

Children and Young People's Committee

Monday, 17 March 2014 at 10:30

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

AGENDA

- | | | |
|----|--|----------|
| 1 | Minutes of the previous meeting held on 10 February 2014 | 3 - 8 |
| 2 | Apologies for Absence | |
| 3 | Declarations of Interests by Members and Officers:- (see note below)
(a) Disclosable Pecuniary Interests
(b) Private Interests (pecuniary and non-pecuniary) | |
| 4 | Ofsted Framework for Inspections | 9 - 12 |
| 5 | Proposed Restructure of the Young People's Service from 1 October 2014 - response to petitions | 13 - 18 |
| 6 | Update on a revised operating model for Nottinghamshire Children's Services | 19 - 28 |
| 7 | Finalised Performance Figures for Nottinghamshire Schools and Academies - Summer 2013 | 29 - 34 |
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| 9 | The Early Years Plan | 75 - 94 |
| 10 | National Minimum Fostering Allowances and fees to foster carers | 95 - 98 |
| 11 | Financial Support for Students in Post-16 Education | 99 - 102 |

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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 Sara Allmond (Tel. 0115 977 3794) 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.

Meeting CHILDREN & YOUNG PEOPLE'S COMMITTEE

Date 10th February 2014 (commencing at 10.30am)

Membership

Persons absent are marked with an 'A'

COUNCILLORS

John Peck JP (Chairman)

Liz Plant (Vice-Chairman)

Alan Bell
Boyd Elliott
Kate Foale
Alice Grice
Keith Longdon

Philip Owen
Sue Saddington
Jacky Williams
John Wilmott

A Ex-officio (non-voting)
Alan Rhodes

CO-OPTED MEMBERS (NON-VOTING)

A Ms Gail Neill
A Mr James Parry
Mr David Richards JP
Mr John Rudd

OFFICERS IN ATTENDANCE

Sara Allmond	Policy, Planning and Corporate Services
Steve Edwards	Children, Families and Cultural Services
Chris Harrison	Children, Families and Cultural Services
Jon Hawketts	Children, Families and Cultural Services
Derek Higton	Children, Families and Cultural Services
Alison Holloway	Children, Families and Cultural Services
Rob Lancaster	Children, Families and Cultural Services
Anthony May	Children, Families and Cultural Services
Philippa Milbourne	Children, Families and Cultural Services
John Slater	Children, Families and Cultural Services

MEMBERSHIP

Councillor Alan Bell had been appointed to the Committee in place of Councillor John Allin for this meeting only.

MINUTES OF THE LAST MEETING

The minutes of the meeting held on 13 January 2014, having been circulated to all Members, were taken as read and were confirmed and signed by the Chairman.

APOLOGIES FOR ABSENCE

None

DECLARATIONS OF INTEREST

Councillor Alan Bell declared a private interest in item 9 – School Governor Appointments as he was a governor of one or more of the schools named in the report.

Councillor Kate Foale declared a private interest in item 9 – School Governor Appointments as she was a governor of one or more of the schools named in the report.

Councillor Alice Grice declared a private interest in item 9 – School Governor Appointments as she was a governor of one or more of the schools named in the report.

Councillor Philip Owen declared a private interest in item 9 – School Governor Appointments as his wife was a governor of one or more of the schools named in the report.

PERFORMANCE REPORTING (QUARTER 3 2014/15) – SERVICES FOR CHILDREN AND YOUNG PEOPLE

Jon Hawketts presented the report and responded to questions and comments from Members.

RESOLVED 2014/010

That the performance of the Council's services for children and young people during the period 1 October – 31 December 2013 be noted.

CHILDREN, YOUNG PEOPLE AND FAMILIES PLAN 2014-16

Jon Hawketts presented the report and responded to questions and comments from Members.

RESOLVED 2014/011

That the Committee recommends the Children, Young People and Families Plan 2014-16 to Policy Committee for approval at its meeting on 5th March 2014.

PROPOSAL TO CLOSE DAYBROOK LEARNING CENTRE

John Slater presented the report and responded to questions and comments from Members.

RESOLVED 2014/012

- 1) That approval be given for the closure of Daybrook Learning Centre with effect from 31 August 2014.
- 2) That arrangements be accelerated to ensure that all pupils currently on roll are placed in suitable provision from 1 September 2014.
- 3) That plans be accelerated for each school partnership to develop alternative provision for pupils at risk of permanent exclusion.

SPECIALIST PROVISION FOR CHILDREN WITH SOCIAL, EMOTIONAL AND BEHAVIOURAL DIFFICULTIES (SEBD): OPTIONS AND RECOMMENDATIONS

John Slater and Chris Harrison presented the report and responded to questions and comments from Members.

RESOLVED 2014/013

- 1) That the progress made in implementing the review of arrangements for children and young people with Social, Emotional and Behavioural Difficulties (SEBD) in Nottinghamshire and the outcomes of the options appraisal be noted.
- 2) That approval is given for a programme of developing enhanced SEBD provisions on primary school campuses to be undertaken.
- 3) That approval is given for resources to be offered to secondary partnerships of schools in order to purchase places in specialist SEBD provision.
- 4) That approval is given for the capacity of three Nottinghamshire special schools to deliver educational provision for young people with complex SEBD and Special Educational Needs (SEN) to be developed.

MATTERSEY AND WINTHORPE PRIMARY SCHOOLS: PROPOSALS FOR THE DELIVERY OF EARLY YEARS EDUCATION PLACES

John Slater introduced the report and responded to questions and comments from Members.

RESOLVED 2014/014

- 1) That consultations with the staff, governors and parents/carers of Mattersey and Winthorpe Primary Schools and other appropriate interested parties to consider the proposals to provide early years places at the schools be approved.
- 2) That a further report be submitted to this Committee on the outcome of consultations with recommendations for action.

SCHOOL GOVERNOR APPOINTMENTS

John Slater introduced the report and responded to questions and comments from Members.

RESOLVED 2014/015

- 1) That new appointments to Authority governor vacancies and re-appointments of Authority governors, who reach the end of their term of office during the period 1 September 2013 to 31 January 2014, as listed in paragraph 10 of the report, be noted.
- 2) That the appointment of Additional Authority governors to the Sunnyside Primary School governing body, as listed in paragraph 10 of the report, be noted.
- 3) That the nomination and appointment of a Local Authority governor to a reconstituted governing body, as listed in paragraph 11 of the report, be noted.
- 4) That the appointment of parent, community and Authority governors to the temporary governing body of a new primary school in Hucknall, as listed in paragraph 15 of the report, be noted.

EDUCATION TRUST BOARD OFFICER GROUP REPORT

John Slater introduced the report and responded to questions and comments from Members.

RESOLVED 2014/016

That the purpose, composition and recent work of the Education Trust Board be noted.

URGENT DECISION TAKEN BY THE CHIEF EXECUTIVE – NORTH OF ENGLAND EDUCATION CONFERENCE 2014

RESOLVED 2014/017

That the urgent approval for the Chair of the Children and Young People's Committee to attend the North of England Education Conference held at the Nottingham Conference Centre from 15 – 17 January 2014 be noted.

WORK PROGRAMME

RESOLVED 2014/018

That the Committee's work programme be noted.

The meeting closed at 12.16 pm

CHAIRMAN

M_10Feb2014

17 March 2014**Agenda Item: 4****REPORT OF THE CORPORATE DIRECTOR FOR CHILDREN, FAMILIES AND
CULTURAL SERVICES****OFSTED FRAMEWORK FOR INSPECTIONS OF SERVICES FOR CHILDREN
IN NEED OF HELP AND PROTECTION, CHILDREN LOOKED AFTER AND
CARE LEAVERS AND REVIEWS OF LOCAL SAFEGUARDING CHILDREN
BOARDS****Purpose of the Report**

1. To raise Members' awareness of the current inspection regime for children's services and to provide an update on preparation activity underway.

Information and Advice

2. In November 2013, Ofsted published a revised framework for inspecting children's services. The new framework covers services for children in need of help and protection, children looked after and care leavers. Within the scope of the inspection are adoption and fostering services, which were previously subject to separate inspection regimes. Four inspections under the new regime have now been completed and published, with a further seven known to be underway.
3. In terms of Nottinghamshire service provision, the key areas subject to scrutiny under the new framework will include early help (primarily the early help unit, the work of case holding professionals such as family support workers in children's centres and targeted support case managers, and some areas of support to children with special educational needs and disabilities) and all elements of children's social care. The inspection will focus on the extent to which services for children and families make a difference to their lives, and safeguard those children and young people who are the most vulnerable, including cohorts such as children and young people at risk of sexual exploitation, children living in households with domestic violence, parental substance misuse or mental health difficulties, and children not in full-time school education.
4. The inspection itself will take place over a four week period and will include the following activities:
 - scrutinising social care and early help case files
 - directly observing frontline practice including multi-agency meetings
 - interviewing children, young people, parents and carers
 - interviewing officers, elected Members and staff in partner agencies

- scrutinising a wide range of documentation including strategies, plans, performance and quality assurance information.
5. Judgements under the new framework will be made against four areas:
- Overall effectiveness, which is a cumulative judgement derived from:
 - The experiences and progress of children who need help and protection
 - The experiences and progress of children looked after and achieving permanence including graded judgements on:
 - Adoption performance
 - the experiences and progress of care leavers.
 - leadership, management and governance.
6. Inspectors will make their judgements on a four point scale:
- outstanding
 - good
 - requires improvement
 - inadequate
7. Officers within Children, Families and Cultural Services have undertaken a self-assessment exercise to assess current strengths and areas for development within the key judgment areas. The outcome from the self-assessment exercise is reflected in the presentation to Committee that accompanies this report.

Other Options Considered

8. No other options have been considered.

Reason/s for Recommendation/s

9. It is important that Committee members understand the current regulatory framework and implications in terms of service provision.

Statutory and Policy Implications

10. This report has been compiled after consideration of implications in respect of crime and disorder, finance, human resources, human rights, the NHS Constitution (Public Health only), the public sector equality duty, safeguarding of children and vulnerable adults, service users, sustainability and the environment and ways of working 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

11. Nottinghamshire County Council is committed to providing high quality services that deliver improved outcomes for vulnerable children and young people. The Ofsted inspection framework will test this, therefore it is important that due attention is given to this area.

Financial Implications

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

Safeguarding of Children and Vulnerable Adults Implications

13. Achieving a good inspection outcome would imply high quality services that safeguard children and young people.

RECOMMENDATION/S

- 1) That the information provided on the current Ofsted inspection regime and the preparation activity for a future Ofsted inspection be noted.

Anthony May
Corporate Director, Children, Families and Cultural Services

For any enquiries about this report please contact:

Lucy Peel
Executive Officer, Children, Families and Cultural Services
T: 0115 9773139
E: lucy.peel@nottsc.gov.uk

Constitutional Comments

14. As this report is for noting only, no Constitutional Comments are required.

Financial Comments (KLA 21/02/14)

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

Background Papers and Published Documents

Framework and evaluation schedule for the inspections of services for children in need of help and protection, children looked after and care leavers – Ofsted December 2013
<http://www.ofsted.gov.uk/resources/framework-and-evaluation-schedule-for-inspection-of-services-for-children-need-of-help-and-protectio>

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

Electoral Division(s) and Member(s) Affected

All.

C0377

17 March 2014**Agenda Item: 5****REPORT OF THE SERVICE DIRECTOR, YOUTH, FAMILIES AND CULTURE****PROPOSED RESTRUCTURE OF THE YOUNG PEOPLE'S SERVICE FROM 1
OCTOBER 2014 – RESPONSE TO PETITIONS****Purpose of the Report**

1. To update Members on the response to petitions about the proposed restructuring of the Young People's Service that were presented to the January 2014 meeting of the County Council as part of the budget consultation process for 2014/15, and to seek approval for proposed mitigating actions arising from this.

Information and Advice

2. The Outline Business Case for budget reductions to the Young People's Service approved by Council on 27 February 2014 set out the following proposals:-
 - To restructure the Young People's Service, including a reduction in the numbers of managers and changes to the deployment and working hours of youth work staff. This will be implemented from October 2014 and will deliver a locally-based youth work offer that operates from 31 Centres and 4 mobile facilities (reduced from 38 and 10 respectively) for 37 weeks of the year (reduced from 42), with the mobile provision operating on a County-wide basis in areas of the highest need that do not have local building-based provision. This will maintain a strong open access service for young people, with an increased focus upon the areas of highest need. There will also be an increase in support to the voluntary youth sector to mitigate the reduction of provision in some locations.
 - In addition, the Service will continue to offer strong specialist youth work services, including: participation work for children and young people, youth work services for Looked After Children, management of the Notts Duke of Edinburgh's Award Scheme, vocational training for teenagers and specialist youth clubs for disabled young people (though this provision will reduce from 15 youth work sessions per week to 12 countywide).
 - The Service will decommission open access play provision.
 - The Service will seek to identify alternative arrangements for future delivery from the Young People's Centres listed overleaf, and will work with local communities and stakeholders to achieve this. If this cannot be achieved, the following Young People's

Centres may close from October 2014 - those selected are based on the criteria of; Multiple Deprivation Factors; number of young people in each district/borough; value for money (the capacity to engage the largest numbers of young people).

- *Balderton YPC - (Council building - currently closed for health and safety reasons)*
- *The Core YPC (Southwell) - (Council building - currently open 5 evenings per week)*
- *Collingham YC - (Community venue - currently open 1 evening per week)*
- *Winthorpe YC - (Community venue - currently open 1 evening per week)*
- *The Lodge YC (Arnold) - (Council building - currently open 2 weekend sessions)*
- *Bingham YPC - (Council building - currently open 4 evenings per week)*
- *Ruddington YPC - (Council building - currently open 5 evenings per week)*

3. Through the Council's Budget consultation exercise a number of petitions were received regarding:

- the proposed cessation of the Disability Support Team's holiday programme
- the potential closure of Ruddington Young People's Centre
- the potential closure of Bingham Young People's Centre
- the proposed termination of the open access play contract
- the potential cessation of the Ravenshead mobile youth work session
- the potential reduction of mobile youth work sessions in rural Bassetlaw
- the potential cessation of the Edwinstowe mobile youth work session.

Other Options Considered

4. Since the initial publication of the Service's budget reduction proposals in October 2013, there has been a large amount of consultation activity carried out by the Service. This is summarised at **Appendix A**.
5. As a result of this consultation activity, and as a consequence of the consideration given to the petitions received by the Council, a number of mitigating actions are proposed by the Service. These are set out below.

Mitigation Proposals

6. Give consideration to offering a fixed term 'full repair and maintenance lease' on a peppercorn rent to one or more voluntary organisations to ensure that youth work activities continue to be provided for young people from the following locations: Bingham Young People's Centre, The Core Young People's Centre (Southwell) and Ruddington Young People's Centre.
7. In addition, give consideration to the asset transfer of surplus vehicles, including up to five mobile youth centres and seven mini-buses to local voluntary sector providers of youth work activity; this will support continuity of provision in areas affected by the Service's revised delivery arrangements.

8. Change the location of one of the Bassetlaw mobile sessions from Woodbeck to Mattersey Thorpe due to the greater level of localised deprivation.
9. Develop a partnership with a local voluntary sector youth organisation to make use of a Church community building as a youth club one night a week in Balderton. This will release mobile capacity to maintain provision in Edwinstowe, utilising staff from one session at the Dukeries Young People's Centre (Boughton).
10. Support the charity Square Peg (formally Friends of the Disability Support Team) to develop an independent self-funded holiday programme in partnership with parents of disabled young people.
11. Support Winthorpe Youth Club to be volunteer staffed, with professional advice and guidance offered by the Service's Voluntary Sector Youth Development Worker.

Reason/s for Recommendation/s

12. The Service is seeking to identify alternative arrangements for future delivery from the Young People's Centres and Mobiles at risk of closure, and will work with local communities and stakeholders to achieve this.

Statutory and Policy Implications

13. This report has been compiled after consideration of implications in respect of crime and disorder, finance, human resources, human rights, the public sector equality duty, safeguarding of children and vulnerable adults, service users, sustainability and the environment and ways of working 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 recommendations included in this report will not significantly compromise the service's ability to deliver its overall savings target; where individual proposals are implemented and do reduce the savings made, other compensating savings would be found. Where this is the case and these are material, a further report to Committee outlining these details would follow.

Implications for Service Users

15. The proposals set out in paragraphs 6-11 will support continuing access to youth work provision for young people.

RECOMMENDATION/S

- 1) That the proposed mitigating actions set out in paragraphs 6-11 above be approved.

Derek Higton
Service Director, Youth, Families and Culture

For any enquiries about this report please contact:

Chris Warren
Group Manager, Young People's Service
T: 0115 9774430
E: christopher.warren@nottsc.gov.uk

Constitutional Comments (LM 26/02/14)

16. The Children and Young People's Committee has delegated authority within the Constitution to approve the recommendations in the report.

Financial Comments (KLA 04/03/14)

17. The financial implications of this report are set out in paragraph 14 above.

Background Papers and Published Documents

The Young People's Service Outline Business Case.

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.

Electoral Division(s) and Member(s) Affected

All.

C0386

The Young People's Service consultation practice and responses to the proposed restructure from 1/10/14

Consultation meetings that took place:

1. Briefing for the Chair of the Young People's Board
2. Formal Trade Union briefing and four Informal Youth Service JCNP meetings
3. Five staff briefings
4. Two Young People's Board Briefings
5. Play Briefing and two meetings with the current play provider
6. Play meeting with Mansfield Independent elected members
7. Disability Support Team staff briefing and meeting
8. Two Nottinghamshire Voluntary Youth Partnership briefings
9. Two Children in Care Council meetings and support to a young people's sub group to develop options
10. Briefing Bingham Town Council
11. Briefing Southwell Town Council
12. Briefing for Collingham Parish Council and several meetings with Collingham Youth Club Management Committee
13. Winthorpe Youth Club Management Committee
14. Young people from Bingham Young People's Centre
15. Selston Parish Council
16. The Pioneers Disabled Young People Forum briefing and support to a young people's sub-group to develop options.
17. Church of England Youth Ministry
18. Nottingham Guides
19. Square Peg voluntary group (formally called 'Friends of Disability Support Team')
20. Ruddington Parish Council and interested local groups
21. Carlton in Lindrick Youth Club Management Committee
22. Several meetings with Cllr Walker and a local Church in Balderton
23. Nottinghamshire Scouts about Bingham Young People's Centre
24. Positive Futures about Bingham Young People's Centre.

Enquiries from voluntary groups requesting the asset transfer of surplus Youth Service mini-buses or mobile youth centres:

1. Blue Skies, Bassetlaw rural voluntary youth project (Mobile)
2. Mansfield Woodhouse voluntary youth project (Mobile)
3. Rural Community Action Nottinghamshire (Mobile)
4. Take Over Radio Ashfield youth project (Mobile)
5. Nottinghamshire Youth for Christ (Mobile or Mini-bus)
6. Recovery Now, Bassetlaw youth drugs project (Mini-bus)
7. Rev and Go, Rushcliffe youth motor cycle project (Mini-bus)
8. Sporting Chance, youth sport project Bassetlaw (Mini-bus).

Individual pieces of correspondence (letters or emails):

1. Ruddington x 25
2. Bingham x 10
3. Southwell x 2, plus 11 young people wrote directly to their local elected member
4. Edwinstowe mobile x 2
5. Disability Support Team holiday programme x 10
6. Children in Care Council x 1
7. Police about likely increase in ASB in Bingham/Ruddington x 1
8. Everton Parish Council about Bassetlaw Rural Mobile x 2
9. Ranskill Parish Council about Bassetlaw Rural Mobile x 1
10. Play contract x 4
11. The Core letters from 8 young people.

Petitions:

1. Young people and their families from Pioneers about closure of Holiday Programme, 127 signatures
2. Ruddington YPC, 1,370 signatures
3. Bingham YPC, 339 signatures
4. Two for Play, 1,029 signatures
5. Ravenshead Mobile, 216 signatures
6. Rural Mobile, 238 signatures
7. Edwinstowe Mobile, 10 signatures.

17 March 2014**Agenda Item: 6****REPORT OF THE SERVICE DIRECTOR, YOUTH, FAMILIES AND CULTURE****UPDATE ON A REVISED OPERATING MODEL FOR NOTTINGHAMSHIRE
CHILDREN'S SERVICES****Purpose of the Report**

1. To provide the Committee with an update on the design and implementation of a revised operating model for children's services in Nottinghamshire. The report describes the progress that has been made and highlights in particular:
 - a proposed interim senior management structure for 2014/15
 - a revised statement of purpose, underpinning principles and outcomes for Nottinghamshire children's services
2. The report recommends that the Committee notes progress, approves the interim senior management structure and approves the revised purpose, principles and outcomes statement.

Information and Advice

3. A report and presentation were brought to Committee on 14 October 2013 describing the ongoing development of a revised operating model for children's services. The key elements of the model were described as:
 - moving to **streamlined points of public and professional access** for children's services, through the Council's customer service centre where appropriate
 - developing integrated **access hubs** to triage and allocate service referrals
 - establishing **integrated, multi-disciplinary, co-located teams** based in three geographical localities
 - establishing **centralised specialist services and support services**.
4. The Committee gave its approval in principle to the revised operating model, subject to its further development. The Committee also agreed to receive this update report.
5. Since October progress has been made in a number of ways, including:
 - the further development of, and consultation around, the statement of purpose of the Department. This is described in more detail below

- the development of a one year senior management structure for 2014/15 to support operational changes in the Department and the implementation of the operating model. This is described in more detail below
- the establishment of robust governance structures to (i) deliver the savings required of children's services through the Council's budget savings programme for 2014-17, (ii) contribute to the development and delivery of the operating model and (iii) drive further transformation in the department
- the establishment of Early Help Improvement Groups in each of the three geographical localities (Newark and Sherwood/Bassetlaw, Mansfield/Ashfield and Broxtowe/ Gedling/ Rushcliffe), which will bring together County Council services and partner agencies operating in those localities. Work has started with representatives from services, ICT, Ways of Working and others to establish an integrated, co-located children's services team for one locality as the initial part of a phased roll-out of integrated working arrangements
- agreement that by April 2014 the Early Help Unit will be aligned with the Multi-Agency Safeguarding Hub (MASH) and the Emergency Duty Team, under one Group Manager, as part of the move towards integrated access hubs for children's services
- initiation of work to streamline and improve public and stakeholder web access relating to children's services, based upon the principle of developing a single, easy to access portal for public information
- improvements to the Common Assessment Framework, the 'step up' and 'step down' processes for Children's Social Care cases, and changes to the role of Joint Access Teams
- ongoing revision of the Pathway to Provision guidance document and the description of the Early Help offer prior to publication in March 2014
- communications with staff, managers and leaders about the operating model through design workshops and staff briefings.

Departmental Purpose, Principles and Outcomes

6. Since October the Department has developed and consulted upon a revised statement of purpose, underlying principles and outcomes.
7. The reasons for revisiting these are threefold:
 - they reflect the strategic rationale for improving the Department's operating model
 - they reflect new demands within a changing regulatory framework for children's services
 - they reflect the realities of the Council's current financial circumstances.
8. They have been developed in consultation with staff at five staff briefing events that were held across the Council. Approximately 400 staff members attended these events and their excellent contributions have significantly influenced the final draft document, which is attached as **Appendix A**. The document also reflects the ambitions of elected Members: in particular the continuing focus on achievement in schools, strengthening integration between Children's Social Care and Early Help services, and ensuring that support is prioritised for the most vulnerable.

