

Children and Young People's Committee

Monday, 18 December 2017 at 10:30

County Hall, West Bridgford, Nottingham, NG2 7QP

AGENDA

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3	Declarations of Interests by Members and Officers:- (see note below) (a) Disclosable Pecuniary Interests (b) Private Interests (pecuniary and non-pecuniary)	
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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 David Ebbage (Tel. 0115 977 3141) or a colleague in Democratic Services prior to the meeting.
- (4) Councillors are reminded that Committee and Sub-Committee papers, with the exception of those which contain Exempt or Confidential Information, may be recycled.
- (5) This agenda and its associated reports are available to view online via an online calendar - <http://www.nottinghamshire.gov.uk/dms/Meetings.aspx>

Meeting CHILDREN & YOUNG PEOPLE'S COMMITTEE

Date 20 November 2017 (commencing at 10.30am)

Membership

Persons absent are marked with an 'A'

COUNCILLORS

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

A	Samantha Deakin	John Peck JP
	Paul Henshaw	Liz Plant
	Errol Henry JP	Phil Rostance
	Vaughan Hopewell	Sue Saddington

CO-OPTED MEMBERS (NON-VOTING)

Vacancy
Vacancy

OFFICERS IN ATTENDANCE

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

MINUTE SILENCE

A minute silence was held in memory of former County Council Officer Wendy Fearnside.

MINUTES OF THE LAST MEETING

The minutes of the meeting held on 16 October 2017 having been circulated to all Members, were taken as read and were signed by the Chair.

APOLOGIES FOR ABSENCE

Apologies were received from Councillor Deakin

DECLARATIONS OF INTEREST

Councillor Owen declared a private interest (non-pecuniary) in agenda item 13 – Local Authority Governor Appointments as his wife was included in the list of proposed appointments.

PERFORMANCE REPORTING (QUARTER 2 2017/18) – SERVICES FOR CHILDREN AND YOUNG PEOPLE

The report provided the Committee with a summary of the performance of the Council's services for children and young people between 1 July and 30 September 2017.

RESOLVED 2017/067

That whether there are any actions if required in relation to the performance information on the Council's services for children and young people for the period 1 July to 30 September 2017 be considered.

POST 16 AREA BASED REVIEW

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

RESOLVED 2017/068

That:

- 1) the recommendations and key issues raised by the Post 16 Derby, Derbyshire, Nottingham and Nottinghamshire Area Review be endorsed.
- 2) the Principals of Further Education Colleges to a formal meeting with the Chief Executive, the Corporate Directors for Place and Children's Services, the Chairman of the Children and Young People's Committee and the Chairman of Communities and Place Committee, to explore new ways of working to improve the outcomes of Nottinghamshire learners at the end of Key Stage 5 and strengthen the skill base of future employees in areas with skill shortages be invited.
- 3) a further preliminary review of the 2017 Key Stage 5 outcomes working in partnership with schools and colleges where the performance of Nottinghamshire learners are a cause for concern be requested.

CHILDREN MISSING EDUCATION AND ELECTIVE HOME EDUCATION UPDATE

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

RESOLVED 2017/069

That:

- 1) a six monthly report on Children Missing Education including progress towards reducing the number of pupils who become Electively Home Educated at Key Stage 3 and above be requested.
- 2) a comprehensive report on Elective Home Education that includes an update on the development of the EHE Dashboard and a detailed breakdown of the ages and reasons for children and young people becoming Electively Home Educated. If available, the report should also incorporate any information about the quality of Elective Home Education provision be requested.
- 3) the Chairman of the Committee formally writes to the Regional Schools Commissioner to request that his presentation to Committee includes the actions of the Commissioner to address the concerns of this Committee in relation to how academies are being supported and challenged to address the Council's concerns about Children Missing Education be approved.

OUTCOMES OF OFSTED INSPECTIONS OF SCHOOLS – TERMLY UPDATE

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

RESOLVED 2017/070

That for the schools identified in the report judged by Ofsted to Require Improvement, the Chairman of the Children and Young People's Committee and the Corporate Director of Children, Families and Cultural Services write to the head teacher and chair of governors of Local Authority maintained schools to inform them that the Committee will track closely their progress to become a Good school.

