggled as an adult.

I've been working with Nottinghamshire County Council to develop this strategy and help shape the promises that all the partners are making. I am on a personal journey to make sure that my loss and experiences don't go to waste.

*Terry is a successful campaigner, advocating for the rights of children in care. Currently, he is an ardent supporter of enhancing apprenticeship and employment opportunities for care leavers.*

### **Terry Galloway**

Care Leaver



# Our Vision

We want our children and young people to have every opportunity and the support they need to be the best they possibly can be.

We will give our children strong roots of stability, love, encouragement, positive relationships and healing from past harm.

We will give our children wings of resilience, ambition, aspirational goals and practical and emotional support into successful adulthood.

# Our Ambitions

**As corporate parents, we have high aspirations and expectations that every looked after child and care leaver:**

- is safe and feels safe
- experiences good physical, emotional and mental health & wellbeing
- fulfils their potential
- makes a positive contribution to their communities
- has a successful transition to adulthood
- achieves sustained and fulfilling employment & economic independence





# Building on Previous Successes

## Looked After Children & Care Leavers Strategy 2015-18

Following a good Ofsted judgment of Children's Social Care in May 2015, further improvements have been made throughout the lifetime of the 2015-2018 Looked After Children & Care Leavers Strategy. These address the areas for development identified by Ofsted in 2015, recognising that there were areas that required improvement within the Leaving Care Service.

### Key achievements include:

- care leavers now routinely receive important health information;
- pathway plans are more specific regarding actions and timescales, and are regularly reviewed by the service;
- management information is now used to identify care leavers who are missing, at risk of sexual exploitation, misusing substances or offending, in order to better understand their needs and allocate additional resources;
- implementing, monitoring and reviewing a 16+ accommodation strategy;
- strengthened the governance arrangements for the leaving care service;

### Other significant achievements include:

- the piloting of transitional personal advisors (PAs) who are appropriately supporting more young people into semi-independent living;
- a dedicated practice consultant who now supports pathway planning; practice development is improving the quality of plans for looked after children and care leavers;

- a new, nationally-recognised supported accommodation model which is ensuring more young people are suitably housed;
- the virtual school ensures that looked after children are better supported in schools; outcomes have improved as a result, with no looked after children excluded permanently and good attendance has been sustained;
- ensuring that the virtual school is now collecting, reviewing, monitoring and strategically using termly data on individual children and young people's progress, attendance and engagement, to identify children and young people at risk of failing to achieve their potential. This enables the virtual school to target additional resources and challenge where they are most needed for children and young people from 0–16 years of age.

Nottinghamshire partners are on a journey of continuous improvement and whilst the strategic outcomes have facilitated progress in a number of key areas, it is recognised that there is more to do, and that further progress can be made if partners work differently and better together around the shared vision.



# LAC and Care Leavers are safe and feel safe

## We will:

- embed a nurturing culture which builds resilience in children and young people across all services, settings and partners;
- prepare our children and young people for adulthood by allowing them to take risks in a safe environment;
- support children and young people to remain in contact with their birth family and community wherever it is safe to do so, providing appropriate support when needed;
- support permanence through appropriate use of court processes;
- ensure that young people have access to an independent advocate;
- provide every care leaver with the opportunity to 'stay put' or have regular contact with foster carers and/or children's homes as they move towards adulthood.

# LAC and Care Leavers experience good physical, emotional and mental health & wellbeing

## We will:

- make timely referrals to education, health and care services, which are followed up, including for Education, Health and Care Needs Assessments where needs are complex, significant and long-term;
- undertake meaningful health assessments with children and young people, including for those who are about to leave care;
- undertake a strategic health needs assessment for looked after children and care leavers
- ensure that children and young people understand their health histories and assessments;
- support carers to develop their understanding and awareness of physical, emotional and mental health needs of young people;
- work with GPs to ensure that they are aware of care leavers registered with their practice;
- ensure that CAMHS consultation is available for providers of 16+ supported accommodation;
- cooperate with health commissioners in other local areas to ensure that the health needs of looked after children are effectively met, wherever they are placed;
- ensure that all children and young people with emotional and mental health needs receive effective support until age 24 if required;
- ensure that children and young people are provided with information and advice about maintaining good physical, emotional and mental health, including information about local services in their area.

# LAC and Care Leavers fulfil their potential

## We will:

- ensure all children and young people have aspirational education targets supported by bespoke, outcome-based plans for successful adulthood;
- extend the reach of the virtual school into early years and post 16 settings, as well as to previously looked after children in all settings;
- provide opportunities for our children to have new experiences, and access to enriching opportunities to broaden horizons;
- ensure schools provide access to independent information, advice and guidance for all looked after children and young people and those who have been previously looked after;
- aim to reduce offending behaviour and support young people to avoid criminalisation;
- support designated teachers in schools to ensure that our children, including adopted children and those with Special Educational Needs, meet their full potential.

# LAC and Care Leavers achieve sustained and fulfilling employment & economic independence



## We will:

- offer work experience and work placements, within an appropriate bespoke curriculum pathway plan, that supports children and young people, as far as they are able, to aspire to access the most appropriate route into future education, employment or training from Year 9 onwards;
- explore opportunities to exempt care leavers from council tax and maximise their income;
- provide initial work experience from Year 9, leading into work placements and employment from 16 years. This is to ensure that all LAC and care leavers have opportunities for learning and developing the appropriate skills that will support them in their future careers.



# LAC and Care Leavers make a positive contribution

## We will:

- encourage all children and young people to participate in the children in care council, to enable their voice to shape our services;
- encourage and support young people in care to access the Duke of Edinburgh scheme;
- encourage and support young people in care to access cadet training programmes;
- encourage and support children and young people to join a uniformed organisation;
- encourage and support children to engage in or lead community activities, including arts, sports, science and engineering, in schools, with carers and through the broader partnership.

# LAC and Care Leavers have a positive transition to adulthood

## We will:

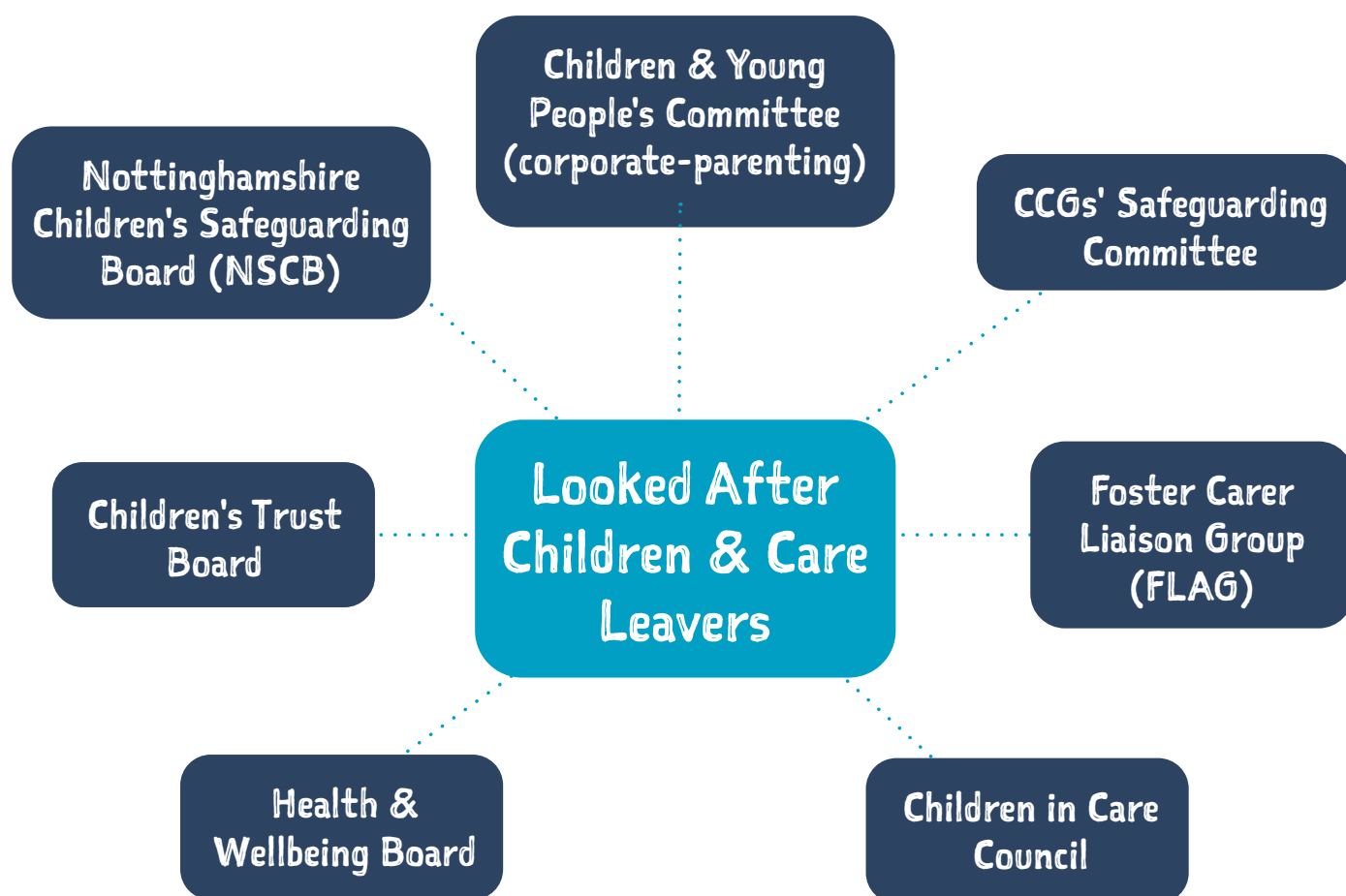
- ensure that placements prepare and plan for children's independence and transition to adulthood;
- extend the personal adviser offer to all looked after young people aged 16 years or above;
- increase multi-agency support in planning for adulthood, building on shared pathway plans from age 14 years onwards, underpinned by high quality independent information advice and guidance;
- promote independent challenge and scrutiny, by continuing the involvement of the IRO to care leavers.