Proposed Interim Senior Management Structure

9. The Department has consulted on a proposed set of revisions to be made to the Group Manager tier within the Department. The proposals seek to better arrange responsibilities, reflect changes to service delivery, and generate management cost savings.
10. It is an interim one year structure for 2014/15. The proposals reduce the cohort of Group Manager posts from 16 to 13 and will be implemented with effect from April 2014.
11. Below is a summary of the main changes. It is proposed that:-
 - some responsibilities across three of the five Children's Social Care Group Managers be reallocated. This is in response to increased service demand and the changing operating and regulatory context within this Division
 - one of the current three Early Help Group Manager posts to take temporary overarching responsibility for all Early Help services. The reason for this change is to enable the accelerated development of Nottinghamshire's Early Help offer
 - the two existing Group Manager posts for Country Parks & Green Estates and Cultural & Enrichment Services be absorbed into one post. This reflects the current direction of travel of these services and the Council's financial circumstances
 - the Group Manager post for Social, Emotional and Behavioural Difficulties (SEBD) be deleted as it is no longer required. This is because schools are taking greater direct responsibility for SEBD arrangements
 - the post of Group Manager for Business Development and Support be deleted. This change reflects the move towards a joint business support function between two departments; Children, Families and Cultural Services and Adult Social Care, Health and Public Protection.
12. The current and revised structures are shown in **Appendices B and C** respectively.

Other Options Considered

13. No other options have been considered.

Reasons for Recommendations

14. The reasons for the recommendations contained in this report are to seek the Committee's approval for the proposed interim senior management structure and the revised departmental purpose, principles and outcomes. In addition, the recommendations seek to ensure that the Committee has further opportunities to discuss the revised operating model. The guidance of the Committee and involvement of Members will help to ensure that the revised operating model meets the needs of communities, children and families.

Statutory and Policy Implications

15. This report has been compiled after consideration of implications in respect of crime and disorder, finance, human resources, human rights, the public sector equality duty, safeguarding of children and vulnerable adults, service users, sustainability and the

environment and ways of working 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

16. The revised management structure offers savings to the Council's budget, contributing to the delivery of the £80,000 saving set out in business case A20, published as part of the budget consultation.

Human Resources Implications

17. Consultation on the proposed senior management structure occurred between 15 and 29 January 2014. Colleagues from Human Resources have been actively involved in this process. The normal channels have been used to consult with staff, recognised trades unions and professional associations.
18. Colleagues from Human Resources are also involved in the design of other elements of the operating model and are providing appropriate advice.

RECOMMENDATIONS

That the Committee:

- 1) notes the progress described in the report and comments upon the direction of travel for the operating model
- 2) approves the interim senior management structure for 2014/15
- 3) approves the revised Departmental purpose, principles and outcomes
- 4) agrees to receive a further update report in June 2014.

Derek Higton
Service Director for Youth, Families and Cultural Services

For any enquiries about this report please contact:

Guy Edgar
Executive Officer, Children, Families and Cultural Services
T: 0115 9774035
E: guy.edgar@nottsc.gov.uk

Merlin Tinker
Project Manager, Improvement Programme
T: 07748 194982
E: merlin.tinker@nottsc.gov.uk

Constitutional Comments (LM 21/02/14)

19. The Children and Young People's Committee has delegated authority within the Constitution to approve the recommendations in the report.

Financial Comments (KLA 25/02/14)

20. The financial implications of the report are set out in paragraph 16 above.

Background Papers and Published Documents

Developing a new operating model for the Children, Families and Cultural Services department – report to Children and Young People's Committee on 14 October 2013

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.

Electoral Division(s) and Member(s) Affected

All.

C0382



Children, Families and Cultural Services

Our Purpose

We will:

- **Make best use of our resources to deliver effective children's services, together with our partners**

Services include:

- Safeguarding and child protection services
 - Integrated commissioning of children's health services
 - Early help services
 - Services for children with disabilities
 - Education support services
- **Make best use of our resources to deliver high quality, sustainable cultural services**
 - **Ensure our services are primarily designed around the needs of vulnerable families and communities**

Children, Families and Cultural Services

Our Principles

1. We will target our resources where they are needed most

- We will focus our support on children, young people and families with the greatest need, and those geographical areas where our services are needed most
- We will enforce and apply service delivery thresholds consistently
- We will work with our partners to make best use of our collective resources
- We will maintain and develop an effective workforce, investing in training and development for our staff

2. We will integrate and align our services in localities, and make accessing them as easy as possible

- We will match our staff and resources to the needs of local areas.
- We will work to base our services as close as possible to the children, young people and families that need them
- We will work with our partners, in children's health and adult support services, to coordinate support for vulnerable families
- We will develop more effective arrangements for information sharing

3. We will help children, young people and families as early as possible, to deliver better outcomes for them

- We will work with partners to stop children and families going into crisis
- We will retain core universal services to promote health and life chances and reduce the number of children needing statutory intervention

4. We will keep children together with their families where it is safe to do so

- The safety of children will drive our care and safeguarding decisions

5. We will help and support families to achieve their potential

- We will support schools as the key universal service, helping children to fulfil their potential and to be kept safe
- As young people make the transition to becoming adults, we will support them and their families



Children, Families and Cultural Services

Outcomes

We **want** the following outcomes:

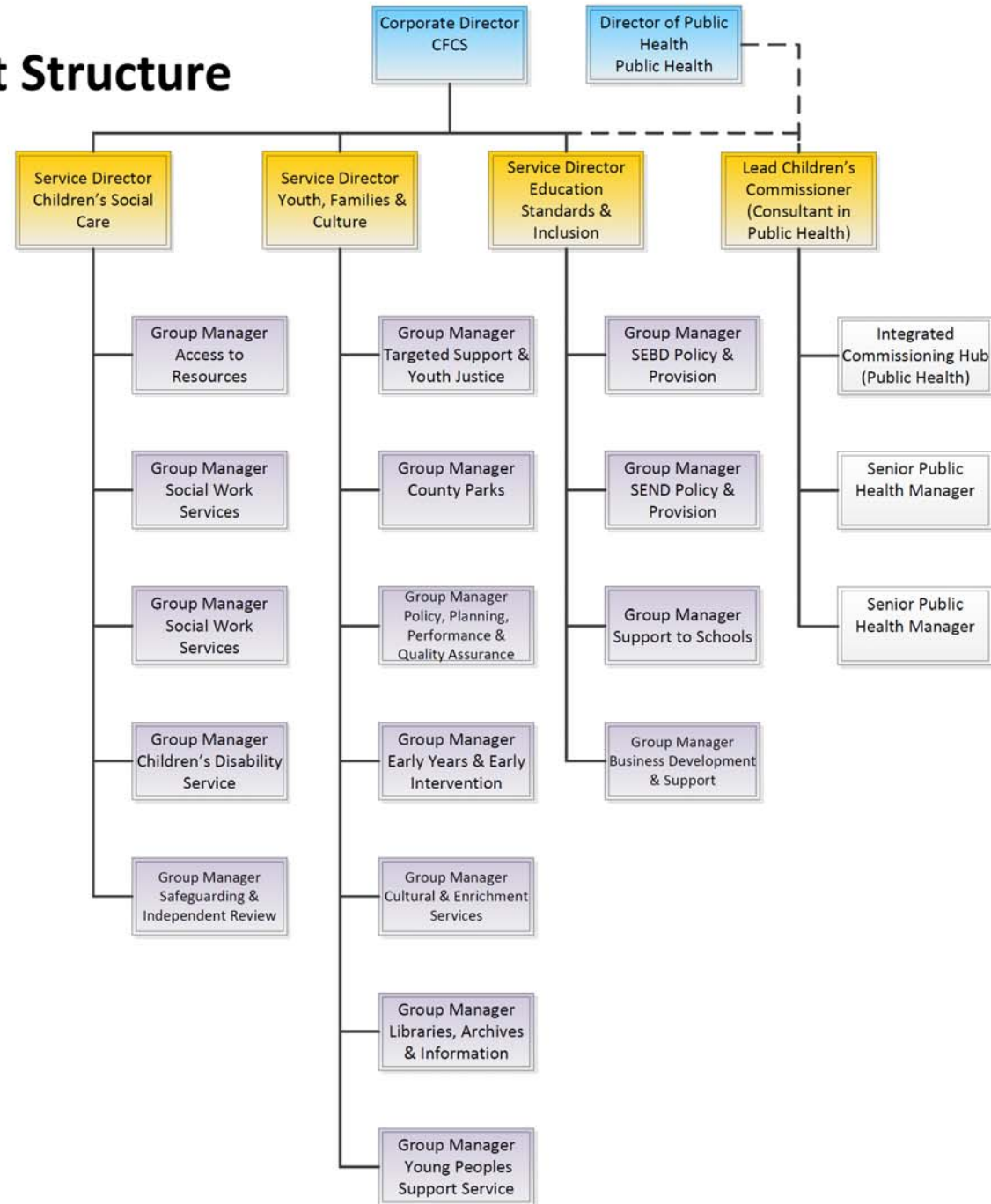
1. The most **vulnerable children will be effectively protected and supported**
2. **Children will stay with their families** wherever this is possible and safe for them
3. **Children in our care will experience high quality and stable support**
4. **Children and young people will attain higher educational standards** than the national average and attend good and outstanding schools
5. **We will close the attainment gap** between disadvantaged children and young people and their peers
6. **Children, young people and their families will receive the early help support** they require to be safe, healthy and thriving
7. **Children and young people will have improved health outcomes**
8. All residents will have **access to high quality and sustainable cultural services**

CFCS

Senior Management Structure

2013/14

Appendix B

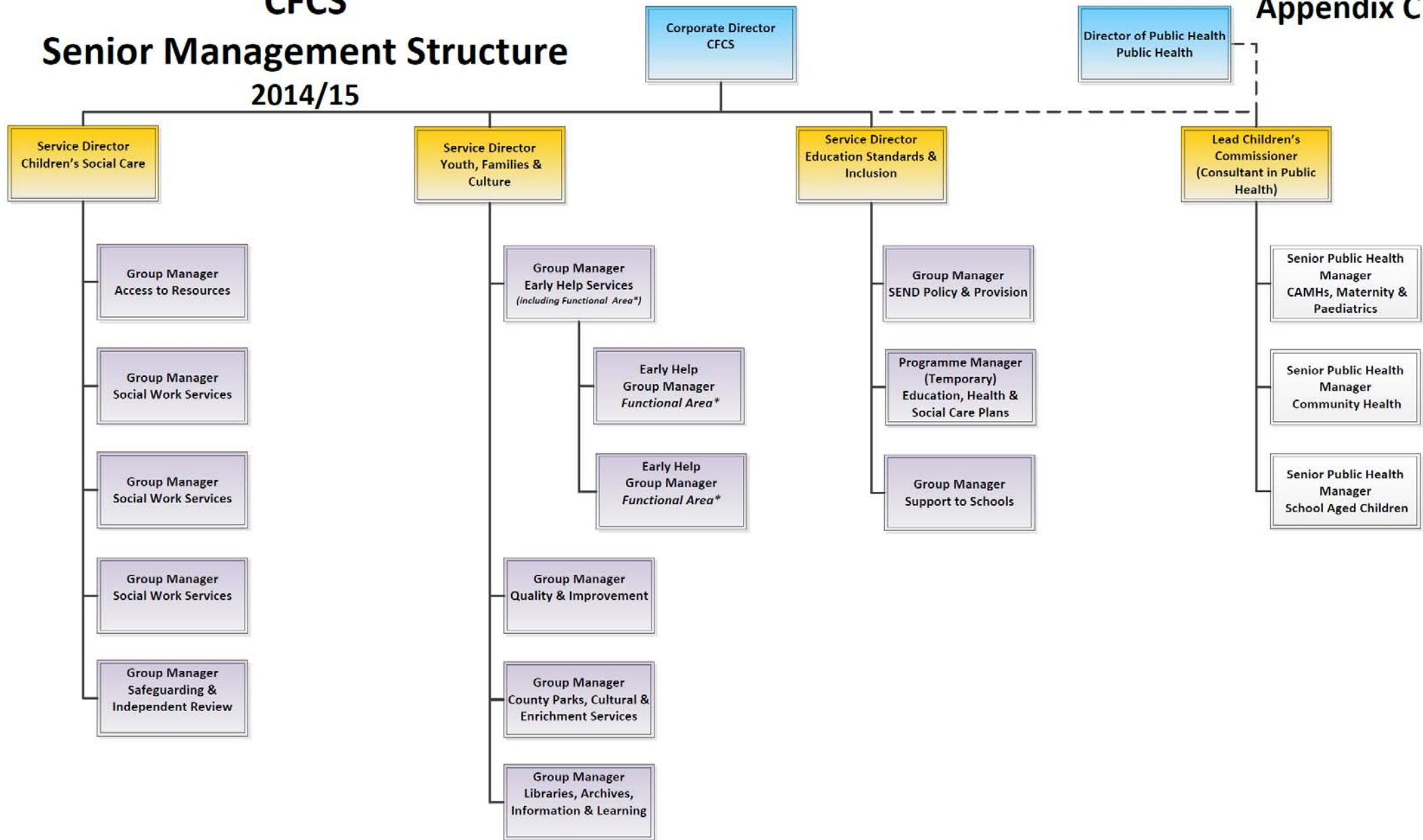


CFCS

Senior Management Structure

2014/15

Appendix C



* Allocated from three Early Help Areas:
 1. Targeted Support & Youth Justice
 2. Early Help
 3. Young People's Service

Posts, not FTE are displayed

17 March 2014

Agenda Item: 7

REPORT OF THE SERVICE DIRECTOR, EDUCATION STANDARDS AND INCLUSION

FINALISED PERFORMANCE FIGURES FOR NOTTINGHAMSHIRE SCHOOLS AND ACADEMIES – SUMMER 2013

Purpose of the Report

1. To inform Members of the achievements of Nottinghamshire's schools and young people in Key Stage assessments in 2012/13.

Information and Advice

2. At the end of each Key Stage, students are assessed by a combination of teacher assessment and/or testing. The expected level of attainment together with assessment age is summarised below:

Key Stage	Age	Expected level of attainment	Method of assessment
Early Years Foundation Stage Profile	3-5	A 'Good Level of Development' – reaching at least expected level in all early learning goals in all prime areas and in the specific areas of literacy and mathematics	Teacher Assessed
Key Stage 1	5-7	Level 2+	Teacher Assessed
Key Stage 2	7-11	Level 4+	Test / Teacher Assessed
Key Stage 3	11-14	Level 5+	Teacher Assessed
Key Stage 4 (GCSE and equivalent qualifications)	14-16	5+ A*-C grades including GCSE English and mathematics	Test
Key Stage 5 (GCE A level and equivalent qualifications)	16-18	Average point score per candidate and per exam entry together with threshold pass rates	Test

3. Early Years Foundation Stage together with Key Stage 1 and Key Stage 3 results are reported directly to the Local Authority (LA) or external agencies. Key Stage 2 test results are reported to schools and the LA by the Standards and Testing Agency. The LA receives Key Stage 4 and Key Stage 5 results from the DfE / awarding bodies.

Early Years Foundation Stage Profile

4. In 2013, 56.6% of Nottinghamshire pupils achieved a good level of development (reaching at least expected level in all early learning goals in all prime areas and in the specific areas of literacy and mathematics)
5. The achievement gap between the lowest performing 20% and the rest was 35.1% in 2013. Nationally, the achievement gap was 36.6% in 2013.
6. In 2013 the Free School Meals (FSM) gap for pupils achieving a good level of development was 23.7% (FSM pupils achieved 36.9% and Non-FSM pupils 60.6%).
7. 2013 headline figures for Nottinghamshire are:

Measure	Nottinghamshire	National
Good Level of Development	56.6%	51.7%
Gap between bottom 20% and the rest	35.1%	36.6%

Key Stage 1

8. Since 2005 (when reporting changed to teacher assessments), at Level 2 or above (the expected level for 7 year olds), Nottinghamshire has remained consistently around the national averages in all KS1 subjects (reading, writing, mathematics and science).
9. Reported figures show that the LA has increased in all subject areas at Level 2+ from 2012.
10. The greatest increase was seen in reading with an increase of 1.7% from 2012 to 88.5% of pupils attaining Level 2 or higher.
11. At the expected level, 2013 headline figures for Nottinghamshire are:

Level 2 and above	Nottinghamshire	National
Reading	88.5%	89%
Writing	84.5%	85%
Mathematics	91.5%	91%
Science	91.3%	90%

Key Stage 2

12. A new reporting arrangement was introduced in 2013 and there is no longer a test result calculated for English. A new grammar, punctuation and spelling test has been introduced for 2013 and pupils continue to undertake a reading test. Writing tests were abolished in 2012 and replaced by writing teacher assessments.
13. Since 2008, achievements at Level 4 or above (the expected level for 11 year olds) have remained above or in line with national averages.
14. At the expected level, 2013 figures in reading put Nottinghamshire 1.3% above national figures for 2013, 0.4% above the national average in writing, and in mathematics, Nottinghamshire is 1% above the 2013 national average.
15. At the expected level in reading, writing and mathematics, 2013 figures put Nottinghamshire 0.8% above the national figure.
16. At the expected level, 2013 headline figures for Nottinghamshire are:

Level 4 and above	Nottinghamshire	National
Grammar	74.3%	74%
Reading	87.3%	86%
Writing	84.4%	84%
Mathematics	86.0%	85%
Reading, Writing & Mathematics	76.8%	76%

Key Stage 3

17. At the expected level, 2013 figures in English put Nottinghamshire 1.6% below national figures for 2013. In mathematics, Nottinghamshire is in line with the national average.
18. Compared to the equivalent 2012 figures, the greatest increase was seen in mathematics with an increase of 1.0% from 2012 to 84.4%.
19. At the expected level, 2013 headline figures for Nottinghamshire are:

Level 5 and above	Nottinghamshire	National
English	84.4%	86%
Mathematics	84.4%	84%
English and mathematics	78.3%	N/A
Science	87.2%	85%

Key Stage 4 (GCSE and equivalent qualifications)

20. Information regarding the achievements of young people in GCSE and equivalent qualifications is based on final data collated for the 2013 Secondary School Performance Tables.
21. Final results for 2013 show that Nottinghamshire has remained above national outcomes on the Government's main measure of the percentage of pupils gaining 5+ A*-C GCSEs including English and mathematics. 63.4% of Nottinghamshire pupils gained this measure (an increase of 2.8% from 2012) compared to 59.2% nationally (which witnessed a decrease of 0.2% from 2012). This is the second consecutive year since the 'gold standard' measure was introduced in 2006 that Nottinghamshire has been above national outcomes.
22. 88.4% of pupils achieved 5 or more GCSEs (or equivalent) at grades A*-C, an increase of 0.8% compared to 2012. In 2013 outcomes in Nottinghamshire for this measure were greater than those reported nationally. 81.8% of pupils nationally gained this measure, a decrease of 0.1% from 81.9% reported in 2012.
23. Final figures for 2013 show Bassetlaw schools have seen the greatest increase in the percentage of students gaining 5+ A*-C GCSEs including English and mathematics. 68.1% of students gained this measure, an increase of 6.5% from 2012.
24. 22.7% of pupils achieved the English Baccalaureate. An increase of 7.8% compared to the 14.9% reported in 2012. Nationally 23.0% of pupils gained the English Baccalaureate, an increase of 4.7% from 18.3% reported in 2012. The English Baccalaureate measures the percentage of pupils gaining A*-C grades in each of the following GCSE full course qualifications: English, mathematics, two sciences, humanities and a language.
25. Since 2006, Nottinghamshire has witnessed an increase of 23.3% in the number of pupils gaining 5+ A*-C GCSEs including English and mathematics. Nationally over the same period this figure is 13.6%.
26. The percentage point gap between the LA and national average has fallen from 5.5% in 2006 to 4.2% in 2013.
27. 2013 headline figures for Nottinghamshire are:

Measure	Nottinghamshire	National
5+ A*-C (including English and mathematics)	63.4%	59.2%
5+ A*-C	88.4%	81.8%
English Baccalaureate	22.7%	23.0%

Key Stage 5 (GCE A / AS and equivalent qualifications)

Based on sixth form centres only

28. Information regarding the achievements of young people in GCE A/AS and other Level 3 qualifications is based on final data collated for the 2013 Secondary School Performance Tables.
29. In 2013, final data shows that the overall pass rate for Nottinghamshire has increased slightly by 0.5% to 98% of full A-level entries gaining an E or above. This compares to 98.7% nationally.
30. 46.2% of A-level qualification entries achieved a pass at grades A*-B. This compares to a national figure of 53.3%.
31. In Nottinghamshire 5.7% of A-level entries achieved an A*. This is a slight decrease of 0.7% from last year.
32. The average point score (APS) per entry was 208.5 which is just below an average grade of C at full A level. This shows an increase of 3.6 points from 204.9 in 2012. Nationally this figure is 213.7 (which is just above an average grade of C at full A level). This shows an increase of 0.9 points from 212.8 reported in 2012.
33. The APS per candidate shows an increase of 16.3 points to 769.6 from 2012 (this is just below two As and a B grade at full A level). Nationally this figure is 724.3 (just above the equivalent of three Bs at full A level). This shows nationally there was a decrease of 8.7 points from 733.0 reported in 2012.
34. 2013 headline figures for Nottinghamshire are:

Measure	Nottinghamshire	National
Entry pass rate (A*-E)	98.0%	98.7%
Entry pass rate (A*-B)	46.2%	53.3%
APS per entry	208.5 (Grade D)	213.7 (Grade C)
APS per candidate	769.6	724.3

Other Options Considered

35. This is a report outlining local outcomes against national benchmarks. No other option is appropriate.

Reason/s for Recommendation/s

36. Members will wish to note the report so that they are aware of the progress made in Nottinghamshire schools and academies.

Statutory and Policy Implications

37. This report has been compiled after consideration of implications in respect of finance, public sector equality duty, 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/S

- 1) That the achievements of Nottinghamshire's schools and young people in Key Stage assessments in 2012/13 be noted.

John Slater
Service Director, Education Standards and Inclusion

For any enquiries about this report please contact:

Liz Baker
Senior Data, Information and Systems Officer
T: 0115 9772922
E: elizabeth.baker@nottscc.gov.uk

Constitutional Comments

38. As this report is for noting only, no Constitutional Comments are required.

Financial Comments (KLA 21/02/14)

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

Background Papers and Published Documents

None.

Electoral Division(s) and Member(s) Affected

All.

C0379

17 March 2014**Agenda Item: 8****REPORT OF THE SERVICE DIRECTOR, EDUCATION STANDARDS AND
INCLUSION****NOTTINGHAMSHIRE SCHOOL ADMISSION ARRANGEMENTS 2015-2016****Purpose of the report**

1. This report makes recommendations, following statutory consultation, to enable Committee to determine the following, as detailed in **Appendix 1**:
 - arrangements for the admission of pupils to Nottinghamshire voluntary controlled and community schools
 - Nottinghamshire County Council's coordinated arrangements for the normal admission round
 - Nottinghamshire County Council's non-statutory coordinated scheme for applications to Nottinghamshire schools outside the normal admission round (in-year admissions)
 - catchment area changes outlined in Section 4 of the arrangements. In order to ensure fairness for all families resident on this new development and in the previously unallocated areas of land, these changes will take immediate effect.

Information and advice

2. All admission authorities must determine arrangements by 15 April every year, even if there have been no changes from previous years and consultation has not been required.
3. Nottinghamshire County Council, as the local authority, is the admissions authority for community and voluntary controlled schools in Nottinghamshire and is therefore responsible for determining the admission arrangements for these schools.
4. The County Council is also responsible for coordinating admission arrangements for all publicly funded schools in its area. These requirements are described in the School Standards and Framework Act (SSFA) 1998 and the School Admissions Code (SAC) 2012 which are available from the Department for Education website www.education.gov.uk.
5. The statutory responsibility for local authorities to coordinate admissions outside the normal round (in-year admissions) was removed for admissions from 1 September 2013. In response, Nottinghamshire County Council established an in-year coordinated scheme

for Nottinghamshire community and voluntary controlled schools with an option for own admission authority schools to participate.

Statutory annual consultation

6. Where changes to admission arrangements are proposed, all admission authorities must consult for a minimum of eight weeks between 1 November and 1 March in the determination year on the admission arrangements for those schools for which they are responsible (School Admissions Code 2012, paragraph 1.42 – 1.50)
7. Nottinghamshire County Council consulted on 2015-2016 admission arrangements between 1 December 2013 and 31 January 2014.
8. The consultation was available for the full period at:
www.nottinghamshire.gov.uk/admissionsconsultation15-16.
9. Information about where to access the consultation was sent in advance to:
 - all community and voluntary controlled schools in Nottinghamshire
 - all own admission authority schools in Nottinghamshire
 - chairs of governing bodies of Nottinghamshire schools (where the chair's email was known to the authority)
 - all neighbouring local authorities
 - diocesan representatives
 - all registered early years providers within Nottinghamshire.
10. In addition, an advert was published in the local press immediately prior to the consultation opening, to notify other persons in the relevant area who have an interest in the proposed arrangements that the document was available.
11. Consultees were invited to respond by completing an online form, emailing or writing to the County Council. All responses received by 31 January 2014 were considered and no objections were received.

Additional information

12. Section 4.1 of the consultation document included details of the expansion of Beardall Street Primary School catchment area. This is part of a wider review that closes on 28 March 2014 and does not form part of the determination of Nottinghamshire's admission arrangements.

Other Options Considered

13. No other options were considered.

Reason/s for Recommendation/s

14. To enable the County Council to meet its statutory responsibility to determine Nottinghamshire County Council's admission arrangements by 15 April 2014.

Statutory and Policy Implications

15. This report has been compiled after consideration of implications in respect of crime and disorder, finance, human resources, human rights, the public sector equality duty, safeguarding of children and vulnerable adults, service users, sustainability and the environment and ways of working 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

16. Over 25,000 families express a school preference each year. In drawing up their admission arrangements, Nottinghamshire County Council ensures that the practices and the criteria used to decide the allocation of school places are fair, clear and objective.

RECOMMENDATIONS

- 1) That Nottinghamshire County Council determines the proposed admission arrangements for 2015-2016, as detailed in **Appendix 1**, including:
- published admission numbers as detailed in Section 1 of the arrangements
 - admission oversubscription criteria for community and voluntary controlled schools in Section 2
 - Nottinghamshire County Council's coordinated schemes in Section 3.
 - catchment area changes outlined in Section 4 of the arrangements. In order to ensure fairness for all families resident on this new development and in the previously unallocated areas of land, these changes will take immediate effect.

John Slater
Service Director, Education Standards and Inclusion

For any enquiries about this report please contact:

Mary Kiely,
Interim Lead Admissions and Access Team Manager
T: 0115 9774274
E: mary.kiely@nottscc.gov.uk

Constitutional Comments (LM 20/02/14)

17. The Children and Young People's Committee has delegated authority within the Constitution to approve the recommendations in the report.

Financial Comments (KLA 21/02/14)

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

Background Papers and Published Documents

None.

Electoral Division(s) and Member(s) Affected

All.

C0378

ADMISSION ARRANGEMENTS FOR COMMUNITY AND VOLUNTARY CONTROLLED SCHOOLS: 2015-2016

CONTENTS

Overview

Section 1 - Published admission numbers

- Ashfield area
- Bassetlaw area
- Broxtowe area
- Gedling area
- Mansfield area
- Newark area
- Rushcliffe area

Section 2 - Admission oversubscription criteria for Nottinghamshire community and voluntary controlled schools

- Definitions of key terms
- 2.1 – standard reception criteria and variations
- 2.2 – standard junior/primary criteria and variations
- 2.3 – standard secondary criteria
- 2.4 – standard year 12 criteria

Section 3 - Nottinghamshire County Council's coordinated schemes 2015-2016

- 3.1 – admissions in the normal round
- 3.2 – admissions outside the normal round (in-year admissions)

Section 4 - Catchment area changes

- Horsendale Primary School, Broxtowe area
- Lambley Primary School, Gedling area
- St Edmund's CE Primary School, Mansfield area (Portland Place development)

Overview

Coordinated admission arrangements

Nottinghamshire County Council as the local authority is responsible for coordinating admission arrangements for all maintained schools and academies in its area. Coordination establishes a mechanism to ensure that, as far as is possible, every parent of a child living in a local authority area ('the home authority') who has applied to a maintained school or academy is sent one, and only one, offer of a school place by their local authority. Nottinghamshire has also established seven relevant areas which are coterminous with the seven district council areas.

In addition, all community and voluntary controlled schools have a designated catchment area, details of which are available on the public website www.nottinghamshire.gov.uk.

Published admission numbers

All schools are required to have a published admission number. This is the number of pupils each school can admit. For Nottinghamshire community and voluntary controlled schools these are detailed by area in Section 1.

Admission oversubscription criteria

Where there are more applications than places available, the oversubscription criteria are used to determine the priority of applications for school places. These are applied after those pupils with a statement of special educational needs that names the school have first been offered a place. Some schools have a variation to the standard criteria and these are set out in Section 2. The definitions of key terms are also set out in Section 2 before the standard admission oversubscription criteria.

Nottinghamshire County Council's coordinated schemes and timelines are available in Section 3.

Admissions in the normal round

Parents/carers can state up to four preferences for any category of maintained school, either in Nottinghamshire (the home authority) or any other school in another local authority area. Nottinghamshire residents will receive a decision about a place from Nottinghamshire County Council only, irrespective of the school for which they are applying. All offers of school places, including those made on behalf of other admission authorities (academy, foundation, free, studio, trust and voluntary aided schools) within and outside of Nottinghamshire will be made by Nottinghamshire County Council, as the local authority, in its role as coordinator of the admission schemes. If a school is oversubscribed, all preferences will be considered against the admission oversubscription criteria for each named school by the appropriate admission authority on an equal preference basis. If more than one offer can be made, the parent's highest ranked preference, decided in accordance with the admission oversubscription criteria for the individual school, will be offered to the parent.

Admissions outside the normal round (in-year admissions)

For applications outside the normal admission round, applications for admission to other year groups will be considered in relation to the way that the school has been organised following the time the year group was first admitted to the school, subject to infant class size restrictions. Generally, and unless a variation is agreed with the County Council, the PAN which applied when the year group was first admitted to the school will apply. If places are available within the year group, the child will normally be admitted to the school.

SECTION 1: published admission numbers

ASHFIELD AREA Published admission numbers 2015-2016 Primary and secondary community and voluntary controlled schools			
	RECEPTION INTAKE	Y3 INTAKE	Y7 INTAKE
Abbey Hill Primary	30		
Annesley Primary	30		
<i>Annie Holgate Primary*</i>	60		
Bagthorpe Primary	15	15	
<i>Beardall Street Primary</i>	45 (30)		
Brierley Forest Primary	60		
Broomhill Junior		60	
Butler's Hill Infant	60		
Croft Primary	60		
Dalestorth Primary	45		
<i>Edgewood Primary</i>	45 (40)		
Forest Glade Primary	30		
Greenwood Primary	60		
Healdswood Infant	60		
Hillocks Primary	45		
Holly Hill Primary	50		
Jacksdale Primary	25	20	
Jeffries Primary	40		
John Davies Primary	30	35	
Kingsway Primary	45		
<i>Kirkby Woodhouse Primary</i>	60 (50)		
Leen Mills Primary	60		
Mapplewells Primary	30		
Morven Park Primary	60		
<i>Orchard Primary</i>	45 (40)		
Priestsic Primary	60		
St Andrew's CE Primary	45		
Selston High			180
Selston CE Infant	25		
Underwood CE Primary	25		
Westwood Infant	20		

**Annie Holgate Primary – a new community primary following disestablishment of Annie Holgate Infant and Annie Holgate Junior schools.*

Changes are **highlighted**. The published admission number (PAN) determined for 2014-2015 is detailed in brackets for information only.

BASSETLAW AREA Published admission numbers 2015-2016 Primary and secondary community and voluntary controlled schools			
	RECEPTION INTAKE	Y3 INTAKE	Y7 INTAKE
Beckingham Primary	15		
Bracken Lane Primary	30		
Carr Hill Primary	40	50	
Clarborough Primary	20		
Cuckney CE Primary	20		
Dunham CE Primary	15		
East Markham Primary	15		
Elkesley Primary	15		
Everton Primary	15		
Gateford Park Primary	30		
Haggonfields Primary	18		
Hallcroft Infant	40		
Langold Dyscarr Primary	40		
Mattersey Primary	10		
Misson Primary	16		
Misterton Primary	30		
North Wheatley CE Primary	8		
Ordsall Primary	60		
Prospect Hill Infant	60		
Prospect Hill Junior		60	
Rampton Primary	10		
Ramsden Primary	30		
Ranby CE Primary	15 (10)		
Ranskill Primary	20		
Redlands Primary	60		
Ryton Park Primary	75		
Sir Edmund Hillary Primary	60		
St Augustine's Primary	60		
St John's CE Primary	60		
St Matthew's CE Primary	10		
Thrumpton Primary	30		
Walkeringham Primary	8		

Changes are **highlighted**. The published admission number (PAN) determined for 2014-2015 is detailed in brackets for information only.

BROXTOWE AREA Published admission numbers 2015-2016 Primary and secondary community and voluntary controlled schools				
	RECEPTION INTAKE	Y3 INTAKE	Y7 INTAKE	Y12 INTAKE (external applicants)
Albany Infant	60			
Albany Junior		60		
Alderman Pounder Infant	70			
Awsorth Primary	40			
Banks Road Infant	60			
<i>Beeston Fields Primary</i>	<i>50 (40)</i>			
Bispham Drive Junior		60		
<i>Bramcote Hills Primary</i>	<i>60 (50)</i>			
Brinsley Primary	30			
Brookhill Leys Primary	60			
College House Junior		80		
Eastwood Comprehensive			210	20
Eskdale Junior		70		
Gilthill Primary	30			
Greasley Beauvale Primary	50			
Hollywell Primary	30			
Horsendale Primary	30			
John Clifford Primary	60			
Kimberley Primary	20			
Larkfields Infant	60			
Larkfields Junior		60		
Lynncroft Primary	30			
Meadow Lane Infant	70			
Mornington Primary	40			
<i>Round Hill Primary</i>	<i>75 (60)</i>			
Rylands Junior		50		
Springbank Primary	30			
St John's CE Primary	15			
<i>Sunnyside Primary</i>	<i>15 (30)</i>			
Trent Vale Infant	50			
Trowell CE Primary	30			
<i>Wadsworth Fields Primary</i>	<i>50 (60)</i>			
William Lilley Infant	60			

Changes are **highlighted**. The published admission number (PAN) determined for 2014-2015 is detailed in brackets for information only.

GEDLING AREA Published admission numbers 2015-2016 Primary and secondary community and voluntary controlled schools				
	RECEPTION INTAKE	Y3 INTAKE	Y7 INTAKE	Y12 INTAKE (external applicants)
Abbey Gates Primary	30			
All Hallows CE Primary	30			
Arnbrook Primary	40			
Arno Vale Junior		60		
Arnold Mill Primary	45			
<i>Arnold View Primary</i>	<i>45 (40)</i>			
Burton Joyce Primary	45			
Carlton Central Infant	45			
Carlton Central Junior		50		
Colonel Frank Seely Comprehensive			180	10
Coppice Farm Primary	30			
Ernehale Infant	70			
Ernehale Junior		60		
Haddon Primary	30			
<i>Hawthorne Primary</i>	<i>30 (25)</i>			
Killisick Junior		50		
Lambley Primary	22			
Manor Park Infant	40			
Mapperley Plains Primary	45			
Netherfield Primary	60			
<i>Newstead Primary</i>	<i>20 (16)</i>			
Parkdale Primary	60			
Phoenix Infant	60			
<i>Pinewood Infant</i>	<i>50 (45)</i>			
Porchester Junior		45		
Priory Junior		60		
Richard Bonington Primary	60			
Robert Mellors Primary	30			
Sir John Sherbrooke Junior		50		
St Wilfrid's CE Primary	30			
Standhill Infant	45			
Stanhope Primary	35			
Westdale Infant	60			
Westdale Junior		60		
Willow Farm Primary	30			
Woodthorpe Infant	60			

Changes are **highlighted**. The published admission number (PAN) determined for 2014-2015 is detailed in brackets for information only.

MANSFIELD AREA Published admission numbers 2015-2016 Primary and secondary community and voluntary controlled schools				
	RECEPTION INTAKE	Y3 INTAKE	Y7 INTAKE	Y12 INTAKE (external applicants)
Abbey Primary	60			
Asquith Primary	45			
Berry Hill Primary	60			
Birklands Primary	40			
Church Vale Primary	30			
<i>Crescent Primary</i>	<i>45 (50)</i>			
Eastlands Junior		40		
Farmilo Primary	30			
<i>Forest Town Primary</i>	<i>60 (45)</i>			
Garibaldi College			185	20
Heatherley Primary	30			
Heathlands Primary	25			
Hetts Lane Infant	60			
High Oakham Primary	60			
Holly Primary	40			
Intake Farm Primary	30			
John T Rice Infant	45			
King Edward Primary	60			
Leas Park Junior		70		
Netherfield Infant	40			
Nettleworth Infant	70			
Newlands Junior		45		
Northfield Primary	30			
Oak Tree Primary	40			
Peafield Lane Primary	45			
Robin Hood Primary	30			
Rosebrook Primary	60			
Sherwood Junior		60		
St Edmund's CE Primary	30			
Sutton Road Primary	60			
Wynndale Primary	30			

Changes are **highlighted**. The published admission number (PAN) determined for 2014-2015 is detailed in brackets for information only.

NEWARK AREA Published admission numbers 2015-2016 Primary and secondary community and voluntary controlled schools			
	RECEPTION INTAKE	Y3 INTAKE	Y7 INTAKE
Bishop Alexander Primary	45		
Bleasby CE Primary	20		
Blidworth Oaks Primary	45		
Bowbridge Primary	60		
Chuter Ede Primary	90		
Coddington CE Primary	60		
Crompton View Primary	40		
Dean Hole CE Primary	8		
Forest View Junior		60	
Halam CE Primary	15		
Holy Trinity CE Infant	25		
John Blow Primary	30		
John Hunt Primary	60		
<i>King Edwin Primary</i>	<i>60 (50)</i>		
Kirklington Primary	8		
Kneesall CE Primary	15		
Lake View Primary	30		
Lovers Lane Primary	30		
Lowe's Wong Infant	70		
Lowe's Wong Anglican Methodist Junior		100	
Manners Sutton Primary	8		
Maun Infant	60		
Mount CE Primary	30		
Muskham Primary	30		
North Clifton Primary	8		
Norwell CE Primary	10		
Ollerton Primary	50		
Python Hill Primary	50		
Queen Eleanor Primary	10		
Ravenshead CE Primary	60		
Samuel Barlow Primary	40		
St Peter's CE Primary	30		
Sutton on Trent Primary	20		
Walesby CE Primary	20		
William Gladstone CE Primary	45	30	
Winthorpe Primary	15		

Changes are **highlighted**. The published admission number (PAN) determined for 2014-2015 is detailed in brackets for information only.

RUSHCLIFFE AREA Published admission numbers 2015-2016 Primary and secondary community and voluntary controlled schools			
	RECEPTION INTAKE	Y3 INTAKE	Y7 INTAKE
Abbey Road Primary	60		
Brookside Primary	30		
Bunny CE Primary	14		
Carnarvon Primary	70		
Costock CE Primary	10		
Cropwell Bishop Primary	30		
Crossdale Drive Primary	30		
Edwalton Primary	50		
Flintham Primary	15		
Gotham Primary	25		
Greythorn Primary	45		
Heymann Primary	90		
<i>James Peacock Infant</i>	85 (70)		
Jesse Gray Primary	60		
Keyworth Primary	30		
Kinoulton Primary	20		
Lady Bay Primary	60		
Langar CE Primary	15		
Lantern Lane Primary	44		
Normanton on Soar Primary	12		
Orston Primary	20		
Radcliffe on Trent Infant	75		
Radcliffe on Trent Junior		70	
Robert Miles Infant	60		
Robert Miles Junior		60	
St Peter's East Bridgford CE Primary	30		
<i>St Peter's Ruddington CE Junior</i>		85 (60)	
Sutton Bonnington Primary	30		
Tollerton Primary	30		
West Bridgford Infant	81		
West Bridgford Junior		80	
Willoughby Primary	7		
Willowbrook Primary	30		

Changes are **highlighted**. The published admission number (PAN) determined for 2014-2015 is detailed in brackets for information only.

SECTION 2: admission oversubscription criteria for Nottinghamshire community and voluntary controlled schools

Definitions of key terms

2.1 – standard reception criteria and variations

2.2 – standard junior/primary criteria and variations

2.3 – standard secondary criteria

2.4 – standard year 12 criteria

KEY TERMS

The following definitions are used for all community and voluntary controlled schools.

Looked after and previously looked after

A looked after child is a child who is (a) in the care of a local authority, or (b) being provided with accommodation by a local authority in the exercise of their social services functions in accordance with section 22(1) of the Children Act 1989 at the time of making an application to a school.

Previously looked after children are children who were looked after, but ceased to be so because they were adopted (or became subject to a residence order or special guardianship order). Previously looked after children are those who were adopted immediately following having been looked after. An adoption order is an order under section 46 of the Adoption and Children Act 2002. A 'residence order' is an order settling the arrangements to be made as to the person with whom the child is to live under section 8 of the Children Act 1989. Section 14A of the Children Act 1989 defines a 'special guardianship order' as an order appointing one or more individuals to be a child's special guardian (or special guardians).

Home address

The child's place of residence is taken to be the parental home, other than in the case of children fostered by a local authority, where either the parental address or that of the foster parent may be used. If a child's parents live at separate addresses, the address where the child permanently spends at least three 'school' nights (Sunday, Monday, Tuesday, Wednesday or Thursday) will be taken to be the place of residence. Addresses of other relatives or friends will not be considered as the place of residence, even if the child stays there for all or part of the week. Evidence that a child's place of residence is permanent may also be sought. The evidence should prove that a child lived at the address at the time of application. Informal arrangements between parents will not be taken into consideration.

Parents

- the mother of the child
- the father of the child if he was married to the mother either when the child was born or at a later date
- the father of the child if (since 1 December 2003) he was registered as the father on the birth certificate
- an adoptive parent
- any other person who has acquired parental responsibility through the courts; evidence of this may be required.

In all cases, those with parental responsibility must be in agreement with preferences made.

Siblings (brothers or sisters)

- a brother or sister who shares the same parents
- a half-brother, half-sister or legally adopted child living at the same address
- a child looked after by a local authority placed in a foster family with other school age children
- a stepchild or children who are not related but live as a family unit, where parents both live at the same address as the child.

Multiple births

Where one child of a multiple birth can be admitted, the other child/children will also be admitted.

Special consideration

For applications for all Nottinghamshire community and voluntary controlled schools the following groups of children will be given special consideration in their application for a particular school:

Children whose particular medical needs, mobility support needs, special educational needs or other social circumstances are supported by written evidence from a doctor, social worker or other relevant professional stating that the school is the only school which could cater for the child's particular needs. The evidence must be presented at the time of application.

The appropriate designated officers will consider each case on its merits and determine the allocation of any such place on the basis of written evidence. Admission under 'special circumstances' will take precedence over all but the first numbered criterion.

Distance measurement and tie-breaker

In the event of oversubscription, within all but the first criterion, preference will be given to children who live nearest to the school as the crow flies. Distances are measured from the main administrative point at the school campus to a point at the entrance to the child's home using the local authority's computerised distance measuring system.

In the event of two distances being equal, the local authority will measure to the next decimal point. If the measurements remain equal, lots will be drawn and the process will be independently verified.

In the case of mandatory offers, the next nearest school is identified by walking distance using the County Council's computerised distance measuring software.

SECTION 2.1: standard reception criteria and variations

STANDARD RECEPTION CRITERIA: INFANT AND PRIMARY SCHOOLS 2015-2016

- 1 Children looked after by a local authority and previously looked after children
- 2 Children who live in the catchment area at the closing date for applications and who, at the time of admission, will have a brother or sister attending the school or the linked junior/primary school
- 3 Other children who live in the catchment area at the closing date for applications
- 4 Children who live outside the catchment area and who, at the time of admission, will have a brother or sister attending the school or the linked junior/primary school
- 5 Other children

VARIATION TO STANDARD RECEPTION CRITERIA: DENOMINATIONAL CRITERION - INFANT AND PRIMARY SCHOOLS 2015-2016

Most Nottinghamshire community and voluntary controlled infant and primary schools use the standard admission oversubscription criteria. However, the following have an additional denominational criterion that requires applicants to provide additional information demonstrating their commitment to the relevant faith.

The following criterion comes between the standard criteria 4 and 5:

Children who live outside the catchment area and whose parent attends the relevant church/churches. Supporting evidence from the appropriate minister will be required in order to confirm attendance.

- Cuckney CE Primary School, Cuckney
- Dean Hole CE Primary School, Caunton
- Holy Trinity CE Infant School, Southwell
- Kneesall CE Primary School, Kneesall
- North Wheatley CE Primary School, North Wheatley
- Ranby CE Primary School, Ranby
- St John's CE Primary School, Stapleford
- St Andrew's CE Primary School, Skegby, Sutton in Ashfield
- St Matthew's CE Primary, Normanton on Trent
- St Peter's CE Primary School, East Bridgford
- St Wilfrid's CE Primary School, Calverton

Please refer to key terms for full definitions.

VARIATION TO STANDARD RECEPTION CRITERIA 2015-2016

All Hallows CE Primary School

In the event of oversubscription, the following criteria will be applied, in priority order, to determine which applications will be granted once places have first been allocated to pupils who have a statement of special educational needs which names the school.

- 1 Children looked after by a local authority and previously looked after children
- 2 Children who live in the catchment area at the closing date for applications and who have a brother or sister attending the school at the time of admission and whose parents/carers have regular involvement with the Church*
- 3 Children who live in the catchment area at the closing date for applications and who have a brother or sister attending the school at the time of admission
- 4 Children who live in the catchment area at the closing date for applications and whose parents/carers have regular involvement with the Church*
- 5 Children who live outside the catchment area, have a brother or sister attending the school at the time of admission and whose parents/carers have regular involvement with the Church*
- 6 Children who live outside the catchment area and who have a brother or sister attending the school at the time of admission
- 7 Children who live outside the catchment area whose parents/carers have regular involvement with the Church*
- 8 Other children

*Supporting evidence from the appropriate minister will be required in order to confirm attendance/involvement. Regular involvement means attendance at Church services at least twice a month for a minimum period of one year.