# Governance

This renewed vision and strategy is driven by an aspiration that all agencies working with children and young people will take ownership of their responsibility for those who are in care or leaving care.

The diagram below illustrates the range of agencies involved with children and young people in care in Nottinghamshire.





# LAC & Care Leavers Partnership Board

New governance structures will be created to ensure that all partners recognise and act on their responsibilities and our shared ambitions for looked after children and care leavers.

The Service Director of Education, Learning and Skills will Chair a multi-agency group ('**LAC and Care Leavers Partnership Board**') of senior officers responsible for planning, reviewing and developing all aspects of our work with looked after children and care leavers, and providing support and challenge across the partnership. This Board's Vice-Chairs will be the Service Director for Youth, Families & Social Work, Service Director for Commissioning & Resources and Consultant in Public Health & Children's Commissioning.

Key consultative stakeholder groups include: Primary Trust Board, Governors Education Trust Board, Foster Liaison Advisory Group, Virtual School Trust Group, the Service Improvement Forum, the Children in Care Council, the Children & Young People's Committee, the Children's Trust, the Nottinghamshire Children's Safeguarding Board and staff across the Children and Young People's Department.

Regular reports on the needs and outcomes of care leavers will be reported to the Nottinghamshire Safeguarding Adults' Board.

The views of children and young people in care are expressed through the Children in Care Council and its various sub-groups. Feedback is also achieved via participation activity that forms part of our quality assurance framework, as well as via Independent Reviewing Officers.

The Partnership Strategy for Looked After Children and Care Leavers will be underpinned by an Annual Delivery Plan, which will outline the Strategy's key actions and activity. It will be developed, monitored and reviewed by the Partnership Board.

## Other important local strategies and projects which impact on this Strategy include:

- Youth Homelessness Strategy 2012-15
- Accommodation Strategy
- Placement Commissioning Strategy
- Children in Care Health Action Plan and Outcomes Framework (including care leavers)
- Closing the Gap Strategy
- Nottinghamshire SEND Commissioning Strategy 2017-19
- Nottinghamshire's SEND Strategic Action Plan



# Monitoring, Evaluation & Reporting

The monitoring, evaluation and reporting arrangements will be underpinned by robust and comprehensive data gathering and analysis across all partners. All partners will use data to monitor that appropriate actions are being taken, which are likely to improve outcomes and make best use of available resources.



All partners will use outcomes from monitoring to evaluate the effectiveness of actions taken and will report improved outcomes and areas for further development to the LAC & Care Leavers Partnership Board. The Board will use these evaluations to hold all partners to account for implementing additional actions to address the areas for further improvement.

The LAC and Care Leavers Partnership Board will report to the Children and Young People's Committee, as corporate parents for all looked after children and care leavers in Nottinghamshire. The Partnership Board will be held to account by the Children's Trust Board and, through this, by the Health & Wellbeing Board. Independent oversight and scrutiny affecting the safety of all children and young people in Nottinghamshire is the responsibility of Nottinghamshire Children's Safeguarding Board.

The Children in Care Council will provide scrutiny and challenge for the work of the LAC & Care Leavers Partnership Board, to ensure that the voice of children and young people shapes and informs all actions.

The LAC & Care Leavers Partnership Board will also oversee a number of operational groups established to deliver the renewed 2018-2021 strategy, including:

- The service improvement forum for the health of children in care;
- The virtual school trust board;
- LAC service development group;
- Vulnerable Children Educational Commissioning.





**Nottinghamshire  
County Council**



facebook.com/nottinghamshire

W [nottinghamshire.gov.uk](http://nottinghamshire.gov.uk)

T 0300 500 80 80

Nottinghamshire County Council, County Hall  
West Bridgford, Nottingham NG2 7QP

Page 31 of 68



@NottsCC



**15 January 2018****Agenda Item: 6****REPORT OF THE SERVICE DIRECTOR FOR YOUTH, FAMILIES AND  
SOCIAL WORK****RECRUITMENT OF ADOPTERS AND FOSTER CARERS FOR 2018/2019****Purpose of the Report**

1. This report seeks approval to run an adoption recruitment campaign during National Adoption Week commencing 17 October 2018 and to run four recruitment campaigns for foster carers during the next financial year. It is planned that the fostering campaigns will run in September 2018, January 2019, during foster care fortnight (May 2018) and to coincide with LGBT (Lesbian, Gay, Bisexual and Transgender) fostering week which is March 2019.

**Information and Advice**

2. The Council has a constant need to recruit adopters and always has some level of ongoing activity to publicise this fact. National Adoption Week is a high profile annual event throughout the UK. Similarly the Council needs to constantly recruit foster carers thus ensuring secure and stable in-house resources which are both cost effective and meet the needs of the Looked After population.
3. The campaigns will consist of:
  - Facebook adverts
  - Internal website adverts
  - Press releases
  - Case studies
  - Tweets from Council accounts
  - Linked-In posts
  - Intranet adverts
  - Drop-ins for interested enquirers.
4. The aim is to generate 15 enquiries and recruit three new adoptive families for sibling groups and 30 new fostering households to enable a 3% reduction in the use of costly independent fostering placements.
5. Without this recruitment activity the Council will not reach a high level of interest from the public and it is important that the Council's profile is maintained alongside other local authorities, independent fostering agencies and voluntary agencies in the East Midlands.

## **Other Options Considered**

6. No other options have been considered.

## **Reason/s for Recommendation/s**

7. There is a need to ensure choice for children in need of permanence via fostering or adoption in particular for harder to place children, large sibling groups, older children and children in need of support foster placements. This is a low cost campaign for one year of sustained activity to recruit adopters and foster carers. The methods used in the campaign are cost effective, as are placements with Nottinghamshire County Council approved adopters and foster carers.

## **Statutory and Policy Implications**

8. This report has been compiled after consideration of implications in respect of crime and disorder, data protection and information governance, finance, human resources, human rights, the NHS Constitution (public health services), the public sector equality duty, safeguarding of children and adults at risk, service users, smarter working, sustainability and the environment and where such implications are material they are described below. Appropriate consultation has been undertaken and advice sought on these issues as required.

## **Financial Implications**

9. This is a low cost campaign of £20,000 for all activity for the whole year. The methods used in the campaign are cost effective, as are placements with Nottinghamshire County Council approved adopters and foster carers. The cost will be met by the Council's Communications team budget.

## **RECOMMENDATION/S**

- 1) That the adoption and fostering recruitment campaigns for 2018/2019 are approved.

**Steve Edwards**  
**Service Director, Youth, Families and Social Work**

**For any enquiries about this report please contact:**

Shelagh Mitchell  
Group Manager, Regulated Services  
T: 0115 9774169  
E: [shelagh.mitchell@nottsccl.gov.uk](mailto:shelagh.mitchell@nottsccl.gov.uk)

## **Constitutional Comments (SLB 19/12/17)**

10. Children and Young People's Committee is the appropriate body to consider the content of this report.

**Financial Comments (SAS 20/12/17)**

11. The financial implications of the report are contained within paragraph 9 above.

**Background Papers and Published Documents**

None.

**Electoral Division(s) and Member(s) Affected**

All.