VARIATION TO STANDARD RECEPTION CRITERIA 2015-2016

Trowell CE Primary School

- 1 Children looked after by a local authority and previously looked after children
- 2 Children who live in the catchment area at the closing date for applications and who, at the time of admission, will have a brother or sister attending the school
- 3 Other children who live in the catchment area at the closing date for applications
- 4 Children who live outside the catchment area and who, at the time of admission, will have a brother or sister attending the school
- 5 Children who live outside the catchment area and whose parent is involved with St Helen's Church*
- 6 Children who live outside the catchment area and whose parent is involved with other named Anglican churches or those churches affiliated with Churches Together in England or the Evangelical Alliance*
- 7 Other children

*Supporting information from a minister will be required to confirm involvement with the relevant church. This must be provided by the closing date for applications.

Please refer to key terms for full definitions.

SECTION 2.2: standard junior/primary criteria and variations

STANDARD JUNIOR/PRIMARY CRITERIA: YEAR 3 ADMISSIONS FROM A LINKED INFANT SCHOOL 2015-2016

- 1 Children looked after by a local authority and previously looked after children
- 2 Children who attend the linked infant school at the closing date for applications and who, at the time of admission, will have a brother or sister attending the school or the linked infant school
- 3 Other children who attend the linked infant school at the closing date for applications
- 4 Children who live in the catchment area at the closing date for applications, who do not attend the linked infant school but who, at the time of admission, will have a brother or sister attending the school or the linked infant school
- 5 Other children who live in the catchment area at the closing date for applications and do not attend the linked infant school
- 6 Children who live outside the catchment area and who do not attend the linked infant school but who, at the time of admission, will have a brother or sister attending the school or the linked infant school
- 7 Other children

VARIATION TO STANDARD JUNIOR/PRIMARY CRITERIA: DENOMINATIONAL CRITERION YEAR 3 INTAKE 2015-16 Lowe's Wong Junior School, Southwell

Most Nottinghamshire community and voluntary controlled junior and primary schools with an intake at year 3 use the standard admission oversubscription criteria. However, Lowe's Wong Junior School has an additional denominational criterion that requires applicants to provide additional information demonstrating their commitment to the relevant faith.

The additional criterion comes between standard criteria 6 and 7:

Children who live outside the catchment area and whose parent attends the relevant church/churches. Supporting evidence from the appropriate minister will be required in order to confirm attendance.

Please refer to key terms for full definitions.

VARIATION TO STANDARD JUNIOR/PRIMARY CRITERIA: YEAR 3 INTAKE 2015-16

The schools named below have a variation to the standard junior/primary criteria:

- Bagthorpe Primary School, Bagthorpe
- Bispham Drive Junior School, Toton
- St Peter's CE Junior School, Ruddington

For intake at year 3 in 2015-2016 the oversubscription criteria are as follows:

- 1 Children looked after by a local authority and previously looked after children
- 2 Children who live in the catchment area at the closing date for applications **and** attend the linked infant school and who, at the time of admission, will have a brother or sister attending the school **or** the linked infant school
- 3 Other children who live in the catchment area at the closing date for applications **and** attend the linked infant school
- 4 Children who live in the catchment area at the closing date for applications who do not attend the linked infant school but who, at the time of admission, will have a brother or sister attending the school or the linked infant school
- 5 Other children who live in the catchment area at the closing date for applications and do not attend the linked infant school
- 6 Children who live outside the catchment area but attend the linked infant school and who, at the time of admission, will have a brother or sister attending the school or the linked infant school
- 7 Children who live outside the catchment area but attend the linked infant school
- 8 Children who live outside the catchment area who do not attend the linked infant school but who, at the time of admission, will have a brother or sister attending the school (or the linked infant school)
- 9 Other children.

Please refer to key terms for full definitions.

SECTION 2.3: standard secondary criteria

STANDARD SECONDARY CRITERIA: YEAR 7 ADMISSIONS 2015-2016

- 1 Children looked after by a local authority and previously looked after children
- 2 Children who live in the catchment area at the closing date for applications and who, at the time of admission, will have a brother or sister attending the school
- 3 Other children who live in the catchment area at the closing date for applications
- 4 Children who live outside the catchment area but who are attending a linked primary phase school on the closing date for applications and who, at the time of admission, will have a brother or sister attending the preferred secondary school
- 5 Children who live outside the catchment area and who, at the time of admission, will have a brother or sister attending the preferred secondary school
- 6 Children who live outside the catchment area but who are attending a linked primary phase school on the closing date for applications
- 7 Other children

Please refer to key terms for full definitions.

SECTION 2.4: standard year 12 criteria

STANDARD SECONDARY CRITERIA: YEAR 12 ADMISSIONS 2015-16

- 1 Children looked after by a local authority and previously looked after children
- 2 Children who live in the catchment area and who at the time of admission will have a brother or sister attending the school
- 3 Other children who live in the catchment area
- 4 Children who live outside the catchment area and who, at the time of admission, will have a brother or sister attending the preferred secondary school
- 5 Other children

Exact entry requirements may vary from course to course. Details are available in the sixth form prospectus for individual schools

Please refer to key terms for full definitions.

**NOTTINGHAMSHIRE COUNTY COUNCIL'S
COORDINATED SCHEMES 2015-2016**

3.1 – admissions in the normal round

3.2 – admissions outside the normal round (in-year admissions)

SECTION 3.1: admissions in the normal round

Introduction

This scheme outlines how Nottinghamshire County Council coordinates arrangements for admissions to all maintained schools and academies. Coordinated schemes are intended to simplify the admission process for parents/carers whilst reducing the likelihood of any child being left without a school place. Coordination establishes a mechanism to ensure that, as far as is reasonably practicable, every parent/carer of a child living in a local authority area who has applied to a maintained school or academy school is sent one, and only one, offer of a school place by their local authority (the home authority).

Parents/carers who live in Nottinghamshire can state up to four preferences for any maintained school or academy school, either in Nottinghamshire (home authority) or any other school in another local authority area.

Governing bodies of academy, foundation, free, studio, trust and voluntary aided schools are responsible for determining their own admission and appeals arrangements.

Nottinghamshire County Council's coordinated scheme applies to:

- children starting school for the first time (reception intake)
- children transferring from infant schools to junior education (Y3 intake)
- children transferring from primary phase to secondary education (Y7 intake)
- children applying to transfer to studio schools or university technology colleges (UTCs) (Y10 intake).

These are known as 'normal admission rounds'.

In all other cases, applications for admission are known as 'in-year admissions'.

Nottinghamshire County Council will work collaboratively with other neighbouring local authorities and all other own admission authority schools for whom the governing body is the admission authority. Our neighbouring local authorities are: Nottingham City, Derbyshire, Lincolnshire, North Lincolnshire, Leicestershire, Rotherham and Doncaster.

Nottinghamshire residents will only receive a decision about a place from Nottinghamshire County Council.

All offers of a place by the County Council during the normal admission round will be made as detailed in the timelines outlined in this scheme.

Applying for a school place

1. Parents/carers of children who live in Nottinghamshire and make an application for admission to any school must apply to Nottinghamshire County Council. Applications can be made online, by telephone or by completing a paper application form.
2. Applications from parents/carers of children not resident in Nottinghamshire must be made on the appropriate application form available from their own home authority, even if these include a preference for a school in Nottinghamshire.
3. Parents/carers will be invited to state up to **four** preferences in rank order and give reasons for those preferences. Preference order will not be revealed to other admission authorities. Parents/carers should include any additional information the admission authority may need in order to consider the application fully.
4. Applications from parents/carers for a place at an academy, foundation, free, studio, trust, voluntary aided or voluntary controlled school may also require additional information (see relevant admissions criteria). This may include completion of a supplementary form or other written evidence, for example, from a minister to demonstrate commitment to religion. Supplementary information is used by the respective admission authority in considering applications against its own admission oversubscription criteria. The supplementary form is not a legal application for admission to a school and it is important that additional or supplementary information is provided at the point of completing the common application form.
5. Parents/carers of children who live in Nottinghamshire must return completed applications to Nottinghamshire County Council.
6. Supplementary forms and additional supporting information should be returned to the relevant admission authority.

Processing applications

Nottinghamshire County Council will collate all applications and exchange information with other admission authorities.

- 1 Nottinghamshire County Council will first exchange information about preferences for schools outside of Nottinghamshire with relevant local authorities.
- 2 Following receipt of information from other local authorities, Nottinghamshire County Council will then send details of the preferences to own admission authority schools within Nottinghamshire.
- 3 Each admission authority will then apply their published admission oversubscription criteria to all preferences to determine whether a place can/cannot be offered.
- 4 Own admission authority schools within Nottinghamshire will notify Nottinghamshire County Council of places that can/cannot be offered.
- 5 For residents of other local authorities, Nottinghamshire County Council will inform the home local authority whether or not a place can be offered at a Nottinghamshire school. Similarly Nottinghamshire County Council will receive notification from other local authorities whether or not any places can be offered to Nottinghamshire residents.

Provisional offers

6. Following exchange of information, Nottinghamshire County Council will identify all those preferences which can be met. Where more than one place can be offered, Nottinghamshire County Council will provisionally allocate the highest preference.
7. Where more than one preference can be met, the highest preference will be allocated and any lower preferences will be withdrawn. This may create vacancies at other schools. The process of information exchange is repeated to ensure that the highest preference possible can be allocated.

Mandatory offers

8. Where it is not possible to offer a Nottinghamshire resident any of their preferences, Nottinghamshire County Council will allocate a place at a voluntary controlled or community school serving that catchment area, if a place is available. Places will be allocated according to the admission oversubscription criteria.
9. If there are no places available at the voluntary controlled or community catchment area school, Nottinghamshire County Council will allocate a place at the next nearest community or voluntary controlled school with places available. Places will be allocated according to the admission oversubscription criteria.

For mandatory offers, the next nearest school is identified by walking distance measured using the County Council's computerised distance measuring software.

Informing parents/carers

1. Nottinghamshire County Council will inform all Nottinghamshire residents on offer day of the outcome of their application. For those who applied online, an email will be sent on offer day; for those who applied by telephone or by completing a paper application, letters will be posted second class on offer day. Any parent/carer whose child is refused a school place has the right of appeal to an independent panel for any higher preferences than the allocated place.
2. Parents/carers are asked to confirm their acceptance of the allocated place. Allocated places may be withdrawn where a parent/carer does not accept the offer within fourteen days. Parents/carers are advised not to decline any offer of a school place until an alternative allocation has been made.
3. **During a normal admission round** where an application has been refused and the number of applications received has exceeded the number of places available, waiting lists will be maintained from offer day:
 - applications are only placed on the waiting list for a school where they have been refused a place and where that school is ranked above a preference that has been allocated
 - priority on the waiting list will be determined by reference to the admission oversubscription criteria and not by the date an application was received.

Waiting lists will be maintained until the end of the autumn term for all voluntary controlled and community schools within Nottinghamshire and in partnership with own admission authority schools. Inclusion on a waiting list does not mean that a place will eventually become available. Places on the waiting list are determined by the published admission oversubscription criteria.

4. **For in-year applications**, Nottinghamshire County Council does not operate waiting lists for voluntary controlled and community schools, though other own admission authority schools may do so. An exception is made for late applications for intake rounds (reception, year 3 junior, year 7 secondary and year 10 for studio and UTCs) where waiting lists are still in place. Applications will be included within waiting list processes albeit managed as in-year applications.

Late applications – normal admission rounds only

1. Applications received from parents/carers after the closing date may be considered by Nottinghamshire County Council as on time, with the agreement of the relevant admission authority, in the following circumstances:
 - relocation into the area of Nottinghamshire County Council from another local authority area
 - relocation within Nottinghamshire
 - exceptional reasons for missing the closing date, for example, family bereavement, hospitalisation or family trauma.

Information outlining why the application was received late, together with evidence of relocation, must be provided by:

- **17 December 2014** for children transferring from primary phase to secondary education
 - **26 February 2015** for children starting school for the first time and for children transferring from infant school to junior education.
2. Late applications received after the dates outlined in **1.** above but before **31 August 2015** will be considered after offer day in line with the coordinated arrangements irrespective of the individual circumstances.

Any applications received after **1 September 2015** will be processed as in-year applications.

Fraudulent or misleading information

1. Where, under the scheme, the offer of a place is found to be based on fraudulent or intentionally misleading information provided on the application, which effectively denied a place to a child with a stronger claim to the place at the school, the offer of a place may be withdrawn.
2. If an application is made using fraudulent or intentionally misleading information and the child has started at the school, the place may be withdrawn depending on the length of time that the child has been at the school.
3. Where the place or an offer has been withdrawn, the application will be reconsidered and the usual statutory right of appeal made available if a place is subsequently refused.

PRIMARY COORDINATED SCHEME 2015-2016
(including children starting school for the first time and infant to junior transfers)
Timetable for coordinated admission arrangements

Stage	Dates	Action
1	By Friday 21 November 2014 [distribution from Monday 3.11.14]	Information distributed to parents/carers
2	Thursday 15 January 2015	Closing date for receipt of application forms
3	By Friday 30 January 2015	Exchange of information between Nottinghamshire County Council and other local authorities for schools in their area
4	By Monday 9 February 2015	Nottinghamshire County Council sends details of applications to own admission authority schools within Nottinghamshire
5	Thursday 26 February 2015	Last date for exceptional late applications to be considered by relevant admission authority. Proof of residence to be received.
6	By Monday 2 March 2015	Nottinghamshire County Council receives lists from own admission authority schools detailing, in admission oversubscription criteria order, who can be offered a place
7	By Monday 9 March 2015	Nottinghamshire County Council will inform other local authorities of provisional offers
8	By Friday 20 March 2015	Nottinghamshire County Council determines provisional offers taking into account the ranking of preferences and will inform other local authorities of these provisional offers
9	By Friday 27 March 2015	Nottinghamshire County Council informs own admission authority schools and other local authorities of final allocations
10	By Tuesday 31 March 2015	Nottinghamshire County Council informs all Nottinghamshire schools of final allocations
11	Thursday 16 April 2015	Offers communicated to Nottinghamshire parents/carers including offers on behalf of own admission authority schools and schools within other local authorities. Emails sent to Nottinghamshire parents/carers who applied online. Letters are posted second class.
12	Appeals	Primary appeals will begin from May 2015 onwards

Primary coordinated scheme 2015-2016





Key dates

	August 2014						September 2014						October 2014					
M		4	11	18	25			1	8	15	22	29		6	13	20	27	
T		5	12	19	26			2	9	16	23	30		7	14	21	28	
W		6	13	20	27			3	10	17	24		1	8	15	22	29	
Th		7	14	21	28			4	11	18	25		2	9	16	23	30	
F	1	8	15	22	29			5	12	19	26		3	10	17	24	31	
Sa	2	9	16	23	30			6	13	20	27		4	11	18	25		
S	3	10	17	24	31			7	14	21	28		5	12	19	26		

	November 2014						December 2014						January 2015					
M		3	10	17	24		1	8	15	22	29			5	12	19	26	
T		4	11	18	25		2	9	16	23	30			6	13	20	27	
W		5	12	19	26		3	10	17	24	31			7	14	21	28	
Th		6	13	20	27		4	11	18	25			1	8	15	22	29	
F		7	14	21	28		5	12	19	26			2	9	16	23	30	
Sa	1	8	15	22	29		6	13	20	27			3	10	17	24	31	
S	2	9	16	23	30		7	14	21	28			4	11	18	25		

	February 2015						March 2015						April 2015					
M		2	9	16	23			2	9	16	23	30		6	13	20	27	
T		3	10	17	24			3	10	17	24	31		7	14	21	28	
W		4	11	18	25			4	11	18	25		1	8	15	22	29	
Th		5	12	19	26			5	12	19	26		2	9	16	23	30	
F		6	13	20	27			6	13	20	27		3	10	17	24		
Sa		7	14	21	28			7	14	21	28		4	11	18	25		
S	1	8	15	22			1	8	15	22	29		5	12	19	26		

	May 2015						June 2015						July 2015					
M		4	11	18	25		1	8	15	22	29			6	13	20	27	
T		5	12	19	26		2	9	16	23	30			7	14	21	28	
W		6	13	20	27		3	10	17	24			1	8	15	22	29	
Th		7	14	21	28		4	11	18	25			2	9	16	23	30	
F	1	8	15	22	29		5	12	19	26			3	10	17	24	31	
Sa	2	9	16	23	30		6	13	20	27			4	11	18	25		
S	3	10	17	24	31		7	14	21	28			5	12	19	26		

	Key dates for Coordinated admissions		School holiday		Bank holiday		Administration day
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SECONDARY COORDINATED SCHEME 2015-16
Timetable for coordinated admission arrangements

Stage	Dates	Action
1	By Friday 5 September 2014 (distribution from Monday 11.8.14)	Information distributed to parents/carers
2	Friday 31 October 2014	Closing date for receipt of application forms
3	By Friday 14 November 2014	Exchange of information between Nottinghamshire County Council and other local authorities for schools in their area
4	By Friday 28 November 2014	Nottinghamshire County Council sends details of applications to own admission authority schools within Nottinghamshire
5	Wednesday 17 December 2014	Last date for exceptional late applications to be considered by relevant admission authority. Proof of residence to be received.
6	By Thursday 18 December 2014	Nottinghamshire County Council receives lists from own admission authority schools detailing, in admission oversubscription criteria order, who can be offered a place
7	By Friday 16 January 2015	Nottinghamshire County Council determines provisional offers taking into account the ranking of preferences and will inform other local authorities of these provisional offers
8	By Friday 20 February 2015	Nottinghamshire County Council informs own admission authority schools and other local authorities of final allocations
9	By Friday 27 February 2015	Nottinghamshire County Council informs all Nottinghamshire schools of final allocations
10	1 March 2015 (or the next working day – for 2015 it will be Monday 2 March 2015)	Offers communicated to Nottinghamshire parents/carers including offers on behalf of own admission authority schools and schools within other local authorities. Emails sent to Nottinghamshire parents/carers who applied online. Letters are posted second class.
11	Appeals	Secondary appeals will begin from April 2015 onwards

Secondary coordinated scheme 2015-2016





Key dates

	August 2014						September 2014						October 2014					
M		4	11	18	25		1	8	15	22	29			6	13	20	27	
T		5	12	19	26		2	9	16	23	30			7	14	21	28	
W		6	13	20	27		3	10	17	24			1	8	15	22	29	
Th		7	14	21	28		4	11	18	25			2	9	16	23	30	
F	1	8	15	22	29		5	12	19	26			3	10	17	24	31	
Sa	2	9	16	23	30		6	13	20	27			4	11	18	25		
S	3	10	17	24	31		7	14	21	28			5	12	19	26		

	November 2014						December 2014						January 2015					
M		3	10	17	24		1	8	15	22	29			5	12	19	26	
T		4	11	18	25		2	9	16	23	30			6	13	20	27	
W		5	12	19	26		3	10	17	24	31			7	14	21	28	
Th		6	13	20	27		4	11	18	25			1	8	15	22	29	
F		7	14	21	28		5	12	19	26			2	9	16	23	30	
Sa	1	8	15	22	29		6	13	20	27			3	10	17	24	31	
S	2	9	16	23	30		7	14	21	28			4	11	18	25		

	February 2015						March 2015						April 2015					
M		2	9	16	23			2	9	16	23	30		6	13	20	27	
T		3	10	17	24			3	10	17	24	31		7	14	21	28	
W		4	11	18	25			4	11	18	25		1	8	15	22	29	
Th		5	12	19	26			5	12	19	26		2	9	16	23	30	
F		6	13	20	27			6	13	20	27		3	10	17	24		
Sa		7	14	21	28			7	14	21	28		4	11	18	25		
S	1	8	15	22			1	8	15	22	29		5	12	19	26		

	May 2015						June 2015						July 2015					
M		4	11	18	25		1	8	15	22	29			6	13	20	27	
T		5	12	19	26		2	9	16	23	30			7	14	21	28	
W		6	13	20	27		3	10	17	24			1	8	15	22	29	
Th		7	14	21	28		4	11	18	25			2	9	16	23	30	
F	1	8	15	22	29		5	12	19	26			3	10	17	24	31	
Sa	2	9	16	23	30		6	13	20	27			4	11	18	25		
S	3	10	17	24	31		7	14	21	28			5	12	19	26		

	Key dates for coordinated admissions		School holiday		Bank holiday		Administration day
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**NOTTINGHAMSHIRE COUNTY COUNCIL'S
COORDINATED SCHEME
FOR IN-YEAR ADMISSIONS
TO NOTTINGHAMSHIRE SCHOOLS**

Introduction

What is an in-year application?

An in-year application is for children requiring a school place during the academic year, rather than at the usual transfer time to school (for example starting primary school, moving to junior school or moving to secondary school in September).

The majority of in-year applications for school places in Nottinghamshire will be dealt with through normal in-year arrangements. However, some children in vulnerable groups may find it difficult to secure a school place. In these cases, applications may be referred to the Fair Access Lead Officer under the Fair Access Protocol, available at www.nottinghamshire.gov.uk.

Fair Access Protocol

Nottinghamshire County Council's Fair Access Protocol works in partnership with schools, parents and carers to ensure that children and young people in vulnerable circumstances, including those at risk of exclusion, or those excluded from school, are allocated a school place as quickly as possible. The operation of the FAP is triggered when a parent of an eligible child has not secured a school place under in-year admission procedures.

Nottinghamshire's arrangements for in-year applications to Nottinghamshire schools

Overview

For in-year admissions own admission authority schools and academies (OAAs) are able to manage applications directly to the school without parents having to apply through a local authority. The School Admissions Code 2012 requires that OAAs must, on receipt of an in-year application, notify the local authority of both the application and its outcome, so that figures on the availability of places in the area can be kept up to date. The admission authority must also inform parents of their right to appeal against the refusal of a place.

Nottinghamshire County Council has agreed to continue to operate an in-year scheme for applications for admission to Nottinghamshire community and voluntary controlled schools. Nottinghamshire County Council has also invited OAAs within Nottinghamshire to join the in-year scheme. Applications for other Nottinghamshire schools should be made directly to the school. For schools outside of Nottinghamshire, parents should contact the relevant local authority. Contact details for neighbouring local authorities can be found in the Admissions to schools: guide for parents available at www.nottinghamshire.gov.uk.

Admission authorities are responsible for setting and applying a school's admission arrangements:

- for foundation or voluntary aided schools, including trust schools, the governing body is the admission authority
- for academies, the Academy Trust is the admission authority
- for all other schools in Nottinghamshire, the County Council is the admission authority.

All admission authorities must comply with the requirements of the School Admissions Code 2012 and admissions legislation.

Admission authorities should ensure that their processes for admitting children who have been allocated under in-year arrangements or through the Fair Access Protocol do not lead to unreasonable delay, particularly where a child is otherwise without a place.

The governing body of a community or voluntary controlled school has no power to refuse to admit a child whose admission has been agreed by the local authority.

Admission authorities cannot refuse admission to a child with challenging behaviour where places are available. Governing bodies can refer applications to the local authority for consideration under the provisions of the Fair Access Protocol. Schools should not request information about a child's history of behaviour unless an application meets fair access protocol requirements.

Nottinghamshire County Council will also share information about pupils who live in neighbouring local authority areas and who apply for a place in one of the schools participating in the scheme.

Our neighbouring authorities are Derbyshire, Doncaster, Leicestershire, Lincolnshire, North Lincolnshire, Nottingham City and Rotherham.

Applying for a place in a Nottinghamshire school

Parents can make applications up to six weeks before the date when they would like their child to start at the preferred school. School places cannot be reserved and we therefore process and allocate places where possible close to the date the school place is required.