C1070





**15 January 2018****Agenda Item: 7****REPORT OF SERVICE DIRECTOR, EDUCATION, LEARNING & SKILLS****'SPECIAL PROVISION CAPITAL GRANT' – CONSULTATION OUTCOME****Purpose of Report**

1. The report updates the Committee on the outcome of the consultation regarding the allocation of the new 'Specialist Provision Capital Grant' being made available to local authorities by Central Government from April 2018.
2. The report seeks approval for the Special Educational Needs & Disability (SEND) Capital Grant to be spent on creating additional capacity within existing state funded schools in Nottinghamshire, in areas of highest need, in accordance with the findings of the consultation with stakeholders.
3. The report also requests that these findings are published on the Local Offer website, along with the other requirements (the 'Short Plan') stipulated by the Department for Education, as part of the Specialist Provision Capital Grant process, by Wednesday 14 March 2018

**Information and Advice**

4. In order to access Nottinghamshire's allocation of the national £215 million 'Specialist Provision Capital Grant' (£848,601 per year for three years, commencing in 2018), the Council has to adhere to a number of conditions. These were presented to and approved by the Children and Young People's Committee in October 2017.
5. A key condition of the grant being made is that the Council must consult with a range of stakeholders, including children and young people with special educational needs and/or disabilities, their families and those who support them.
6. The Council ran an eight week consultation which received 128 responses. Parents and carers provided almost a third or all responses (41). Professionals working in mainstream and specialist SEND settings gave the next highest response rate at 34 and 32 respectively. 10 respondents were children and/or young people, and one was from an independent non-maintained setting. 10 respondents identified as 'other' represented retired professionals from social care and education, Council support services and residents.
7. The consultation consisted of three core questions, each with the option to add a text comment and a final opportunity to give any additional comments related to the topic. They were:

- Q1. Should this fund be used in the areas of highest strategic need within the County?
- Q2. Should this fund be used to finance capital programmes in independent non-maintained settings?
- Q3. Should this fund be used only to generate additional SEND capacity in existing Nottinghamshire schools?

8. In respect of question one, 73% of respondents agreed that the grant should be used to address the highest areas of need within the County, as found in the most recent SEND review. This compares with 8% who felt that the grant should not be spent in line with these priorities. The remaining 19% neither agreed nor disagreed or did not answer the question.
9. In respect of question two, 14% of respondents agreed that the grant should be used to pay for capital improvements to independent non-maintained schools. This compares with 59% who felt that the grant should not be used to fund independent schools. The remaining 27% neither agreed nor disagreed or did not answer the question.
10. In respect of question three, 69% of respondents agreed that the grant should be used to create additional SEND capacity at existing Nottinghamshire schools. This compares with 15% who felt that the grant should not be used only to create SEND capacity in existing schools. The remaining 16% neither agreed nor disagreed or did not answer the question. Additional information and qualitative themes are contained in **Appendix 1**.
11. To summarise, the consultation shows that stakeholders believe the Nottinghamshire allocation of the Specialist Provision Capital Grant should be spent to address recommendations made as a result of the Council's most recent review of SEND, creating additional capacity within existing state funded schools in Nottinghamshire, in areas of highest need.

### **Other Options Considered**

12. This is a national requirement in order to access the Specialist Provision Capital Grant and as such there are no other options to consider.

### **Reason/s for Recommendation/s**

13. In order to access the Nottinghamshire allocation of the Specialist Provision Capital Grant.

### **Statutory and Policy Implications**

14. This report has been compiled after consideration of implications in respect of crime and disorder, data protection and information governance, finance, human resources, human rights, the NHS Constitution (public health services), the public sector equality duty, safeguarding of children and adults at risk, service users, smarter working, sustainability and the environment and where such implications are material they are described below. Appropriate consultation has been undertaken and advice sought on these issues as required.

### **Financial Implications**

15. By approving this report the Council will be able to complete all related tasks in order to access the Specialist Provision Capital Grant, which will lead to a total of £2.54 million being released over a three year period, from April 2018.

## **RECOMMENDATION/S**

That the Committee:

- 1) gives approval for the Special Educational Needs & Disability Capital Grant to be spent on creating additional capacity within existing state funded schools in Nottinghamshire, in areas of highest need, in accordance with the findings of the consultation with stakeholders
- 2) requests that these findings are published on the Local Offer website, along with the other requirements (the 'Short Plan') stipulated by the Department for Education, as part of the Specialist Provision Capital Grant process, by Wednesday 14 March 2018.

**Marion Clay**  
**Service Director, Education, Learning and Skills**

**For any enquiries about this report please contact:**

Matt Rooney  
Place Planning SEND Lead  
T: 01159 932570  
E: [matt.Rooney@nottsc.gov.uk](mailto:matt.Rooney@nottsc.gov.uk)

### **Constitutional Comments (LM 20/12/17)**

16. The Children and Young People's Committee is the appropriate body to consider the contents of the report.

### **Financial Comments (SAS 02/01/18)**

17. The financial implications of the report are contained within paragraph 15 above.

### **Background Papers and Published Documents**

Except for previously published documents, which will be available elsewhere, the documents listed here will be available for inspection in accordance with Section 100D of the Local Government Act 1972.

New three year national capital funding programme, 'Special Provision Capital Grant' – Nottinghamshire's allocation – report to Children & Young People's Committee on 16 October 2017

### **Electoral Division(s) and Member(s) Affected**

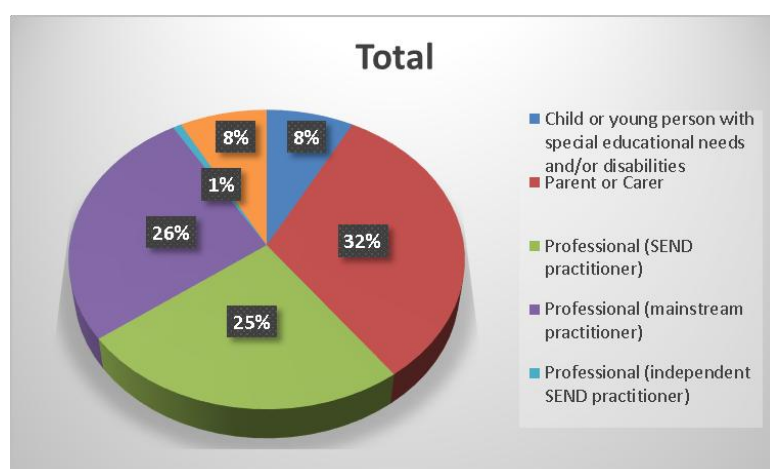
All.

C1075

## SEND Capital Programme Consultation

### About The Respondents

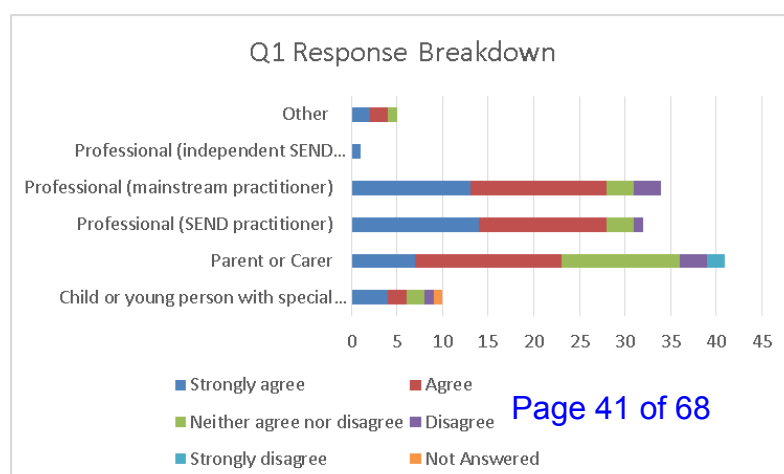
The consultation ran from Wednesday 18 October 2017 through to Wednesday 13 December 2017. There were 128 respondents to the survey, with Parents/Carers providing the most responses with almost a third of responses (41). Professionals working in mainstream and specialist SEND settings gave the next highest response rate at 34 and 32 respectively. 10 respondents were children and/or young people, and 1 was from an independent non-maintained setting. 10 respondents identified as 'other' represented retired professionals from social care and education, Council support services and residents.



### Headline Findings

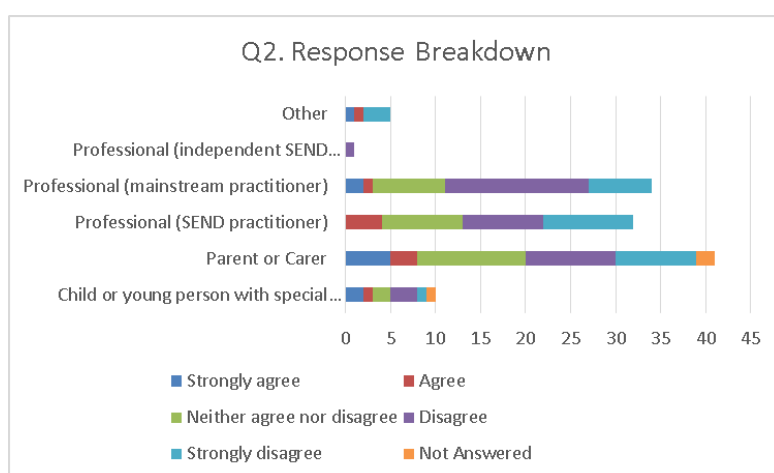
Q1. Should this fund be used in the areas of highest need within the County?