Parents can state up to four preferences on an application for any of the schools participating in the scheme. We recommend that parents use all four preferences, listing them in order starting with the one they would most like their child to attend. The County Council will not reveal the order of preferences to schools.

Parents applying for academy, foundation, studio, trust, voluntary aided or voluntary controlled schools should check whether any additional supporting information is required. This may be written evidence from a minister to demonstrate commitment to religion. This information enables the admission authority to apply admission oversubscription criteria correctly.

Details of oversubscription criteria for Nottinghamshire schools are available on our website www.nottinghamshire.gov.uk.

Moving school during year 10 or year 11

Progress and attainment can be adversely affected when a child moves school. Parents need to consider carefully before moving their child during year 10 and year 11. It may be difficult to find schools that can offer courses compatible with the previous school. However, schools are not able to refuse to admit children because they followed a different curriculum at their previous school.

How applications are considered

Applications for school places are considered without delay to ensure that every child of school age accesses an appropriate school place.

Timeline	Nottinghamshire County Council's in-year scheme
Day 0 – 5	There are weekly admission rounds with a cut-off point of 5pm on Wednesdays. Any application received after 5pm will be included in the following week's admission round. Details of applications will be sent to OAA schools participating in the scheme.
Day 5 - 15	OAA's are requested to notify the County Council of their decision
Day 15 – 20	Notification of the outcome of the application will be sent to parents by second class post
Day 20	If a place cannot be identified or there is a delay in getting a response, the application will be referred to the Fair Access Protocol

Admissions will normally be agreed up to the published admission number which applied for the normal year of intake. If there are more applications than places available, the admission oversubscription criteria will be used to determine which places will be offered. If applications are refused at any school which is listed higher than the one offered, parents/carers are given the right to appeal.

Nottinghamshire County Council will then identify all those preferences that can be met. When a place can be offered at more than one of the schools listed on an application, the County Council will write to offer a place at the highest preferred school where a place is available.

Nottinghamshire County Council will write to parents detailing the outcome of the application. Letters are posted second class. Parents should confirm their acceptance of the offer of a school place within 14 days of the decision letter otherwise the place may be withdrawn.

Mandatory offers

If a school is oversubscribed and applications are refused, all parents are given the right of appeal.

In addition, for Nottinghamshire residents, if it is not possible to allocate any preferences the County Council will determine whether a mandatory offer of a school place should be made. A mandatory offer may be a place at the next nearest school with places available. Places are not automatically offered at catchment area schools. For mandatory offers, the next nearest school is identified by walking distance measured using the County Council's computerised distance measuring software.

Mandatory offers will be made in the following circumstances:

- relocation to Nottinghamshire (following receipt of confirmation that parents are resident in Nottinghamshire)
- moving home within Nottinghamshire and the child's current/previous school is in excess of 2 miles for children aged under 8 years of age and 3 miles for children aged 8 years and over

Waiting lists

Waiting lists may be held by schools where the number of applications received is greater than the number of places available in the year group. The order of waiting lists is decided by the admission oversubscription criteria for the school irrespective of the date the application was received and whether parents choose to appeal.

Nottinghamshire County Council, as the admission authority for voluntary controlled and community schools, does not hold waiting lists for applications processed as in-year. The one exception to this is where late applications are received between 1 September and 31 December for the intake year (reception, year 3 transfer to junior school, year 7 transfer to secondary school and year 10 transfer to studio or UTCs). In these cases, waiting lists will be maintained until 31 December in the admission year.

Some OAA schools may hold waiting lists for in-year applications. For information on waiting lists for OAAs parents should contact the school directly.

Appeals

Parents have the right to appeal to an independent appeal panel if they are not happy with the outcome of their application. Full details of how to appeal will be provided with the outcome of the application.

Fraudulent or misleading information

Where an offer of a place is found to be based on fraudulent or intentionally misleading information on the application, which effectively denied a place to a child with a stronger claim to the place at the school, the offer of a place may be withdrawn.

Where a child starts attending the school on the basis of fraudulent or intentionally misleading information, the place may be withdrawn depending on the length of time that the child has been at the school.

Where the place or an offer has been withdrawn, the application will be reconsidered and the usual statutory right of appeal made available if a place is subsequently refused.

SECTION 4: catchment area changes

Horsendale Primary School, Broxtowe area

The map below indicates the area of land within the County boundary, north of the A610 and to the east of the A6002. This area is highlighted in orange and now forms part of the catchment area of Horsendale Primary School.

As Horsendale Primary School is linked to The Kimberley School for secondary transfer, this area of land will also be considered as part of the catchment area for The Kimberley School.

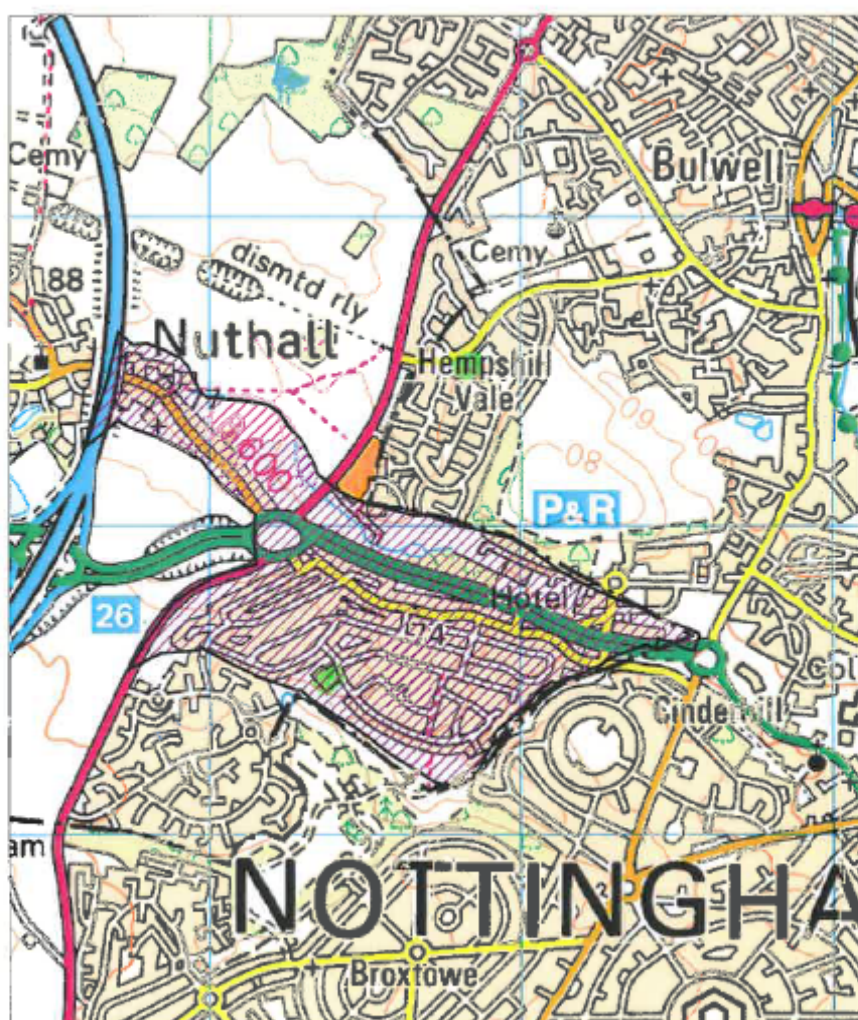
No existing primary school catchment area boundary is changed by this proposal.



Nottinghamshire County Council
Schools' Property and Development
Education Support Services

Land and Property Support Services

Catchment Plan for Horsendale Primary



Scale 1:15000

200 0 200 Metres



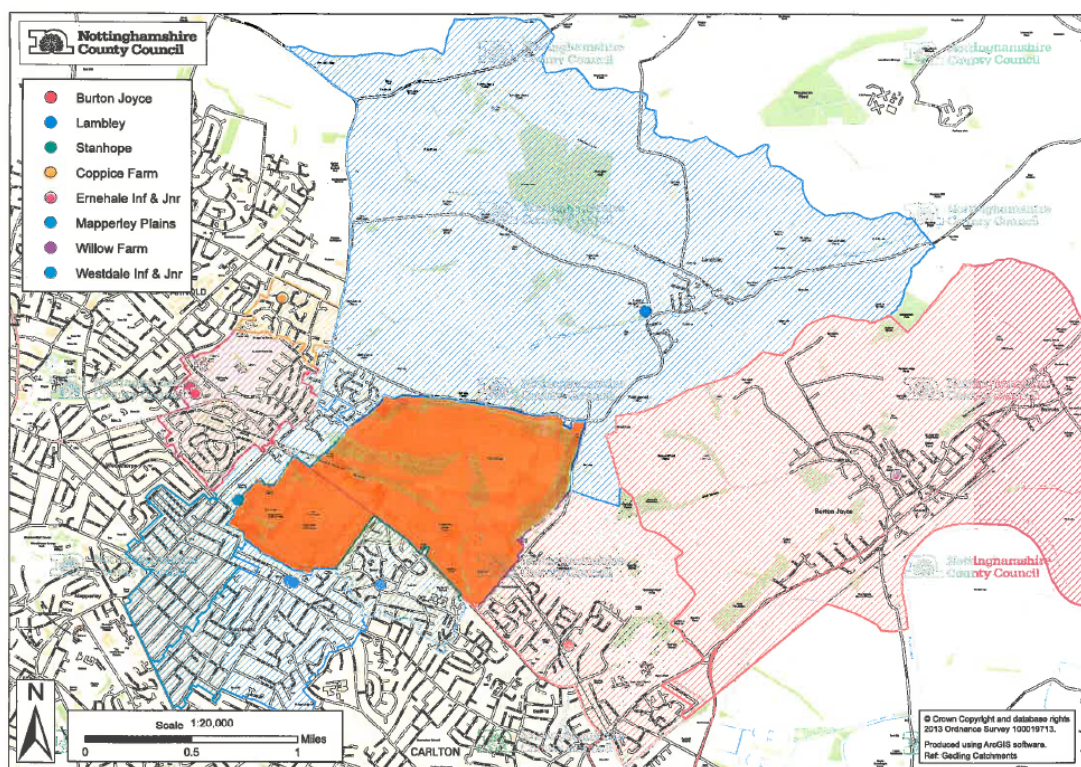
Plan Produced by: TCB
Date plan produced: 29/06/2005
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Nottinghamshire County Council
O.S. Licence No. 100018713/2005
Produced using ArcView Software

Lambley Primary School, Gedling area

The map below indicates the area of land, south of Spring Lane and extending to Arnold Lane and Lambley Lane, that has been assigned to Lambley Primary School.

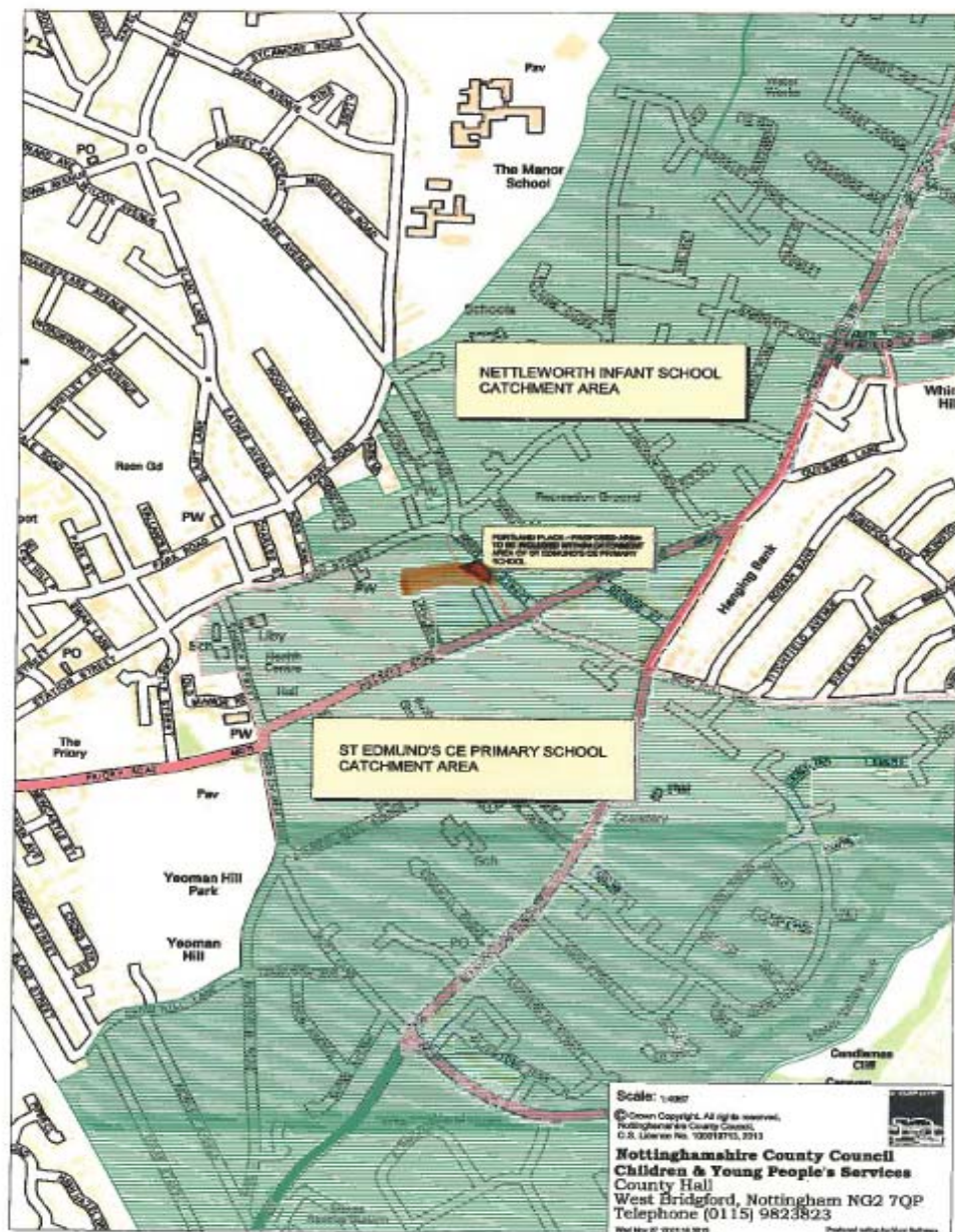
The area of land is currently allocated to the catchment of area of Sherwood E-Act Academy at secondary level. As Lambley Primary School is linked to both Colonel Frank Seely School and Sherwood E-Act Academy, this catchment area will also be considered as part of the catchment area for Colonel Frank Seely School.

No other primary school catchment area boundaries are changed.



St Edmund's CE Primary School catchment area (Portland Place development)

The majority of the new development, Portland Place, at the rear of Crookes Avenue and Poplar Street, falls within the catchment area of St Edmund's CE Primary School. This new development, Portland Place, will be allocated to the catchment area of St Edmund's CE Primary School. The map below indicates the minor change to the existing catchment boundary for St Edmund's CE Primary School and Nettleworth Infant School.



17 March 2014**Agenda Item: 9****REPORT OF THE SERVICE DIRECTOR, YOUTH, FAMILIES AND CULTURE****THE EARLY YEARS PLAN****Purpose of the Report**

1. The purpose of this report is to invite the Committee to comment on the proposed Early Years Plan (attached as an **Appendix**) and recommend it to Policy Committee for approval at its meeting on 2 April 2014.

Information and Advice

2. The proposed Early Years Plan sets out the Council's ambition to *ensure that all young children and their families, including those with special educational needs and disability (SEND), are able to reach their potential by having the best start in life through the provision of high quality, integrated early childhood services to prepare them for school.* The Plan is attached as an **Appendix** to this report.
3. It reflects:
 - changes to Government policy as outlined in documents such as Families in the Foundation Years, Supporting Families in the Foundation Years, and More Great Childcare, More Affordable Childcare.
 - changes made to the statutory requirements of local authorities emphasising their role as 'guardians' for disadvantaged children and to ensure they have access to high quality early years provision that prepare them for school.
 - revisions made to Ofsted frameworks that emphasise the need for improved standards for early education places for 2 year olds in particular, advocating that a **Good** rating is now only good enough.
4. The Plan has three high level priorities:
 - *to ensure that early childhood services are effectively integrated/coordinated to identify vulnerable children and those least likely to meet their development goals, and to provide appropriate early help and prevention services.*

- *to ensure there are sufficient, high quality, inclusive and safe early learning and childcare opportunities that prepare children for school, in recognition that only Good is good enough.*
 - *to ensure that the early years workforce has access to training and development opportunities that lead to required service improvement and prepare children better for school.*
5. The first priority focuses on strengthening working practices to make sure that we know which children are vulnerable through effective information sharing between key practitioners, so that they and their families are supported to access early help services; to assess more effectively potential development delay; to support those eligible to access their early education entitlement; and to develop systems to share information about the progress of individual children on transition.
 6. Priority two focuses on ensuring there is sufficient early education provision in those areas where it is needed and that it is of sufficient quality to ensure that children get the best possible provision. The childcare sufficiency audit is helping to identify potential gaps in provision, and the allocation of capital funding from Government is being used to create new childcare places for 2 year olds. A review of the quality improvement support to the sector is also underway to ensure available resources are targeted at those settings that require improvement, thus creating further additional places. Strategies are in place to monitor/support settings to meet the needs of those children most vulnerable and/or with additional needs. Ensuring parents have access to accurate information about local provision remains a priority as well as the support from settings to help parents create effective home learning environments.
 7. The third priority is focused on the workforce, recognising the importance of all early years practitioners knowing and understanding their contribution to delivering services within the Early Years Foundation Stage framework (EYFS) with an emphasis on child development, early help and safeguarding. The recent Ofsted report 'Getting it right from the start'¹ also highlights the need for strong leadership in order to develop and sustain high quality provision across the sector. It is our intention to review workforce development commitments and establish a universal and targeted offer based on the requirements of the EYFS and Ofsted framework - prioritising settings that require support to 'Get to Good'. We will explore opportunities to create packages of 'sold services', with available resources focused on targeting support where service improvement is required.
 8. The Plan identifies key actions and timescales to be achieved which will be monitored at an operational level through the Early Help Executive Board, chaired by the Service Director for Youth, Families and Cultural Services. The Plan contributes to the Closing the Gap agenda and the Closing the Gap Performance Board will also receive updates. The Early Years Attainment Group has operational responsibility for its implementation and will monitor progress through its quarterly meetings. The Early Years Plan will be reviewed annually.

Other Options Considered

¹ Getting it right from the start – Ofsted, July 2013

9. No other options have been considered.

Reason/s for Recommendation/s

10. To ensure the delivery of effective early years services for Nottinghamshire's 0-5 years population within the resources available to the Council and its partners.

Statutory and Policy Implications

11. This report has been compiled after consideration of implications in respect of crime and disorder, finance, human resources, human rights, the public sector equality duty, safeguarding of children and vulnerable adults, service users, sustainability and the environment and ways of working and where such implications are material they are described below. Appropriate consultation has been undertaken and advice sought on these issues as required.

Public Sector Equality Duty Implications

12. An equality impact assessment was undertaken in October 2013 and is available as a background paper.

Safeguarding of Children and Vulnerable Adults Implications

13. The priorities set out in the Plan seek to strengthen support and practice which will safeguard those children and families which are most vulnerable.

Implications for Service Users

14. Children and families will benefit from increased and/or improved services aimed at giving young children the best start in life, preparing them better for school.

RECOMMENDATION/S

- 1) That the Committee comments on the proposed Early Years Plan and recommends it to Policy Committee for approval at its meeting on 2 April 2014.

Derek Higton
Service Director, Youth, Families and Culture

For any enquiries about this report please contact:

Justine Gibling
Group Manager, Early Years and Early Intervention
T: 0115 9774426
E: justine.gibling@nottscc.gov.uk

Constitutional Comments (LM 28/02/14)

15. The Children's and Young People's Committee has delegated authority within the Constitution to approve the recommendations in the report.

Financial Comments (KLA 04/03/14)

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

Background Papers and Published Documents

Equality Impact Assessment

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.

Electoral Division(s) and Member(s) Affected

All.

C0381



Early Years Plan

2014-2015



1. Introduction

The Early Years Plan sets out the vision and priorities to ensure that young children have the best start in life to reach their potential, to achieve success in adulthood and contribute positively to their community. The Plan has been developed at a time of rapid change, with many uncertainties still remaining. It seeks to reflect the policy changes¹ emerging from government whilst being informed by local strategies, such as Child Poverty and Closing the Gap, and is overarched by the Early Help development plan. The Plan also incorporates Nottinghamshire's Language for Life strategy and will be supported by action plans to enable us to achieve our objectives, ensuring too that the council continues to fulfil its statutory obligations. In recognition of the economic climate within which we are currently operating, the Plan will seek to explore opportunities for maximising resources through greater collaboration, integration and partnership working between all those who provide early childhood services, such as midwives, health visiting teams, speech therapists, children centres, childcare and early education providers, and schools etc.

Defining early years - Whilst the focus for this Plan and subsequent actions are on children, and their families aged 0-4 years, the family support needs of those with children aged 5-12 years will also be considered in acknowledgement of the enhanced core offer now delivered by children centres.

2. The Early Years – national context

It is now widely understood that everything that happens to a child within the first few years of life is the foundation for their future success. Evidence² has shown that early experiences shape children's future development and influence how well they do at school, their ongoing health and wellbeing and their achievements later in life. A strong focus at this time in a child's life can have huge economic, social and emotional benefits later on, for the individual

¹ Supporting families
More affordable childcare

² Californian Adverse Childhood Experiences (ACE)



and for society as a whole. Research³ has also shown the benefits of agencies working together by investing in high quality, evidence-based services and interventions which have proven to simultaneously save money in the long-run whilst reducing lifetime inequalities.

Government recognises the important role that families play in a child's development and that effective parenting gives children confidence, a sense of well-being and self worth, whilst providing stimulation for brain development increasing a child's capacity to learn. Access to high quality early learning experiences, together with a positive learning environment at home, is a vital combination to ensure that children have reached a good level of development at the start of compulsory school age. It acknowledges too that whilst all families need support, for some the need is more acute. Early help and intervention is critical to ensure that needs are identified early and that children and families are effectively supported at the earliest opportunity.

As a response, the government has confirmed its commitments to early childhood services and has set out its vision for the 'Families in the Foundation Years' which aims to promote the importance of child development and early learning in preparation for formal education. Key priorities include:

- improvements to maternal care, including the expansion of the Family Nurse Partnership
- additional health visitors to deliver the healthy child programme, working closely with children centres
- a commitment to retain children centres to coordinate and provide a range of universal and targeted services to meet local need, with the option of supporting older children where it makes sense to do so

³ The Wave Trust Report- Conception to Age 2



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- the introduction of the Integrated Review for all 2 year olds in order track a child's progress and provide information to parents about their child's development
 - an increase in the number of 15 hours of funded early education places for 20% of all disadvantaged and/or disabled 2 year olds, rising to 40% by September 2014
 - a new Early Years Foundation Stage framework, designed to support practitioners and inform parents on their child's readiness for school, with an emphasis on the following prime areas: physical, social, emotional, communication and language development
 - a review of early years qualifications in order to improve the quality of childcare and early education
 - a review of how information is provided to parents that support them to make childcare choices

Revisions to Ofsted frameworks and statutory guidance for local authorities across the sector places greater emphasis on the need for quality improvement and a sharper focus on vulnerable young children. A recent Ofsted report ⁴ highlighted the need for effective leadership in early years settings to ensure that provision is of the required standard. It emphasised again that children will only benefit from an early learning experience if it is of at least a good standard at least and advocates that only those settings with such ratings should be used for two year olds where possible.

Aimed also at having a less bureaucratic regulatory framework for childcare providers, government now sees Ofsted as being the main arbiter for 'quality'. Whilst the extent of such changes are still to be determined, it is clear that the role of the local authority is to act as a 'champion' for disadvantaged children, along with a focus on supporting settings which require improvement. In summary, the duties the council therefore has for the early years are:-

⁴ Getting it right first time, July 2013



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- to improve the wellbeing of young children in their area and reduce inequalities between them through the delivery of integrated early childhood services through sufficient children's centres and other commissioned services
 - to secure sufficient, high quality early education places for all 3 and 4 year olds, and eligible 2 year olds, and childcare for children aged up to 14 of working parents (18 for disabled children); whilst working with providers to deliver high quality provision as judged by Ofsted
 - to provide information, advice and assistance to settings, and to parents and prospective parents on the provision of childcare in their area.

3. AMBITION, PRINCIPLES AND PRIORITIES

Our ambition is to ensure that all young children and their families, including those with SEND, are able to reach their potential by having the best possible start in life through the provision of high quality, integrated early childhood services and to prepare them for school.

Our ambition **is** aspirational - we recognise the inequalities that exist across the county that prevent some children from reaching their potential and of the long-term commitment required to achieve it. We understand the links between poverty and low attainment, and of the imperative to provide early help services if we are ever going to break the cycle of poor outcomes for children and families. Whilst keeping **children at the heart** of everything we do, we also know that in order to achieve our ambition, this Plan must be underpinned by the following **principles**

- that our ability to establish and maintain respectful relationships with **parents and families** is critical and central to all that we do, supporting them when necessary to build capacity in order for them to be effective in their role as primary carers and educators of their children



-
- that children, parents and families are able to **access** services where and when they need them most
 - that all early childhood services are of **high quality** and **evidence-based** to ensure the desired outcomes are achieved
 - that collaborative processes are strengthened to enable needs to be **identified early** and appropriate supports to be put in place at the earliest opportunity
 - that resources are **targeted** at where there is greatest need;
 - that available resources are maximised through greater **integration** and **partnership working**
 - that early childhood services are supported by a **well-qualified and properly skilled workforce**
 - that evaluation processes are able to measure the **impact of early help services** and the learning from which informs service planning
 - that services known to make a difference are **commissioned**, both internally and externally to meet identified need

OUR PRIORITIES – in order to achieve our Ambition we have identified 3 priorities:-

1. to ensure that early childhood services are fully integrated to provide early help and prevention for families in need
2. to ensure there are sufficient, high quality, inclusive and safe early learning and childcare opportunities that prepare children for school
3. to ensure the early years workforce has access to training and development opportunities that lead to required service improvement



Priority 1: Ensure that early childhood services are integrated to provide early help and prevention for families in need.

Why is this important

- Providing support to meet children and families' needs at the earliest opportunity reduces inequalities and improves longer term outcomes.
- Identifying potential need and early detection in the early years, including for children with SEND, can prevent situations from escalating and ultimately reduces the need for intensive, specialist help and provides increased value for money. The Government have identified that there is a high percentage of low level SEND within vulnerable and disadvantaged groups.
- Recognising and supporting early children's speech language and communication needs are vital as research shows that two thirds of children with serious behaviour problems have such needs. Pupils entitled to free school meals are 1.8 times more likely to have speech, language and communication needs, and if they live in a disadvantaged area are 2.3 times more likely, impacting on their ability to learn and reach their full potential.

Where we are now

- There are currently 45,200 0-4 year olds living in Nottinghamshire, a figure forecast to rise to 47,000 by 2021. 55% of children are living in low income areas; 19% are living with lone parents; 8.5% are from BME communities; with the highest number of mothers aged below 20 in Mansfield, Ashfield and Bassetlaw. Based on available data, there is an increased number of young disabled children.
- There are high levels of vulnerability. 44% of all children subject to a child protection plan, and 21% of all CAF compliant assessments relate to this age range.
- 77% of all children living in low income areas are registered with one of the 58 children centres and last year, 57% of them accessed children centre services.
- A county average of 14% of 2 year olds are identified as needing additional support with their speech, language and communication, with a gap of, on average, 19% between less and more disadvantaged areas, i.e. Mansfield and Rushcliffe. Local small scale studies have shown that early parent-based interventions, for instance, can alleviate these difficulties, with only a third of these going onto require specialist speech and language therapy services.

What difference do we want to see and how we will achieve it.

Outcome	Key Tasks	Time-scales	Lead officer
<i>Parents are better informed about services available for them and their child/family</i>	Transfer the Family Information Service to the ASK libraries team to support information available through the Customer Service Centre and children Centres.	March 2014	Niki Coupe (EYEI)
<i>More children and families are registering and being seen by children centres, particularly those from target groups.</i> <i>More children are having their needs identified earlier and</i>	Monitor effective information sharing protocols between children centres, midwives, health visitors and schools, including early notification of pregnancy, live birth data, Children Centre registrations, through commissioning processes.	March 2015	Gary Eves (PH)



<p><i>met through CAF processes</i></p> <p><i>Early childhood services are working more effectively together to identify and respond to vulnerable children and families</i></p> <p><i>Parents report an increased confidence in their parenting role</i></p> <p><i>Parents are better informed about the progress their child has made by the time they reach school.</i></p> <p><i>More children are identified earlier with SLCN and SEND</i></p> <p><i>More children take up their free early education place at 2, 3 and 4 years of age.</i></p> <p><i>Schools are better informed about the children who enter the foundation stage</i></p>			
	Embed single points of access to early help services through children centres.	Sept 2014	Sally Penn (NCFP)
	Develop a child development programme that supports parents to establish positive home learning environments.	Sept 2014	Lesley Dunn (EYEI)
	Evidence positive impact of evidence-based parenting programmes.	Sept 2014	Rachel Clark (EYEI)
	Develop a strategy to effectively implement the Integrated Review for 2 year olds	Sept 2015	Amanda Edmonds (NCH)
	Monitor and support increased take up of early education places based on headcount information.	April 2014 then end of each term	Nicola Hughes (StSS) NCFP
	Implement and evaluate the use of the Early Years Tracker tool - to track the attendance and progress of children taking up the two year free entitlement.	July 2014	Lesley Dunn (EYEI)
	Develop and trial ways to share an 'Early Years Foundation stage handbook' with schools as part of the Newark Town pilot	Sept 2014	Bev Cameron (Data & Perform) Janeen Parker (School Improvement)
	Explore opportunities to strengthen links between Early Help services and the Family Nurse Partnership to ensure effective support to young parents.	Sept 2014	Rachel Clarke (EYEI)
	Ensure the additional needs of children and families inform the service specifications of commissioned contracts, including specialist services such as speech and language therapy services.	April 2015	Gary Eves (PH)

Priority 2: Ensure there are sufficient, sustainable, high quality, inclusive and safe early education and childcare opportunities that prepare children for school.

Why is this important

- Local authorities are required by legislation to secure sufficient, flexible, high quality early education places for eligible two year olds, and all three and four year olds, offering 570 hours a year over 38 weeks a year.
- The need for flexible and affordable childcare is necessary to support those parents ready to enter the labour market and local authorities are also required, where practicable, to ensure sufficient childcare places for working parents, or parents who are studying or training.
- Evidence shows that children will benefit most from an early learning experience, in terms of their social, physical, emotional, communication and language development, if it is of a Good standard at least, as defined by Ofsted. Government proposes that only those settings with such ratings should be used for two year olds where-ever possible.
- The national Every Child a Talker initiative showed that good quality early communication environments enable a significant improvement in children's communication and language development, fundamental to early learning.
- A positive home learning environment is equally important in preparing children for school and settings are required to share information about a child's progress to enable parents to fulfil their role as primary educator.
- It is vital that settings are confident and competent in their safeguarding practice, particularly as more vulnerable children are placed in their care, and at a time when deregulation of some childcare is being proposed.

Where we are now

- Based on 2011 figures, there are approximately 1,493 registered childcare providers in the private, voluntary and independent (PVI) sector, providing 22,174 places.
- The Childcare Sufficiency audit indicates some shortfalls in childcare places in localities in Mansfield, Ashfield and Bassetlaw.
- Additional £1.1m capital funding has been awarded by Government to support the expansion of the 2 year old early education offer, together with £1.8m trajectory funding.
- 70% of all PVI childcare providers are rated Good or Outstanding by Ofsted compared to the national average of 74%.
- In September 2013, 56.6% children in the county attained the Good Level of development (GLD). This is higher than the provisional national figure of 52%. The percentage of children attaining the GLD is lower than 2012 due to the change in the EYFS curriculum and Profile. In 2012 Notts equalled National with 64% children attaining GLD, so in 2013 we have outperformed the national for the first time since 2008.
-



	2009	2010	2011	2012	2013
Attaining 'good level'	49.2	53.1	56.4	64.2	56.6
National 'good level'	52	56	59	64	52 (indicative)

- The gap measurement has changed and is now likely to be the gap between those attaining the GLD who are in receipt of Free School Meals (FSM) and those not (non-FSM). In 2012 Notts gap was 23 percentage points against a national gap of 19.
- Quality support arrangements are well established with support available to maintained schools, day nurseries and preschool playgroups from the NCC Early Years Specialist Teacher team and, through a commissioned contract with the Preschool Learning Alliance. Similar arrangements also exist for childminders with support available from PACEY (professional association for childcare and early years).
- 92% of parents surveyed in 2011 were 'satisfied' or better with the opening hours and times of childcare they used.

What difference do we want to see and how we will achieve it.

Outcome	Key Tasks	Timescales	Lead Officer
<p><i>Sufficient and sustainable childcare places, and other early years services, are available, particularly in areas of disadvantage</i></p> <p><i>More children have access to free early education place at 2, 3 and 4 years of age</i></p>	Undertake the Childcare Sufficiency Audit (CSA), including out of school provision that meets the needs of working parents and children with disabilities.	July 2014	Jude Burgess (EYEI)
	Create sufficient early education places in response to the CSA for all 3 and 4 year olds, and for vulnerable 2 year olds	March 2015	Nicola Hughes (STSS) Niki Coupe (EYEI)
	Develop a strategy for school delivery of free early education places for 2 year olds.	September 2014	Nicola Hughes (StSS)
	Revise policies in relation to funding of early education places informed by a market assessment.	June 2014	Jude Burgess (EYEI)
<p><i>Quality of more early years provision is at least Good by Ofsted standards</i></p> <p><i>Schools report an increase in children ready to learn on entry</i></p>	Review quality improvement support arrangements to inform future priorities for the EYST team and revised service specification for commissioned contracts, focused on settings, including schools, requiring	<p>Review completed by end of July 2014</p> <p>new contract starts April</p>	Jude Burgess (EYEI)



	improvement.	2015	
	Continue to promote the EYFS statutory framework and Ofsted framework(s) through QI visits and workforce development opportunities.	April 2014	Lesley Dunn (EYEI)
<i>Settings are delivering effective inclusive provision</i>	Establish systems and processes for delivering DCATCH through EYEI	April 2014	Lesley Dunn (EYEI)
	Support settings to deliver inclusive provision and appropriately resourced provision to meet the additional needs of children accessing their early education entitlement.	September 2014	Lesley Dunn (EYEI)
	Ensure full implementation of the Language for Life strategy.	ongoing	Jane Young (NCHP)
<i>Settings are effective in safeguarding children.</i>	Review and develop improved support arrangements that ensure settings are practicing safely.	April 2014	Jude Burgess (EYEI)
	Strengthen links and relationships between settings and the LADO.	April 2014	Sarah Turner (LADO officer)

Priority 3: Ensure the early years workforce has access to training and development opportunities that lead to required service improvement.

Why is this important

The Nutbrown review⁵ highlighted how high quality early education and childcare can improve the outcomes of children later in life if practice is led by someone with higher level qualifications. It is important that all early years practitioners know and understand their contribution to delivering services within the EYFS with an emphasis on child development and safeguarding. The recent Ofsted report 'Getting it right from the start'⁶ also highlights the need for strong leadership in order to develop and sustain high quality provision. Leadership and Management is a key feature of all Ofsted frameworks for early childhood services and one of the main contributing factors to the judgement Ofsted makes on the quality of the provision. Socially disadvantaged children can catch up with other children in their language skills if practitioners are trained to support their language development appropriately.

Where we are now

- Historically, the Council has provided work force development opportunities for all early years providers accessed through the TADO (training and development opportunities) web pages, a function which now sits within Workforce and Organisational Development (WOD).
- Working in conjunction with WOD, the Early Years Service has lead responsibility to work in partnership with the sector to identify workforce development needs, based on improvements required in practice, and often in response to changes in government legislation, delivered through networks and briefings, and specific training events.
- Whilst the TADO promotes opportunities for all settings, increasingly training and development has become more and more focused on specific issues and at specific settings – which follows Government's recently expressed expectations of local authorities to focus their support on those settings that require improvement.
- Established working relationships with key partners ensure that local expertise is used to deliver training and development opportunities such as: the Early Years Specialist Teacher team, SEND Policy & Provision, the Achievement & Equality team; the School Improvement team; the Speech and Language therapist team; PACEY and PSLA, children centres, amongst others.
- Nottinghamshire has invested in its language lead programme, linking it with the Level 3 award in Supporting Speech, Language and Communication Needs, and it is anticipated over 50 practitioners will achieve this combined award by the end of 2013.
- Encouraged by national developments from the National College of Teaching and Learning, peer to peer support opportunities have been extended through the implementation of the Systems Leadership programme from the children centre pilot which is currently being trialled with childcare settings.

⁵ Foundations for quality, June 2012

⁶ Getting it right from the start, July 2013

What difference do we want to see			
Outcome	Key Tasks	Timescales	Lead Officer
<i>Services are led and delivered by a well-qualified and skilled workforce that understand the importance of child development and safeguarding in order to improve life chances of young children.</i>	Review/establish a universal and targeted work force development offer based on requirements of the EYFS and Ofsted framework within available resources.	Draft April 2014 Implementation Sept 2014	Linda Mottishaw (EYEI)
	Develop a county-wide response to early years qualifications in line with government guidance.	Sept 2014	Lesley Dunn (EYEI)
<i>Available resources are prioritised and demonstrate impact on service improvement.</i>	Explore opportunities to create packages of 'sold services' utilising internal expertise.	Sept 2015	Linda Mottishaw (EYEI)
<i>Training and development opportunities available maintain quality provision and support those settings requiring improvement. Early Years practitioners have access to changes to policy and practice guidance</i>	Review and align networks and briefings to meet the needs of the early years/early childhood services workforce, including school-based family support staff, that promote the EYFS statutory/regulatory guidance and other areas of practice development.	Draft April 2014 Implementation Sept 2014	Linda Mottishaw (EYEI)
<i>Early years practitioners have access to shared learning opportunities that support service improvement.</i>	Implement and evaluate the impact of the early years systems leadership model to settings that require improvement to inform future development.	Ongoing July 2014	Jude Burgess (EYEI)
	Strengthen localised peer to peer support through mentoring, shadowing and buddying opportunities.	Sept 2014	Lesley Dunn (EYEI)



GOVERNANCE

The Plan forms part of the Early Help development plan and its implementation will be monitored through the Early Help executive, chaired by the Service Director for Youth, Families and Cultural services. The Plan contributes to the Closing the Gap agenda and reports regularly to the Closing the Gap Performance Board. The Early Years Attainment group has operational responsibility for the deliver of key actions and will monitor progress through its quarterly meetings.



17 March 2014**Agenda Item: 10****REPORT OF THE SERVICE DIRECTOR, CHILDREN'S SOCIAL CARE****NATIONAL MINIMUM FOSTERING ALLOWANCES AND FEES TO FOSTER
CARERS****Purpose of the Report**

1. This report proposes that Nottinghamshire County Council continues to pay its foster carers the National Minimum Fostering Allowances, at the rates prescribed by the Department for Education. Allowances are payments made by the Local Authority, to its foster carers, for the living costs of fostered children.
2. This report proposes that the Council maintains the payment rates, as set in 2013/14, in its additional and specific fostering allowances/fees to its foster carers. Due to budgetary control measures, the Council is unable to provide an inflationary increase to these payments. This is the fourth successive year in which additional/specific fostering allowances, and fees to foster carers, have not been increased.
3. This report proposes that the Council makes revision to the way in which officers authorise payments to foster carers.
4. This report recommends that the Council introduces a new fee structure for foster carers looking after children aged eleven years and over.

Information and Advice

5. The Children Act 2004 (Section 49) introduced new powers for the Government to compel local authorities to pay foster carers at prescribed rates.
6. On 27 July 2006, the Department for Education and Skills (DfES) announced the recommended rates for the National Minimum Fostering Allowances for Foster Carers. These rates were effective from 1 April 2007. The Council has previously agreed to pay these recommended rates each year since 2007. Prior to March 2011 other additional/specific fostering allowances, and fees to foster carers, were annually inflated by the rate of inflation as determined by the County Council.
7. Nottinghamshire currently pays its foster carers a weekly allowance and makes available other additional and specific allowances to pay for disturbance costs (where a child is placed with a foster carer with less than 24 hours notice), immediate clothing and school

uniform costs and additional costs in meeting the individual needs of particular fostered children.

8. The report proposes that the Council continues to pay its foster carers the National Minimum Fostering Allowances, at the rates prescribed by the Department for Education. These allowances are payments made by the Local Authority, to its foster carers, to cover the costs involved in looking after a fostered child. Nottinghamshire currently pays its foster carers a weekly allowance of £119 (for a child aged 0-4 years), £132 (for a child aged 5-10 years), £151 (for a child aged 11-15 years) and £175 (for a child aged 16-17 years).
9. The Department for Education has increased the weekly rates, for 2014/15 by 2%. (This was consistent, at the time, with the most recent forecast rate of inflation for 2014 as measured by the Consumer Price Index). This increase was anticipated and has been factored into the budget for basic fostering allowances. The rates prescribed by the Department for Education for 2014/15 are:
 - £122 (for a child aged 0-4 years)
 - £134 (for a child aged 5-10 years)
 - £154 (for a child aged 11-15 years)
 - £179 (for a child aged 16-17 years).
10. 885 children were looked after by the Local Authority as at 30 November 2013. Of these 885 children, 658 children (74%) were placed in foster care. 252 of these children were placed with an Independent Fostering Provider and 406 of these children (61% of all children placed in foster care; 49% of all looked after children) were placed with a foster carer approved by Nottinghamshire County Council.
11. Foster carers approved by the Council provide a best value care placement when compared with other care providers. An internal fostering placement costs the Local Authority approximately 50% less per annum than a fostering placement purchased in the independent fostering sector. The expansion of internal fostering has been a priority identified within the Children's Social Care Transformation Programme.
12. As part of the Transformation Programme, existing business practices have been reviewed and anomalies identified. Changes need to be made to the way in which payments are made to foster carers. As an efficiency measure, the decision making and authorising activity should be delegated to: the foster carer's supervising social worker (for all fixed rate/child related specific allowances); the fostering team manager (for all foster household equipment requests; the payment of large family transport allowance and fee progression through the Payment for Skills scheme); and the group manager (access to resources) for specific fee payments to foster carers.
13. The payment of the large family transport allowances needs to be inclusive of all foster carers, including fee paid foster carers (fostering futures/emergency fostering/ contract care).
14. The Transformation Programme also identified the need for the Local Authority to continue to increase its provision of fostering placements for children aged 11 years and over. It is difficult to find foster homes for this age group. A new fee structure is proposed

for foster carers who provide a placement for children aged 11 years and over. The 11plus scheme requires a foster carer to be home based and to be able to provide transport to meet a child's travel needs. The child should have her/his own bedroom and the child must be aged 11 years or over at the time of placement. When this eligibility criteria is met, the foster carer will receive a weekly fee of £200 (£10,400 per annum) in addition to the child related fostering allowances. It is proposed that the 11plus scheme replaces the Authority's existing 14plus scheme. With a reconfiguration of existing fostering budgets, there is sufficient budget capacity to recruit eighteen 11plus placements in 2014/15.

Other Options Considered

15. The Authority is required to pay the National Minimum Fostering Allowances (Section 49, Children Act 2004; Standard 28.1 National Minimum Fostering Standards 2011). No other options have been considered.

Reason/s for Recommendation/s

16. The Local Authority is required by law to pay its foster carers the National Minimum Fostering Allowances.
17. Payment of the National Minimum Fostering Allowances ensures the Authority's compliance with Section 49, Children Act 2004
18. The unit costs in processing payments to foster carers will be reduced by changing the way in which payments are authorised. This is an efficiency measure for the Authority and will improve levels of foster carer satisfaction
19. The Authority needs to be creative and competitive (with the independent fostering sector) in attracting foster carers to care for children aged 11 years and over. It is indicated that the proposed 11plus scheme will support the Authority in placing more children, of this age, with internal foster carers and thus reduce the need for more expensive independent fostering options.

Statutory and Policy Implications

20. This report has been compiled after consideration of implications in respect of finance, public sector equality duty 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.

Financial Implications

21. The prescribed rates for 2014-15 represent an increase of 2% on last year's rates. This annual inflationary increase was anticipated and is included in the Children's Social Care division's 2014-15 budget.

22. The changes to business practices in making payments to foster carers will be made within existing staffing capacity and will therefore not result in a cost or saving to the service.
23. The introduction of the 11plus payments will be funded by savings in ad hoc payments made to foster carers; therefore all payments can be met from within the budget set for 2014-15.

RECOMMENDATION/S

That:

- 1) Nottinghamshire County Council pays its foster carers a weekly fostering allowance, at the national minimum rates prescribed by the Department for Education, as detailed in paragraph 9 of the report.
- 2) Nottinghamshire County Council introduces changed business practices to improve its efficiency in the making of payments to foster carers.
- 3) Nottinghamshire County Council introduces a fee paid scheme (11plus) with effect from 1 April 2014.

Steve Edwards
Service Director, Children's Social Care

For any enquiries about this report please contact:

Jayne Austin
Fostering Service Manager
T: 0115 977 4154
E: jayne.austin@nottsc.gov.uk

Constitutional Comments (initials xx/02/14)

24.

Financial Comments (KLA 19/02/14)

25. The financial implications of the report are set out in paragraphs 21 to 23 above.

Background Papers and Published Documents

None.

Electoral Division(s) and Member(s) Affected

All.

C0374

17 March 2014**Agenda Item: 11****REPORT OF THE SERVICE DIRECTOR, EDUCATION STANDARDS AND
INCLUSION****FINANCIAL SUPPORT FOR STUDENTS IN POST-16 EDUCATION****Purpose of the Report**

1. This report invites the Children and Young People's Committee to determine the policy for the 2014/15 financial year in respect of those post-16 students following courses in educational institutions other than schools.

Information and Advice

2. Legislation introduced in March 1999 identified three categories of post-16 students:
 - (i) school-based students
 - (ii) students following courses of further education in colleges funded primarily by the Further Education Funding Council (FEFC), now the Education Funding Agency (EFA)
 - (iii) students following non-designated courses (not attracting support under the national system of student financial support) in higher education.
3. The legislation requires that local authorities should determine annually their policies in respect of their discretionary powers to assist students who fall within the scope of these three categories.
4. The County Council's Formula Spending Share was reduced following the introduction of the legislation, with the element identified to support students in further and higher education institutions (categories 2ii and 2iii above) transferred via the then Learning and Skills Council to further and higher education institutions, which now have responsibility for providing discretionary learner support to their students.
5. Local authorities continued to have a responsibility for providing exceptional financial support to post-16 students in schools, via Learner Support Funds allocated through the then Young People's Learning Agency (YPLA). However this responsibility ceased with the withdrawal of Learner Support Funds with effect from the end of the 2010/11 academic year (see paragraph 10). The County Council continues to have responsibility for home to school/college transport for post-16 students.