Option	Total	Percentage of All
Strongly agree	41	32.03%
Agree	53	41.41%
Neither agree nor disagree	23	17.97%
Disagree	8	6.250%
Strongly disagree	2	1.562%
Not Answered	1	0.7812%



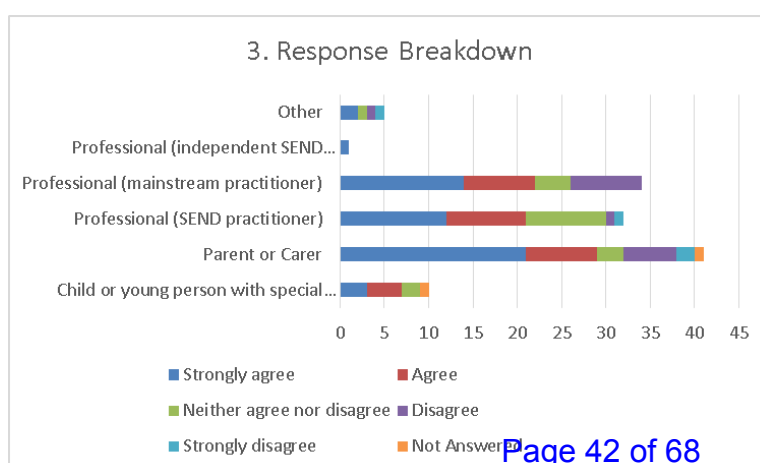
Q2. Should this be used to pay for capital improvements in independent non-maintained schools?

Option	Total	Percentage of All
Strongly agree	9	7.031%
Agree	9	7.031%
Neither agree nor disagree	32	25.00%
Disagree	43	33.59%
Strongly disagree	32	25.00%
Not Answered	3	2.344%



Q3. Should this fund be used only to generate additional SEND capacity in existing Nottinghamshire schools?

Option	Total	Percentage of All
Strongly agree	57	44.53%
Agree	31	24.22%
Neither agree nor disagree	19	14.84%
Disagree	16	12.50%
Strongly disagree	3	2.344%
Not Answered	2	1.562%





## Themes from Comments in Consultation Responses

Qualitative information provided by parents described clearly the challenges sometimes faced by them and their children, but also gave a real sense of just how well their children can achieve when professionals 'get it right'.

Some parents and professionals also described their unhappiness that, in their view, an increasing number of children and young people with Education, Health and Care Plans (EHCPs) were being educated by alternative providers because the 'right' provision was not available or had no capacity.

There was a consistent thread of schools not having sufficient access to health support and therapeutic input. This suggested that the buildings could be built to the highest specification for children and young people with very specific 'high needs', but if specialist support and interventions were not available, parents would choose the place where that support was provided.

Similarly, respondents working in mainstream and special schools and some parents felt there needed to be more funding for staffing and training to generate capacity. Clearly, this cannot be funded by this capital programme.

Parents and professionals consistently identified a gap in specialist maintained provision for children and young people with Autism Spectrum Condition and Social, Emotional and Mental Health related conditions.

The vast majority of respondents advocated expanding provision within existing Nottinghamshire special schools, however some respondents also felt that the creation of specialist provision units, located on mainstream school sites, was also worthy of consideration.



**15 January 2018****Agenda Item: 8****REPORT OF THE SERVICE DIRECTOR, EDUCATION, LEARNING AND  
SKILLS****VIRTUAL SCHOOL PEER CHALLENGE PILOT REVIEW****Purpose of the Report**

1. This report seeks to inform Committee of the outcomes of Nottinghamshire's Virtual School Peer Review (**Appendix 1**) undertaken between 6<sup>th</sup> and 8<sup>th</sup> June 2017 and requests the endorsement of the areas of recommendation to be further reviewed and incorporated within the Virtual School's improvement plan within the Looked After Children and Care Leavers Strategy.
2. In addition, the report requests that Committee approves in principle and pending additional financial resource, the creation of a Post 16 Looked After Children (LAC) Adviser, with a teaching qualification, within a refreshed Looked After Children and Care Leavers Service.

**Information and Advice**

3. Every local authority is required to have a Virtual School for Looked After Children which advocates and oversees the education of the authority's Looked After Children wherever they are educated. Currently in Nottinghamshire 72.5% (359) of school aged Looked After Children (LAC) are educated within the County with 27.5% (136) educated out of County. (Data correct as of 30<sup>th</sup> November 2017)
4. The National Association of Virtual School Heads (NAVSH) is currently developing a model for 'Peer Challenge'. This was not an inspection but rather a professional opportunity for rigorous self review with the support of Virtual School Heads from other local authorities. The process was agreed in consultation with members of the Local Government Association (LGA) and Nottinghamshire's was the first Peer Challenge pilot to be undertaken during the summer term of 2017.
5. The Peer Challenge was undertaken between 6<sup>th</sup> and 8<sup>th</sup> June 2017 and focussed on the role of the Virtual School to build capacity within a school-led system to work effectively in partnership with other stakeholders to maximise educational opportunities and outcomes of all Nottinghamshire's LAC. Specifically, the Peer Challenge focussed on:
  - a) How effectively are all the partnerships represented within the Virtual School's improvement plan and implementation? Are the collaborative priorities sufficiently

focused to drive improvement in outcomes for LAC in all key phases of education?  
Is progress against priorities evidenced?

- b) In a sector led system, is there evidence of schools and other partners accepting and embracing their role and responsibility towards LAC?
  - c) How has capacity to meet the needs of LAC been developed to date across all four phases and with particular reference to early years and post 16 delivery/provision moving forwards?
  - d) How effectively is the LAC Pupil Premium used to secure outcomes?
6. The 'report', presented in letter format, outlines the significant strengths of the Virtual School and its partnership with schools and other educational stakeholders in supporting the educational provision and outcomes of Nottinghamshire's LAC. The Peer Challenge process included meetings and dialogue with key stakeholders endorsing the Virtual School's bold and forward thinking vision for the education of LAC.
7. Key areas for consideration are outlined in the report and are currently being appropriately incorporated within the Virtual School's Action Plan. Underpinned by a renewed vision and ambition for all LAC and a strengthening of the governance of the Virtual School, a key development will be the focus on support for Post 16 LAC in educational settings. New ways of working are currently being considered within the context of a renewed Looked after Children and Care Leavers Strategy. This report recommends that the Virtual School should renew its commitment to the Looked After Children and Care Leavers Strategy and to explore the ambition of embedding a Post 16 LAC Adviser, with a teaching qualification, within a refreshed Looked After Children and Care Leavers Service, pending additional financial resource.
8. Other key developments will be the development of a renewed vision and ambition for LAC and a strengthening of the governance arrangements for the Virtual School. This review also supports the Virtual School to further refine its ambition in the light of the government's current consultation which seeks to extend the role of the Virtual School to supporting previously looked after children.

### **Other Options Considered**

9. No other options have been considered.

### **Reason/s for Recommendation/s**

10. The Virtual School comprises one full-time Co-ordinator, four full-time Achievement Officers and one Data Officer. This team does not have the capacity or the expertise to provide support and advice to post 16 educational settings on the most appropriate provision to improve the attainment and progress of looked after children at post 16.
11. As a result post 16 care leavers are at risk of not being in education, employment or training (NEET), when they leave statutory schooling at the age of 16 years.
12. Recent legislation means that this small team will have an additional statutory duty to provide advice and support to schools and other educational settings for those recently in care as well as for children currently looked after. This will also impact on the capacity of

this small team to continue to meet the Council's statutory duties in relation to looked after children.

## **Statutory and Policy Implications**

13. This report has been compiled after consideration of implications in respect of crime and disorder, data protection and information governance, finance, human resources, human rights, the NHS Constitution (public health services), the public sector equality duty, safeguarding of children and adults at risk, service users, smarter working, sustainability and the environment and where such implications are material they are described below. Appropriate consultation has been undertaken and advice sought on these issues as required.

## **Financial Implications**

14. The maximum cost of a full-time Post 16 LAC Adviser, with a teaching qualification, to focus on the provision of support and advice to educational settings for post 16 provision, will be £51,415 including on-costs. The post cannot be funded from the existing budget allocation for the Virtual School. A further report will be provided for Committee to consider an addition to the staffing structure for the Looked After Children and Care Leavers Service, should additional funding be identified.

## **Human Resources Implications**

15. The recommendation, if approved, has implications for the staffing structure of a refreshed Looked After Children and Care Leavers Service and would require any new post to be subject to the agreed job evaluation process.

## **RECOMMENDATION/S**

That the Committee:

- 1) endorses the areas of consideration as identified in the Peer Challenge outcome letter, attached as **Appendix 1**, to be used to refine further the development priorities of the Virtual School.
- 2) agrees the proposal to aspire to incorporate a Post 16 Looked After Children (LAC) Adviser, with a teaching qualification, within a refreshed Looked After Children and Care Leavers Service.