6. Local authorities retain the power to make discretionary awards to post-16 students in schools and to students in further and higher education but the relevant regulations allow them to determine a policy under which no financial support would be offered to these students. Local authorities are not held to be fettering their discretionary powers as long as they make such an annual 'determination' before 31 March of the year preceding the financial year to which the determination applies.
7. Committee must therefore determine, before 31 March 2014 in respect of the financial year 2014/15, how to exercise the power granted by the regulations to make post-compulsory education awards. There are three options:
 - (a) to make no such awards in any circumstances and not make any provision for considering applications; or
 - (b) to make such awards generally and consider applications from all students; or
 - (c) to make such awards only in respect of certain groups or categories of students.
8. The transfer of the functions of the County Council's Student Finance Service to the national provider Student Finance England with effect from 31 March 2011 meant that there was no longer an obligation upon the County Council to consider requests for funding from higher education students following non-designated courses, or in other specific circumstances, such as transfers of course or repeat periods of study.
9. Colleges of further education and universities receive funding to provide financial support for students on full-time courses. It is therefore proposed that the County Council should determine not to make any awards in any circumstances to further education (FE) and higher education (HE) students, and not to make any provision for considering applications.
10. The national scheme of Education Maintenance Allowances closed to all students studying in England at the end of the 2011/12 academic year. The annual allocation of Learner Support Funds allocated to the County Council by the YPLA to assist students in post-16 education in schools was withdrawn with effect from the end of the 2010/11 academic year. They have been replaced by the 16-19 Bursary Fund, administered by schools, colleges and training providers. There are also other sources of funding for post-16 students, such as the 16-18 Residential Bursary. It is therefore proposed that the County Council should determine not to make any awards in any circumstances to post-16 students in schools, and not to make any provision for considering applications.

Other Options Considered

11. It is open to the County Council not to make a determination under the regulations. This would mean the Council would have to consider any applications for financial assistance on their individual merits or through a specific scheme of support. In either case additional budget provision would have to be made available to underpin such arrangements but this is not regarded as a funding priority for the Council at the present time.

Reason/s for Recommendation/s

12. As explained in the report, if it is to limit the use of its discretionary powers to offer support to students entering school sixth form, further education college courses or non-designated courses of higher education in the 2014/15 financial year, the County Council has to make an annual 'determination' by 31 March 2014 in accordance with the Local Education Authority (Post-Compulsory Education) Awards Regulations. In recent years the County Council has made such a determination each year, reflecting the fact that it no longer has any specific budget provision available for new cases that fall to be considered under these discretionary powers. A survey in 2011 of 14 local authorities around the country found that none of them made awards to these students and had not done so for many years.

Statutory and Policy Implications

13. This report has been compiled after consideration of implications in respect of finance, the public sector equality duty, 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.

Implications for Service Users

14. The proposals set out in this report limit the extent to which the County Council is able to assist with the costs students incur in following post-16 education courses. The arrangements proposed do not, however, differ from those that currently apply and which have applied since 1999.

Financial Implications

15. The draft budget for Children and Young People's Services for 2014/15 anticipates that a determination will be made as recommended in this report.

RECOMMENDATION/S

- 1) That Committee determines that during the year 1 April 2014 – 31 March 2015 Regulation 3 (1) of the The Local Education Authority (Post-Compulsory Education Awards) (Amendment) (England) Regulations 2000 shall not apply to Nottinghamshire County Council and that in consequence the County Council will have no powers to make post-compulsory education awards to post-16 students entering new courses in schools or in further or higher education in 2014/15 in any circumstances.

John Slater
Service Director, Education Standards and Inclusion

For any enquiries about this report please contact:

David Litchfield
Assistant SEND Officer
(formerly Service Manager, Student Finance Service)
T: 0115 977 3861
E: david.litchfield@nottsgov.uk

Constitutional Comments (LM 26/02/14)

16. The Children and Young People's Committee has delegated authority within the Constitution to approve the recommendations in the report'

Financial Comments (KLA 11/02/14)

17. The financial implications of this report are set out in paragraph 15 above.

Background Papers and Published Documents

The Local Education Authority (Post-Compulsory Education Awards) Regulations 1999

The Local Education Authority (Post-Compulsory Education Awards) (Amendment) (England) Regulations 2000

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.

Electoral Division(s) and Member(s) Affected

All.

C0364

17 March 2014**Agenda Item: 12****REPORT OF THE SERVICE DIRECTOR, EDUCATION STANDARDS AND
INCLUSION****HALAM CHURCH OF ENGLAND (VOLUNTARY CONTROLLED) PRIMARY
SCHOOL - DELIVERY OF EARLY YEARS EDUCATION PLACES:
OUTCOME OF A PUBLISHED SECTION 19 NOTICE****Purpose of the Report**

1. This report seeks approval for the implementation of Halam CE Primary School governors' proposal to provide early years places at their school by formally lowering the age range limit of the school from 5-11 to 3-11 years.

Information and Advice

2. It is Government policy that early years education places can be delivered through local authority maintained schools and providers in the private, voluntary and independent sectors.
3. Having considered the implications of providing such places for children attending their school, the governors of Halam Primary School have decided they wish to develop this provision from September 2014.
4. The County Council's Strategic Place Planning and School Admissions service has reviewed the current take up of early years education places in the area and acknowledges the potential benefits of the proposal for the school. The proposal will provide early years places for the village and increase opportunities for parental choice. It will support the school's aim to provide continuous education from ages 3 through to 11.
5. Under the previous provisions of the Education and Inspections Act 2006 (EIA 2006), governors of voluntary controlled schools could publish the type of proposal as described in paragraph 1 of this report, without the prior approval of their local county council. It was, however, a statutory requirement that the final decision on whether or not the proposal should be implemented rested with the county council.
6. The statutory process for proposals of this type has been amended with effect from 28 January 2014 by the introduction of new regulations. These regulations now negate the need to follow a process. However, as the process for this particular proposal had already commenced prior to the new regulations coming into force, it is a statutory

requirement that the decision on the proposal's outcome still rests with the County Council.

7. In order for this proposal to progress, it is a legal requirement for the school's governors to publish a 'statutory notice' to alter the lower age range limit of the school from 5-11 to 3-11 years.
8. Prior to the notice being published, however, there is also a requirement to consult with local people and other interested parties so that they can give their views.

Consultation

9. Staff and parents/carers of Halam Primary School received a letter from its governors that explained the rationale for deciding to propose this potential development at the school, and to give them the opportunity to make any comments about what was being proposed.
10. The governors' decision took into account the following issues:-
 - the number of children likely to benefit from the proposal
 - the likely effects on the school's teaching and support staff
 - capacity of the school to meet the needs of 3 and 4 year olds
 - funding for the early years provision
 - availability of early years provision for local children and Church of England families.
11. Given these considerations the following options were set out for consultation:-
 - i) a proposal to provide early years places in the school's existing premises
 - ii) that Halam Primary School parents/carers continue to use existing provision at other local early years providers.
12. As part of the consultation process, copies of the governors' letter were circulated to other schools and copies were also sent to private, voluntary and independent providers of early years education within the locality and to the wider community.
13. Other statutory consultees including the local Member of Parliament, County Councillor, District and Parish Councils and Diocesan Authorities were also sent copies of the consultation letter.
14. Several pupils at Halam Primary School were consulted and were supportive of the proposal.
15. During the consultation period of 6 November to 16 December 2013, the school received 28 written responses by way of a reply slip that provided respondents with the options of supporting or opposing the proposal. Of these responses that expressed a preference:-
 - 25 were in support of the proposal, including parents/carers, Halam Primary School staff, a local village primary school and local Parish and Church Councils
 - 2 were opposed to the proposal, one of which was a parent/carer and the other identified themselves as a neighbour.

16. The main issues arising from respondents either opposing the proposal or who had particular concerns are:-
- the potential increase in traffic flow and associated parking implications around the school
 - the potential impact on existing school and staffing resources
 - funding for the early years places.
17. The issue around vehicle management is one that Halam Primary School's governors have been monitoring for several years and is an on-going situation due to the position of the school and its inadequate parking facilities. However, the governors feel their early years proposal will be a much needed and important educational resource for the Halam community and the situation concerning parking will continue to be monitored by the school.
18. In comparison, the main comments in support of the proposal can be summarised as:-
- there is a consensus of support for the proposal to proceed
 - local early years provision will provide parents/carers with increased opportunities for parental choice
 - providing local early years places will help reduce the potential number of car journeys to alternative providers
19. A summary of the written responses received is included in **Appendix 1** to this report.

Statutory Notice

20. Having taken all written responses into account, and in accordance with the then existing provisions of the EIA 2006, a Section 19 notice was subsequently published by the governors on 9 January 2014 which proposed lowering the age range of Halam Primary School with effect from 8 September 2014.
21. There was a six week representation period following the publication of the notice during which objections and comments could be made about the proposal. The notice expired on 20 February 2014 and during the publication period no representations were received.
22. Account has been taken of the comments received during the consultation period referred to in this report and of the statutory notice outcome where no further representations were received during its statutory period. It is difficult to predict with absolute certainty how this proposal will impact on local infrastructure because the overall take-up of places in any setting is predicated by a number of factors including parental choice and birth rates. Also in this case it is relevant to take account of parents' religious preferences. On balance therefore, the consultation outcomes would suggest that the Halam Primary School governors' proposal should be recommended to be implemented.
23. As mentioned in paragraph 6 above, the decision on whether to formally implement the above proposal now falls to the County Council to determine. It is a statutory requirement, however, that this determination has to be made within two months of the expiry of the notice's representation period i.e. by 20 April 2014. Failure to meet this

requirement would result in the proposal having to be referred to an independent Schools Adjudicator for a decision to be made.

Other Options Considered

24. The only other feasible option available to the school for parents who wish their children to receive early years education between the ages of 3-4 years is to continue to send them to alternative early years providers.

Reason for Recommendation

25. The proposal outlined in this report is perceived as being in the best interests of both Halam Primary School and its community.

Statutory and Policy Implications

26. This report has been compiled after consideration of implications in respect of finance, the public sector equality duty, 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.

Implications for Service Users

27. Children and families in the immediate locality of Halam and the Church of England community will have access to early years education.

Financial Implications

28. Any variation to the numbers of children attending the school through this proposed change to the admission arrangements will be reflected in the school's budget through the Early Years Single Funding Formula.

Public Sector Equality Duty Implications

29. If approval was to subsequently be given for this proposal to proceed, it will ensure the availability of an early years education place for all children whose parents wish them to have one.
30. An Equality Impact Assessment has been undertaken and is available as a background paper.

Human Resources Implications

31. If, as a result of this proposal, additional staffing is required in school to ensure the effective delivery of the early years education proposed, the school will use appropriate recruitment and selection procedures when making appointments.

Crime and Disorder Implications

32. Appropriate consideration has been given to the Crime and Disorder Act 1998. It is the view of the County Council that this early years places proposal does not pose a significant risk to increasing criminal activity within the locality of the school.

Human Rights Implications

33. Parental preference will be facilitated.

Implications for Sustainability and the Environment

34. By providing local early years education places, the need for travelling to alternative providers by car can be reduced.

RECOMMENDATION

- 1) That the Committee agree to the implementation of the proposal to lower the existing age range limit of Halam CE Primary School from 5-11 to 3-11 years, thereby enabling the school to admit children to early years education places in existing accommodation from 8 September 2014.

John Slater

Service Director, Education Standards and Inclusion

For any enquiries about this report please contact:

Angela Pae

Children's Place Planning & Admissions Area Officer - Newark

T: 0115 9773679

E: angela.pae@nottsccl.gov.uk

Constitutional Comments (LM 21/02/14)

35. The Children and Young People's Committee has delegated authority within the Constitution to approve the recommendations in the report.

Financial Comments (KLA 25/02/14)

36. The financial implications of this report are contained in paragraph 28 above.

Background Papers and Published Documents

- 1) Consultation letter dated 6 November 2014 sent out by the governors of Halam CE Primary School
- 2) The Complete Proposal referred to in the published Section 19 Notice
- 3) Equality Impact Assessment

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.

Electoral Division(s) and Member(s) Affected

Farnsfield and Lowdham: Councillor Roger Jackson

C0384

APPENDIX 1

PROPOSAL TO PROVIDE EARLY YEARS EDUCATION PLACES AT HALAM CE PRIMARY SCHOOL

Summary of written consultation responses received by Halam Primary School that expressed a preference of supporting or opposing the proposal:

- Concern raised about the alleged lack of classroom and external space to house further children
- Support expressed for the proposal by a local primary school not currently providing early years places, citing that they did not anticipate losing any potential pupils should Halam Primary's proposal proceed
- It was felt that without a system of vehicle management in place around the school, additional cars dropping off/collecting children will make the alleged already haphazard procedure for parking even more dangerous
- Support for the proposal was unanimously agreed by a local church council
- In opposing the proposal comment made that the teachers have enough to cope with already
- Support expressed for the proposed early years places but concern raised if this will increase traffic at the school
- Comment made that the proposal would be a vital service for local families with pre-school children
- In supporting the proposal respondent commented that they wish it had been provided sooner
- Opinion expressed that the proposal is a positive step forward for the school and parents. Respondent also felt confident of the benefit it would have for pre-school children moving to early years education and being able to integrate into Halam Primary.
- Support expressed of being fully in favour and that the early years places would be a great attribute to the school
- Concern raised about the potential impact on existing pupils and teaching accommodation.
- Clarification sought on whether additional staff would be employed and if funding for the early years places would be separate from the school's funding.

17 March 2014**Agenda Item: 13****REPORT OF THE SERVICE DIRECTOR, EDUCATION STANDARDS AND
INCLUSION****SEND POLICY AND PROVISION – PROPOSED RESTRUCTURE OF THE
ASSESSMENT AND COMMISSIONING TEAMS AND EDUCATIONAL
PSYCHOLOGY SERVICE****Purpose of the Report**

1. To seek approval to implement the proposed new structure for Special Educational Needs and Disability (SEND) Policy and Provision which is located in the Education Standards and Inclusion Division of the Children, Families and Cultural Services Department. These changes, if approved, will take effect from 1 April 2014.

Information and Advice

2. SEND Policy and Provision is responsible for four key service areas which are organised into the teams described below:
 - 1) Assessment - this team manages the new Education, Health and Care (EHC) Plan Pathway and assessment processes for children and young people with SEN and disability (SEND)
 - 2) Commissioning – this team is responsible for commissioning services and provision and distributing financial resources to schools for pupils with SEND
 - 3) Educational Psychology Service – this service provides psychological advice and support to schools, settings, families and to others within the County Council
 - 4) Schools and Families Specialist services – these services provide a range of specialist educational advice and support to schools and families of children and young people with SEND.
3. There are three main drivers which will impact on the future delivery of these services for children and young people with SEN and disability, which are:
 - a) *The Government's SEN reforms and work of the SEN Pathfinder project:*

With effect from September 2014 statements of special educational needs will be replaced by Education Health and Care (EHC) Plans. A new multi-agency integrated assessment process will be introduced which will apply from birth to young people up to the age of 25 years. This new process provides the opportunity for integrated ways of working which will improve the quality of service received by children, young people and their families through the combined effects of partnership working across services and the greater involvement of parents required by this new approach. It is proposed that these new arrangements will be delivered through reconfigured services.

b) The implementation of the outcomes of the SEBD review:

Following the review of arrangements for pupils with Social Emotional and Behaviour Difficulties (SEBD) in Nottinghamshire, a new strategy entitled '5 Steps to Collective Responsibility' was published and agreed by the County Council in November 2012. This strategy is in line with national developments and as such Nottinghamshire County Council is progressively devolving resources to partnerships of schools to encourage collective responsibility and collaborative arrangements for pupils with SEBD. The County Council will need to retain the capacity to monitor the effectiveness of these new arrangements. This additional capacity is reflected in the proposed new structure.

c) The requirement to make financial savings:

In order to achieve the required savings of £493,000 described in the outline business case (CO3c), a number of changes have been proposed to the way in which services are organised and delivered. These changes will involve staff reductions and a reconfiguration of some services which will result in revised structures for three teams. These revised structures are attached as **Appendix 1**. The structures have been subject to a consultation exercise with all staff affected by the proposals and their trade unions.

4. The proposed structural changes will impact on the Assessment, Commissioning and Psychology service with effect from April 2014. It is likely that it may be necessary to make further changes which will be the subject of a future report, if required.

Consultation

5. The formal consultation period relating to the proposed new structure for SEND Policy and Provision was launched on 5 November 2013 and ended on 19 December 2013.
6. During the consultation period, feedback was received either by e-mail or through discussion at team meetings. In addition feedback has been provided through discussions relating to the development of the new EHC Plan Pathway which has informed decisions regarding the finalisation of the new structures.
7. Relevant trade unions have been informed of the consultation and were provided with copies of the proposed new structures. **Appendix 2** provides details of the feedback received and subsequent proposals to address the issues which were raised.
8. The main issues arising from the consultation were in relation to the:

- a) capacity to deliver the new statutory requirements relating to EHC Plans
- b) capacity to respond to the needs of emerging SEBD partnerships.

9. In response to these concerns the revised structures identified in **Appendix 1** show:

- a) two new permanent EHC Co-ordinator posts which will be filled by seconding two staff from Futures and one temporary EHC Co-ordinator post which will be filled on a one year basis and funded by the Additional Burdens Grant available from the Government to implement the SEN reforms.
- b) three SEBD Partnership Development Officer posts which will be funded from resources released from the reconfiguration of Pupil Referral Units as part of the implementation of the SEBD strategy.
- c) four posts with responsibility for commissioning SEBD provision will transfer from the central team located with the Pupil Referral Units into a new SEBD Commissioning team.

Other Options Considered

10. Different models of service delivery have been considered and featured in the consultation exercise. The decision to adopt the proposals in **Appendix 1** was based on the principles of best value, the provision of high quality customer service and compliance with legal requirements.

Reason/s for Recommendation/s

11. To take account of the three drivers for change described earlier in this report and ensure that the required savings identified in the outline business case (C03c) are achieved for this service area.

Statutory and Policy Implications

12. This report has been compiled after consideration of implications in respect of crime and disorder, finance, human resources, human rights, the public sector equality duty, safeguarding of children and vulnerable adults, service users, sustainability and the environment and ways of working 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

13. The proposed structures will deliver the savings required in the outline business case (C03c) amounting to a total of £493,000 in the 2014/15 financial year.
14. Three teams have been enhanced:
- a) two new permanent EHC Co-ordinator posts will be filled by secondment arrangements which will be funded by Futures at no additional cost to the County Council. One EHC co-ordinator post will be filled on a one year basis funded by the

Additional Burdens Grant available from the Government to implement the SEN reforms.

- b) three Partnership Development Officer posts will be funded from resources released from the reconfiguration of Pupil Referral Units as part of the implementation of the SEBD strategy.
- c) four posts with responsibility for commissioning SEBD provision will transfer from the central team located with the Pupil Referral Units into a new SEBD Commissioning team. These posts will be funded from the disaggregation of PRU resources in line with the implementation of the SEBD strategy.

Human Resources Implications

- 15. The County Council approved HR processes will be followed in order to enable staff into the new structures. HR processes for voluntary redundancy will be followed where applicable. The relevant trade unions will continue to be fully informed as these processes are implemented.

Implications for Service Users

- 16. The proposed reconfiguration of services aims to enhance the experience of service users through a more integrated streamlined and person centred approach.

RECOMMENDATION/S

- 1) That the proposed new staffing structure for Special Educational Needs and Disability (SEND) Policy and Provision is approved with effect from April 2014.

John Slater
Service Director Education, Standards and Inclusion

For any enquiries about this report please contact:

Chris Harrison
Group Manager, SEND Policy and Provision
T: 0115 9773384
E: chris.c.harrison@nottsc.gov.uk

Constitutional Comments (LM 20/02/14)

- 17. The Children and Young People's Committee has delegated authority within the Constitution to approve the recommendations in the report.

Financial Comments (NDR 28/02/14)

- 18. The financial implications are set out in paragraph 13 of the report.

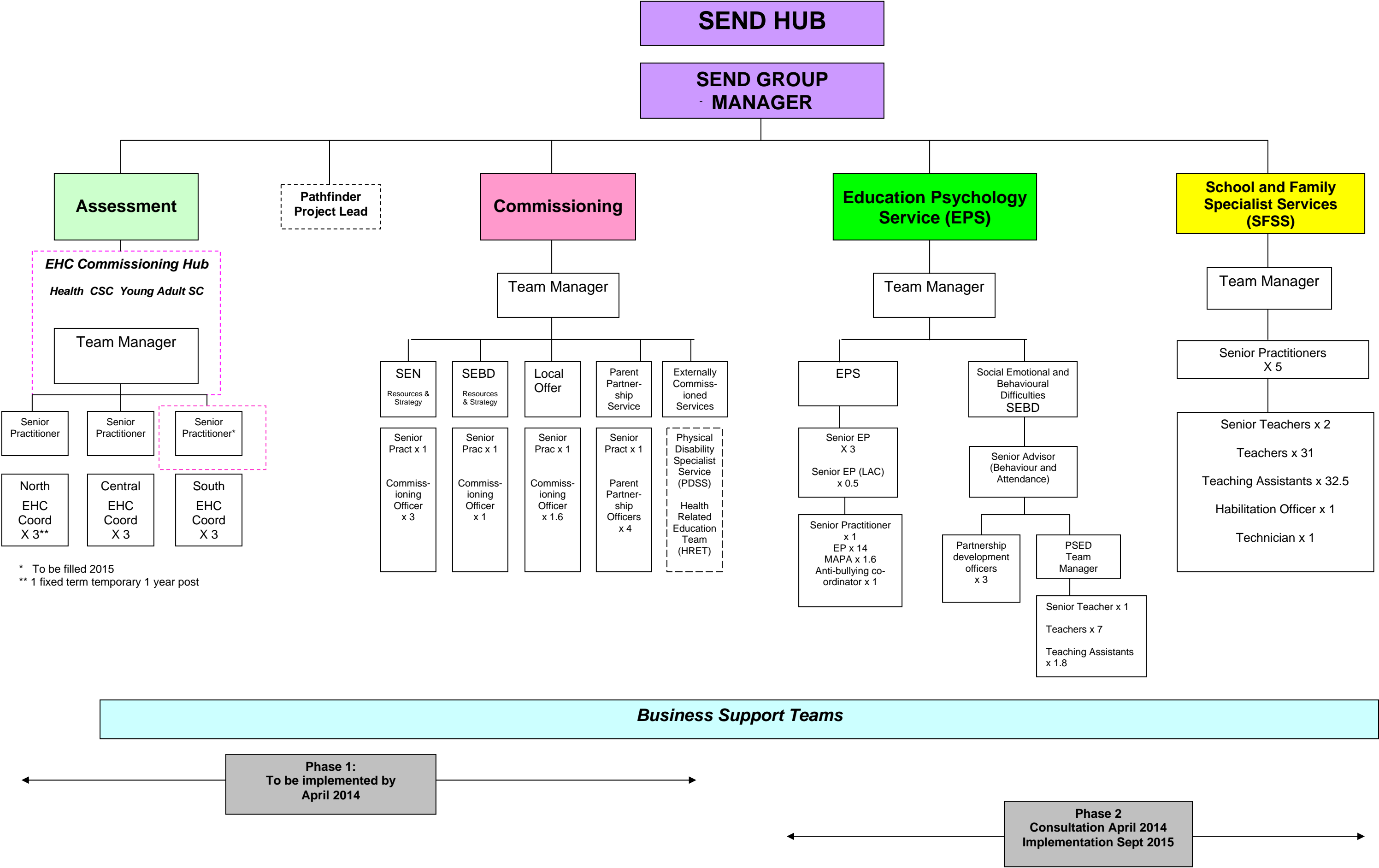
Background Papers and Published Documents

None.