**Marion Clay**  
**Service Director, Education, Learning and Skills**

**For any enquiries about this report please contact:**

Linda Foster  
Group Manager, Support to Schools Service  
T: 0115 9772032  
E: [linda.foster@nottscc.gov.uk](mailto:linda.foster@nottscc.gov.uk)



**Constitutional Comments (SLB 19/12/17)**

16. Children and Young People's Committee is the appropriate body to consider the content of this report.

**Financial Comments (SAS 03/01/18)**

17. The financial implications of the report are contained within paragraph 14 above.

**HR Comments (BC 3/1/2018)**

18. The staffing implications are contained within the body of the report.

**Background Papers and Published Documents**

None.

**Electoral Division(s) and Member(s) Affected**

All.

C1071

June 2017

Dear Colin

## **VIRTUAL SCHOOL PEER CHALLENGE (PILOT): NOTTINGHAMSHIRE, JUNE 2017**

Thank you for taking part in the first National Association of Virtual School Heads (NAVSH) peer challenge. The focus of this and future NAVSH peer challenges was around the efficiency and effectiveness of the Virtual School. More specifically, you asked us to look at the following:

How effective is the Nottinghamshire Virtual School in building capacity in a school led system and in working in partnership with others?

More specifically:

- How effectively are all partnerships represented within the Virtual Schools Improvement Plan? Are the collaborative priorities the right areas of focus? Is progress against priorities evidenced?
- In a sector led school system, is there evidence of schools accepting and embracing their role and responsibility towards LAC?
- How has capacity to meet the needs of LAC been developed to date across all four phases and with particular reference to early years and post 16 delivery/provision moving forwards?
- How effectively is the LAC Pupil Premium used to secure outcomes?

Your preparatory work for this Peer Challenge was extensive and was immensely helpful in enabling the Peer Challenge team to focus its activity appropriately. The team received a good welcome and excellent co-operation and support throughout the process. It was evident to us all that all those we met were interested in learning and continued development.

It is important to stress that this was not an inspection. A team of peers used their experience to reflect on the evidence you presented through documentation, conversation and observation. We hope their conclusions, captured in our final presentation to you and in this letter, will assist you in your on-going improvement.

### **1. Background**

The NAVSH Peer Challenge business process has been developed through extensive consultation with its members and builds on the peer review model developed by the Local Government Association (LGA). It has also drawn heavily from the strongly embedded peer challenge process used across children's services in Yorkshire and the Humber. The business process is being piloted. Nottinghamshire is the first of several pilot activities.

### **2. Process**

The Peer Challenge in Nottinghamshire was provided by a team led by Heather Sandy, Assistant Director, Children's Services, Lincolnshire County Council, Alan Clifton, Virtual School Head, North Yorkshire County Council and Sally-Ann Harding, Virtual School Head, Northamptonshire County Council. The Challenge was managed and coordinated by Rob Mayall, (Independent Children's Services SLI Specialist) operating on behalf of NAVSH.



The team spent a day and a half in the Local Authority collecting evidence with which to frame their findings and then drew together and presented their conclusions on the afternoon of day two of the Peer Challenge. This activity took place on Wednesday 7<sup>th</sup> June and Thursday 8<sup>th</sup> June 2017. Prior to the on-site activity, colleagues in Nottinghamshire shared a wide range of information with the team to support its preparations.

As well as a desk-based analysis of documentation, the Peer Challenge process included a range of interviews and focus group activities, with nearly 40 participants. We met officers at various levels within children's services, and a number of learning provider representatives.

As a result of this activity we identified over 180 strengths and areas for consideration, which have been refined and matched against the five broad headings of your scope, plus a 'headline' strengths and areas for consideration section. These headings form the basis of this letter.

It is important to note that:

- We can only report on what we saw, heard and read – and this was inevitably limited to what it is possible to achieve in a two day period
- Much of what we have identified will be familiar to you – and this was confirmed as we made our presentation on 8<sup>th</sup> June 2017.

### **3. Detailed Findings**

#### **3.1 Headline Strengths and Areas for Consideration Strengths**

- A well established, widely respected and valued Virtual School (VS) team. This was frequently mentioned and reinforced through many of our conversations.
- You have a bold and forward thinking vision for the VS to be an integral part of and owned by a broader partnership system and we heard from a number of people of the signs that this is beginning to work.
- The VS is consciously being more strategic and proactive in the wider system. We heard of a move away from reactive responses towards more measured, targeted and focussed activity. This has been supported by visioning work undertaken in the team and facilitated by the Psychology Service.
- Significant strides have been made in developing real-time data to allow accurate priority planning and reflective practice. We were impressed with the progress you have made on this, supported by a dedicated resource, and can see immense potential in the data you now have, and intend to continue to develop.

#### **Areas for consideration**

- Identify ways of systematically measuring the effectiveness of Pupil Premium Plus (PPP). You do this well at an individual level – but you would benefit from looking at evidence of impact and outcomes over time and across the cohort to inform future decisions about best use of PPP
- Ensure the renewed vision for the VS is owned by all stakeholders and embedded in the system. The vision is taking hold – but it is at a stage in its development which requires it to be constantly communicated, modelled and embedded in processes and structures.



- Consider how all partners will be held to account in meeting the educational needs of Looked After Children (LAC). A good starting point for this would be the Senior Leadership Team (SLT) for the Virtual School which has broad partner representation.
- Further develop the ability of the VS to measure and monitor the emotional wellbeing and needs of children in care. This will complement an existing understanding of educational progress and achievement and capture a more holistic view of individual children and the cohort more broadly.
- Develop a collaborative approach across social care and the VS to address performance in relation to Personal Education Plans (PEPs). Accountability for and ownership of current underperformance in relation to timescales needs to be shared. Our assessment is that the solutions are not with individual processes, schools, teams or services, but a combination of these and it is only through collaboration and each partner playing their respective part in addressing the challenge that it will be met.

### 3.2 How effective is the Nottinghamshire Virtual School in building capacity in a school led system and in working in partnership with others?

#### Strengths

- The Virtual School is increasingly intelligent in its influence on the systems impacting on the education of children in care. Head teachers reported that the operational and strategic insight of VS leaders adds value to the VS. Designated teachers spoke highly of the support they receive. Social workers reported good working relationships with the VS and of the value they place on the technical expertise of the VS team and how this informs their work.
- The VS has successfully established a shared commitment across the sector to meeting the needs of LAC within Nottinghamshire's schools. There is a clear recognition that the VS is rigorous and robust in holding schools and some internal partners to account. We heard from schools that the VS team make shrewd judgements about the application of support and challenge and have no fear in being robust where it is in the best interests of the child. They have a strong moral purpose which underpins their approach. This approach has created 'ways of working' – for instance Social workers reported that any planned LAC moves will always be discussed with the VS team in advance.
- Senior managers report strong senior officer and political commitment to prioritising the education of LAC. We were not able to have discussions with elected members, but heard of a Council wide commitment to this agenda. Senior officer sponsorship of this peer challenge and visibility at key stages is a tangible example of their commitment to the education of LAC. We also noted the tangible commitment of School Forum to this vulnerable group of children through its funding commitments.
- Visioning has begun to review and renew the profile of the VS both internally and with external partners. We heard of some powerful activity, led by the recently appointed Senior Education Psychologist, which has helped the team develop a clear and shared sense of purpose and mission.
- A rapidly developing data system allows staff to work proactively to address vulnerabilities. We were impressed with the live data now available to the team as a



result of a decision to invest in a data specialist. We also noted that the Senior Leadership Team (SLT) had influenced the nature of this data and that schools are conscientiously providing it. This concentrated investment and system ownership and commitment has produced a suite of live data previously unavailable and we saw evidence of the considered application of this data to inform conversations with schools about individual pupils.

### **Areas for Consideration**

- Ensure the renewed vision for the VS is owned by all stakeholders and embedded in the system. This can be supported by an already evident commitment from SLT, members of which have welcomed the renewed vision and are keen to be part of shaping this as it evolves.
- Consider how a shared moral purpose will be established in the SLT. It will be important to secure a balance of members on SLT and ensure visibility and attendance. It was reported to us that more regular attendance of staff from social care would add value. Terms of reference would help to clarify to the SLT and others a sense of vision, purpose and perhaps expected behaviours.
- Consider how all partners will be held to account for building the capacity to meet the education needs of LAC. You might want to consider what further use could be made of the well-established school-led groups already in operation, such as head teacher groups, TSAs, Designated Teacher networks.
- Further develop the ability of the VS to measure and monitor the emotional wellbeing and needs of children in care, by engaging with current national developments. An emphasis on individual and cohort attainment is essential but underplays the importance of looking at children in a more rounded way. The influence that the VS has within the system puts it in a powerful position to promote broader use of tools which capture a more holistic picture of children. A starting point might be to attach Strengths and Difficulties Questionnaires (SDQ) to Personal Education Plans (PEPs).
- Consider clarifying with all stakeholders the Officer with the title of Virtual School Head. It is unusual for there not to be a one designated VS Head. We understand your rationale for sharing responsibilities across two individuals, but this is confusing to the broader system. There was a variable consistency of understanding across the limited range of colleagues we spoke to about the respective roles of different managers and in particular, we think it would bring greater clarity to partners in and beyond Nottinghamshire if you designated one person as the 'VS Head', as is the case in most areas.
- Further develop the system-wide use of the real time data system to inform priority planning. Analyse and disseminate more widely data which describes progress in care. We see great potential in the real time data recently developed, some of which is being realised, (we heard of Achievement Officers (AO) using it to underpin conversations with DTs). We think there is potential for it to be used more systematically and for this and other data to be more widely disseminated and perhaps also for you to consider how to better capture data about individual progress from prior attainment. (This has links to the Rees report November 2015 and OFSTED's changing stance). You may also want to explore the combination of real time data with more well established data sets.



**3.3** How effectively are all partnerships represented within the Virtual School's Improvement Plan? Are the collaborative priorities the right areas of focus? Is progress against priorities evidenced?

**Strengths**

- There is a clear narrative in the School Improvement Plan (SIP) of accountability across the system coordinated by the Virtual School. The Virtual School is held to account well by senior officers. Councillors too were described as committed to better educational outcomes for LAC. They are  
*'Inquisitive, interested and challenging'*  
We heard that the VS Coordinator and AOs are well respected in the system and have good relationships with schools. We noted some good examples of them providing robust and effective challenge to schools where it was felt that schools were not being as inclusive as desirable. AOs also shared case studies which demonstrated their ability to coalesce the system around the needs of individual children. AOs use data in school to inform and challenge. DTs reported that there is good communication and clear expectations from the VS. Relationships with social care have led to the VS being routinely consulted on placement moves to allow planning and all school moves are reviewed by the VS coordinator.
- The SIP is monitored by an SLT which has representation from all key partners. SLT has great potential to bring alive your aspiration, described to us as  
*'The system being responsible for the Virtual School'* (Senior LA Officer)
- All head teachers value and spoke of enjoying their role on SLT and could articulate the balance of support and challenge. Although we have suggested (3.2) that you might want to invest in developing a clearer vision and terms of reference for SLT, we heard that the foundations are strong in terms of behaviours, spirit and focus on both support and challenge.
- Key priority 2 of the SIP demonstrates the multi-agency approach to improving outcomes, reinforcing once more your commitment to a system wide ownership of this agenda.
- The SIP is reviewed termly at SLT and progress is monitored. Collaborative priorities are based on effective self-evaluation and actions outlined are appropriate. For example, the collaborative actions detailed under Section 1.8 relating to the development of post-16 are focused and helpful.

**Areas for Consideration**

- Undertake activities to strengthen joint working across the range of partners who could potentially support LAC in schools. This could be at both strategic and operational level. SLT creates a good opportunity to strengthen strategic partnerships. Full opportunity should be taken in senior officer meetings in the LA to further strengthen social care and education linkages
- At operational level, we felt that there would be value in practitioners, perhaps at locality level, having a broader and more current understanding of teams around schools so that the support of the 'operational system' around a school, for the achievement of LAC, can be galvanised to best effect.
- Check that collaborative priorities are owned by relevant services and partners. It would be worth checking that there is a broader ownership of SIP



priorities, by checking that those relating to other partners are being addressed in their own strategic/work plans.

- Develop more systematic engagement with social workers to ensure they can play their full part in supporting the needs of LAC. We heard of good relationships between social workers and the VS, but nevertheless felt that links could be further developed. There were several references in our conversations with partners to less visibility of social workers than they felt desirable. This may, in part, be due to different and/or unrealistic perceptions of the role of social workers, or to social worker capacity or, perhaps turnover(although we heard of a stable LAC team).An analysis of this perception could lead to a more measured response, which might possibly include a focus on:
  - awareness: social workers helping schools through advice and training and others to understand their roles(see bullet point 1 in this section) We noted that some schools said they would welcome a better understanding of the role of social workers, so this action is pushing at an open door. Social workers also indicated to the review team a willingness to support the work of schools to meet the needs of LAC
  - Consultancy: social workers sharing their professional insights with schools, through workshops/training activity to help better support the progress of LAC.

**3.4** In a sector led school system, is there evidence of schools accepting and embracing their role and responsibility towards LAC?

#### **Strengths**

- There is clear evidence of schools recognising and meeting their responsibilities towards the education of LAC and beginning to contribute strategically to the leadership of this agenda across Nottinghamshire, not least through SLT, where head teachers have appreciated data developments which they believe help them to fulfil their challenge role more effectively. The Teaching School Alliance has recently appointed a Specialist Leader in Education (SLE) for LAC who is keen to establish closer links with the VS. This post holder will be a champion in the system and the conduit for practice transfer.
- All partners articulated a commitment by Nottinghamshire's schools to inclusive practice. There was evidence of schools challenging one another where this was not the case. We heard examples of schools having a total commitment towards meeting LAC needs without referral or removal. The high level of involvement (78 schools) in the Attachment Aware programme is further evidence of commitments to more inclusive approaches. This is a positive development which has enthused participating schools who have valued the training and its impact and are now talking of how learning and practice might be shared across schools. The VS also provides robust challenge as a matter of course through their analysis and feedback on PEPs but more specifically, AOs talked of providing individual challenge to schools where practice is not inclusive.
- Children and young people's success is celebrated and there is evidence of their voice influencing practice. All PEPs/LAC reviews have a 'what about me?' section capturing children's voice. We heard of how the views of children and young people influenced practice. We also heard of the annual LAC Celebration event, which is cross phase and recognises a wide range of achievement and progress.
- There is a clear continuum of opportunities for schools to bid for funding to maintain placements. Some of these bids are evaluated by the schools themselves. This is allowing further development of inclusive practice.



## Areas for Consideration

- Encourage the majority of schools to embrace the Attachment Aware schools programme. It may be that resources do not permit expansion of the current programme, but feedback from participating schools suggests the impact is such that consideration might be given to how learning might be applied across the whole school system – perhaps using participating schools as the catalyst for this.
- Consider better use of Strengths and Difficulties Questionnaire (SDQ) in PEPs and across all schools and/or the application of a bespoke assessment tool in relation to emotional health. This letter has already referenced recommendations to better capture the emotional health and development of children. There are a range of tools which the VS might wish to evaluate and promote as appropriate, but a relatively straightforward starting point might be to capture the information in SDQs and consistently utilise it in PEP documents and processes.
- Consider further scrutiny and challenge of the LAC curriculum diet in order to improve the progress measures where appropriate. There was some feedback from one head teacher that alternative provision (AP) for secondary age pupils may be used more readily than might always be appropriate. We recognise the close monitoring and scrutiny of pupils on whole time AP, but this point is more in relation to those pupils where *part* of their school time is in AP. Taking into account the degree to which participation in AP might detrimentally affect progress measures, there should be a closer analysis of this provision to provide reassurance that it is being targeted appropriately.

### 3.5 How has capacity to meet the needs of LAC been developed to date across all four phases and with particular reference to early years and post 16 delivery/provision moving forwards?

## Strengths

- The VS draws on the developmental expertise of the wider school improvement team to recommend and share national and local best practice across statutory school age. The structural location of the VS in a broader school improvement team is beneficial to its ability to reach beyond its own influence and expertise. There is evidence of the wider team promoting the educational achievement of LAC. – it is not considered to be simply the remit of the Virtual School
  - We heard that the post 16 Education Adviser has been commissioned to work with colleges to secure data sharing and to undertake some work around barriers to learning for post 16 LAC.
  - We also heard of a collaborative bid to the Local Enterprise Partnership, to improve information advice and guidance and which has been jointly developed by the Educational Psychology service, internal and external partners and the VSThese are further, recurring examples of *'the system being responsible for the VS'*
- The Early Years' Service has developed capacity to meet the needs of Early Years LAC. The Early Years PEP has been developed jointly by Early Years colleagues and the VS and there is a plan to jointly review the effectiveness of the newly agreed mechanism for distribution of EY Pupil Premium.
- The VS considers carefully key transitions and plans effectively to minimise disruptions. Transition planning is considered in its widest sense: school and placement moves; across phases and across year groups. Planning is child centred and the VS is central to it. This work reflects the work of the Children's



Commissioner around creating a stability index - noting changes to school, social worker as well as care placement.

- There is Local Authority recognition of the need to move forward plans to further develop Early Years and post 16 activity. Although this is an area for development, the strength is that this is a good example of an issue about which you are fully aware and on which there are some actions already in place.

### **Areas for Consideration**

- Further develop plans to build your approach to post 16 and early years. A number of people spoke about the short-term negative impact created by the disestablishment of a post 16 transition adviser and there is still work to be done to clarify how coherent and systematic support can be provided to LAC post 16.
- Ensure that the early years and post 16 PEP/Pathway Plan are included in PEP outturn analysis. The Council is clearly aware of the statutory requirement for PEPs, but we are not sure that you are recording and measuring your PEP performance for early years and post 16 PEPs (we understand that you have introduced pathway Plans post 16, which are compliant with the expectations of PEPs). It is important to be compliant and ensure that these groups are included in your PEP completion performance.
- Early Years transition is undertaken by the Early Years team. Consider joint planning and practice to ensure all reception children in care make a good start. There is potential for a higher level of engagement of the VS in pre reception activity.