Electoral Division(s) and Member(s) Affected

All.

C0380



* To be filled 2015
** 1 fixed term temporary 1 year post

Business Support Teams

Phase 1:
To be implemented by
April 2014

Phase 2
Consultation April 2014
Implementation Sept 2015

17 March 2014**Agenda Item: 14****REPORT OF THE SERVICE DIRECTOR, EDUCATION STANDARDS AND
INCLUSION****SUPPORT TO SCHOOLS SERVICE – PROPOSED RESTRUCTURE OF THE
EDUCATION IMPROVEMENT TEAM****Purpose of the Report**

1. To seek the Committee's approval of the revised structure of the Education Improvement team from April 2014 including a proposal to relocate Governing Body Services and aspects of the Achievement and Equality Team within this team and for the establishment of a third Looked After Children (LAC) Achievement Officer post to support the education of LAC following the raising of the participation age (RPA).
2. Members are also asked to approve a proposal that the Adviser for Special Educational Needs and Disability (SEND) and the Elective Home Education Consultant posts are disestablished and the post of Adviser for Behaviour and Attendance relocated within SEND Policy and Provision.

Information and Advice

3. School Improvement in Nottinghamshire is delivered in partnership with Teaching School Alliances, National Leaders of Education and Local Leaders of Education and reflects national models of delivery. This model of continued sector led improvement in partnership with the Education Improvement team has delivered improvements at both Key Stage 2 and Key Stage 4 that have continued to increase at a faster rate than national against key indicators in recent years. The proposed model for education improvement beyond 1 April 2014 reflects national priorities and ensures that the County Council continues to secure an improvement strategy in partnership with Nottinghamshire schools and other educational providers.
4. Following the requirement on the Support to Schools Service to secure savings of £1.37m as stated in the outline business case, and pending final County Council budget approval, the following changes have been proposed to the Education Improvement Service budgets:
 - a. The Closing the Gaps budget would be reduced from £225,000 to £50,000, saving £175,000 on the 2013-2014 budget.

- b. Targeted Support for maintained schools causing concern would be reduced from £526,000 to £461,000 for 2014-2015 and reduced again to £320,000 in 2015-2016 saving a total of £206,000.
 - c. The removal of the School Improvement Partner budget of £210,000.
 - d. A reduction in the core staffing budget of £440,000.
 - e. A new income target of £320,000.
 - f. A reduction in non staffing running costs of £19,000.
5. The proposed reduction in core staffing costs of the Education Improvement team has been achieved by deleting vacant adviser posts, reducing the Post 16 Adviser post to 0.6 fte, deleting the Adviser Post for Special Educational Needs and Disability (SEND) and the Consultant post with responsibilities for Elective Home Education (EHE). The Service will maintain an associate adviser budget of £150,000 to ensure that the County Council can respond swiftly and urgently if a school becomes at risk of an Ofsted category of concern, deploying associates and headteachers with recent relevant experience in school improvement. It should be noted that statutory responsibilities in relation to EHE are to be transferred to the Place Planning and Admissions Team.
 6. The Education Improvement team's structure and budgets are underpinned by a new income target of £320,000 which will be achieved through sold services to schools including staff training, management support and being a registered Body for Newly Qualified Teachers.
 7. It is proposed that the Adviser for Behaviour and Attendance is relocated within the SEND, Policy and Provision Team whilst the leadership of Governor Services is been transferred to the Education Improvement team. This service is fully self funding and so no savings are anticipated by the incorporation of this service into the Education Improvement team.
 8. The proposal includes the addition of a Looked After Children Achievement officer within the Virtual School for Looked After Children as a result of the raising of the participation age, and continued funding to support the Local Authority's statutory responsibility for monitoring Elective Home Education
 9. It is proposed that there will continue to be a reduced offer to schools in relation to Achievement and Equality with the Team Manager and 3 consultants transferring to the Education Improvement team. The Achievement and Equality Team Manager and 3 consultants will mainly work with schools to support them particularly during the initial integration of Black Minority Ethnic (BME) and English as an Additional Language (EAL) pupils. These posts are funded through the Dedicated Schools Grant and County Council savings are not secured through this relocation of the service into the Education Improvement team.
 10. Feedback from the Consultation which ran from 19 November 2013 to 19 December 2013 is attached as **Appendix A** and the proposed structure is outlined in **Appendix B**.

Other Options Considered

11. Other proposals were considered including the removal of the Income Target. This would have resulted in the need to delete more Adviser and Consultant posts which would have significantly reduced the core offer to schools in relation to School Improvement. It was considered that the risk of failing to deliver statutory responsibilities for schools causing concern would be too great and that there was a continued need to secure a small specialist team of school improvement professionals to facilitate and monitor school improvement partnerships as well as delivering statutory responsibilities in relation to primary assessment and moderation.

Reason/s for Recommendation/s

12. Members will wish to note the proposed structure includes significant savings, and the incorporation of Governing Services and the Achievement and Equality Team within the Education Improvement Team to ensure that the County Council continues to deliver an effective school improvement strategy in partnership with schools and Teaching Schools Alliances.

Statutory and Policy Implications

13. This report has been compiled after consideration of implications in respect of finance, public sector equality duty, 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/S

- 1) That the proposed staffing structure for the Education Improvement team be approved with effect from 1 April 2014 including:
 - the relocation of Governing Body Services from the Business Development and Support Service to the Education Improvement team;
 - the relocation of aspects of the Achievement and Equality team, as described in paragraph 9 of the report, into the Education Improvement Team;
 - the establishment of a third Looked After Children (LAC) Achievement Officer post;
 - the disestablishment of the Adviser for Special Educational Needs and Disability (SEND) and the Elective Home Education Consultant posts;
 - the relocation of the Adviser Post for Behaviour and Attendance into SEND Policy and Provision.

John Slater
Service Director, Education Standards and Inclusion

For any enquiries about this report please contact:

Marion Clay
Group Manager, Support to Schools Service
T: 0115 9772073
E: marion.clay@nottsccl.gov.uk

Constitutional Comments (LM 26/02/14)

14. The Children and Young People's Committee had delegated authority within the Constitution to approve the recommendations in the report.

Financial Comments (KLA 25/02/14)

15. The financial implications of the report are set out in paragraph 4.

Background Papers and Published Documents

None.

Electoral Division(s) and Member(s) Affected

All.

C0383

Appendix A

Feedback from Education Improvement Team

Consultation Feedback

Following the development of the Children and Family Cultural Services Department's outline business cases, consultations have been undertaken, firstly in relation to the outline business case for Education Improvement Team which required a saving of £1.3 million and secondly around the proposals for a new structure.

During the consultation period in relation to the proposed new structure of the Education Improvement Team which is part of the Support to Schools Service, a formal presentation was made by the Service Director and Group Manager on 5th November, 2013. Individual consultation meetings were also offered and additionally team members were provided the opportunity to provide written feedback.

Consultation with Trade Unions and Professional Bodies took place on Monday 16th December 2013. GMB, UNISON, NASUWT, NUT and Aspect were all informed of the consultation and invited to meet on either 16th December or 19 December 2013. Representatives from UNISON and NASUWT attended a meeting on 16th December 2013. Since the consultation period closed on 19th December, ongoing cross-service discussions have continued and resulted in an amended structure which is now attached.

All advisers, consultants and officers within Governor Services, Equality and Diversity Teams, the Education and Improvement Team were invited to provide feedback.

Feedback

- Concern about the relocation of Governor Service professional Officers to Lawn View House whilst business support remains at Meadow house
- Concern about the line management arrangements within Governor Services
- Concern about comparability across all posts identified as 'Adviser'
- Concern that responsibility for assessment and moderation was stranded across 3 posts
- Concern that EAL consultants were identified as term time only
- Concern was expressed about the capacity to continue to deliver essential leadership programmes which secure effective future leaders for schools across Nottinghamshire

Following consideration of all consultation feedback, which has included additional meetings with the Achievement and Equalities Team, the following is now proposed for the Education Improvement Team:

- The Consultation indicated that there would be a reduction within EIS to only 1 TM. Following consultation, the revised structure for the Education Improvement Team will include 2 Team Managers to lead school improvement, 1 Team Manager for Governor Services and 1 Team Manager for Equality and Diversity.
- 3 Advisers for Area Effectiveness will be incorporated within the structure to ensure appropriate oversight of all 7 districts as well as identifying strand responsibilities.

- Not all Team Managers will be directly line managed by the Group Manager for the Support to Schools Service. The Team Manager for Governors will be line managed by the Team Manager-Universal and bespoke programmes. This will support the integration of Governor Services within the wider school improvement strategy and will also support the further development of the Service's sold service offer to schools, academies and other educational partners. The Team Manager for Achievement and Diversity will be matrix managed by the Team Manager – universal and bespoke programmes and the Group Manager again to ensure that the school based support work is aligned to the wider school improvement priorities with the Group Manager retaining a direct overview of aspects of this team's work. All posts within the Equality and Diversity team will be full time and on the Soulbury scale
- The revised structure will incorporate the Team Manager and three Consultant posts. All district Managers and Consultant posts will be included in the enabling pool process for three full time equivalent Consultant Posts and following a more detailed skills analysis, an interview process will be undertaken to recruit to these posts.
- Elective Home Education will be stranded through Place Planning and Admissions Post responsibilities, appropriately supported by relevant Fair Access Officers and professional practitioners. As a result, the EHE consultant post will be deleted from The Education Improvement structure.
- All Adviser posts will provide support and challenge to schools in relation to school improvement
- The Adviser for Behaviour and Attendance will be enabled into a specialist adviser post located within the SEND Group and will be responsible for implementing the SEBD Strategy.
- 0.6 Post 16 role will be developed within the new structure
- An additional post of LAC Achievement Officer to be incorporated within the structure
- The Adviser post for SEND to be deleted from the proposed structure

The proposed structure is underpinned by recognition that all Advisers and Consultants will work in teams to develop and deliver key strategic functions to ensure that these are sustainable and strategic within the available funded capacity.

Next Steps

Managers will now use the County Council's enabling process to:

- Establish appropriate pools of staff against future posts
- Enable advisers, officers, consultants and officers into these posts as appropriate
- identify any post that is at risk and ensure that appropriate advice and support is available in relation to redeployment in line with the County Council's policies
- Use the vacancy protocol to establish any new posts where appropriate; one additional LAC Achievement Officer Post will be created within the virtual school for LAC.

The outcome of the process will be implemented from 1 April, 2014

Appendix B
Education Improvement Team
1 April 2014

Team Manager School Improvement Universal & Targeted		Team Manager Governing Body Services	Team Manager School Improvement Universal & Bespoke		Team Manager Achievement & Equality
Area Effectiveness L&M Risk & Data	Area Effectiveness L&M Risk & Data	Senior Professional Practitioner Governing Body Services	EIA T&L NQTs	Consultant Sold Service ICT Assessment & Moderation	Consultant EAL/Achievement and Equality
Area Effectiveness L&M Risk & Data	EIA Assessment L&M		RR Teacher Leader	RR Teacher Leader	Consultant EAL/Achievement and Equality
EIA Closing the Gaps	EIA Early Years		Post 16 (0.6)		Consultant EAL/ Achievement and Equality
Virtual School Coordinator	LAC Officer				
LAC Officer	LAC Officer				

17 March 2014**Agenda Item: 15****REPORT OF THE SERVICE DIRECTOR, YOUTH, FAMILIES AND CULTURE****CHANGES TO THE STAFFING ESTABLISHMENT IN EARLY HELP
SERVICES****Purpose of the Report**

1. To seek approval for changes to the staffing establishment of the Early Help Services in light of the budget and business cases for change approved by Full Council on 27 February 2014.

Information and Advice

2. Early Help Services delivered by Nottinghamshire County Council include the Young People's Service, the Early Years and Early Intervention Service and the Targeted Support and Youth Justice Service. All three services areas have conducted service reviews to ensure that they are well placed to deliver on the Council's strategic vision and to continue to deliver high quality services at a time of reducing funding. The wider business cases for each service, which include the staffing changes within this report, were agreed at the meeting of Full Council on 27 February 2014. Overall, the County Council is facing a three year £154 million budget shortfall caused by reductions in Government funding, rising demand for social care services and inflation adding to overall costs.

The Young People's Service

3. The Young People's Service is required to make savings of £1,350,000 as part of the budget reductions across the Council. The service's role in delivering Nottinghamshire's Youth Offer of access to high quality, safe and enjoyable positive social education activities in the communities of highest need and to facilitate a structure for young people to voice their opinions and to shape the services provided for them by the Council and other organisations remain a high priority for the Council.
4. As part of a package of wider measures the service reviewed its delivery and staffing structure through a formal consultation with partners, staff, service users and recognised trade unions during November and December 2013 and January 2014. These changes to staffing aim to reduce management and to ensure that there is the right skill mix, expertise and capacity in front line teams. In summary, Committee is asked to consider:
 - disestablishing 3 full time equivalent (fte) Senior Youth Work Practitioner posts from 1/10/2014

- disestablishing 37 fte Youth Worker posts from 1/10/2014
- disestablishing 11.91 fte Youth Support Worker in Charge posts from 1/10/2014
- disestablishing 51.86 fte Youth Support Worker posts from 1/10/2014
- disestablishing 0.5 fte Technical Specialist C Card post from 1/10/2014
- disestablishing 3 fte Locality Manager posts from 1/4/2015
- establishing 1 fte Senior Practitioner C Card post from 1/4/2014
- establishing 33.54 fte Youth Worker (Equated Weeks) posts from 1/10/2014
- establishing 26.54 fte Youth Support Worker (Equated Weeks) posts from 1/10/2014
- establishing 1 fte Voluntary Sector Technical Specialist post from 1/10/2014.

The Early Years and Early Intervention Service

5. The Early Years and Early Intervention Service is required to make savings of £4million as part of budget reductions across the Council. These savings will be achieved through management restructure and a review of existing contracts arrangements. The service will continue to deliver Children's Centre services via its contractual arrangements with Nottinghamshire Children & Families Partnership (NCFP) and has a role in contributing to the Council's Early Help offer. A review of current staffing structures has been undertaken and consultation with staff and recognised trade unions is now complete. The changes to the staffing structure reflect the children's services department new operating model and support the developing locality management arrangements. In summary, Committee is asked to consider:

- disestablishing 3 fte of Locality Team Manager posts from 1/4/2014

The Targeted Support and Youth Justice Service

6. The Targeted Support and Youth Justice Service is required to make savings of £800,000 as part of the budget reductions across the Council and is also subject to variations in levels of grant from central government and the contributions of local partners. The service's role in protecting communities from youth crime and anti-social behaviour and assisting the most vulnerable children and families remain a high priority for the Council. As part of a package of wider measures the service reviewed its delivery and staffing structure through a formal consultation with partners, staff, service users and recognised trade unions during November and December 2014. The changes to staffing aim to reduce management and back office functions and to ensure that there is the right skill mix, expertise and capacity in front line teams. In summary, Committee is asked to consider:

- disestablishing 1 fte Programme Officer (Troubled Families) post from 1/4/2014
- disestablishing 1 fte Crime Prevention and Parenting Manager post from 1/4/2014
- disestablishing 1fte Commissioning and Partnerships Manager post from 1/4/2014
- disestablishing 1fte Case Manager (Homelessness) post from 1/4/2014
- disestablishing 0.8 fte Specialist Services Team Manager post from 1/4/2014
- disestablishing 1 fte Information Systems Officer post from 1/4/2014
- disestablishing 2 fte Information Assistant posts from 1/4/2014
- disestablishing 2.54 fte Teaching Assistant (Achievement and Equality) posts from 1/4/2014
- disestablishing 2.5 fte Senior Case Manager (Youth Offending) posts from 1/4/2014

- disestablishing 3 fte Community Link Worker (Achievement and Equality) posts from 1/4/2014
- disestablishing 0.84 fte Education Welfare Officer – Travellers (Achievement and Equality) post from 1/4/2014
- disestablishing 3 fte Youth Worker Level 1 posts from 1/4/2014
- disestablishing 8.33 fte Youth Support Worker posts from 1/4/2014
- establishing 1fte Senior Case Manager (Homelessness) post from 1/4/2014
- establishing 0.8 fte Homelessness Team Manager post from 1/4/2014
- establishing 2.5 fte Youth Justice Service Officer posts from 1/4/2014
- establishing 2 fte Systems Technical Officer posts from 1/4/2014
- establishing 3.5 fte Targeted Support Officer posts from 1/4/2014
- establishing 2.84 fte Targeted Support Case Manager posts from 1/4/2014
- establishing 3.07 fte Targeted Senior Professional Practitioner posts from 1/4/2014
- establishing 4 fte Youth Work Senior Practitioner posts from 1/4/2014
- establishing 4.54 fte Youth Work Technical Specialist posts from 1/4/2014

Other Options Considered

7. The business cases for the three service areas were subject to significant consultation with staff, recognised trade unions, service users and the public. Consideration has been given to a wide range of options but the business cases approved by Full Council represent the best option in making the savings required.

Reason/s for Recommendation/s

8. The recommendation supports the decision made by Full Council on 27 February 2014.

Statutory and Policy Implications

Implications for Service Users

9. Implications for service users have been fully explored through the business cases presented to Full Council. Equality Impact Assessments have been completed for each services proposal.

HR Implications

10. The Council published a Section 188 Notice on 6 November 2013 listing 758 posts potentially at risk as part of the 2014/15 budget savings. The publication of the Notice marked the start of a minimum 45-day consultation period with employees and the trade unions on the proposals.
11. Within the Young People's Service there will be a total reduction of 49.69 fte posts; through requests for voluntary redundancy and the recent use of temporary appointments the number of compulsory redundancies of permanent staff can be kept to a minimum.
12. The Early Years and Early Intervention Service had two vacancies and also received one request for voluntary redundancy. This means there will be no disadvantage to any existing post holder.

13. It is anticipated that after requests for voluntary redundancy and vacancies are taken in to account one post-holder will be at risk of compulsory redundancy within the Targeted Support and Youth Justice Service. No post holder will be financially disadvantaged through the changes to posts as a result of the restructure.

Financial Implications

14. The Changes to the Young People's Service will contribute £675,000 in 2014/15 and a further £675,000 towards the 2015/16 business case making a total of £1,350,000.
15. The changes to the structure in Early Years & Early Intervention will contribute £152,838 towards the overall business case.
16. The changes to the Targeted Support and Youth Justice Service will accrue a saving of £141,890 towards business case and other grant reductions.

RECOMMENDATIONS

- 1) That the changes to the staffing establishment of the Early Help Services, as detailed in the report, be approved.

Derek Higton
Service Director, Youth, Families and Culture

For any enquiries about this report please contact:

Laurence Jones
Group Manager, Targeted Support and Youth Justice Service.
T: 01623 520109
E: laurence.jones@nottsgov.uk

Constitutional Comments (LM 04/03/14)

17. The Children and Young People's Committee has delegated authority within the Constitution to approve the recommendations in the report.

Financial Comments (KLA 04/03/14)

18. The financial implications of the report are set out in paragraphs 14-16 above.

Background Papers and Published Documents

Annual Budget 2014/15 – report to Full Council on 27 February 2014
Equality Impact Assessments

Early Years and Early Intervention – Current and Proposed Structure Charts
Young People's Service – Current and Proposed Structure Charts
Targeted Support and Youth Justice – Current and Proposed Structure Charts
Achievement and Equality Service – Current Structure Charts

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.

Electoral Division(s) and Member(s) Affected

All.

C0388

17 March 2014**Agenda Item: 16****REPORT OF CORPORATE DIRECTOR, POLICY, PLANNING AND
CORPORATE SERVICES****WORK PROGRAMME****Purpose of the Report**

1. To consider the Committee's work programme for 2013/14.

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, Policy, Planning and Corporate Services

For any enquiries about this report please contact:

Sara Allmond
Democratic Services Officer
T: 0115 9772794

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 (PS)

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 2013-14

<u>Report Title</u>	<u>Brief summary of agenda item</u>	<u>Lead Officer</u>
23 April 2014		
Children's Social Work Health Check - update		Steve Edwards
Children Missing Education policy		John Slater
Bassetlaw Pupil Referral Unit – approval to consult on proposed closure	For decision	John Slater
Revisions to the National Curriculum in England	For information	John Slater
The National School Food Plan in Nottinghamshire		Jas Hundal
Nottinghamshire Children's Trust Early Help Development Plan 2013-16: six monthly update		Derek Highton
Nottinghamshire children's services quality assurance framework – outcomes/performance report	Six-monthly report	Derek Highton
Nottinghamshire Child and Family Poverty Strategy annual performance report	Annual update	Derek Highton
Under 16 Home to School Transport 2014 and Post 16 Transport Policy 2014/15	Annual determination	John Slater
Progress report on Nottinghamshire Music Education Hub and response to Ofsted survey 'Music in Schools: what music hubs must do'		Derek Highton
Mattersey and Winthorpe Primary Schools – proposals for the delivery of Early Years Education Places: outcome of consultation		John Slater
Work Programme		Anthony May
19 May 2014		
Performance reporting (Quarter 4 2013/14) – Services for Children and Young People	Annual performance report	Anthony May
School Places and Capital Strategy		John Slater
Raising the Participation Age (RPA) Plan update		John Slater
Exceptional payments for school clothing and footwear allowance 2014/15	Annual determination	John Slater
Troubled Families Programme update		Derek Highton
Youth Justice Plan 2014-15		Derek Highton
Healthy Child Programme	For noting	Kate Allen

<u>Report Title</u>	<u>Brief summary of agenda item</u>	<u>Lead Officer</u>
Authority governor appointments and reappointments and Local Authority appointments to school governing bodies	Quarterly report on appointments made	John Slater
Work Programme		Anthony May
16 June 2014		
Quality assurance of alternative provision for permanently excluded pupils		John Slater
Nottinghamshire Children's Trust (incl Locality Management Groups & CYPF Plan action/implementation plan)	Annual officer group report	
Achieving 2 year olds free early education entitlement - update		Derek Higton
Update on a revised operating model for Nottinghamshire children's services		Anthony May
Work Programme		Anthony May
14 July 2014		
A Strategy for Closing the Educational Gaps in Nottinghamshire – six month review	Six monthly review report	John Slater
Schools Capital Programme progress report	Six monthly progress report	Derek Higton
Child Sexual Exploitation Action Plan - update		Steve Edwards
Rota Visits	Six monthly report	Steve Edwards
Outside bodies report - Futures	Annual report	Derek Higton
Outside bodies report - SACRE	Annual report	John Slater
Work Programme		Anthony May
To be placed		
Locality Visits review		Steve Edwards
Locality Visits	Six-monthly reports	Steve Edwards
Multi-Agency Safeguarding Hub – information sharing		Steve Edwards
CAMHS commissioning plan		Kate Allen
Work of the Family Nurse Partnership		Derek Higton
Young People's Board	Presentation by young people	Derek Higton