### **3.6 How effectively is the LAC Pupil Premium used to secure outcomes?**

#### **Strengths**

- Clear Pupil Premium Plus (PPP) Plans link to the individual child and there is an identification of specific PEP targets which link to PPP spending. Some examples were provided to us of creative use of PPP funding which has had marked and positive impact.– for example the appointment of a health mentor for a child in primary school which has had a significant impact on his attendance and engagement in learning.
- The full PPP allocation is devolved to schools in return for an annual PPP Plan. There are clear processes in place for the allocation of PPP against PEP targets and there is support available for schools if applications are unsuccessful
- School led developments have enhanced the PEP process in Special Schools and head teachers feel fully engaged.
  - We heard that the PEP SEND document was recently redesigned in partnership with special schools enabling it to be better tailored to children in care with SEND. -
  - We heard that PEP targets for pupils with Education Health and Care Plans are more meaningful than before as a result of development work.
  - The progress and impact of PPP spending is evaluated against PEP targets for Special School pupils.
  - Special schools work collaboratively to moderate PEP targets.
- Early Years PEPs for children in care are undertaken by an Early Years specialist on the Early Years team and are quality assured by the VS Coordinator. Early Years



PPP is allocated individually to all CIC and is approved by the VS coordinator, building in some consistency to the process.

- Local and national evidence-based practice around the use of PPP is shared with key stakeholders by the school improvement team. There are regular briefings for head teachers and other partners, including briefings for social workers and Early Years specialists have provided support, in settings, for PEP writing.

#### **Areas for Consideration**

- Quality assurance of every PEP is completed but strategic intelligence is not collated. A systematic approach is essential to allow more strategic evaluations. We were impressed by the thorough and diligent approach to QA, but feel that you could capitalise on this by reflecting on the learning that comes through a more strategic analysis. What approaches seem to be working? Is practice more advanced in certain phases/certain geographies? What is worth disseminating in terms of practice because it could be replicated? You may also want to consider whether it is the most effective use of the VS Coordinator's time to be solely responsible for this QA process. There is an advantage of consistency, but over-reliance on one person creates a system weakness and there might be an argument that distributing the responsibility helps to inform a broader range of people about PEPs to inform daily practice  
Other issues raised in relation to PEPs:
  - Examples given of PEPs not been completed until the day of Reviews – so VS staff are unable to look at these in advance
  - Ensure that the VS supports and challenges relevant services for all children without PEPs. (When asked, VS staff were not articulate who would challenge social workers if PEPs were not completed)
- The VS is not yet able to evidence effective use of PPP strategies systematically. Again, there is a significant resource invested in overseeing individual PPP processes, but what messages are emerging about creativity? Which tactics and strategies seem to be delivering greatest value for money/impact?  
Other points raised about PPP
  - Social workers have a limited understanding of how PPP works – perhaps some briefing sessions?
- Consider process changes required to improve return of draft PEPs from schools (suggested as a reason for poor PEP performance). This might be something which can be progressed from somewhere in the system other than Social Workers or the VS. You may however feel that before you examine this issue that a more forensic analysis for the reason for poor performance on timeliness of PEP completion is a more appropriate first step. We heard from some that there was not a pattern to the low performance and from others that there may be issues by team. It may be by geography, by phase or even individual social worker. Some of this intelligence is in the system, for instance we heard of the LAC team having weekly meetings to discuss timeliness of PEPs and a good understanding of performance by team and by worker. Perhaps this intelligence needs to be shared and scrutinised in the spirit of continuous improvement.
- SLT do not feel the VS provides them with the right information to allow them to systematically evaluate the effectiveness of pupil premium. Here is an important part of the system keen to provide support as well as challenge. You should consider how you might respond to this aspiration.

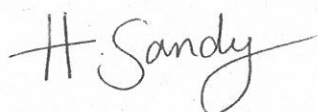
- SLT has not yet had the opportunity to discuss the evaluation of termly progress data for LAC which the VS is now in a position to generate through the new data tracking system. Head teachers felt this would add depth to their discussions and decision making whilst noting that outcomes overall must still be monitored.
- Consider how the multi modal intervention captures progress. Currently the project lead reports this is difficult to evidence. We have little doubt that this is a valuable programme but felt that there was limited evidence to back up the continuing levels of investment over a long period of time.

#### **4. Next Steps**

You and your colleagues will now want to consider how you incorporate the team's findings into your improvement plans. We hope that you find our reflections helpful.

It is important that this letter describes accurately what we have observed and analysed and that it provides you with an appropriate summary to facilitate change. If this letter contains any factual inaccuracies, or if you have any concerns or comments about the analysis or recommendations, please do not hesitate to contact Rob Mayall in the first instance and he will liaise with myself and the team to make amendments as appropriate. Once again, thank you for agreeing to receive a Peer Challenge and to everyone involved for their participation.

Yours sincerely



Lead for Peer Challenge in Nottinghamshire



**15<sup>th</sup> January 2018****Agenda Item: 9****REPORT OF THE SERVICE DIRECTOR, YOUTH, FAMILIES AND SOCIAL  
WORK****NOTTINGHAMSHIRE OUTSTANDING ACHIEVEMENT 4UTH AWARD 2017****Purpose of the Report**

1. This report describes the recent activity of the Youth Service in facilitating the delivery of Nottinghamshire County Council's seventh annual Outstanding Achievement 4Uth Award and seeks approval to receive an update report on activity following the Nottinghamshire Outstanding Achievement 4Uth Awards and celebration event for 2018.

**Information and Advice**

2. This is the seventh year that the County Council has organised the award with support from the Nottingham Post newspaper.
3. From April 2017, through the local media, the Council invited members of the public, professionals, family members and friends to nominate individual young people who have achieved beyond their own boundaries in their lives. This year 85 nominations were received from around the County from a range of individuals and organisations including family members, youth workers, teachers, members of the community, voluntary sector organisations etc.
4. As in previous years there was a wide variety of nominations in terms of the skills, talents and interests of young people. The Council received nominations for young people because of their sporting ability, their contributions to the local community, their achievements at school, their charitable work, and their supportive and caring roles within their families.
5. There has been significant media interest in all of the young people who were nominated, which has led to the raising of a positive profile of all young people in the County, through a consistent stream of high quality articles published in local papers about the positive impact these young people have made with their peers or their local communities.
6. By the time the overall winner of the Outstanding Achievement 4Uth Award was announced, almost 100 young people and adults from all over Nottinghamshire had supported the awards and given their time to making it a success. Local panels of young people, selected from District Youth Forums, and interested adults met in the seven districts to select local winners. These seven district winners were presented with their awards at the awards evening. The overall winner of the 2017 award was selected by a

panel of judges which included elected Members and representatives from the voluntary sector.

7. The formal awards evening took place at County Hall on Friday 27<sup>th</sup> October 2017; this event was opened by Councillor John Handley, Chairman of Nottinghamshire County Council, and compered by a young person from the County Youth Arts team. The audience was musically entertained by a local young singer and song writer.
8. Kaitlin Rose, the Broxtowe District winner, was confirmed as the overall winner of the County award and received an additional award from Councillor Kay Cutts, Leader of the Council.

### **Other Options Considered**

9. No other options have been considered.

### **Reason/s for Recommendation/s**

10. To ensure the Committee receives information about activity following the Nottinghamshire Outstanding Achievement 4Uth Awards and celebration event for 2018.

### **Statutory and Policy Implications**

11. This report has been compiled after consideration of implications in respect of crime and disorder, data protection and information governance, finance, human resources, human rights, the NHS Constitution (public health services), the public sector equality duty, safeguarding of children and adults at risk, service users, smarter working, sustainability and the environment and where such implications are material they are described below. Appropriate consultation has been undertaken and advice sought on these issues as required.

### **Implications for Service Users**

12. This event has helped to raise a positive profile of young people within communities in Nottinghamshire.

### **Financial Implications**

13. There are no financial implications arising from this report.

### **Crime and Disorder Implications**

14. Through increased recognition of local communities about the positive impact young people can achieve there may be a high degree of tolerance given to them and therefore a reduction in the reporting of low level nuisance behaviour when young people gather together in open spaces.

## **RECOMMENDATION/S**

- 1) That the Committee agrees to receive an update report on activity following the Nottinghamshire Outstanding Achievement 4Uth Awards and celebration event for 2018.

**Steve Edwards**  
**Service Director, Youth, Families and Social Work**

**For any enquiries about this report please contact:**

Pom Bhogal  
Young People's Service Manager  
T: 0115 9932722  
E: [pom.bhogal@nottscc.gov.uk](mailto:pom.bhogal@nottscc.gov.uk)

### **Constitutional Comments (LM 20/12/17)**

15. The Children and Young People's Committee is the appropriate body to consider the contents of the report.

### **Financial Comments (SAS 20/12/17)**

16. There are no financial implications arising directly from this report.

### **Background Papers and Published Documents**

Except for previously published documents, which will be available elsewhere, the documents listed here will be available for inspection in accordance with Section 100D of the Local Government Act 1972.

Communication Strategy for the Nottinghamshire Outstanding Achievement 4Uth Awards 2017 – report to Children and Young People's Committee on 16 October 2017

### **Electoral Division(s) and Member(s) Affected**

All.

C1072



**15 January 2018****Agenda Item: 10****REPORT OF CORPORATE DIRECTOR, RESOURCES****WORK PROGRAMME****Purpose of the Report**

1. To consider the Committee's work programme for 2017-18.

**Information and Advice**

2. The County Council requires each committee to maintain a work programme. The work programme will assist the management of the committee's agenda, the scheduling of the committee's business and forward planning. The work programme will be updated and reviewed at each pre-agenda meeting and committee meeting. Any member of the committee is able to suggest items for possible inclusion.
3. The attached work programme has been drafted in consultation with the Chairman and Vice-Chairman, and includes items which can be anticipated at the present time. Other items will be added to the programme as they are identified.
4. As part of the transparency introduced by the new committee arrangements, committees are expected to review day to day operational decisions made by officers using their delegated powers. It is anticipated that the committee will wish to commission periodic reports on such decisions. The committee is therefore requested to identify activities on which it would like to receive reports for inclusion in the work programme. It may be that the presentations about activities in the committee's remit will help to inform this.

**Other Options Considered**

4. None.

**Reason for Recommendation**

5. To assist the committee in preparing its work programme.

## **Statutory and Policy Implications**

6. This report has been compiled after consideration of implications in respect of finance, equal opportunities, human resources, crime and disorder, human rights, the safeguarding of children, sustainability and the environment and those using the service and where such implications are material they are described below. Appropriate consultation has been undertaken and advice sought on these issues as required.

## **RECOMMENDATION**

That the committee's work programme be noted and consideration be given to any changes which the committee wishes to make.

**Jayne Francis-Ward**  
**Corporate Director, Resources**

**For any enquiries about this report please contact:**

David Ebbage  
Assistant Democratic Services Officer  
T: 0115 9773141  
E: david.ebbage@nottsc.gov.uk

## **Constitutional Comments (HD)**

7. The Committee has authority to consider the matters set out in this report by virtue of its terms of reference.

## **Financial Comments (NS)**

8. There are no direct financial implications arising from the contents of this report. Any future reports to Committee on operational activities and officer working groups, will contain relevant financial information and comments.

## **Background Papers**

None

## **Electoral Division(s) and Member(s) Affected**

All.



## **CHILDREN & YOUNG PEOPLE'S COMMITTEE - WORK PROGRAMME 2017-18**

<b>REPORT TITLE</b>	<b>BRIEF SUMMARY OF AGENDA ITEM</b>	<b>LEAD OFFICER</b>	<b>REPORT AUTHOR</b>
<b>12 February 2018</b>			
Performance reporting (Quarter 3 2017/18) – Services for Children and Young People	Quarterly performance report	Celia Morris	Dave Gilbert
Home to school and Post 16 Transport policies 2019-20		Marion Clay	Dave Litchfield
First admissions applications to Nottinghamshire schools and academies – academic year 2017/18		Marion Clay	Mary Kiely
Nottinghamshire School Admission Arrangements 2019/20		Marion Clay	Mary Kiely
Annual refresh of Local Transformation Plan for children and young people's emotional and mental health	Six-monthly report	Kate Allen	Kate Allen/ Lucy Peel
Children with Special Educational Needs or Disability in Early Years settings		Laurence Jones	Irene Kakoullis
LGA 'Bright Futures' publication		Colin Pettigrew	Natasha Wrzesinski
Rota visits to children's homes: Autumn 2017	Six monthly report	Steve Edwards	Vonny Senogles
National Children and Adult Services Conference 2017	Report back on attendance	Colin Pettigrew	Colin Pettigrew/ Natasha Wrzesinski
<b>19 March 2018</b>			
Performance figures for Nottinghamshire schools, academies and colleges – academic year 2016/17	For information	Marion Clay	Linda Foster
Elective Home Education		Marion Clay	Linda Foster
Children & Young People's Mental Health & Wellbeing Transformation Plan	Six-monthly report	Kate Allen	Kate Allen/ Lucy Peel
School Capital Programme progress report	Six month update report		
Special Educational Needs and Disability Reforms 'New Burdens' Grants 2016/17 and 2017/18 – progress	Report back on spend & activities	Laurence Jones	Jill Norman

REPORT TITLE	BRIEF SUMMARY OF AGENDA ITEM	LEAD OFFICER	REPORT AUTHOR
Outcome of the Short Breaks Review		Laurence Jones	Jill Norman/ Amy Gittins
Changes to the delivery targets for Children's Centres		Laurence Jones	Irene Kakoullis
Child Sexual Exploitation and Children Missing from Home and Care: update	Six-monthly update	Steve Edwards	Hannah Johnson/ Joe Foley
Children's Workforce Health Check Survey 2016-17		Laurence Jones	Liz Maslen
National Minimum Fostering Allowances and Fees to Foster Carers	Annual determination	Steve Edwards	Naomi Sills/ Tara Pasque
Schools Forum and Education Trust Board officer group report	Annual officer group report	Marion Clay	Marion Clay
Local Authority governor appointments/ reappointments to school governing bodies	Quarterly report on appointments made	Marion Clay	Jane Mansell
<b>Corporate Parenting items:</b>			
Contact Service annual report		Steve Edwards	Denise Martin
Advocacy Service annual report		Steve Edwards	Ty Yousaf
Children in Care Council report		Steve Edwards	Pom Bhogal
Personal Advisor pilot – six monthly update		Steve Edwards	Amanda Collinson
Foster carers' items			
<b>23 April 2018</b>			
Update on regulatory inspections of children's services		Colin Pettigrew	Natasha Wrzesinski
Children, Young People and Families Plan 2016-18 – annual update	Annual update report	Laurence Jones	Sean Kelly
Children and Young People's Commissioning Plan 2018-19		Laurence Jones	Jon Hawketts
Young People's Service – alternative service delivery model	For decision	Steve Edwards	Pom Bhogal
Integration of transfer of Looked After Children with disabilities from children's to adult services		Steve Edwards	Jill Norman/Amanda Collinson

REPORT TITLE	BRIEF SUMMARY OF AGENDA ITEM	LEAD OFFICER	REPORT AUTHOR
Early Years training and workforce development sold offer		Laurence Jones	Irene Kakoullis
Improving Life Chances and Tackling Child Poverty Action Plan		Laurence Jones	Irene Kakoullis
<b>21 May 2018</b>			
Progress report on Adoption Services restructure, staffing restructure of the Safeguarding, Assurance and Improvement Group and Increase in establishment of Personal Advisor posts		Colin Pettigrew	Tara Pasque/ Jon Hawketts/ Natasha Wrzesinski/ Holly Smitheman
<b>18 June 2018</b>			
Performance reporting (Quarter 4 2017/18) – Services for Children and Young People	Quarterly performance report	Celia Morris	Dave Gilbert
Troubled Families Programme in Nottinghamshire – six-month update	Six monthly update report	Steve Edwards	Laurence Jones
Principal Child and Family Social Worker - annual report 2017	For information	Steve Edwards	Diana Bentley
Co-producing services with parents		Laurence Jones	Laurence Jones
Local Authority governor appointments/ reappointments to school governing bodies	Quarterly report on appointments made	Marion Clay	Jane Mansell
<b>Corporate Parenting items:</b>			
Independent Reviewing Officer Service annual report		Steve Edwards	Izzy Martin
CAMHS Looked After and Adoption team annual report		Steve Edwards	Vonny Senogles
Fostering Service annual report		Steve Edwards	Shelagh Mitchell
Virtual School annual report		Steve Edwards	Janeen Parker
Foster carers' items			
<b>16 July 2018</b>			
Nottinghamshire Childcare Sufficiency Assessment 2018		Laurence Jones	Irene Kakoullis
Children's Workforce Health Check Survey		Laurence Jones	Liz Maslen

REPORT TITLE	BRIEF SUMMARY OF AGENDA ITEM	LEAD OFFICER	REPORT AUTHOR
2017-18			
<b>To be placed</b>			
Review of the Schools Swimming Service offer		Steve Edwards	Laurence Jones
Progress with Special Educational Needs & Disability Strategy and Action Plan		Laurence Jones	Jill Norman
Multi-Agency Safeguarding Hub - review		Steve Edwards	Holly Smitheman
Outcome of Ofsted inspections of schools – termly update	Spring term report	Marion Clay	Linda Foster
Teacher recruitment communication strategy		Marion Clay	Linda Foster
Teacher recruitment campaign strategy – progress reports		Marion Clay	Linda Foster