CHANGE TO THE STAFFING ESTABLISHMENT OF THE COGNITION AND LEARNING TEAM WITHIN SCHOOLS AND FAMILIES SPECIALIST SERVICES

The report sought approval to establish a 0.4 full-time equivalent (fte) Information, Communication and Technology (ICT) Technician post within the Cognition and Learning Team in the Schools and Families Specialist Services (SFSS)

RESOLVED 2017/071

That to establish a 0.4 FTE ICT Technician post (Grade 3) within the Cognition and Learning Team in the Schools and Families Specialist Services be approved.

CHANGES TO CHILDREN'S RESIDENTIAL PROVISION

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

RESOLVED 2017/072

That the Council serves notice to Provider B, on a 12 months no-fault basis, to end the current block contract for children's residential beds within the County.

FOSTERING RECRUITMENT CAMPAIGN

The Chairman introduced the report to seek approval to run a fostering recruitment campaign in December 2017/January 2018.

RESOLVED 2017/073

That the fostering recruitment campaign goes live in December 2017.

DN2 SOCIAL IMPACT BOND INITIATIVE – PROCUREMENT OF ADVISORS

The Chairman introduced the report seeking approval for the procurement of specialist advisors to work with the County Council and two neighbouring local authorities on setting up a Social Impact Bond.

RESOLVED 2017/074

That:

- 1) the procurement of specialist technical and legal advisors to support the setting up of the DN2 SIB, as set out in this report, is approved
- 2) further progress reports are brought back to Committee at key points during the set up process.

COMMUNICATIONS STRATEGY FOR THE YOUNG PEOPLE'S SERVICE

The Chairman introduced the report seeking approval for the proposed proactive media strategy for the Young People's Service (YPS).

RESOLVED 2017/075

That the proposed proactive media strategy for the Young People's Service be approved.

LOCAL AUTHORITY GOVERNOR APPOINTMENTS TO SCHOOL GOVERNING BODIES DURING THE PERIOD 8 JUNE TO 18 OCTOBER 2017

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

RESOLVED 2017/076

That the appointment of Local Authority governors to school governing bodies during the period 8 June to 18 October 2017 as listed in paragraph 4 be considered.

WORK PROGRAMME

RESOLVED 2017/077

That the Committee's work programme be noted and updated as agreed.

EXCLUSION OF THE PUBLIC

RESOLVED: 2017/078

That the public be excluded from the remainder of the meeting on the grounds that discussions are likely to involve the disclosure of exempt information described in paragraph 3 of the Local Government (Access to Information) (Variation) Order 2006 and the public interest in maintaining the exemption outweighs the public interest in disclosing the information.

EXEMPT INFORMATION ITEMS

CHANGES TO CHILDREN'S RESIDENTIAL HOMES

RESOLVED 2017/079

That the report be noted.

The meeting closed at 11.33 am.

CHAIRMAN

18 December 2017

Agenda Item: 4

REPORT OF THE CORPORATE DIRECTOR FOR CHILDREN, FAMILIES AND CULTURAL SERVICES

DRAFT PARTNERSHIP STRATEGY FOR LOOKED AFTER CHILDREN AND CARE LEAVERS IN NOTTINGHAMSHIRE, 2018-21

Purpose of the Report

1. This report requests that Committee:
 - a) provides feedback on the vision and ambitions contained within the draft Partnership Strategy for Looked After Children and Care Leavers in Nottinghamshire, 2018-21
 - b) endorses the processes for wider consultation with partners and stakeholders
 - c) approves a communication strategy that will include the publication of the final strategy, including appropriate documentation to support the promotion of the strategy with partners and stakeholders
 - d) requests regular reports on progress with the Strategy, in accordance with the Committee's corporate parenting arrangements.

Information and Advice

Looked After Children & Care Leavers Strategy 2015-18

2. In 2018, the current multi-agency Looked After Children and Care Leavers Strategy 2015-18 will come to a close. The 2015-18 Strategy has driven a number of improvements and service developments over the course of its lifetime to date. It has also addressed a number of areas for development identified by Ofsted in 2015, where services for care leavers were graded as 'requiring improvement' under the Single Inspection Framework. Key achievements of the 2015-18 Strategy to date include:
 - care leavers now routinely receive important health information
 - pathway plans are more specific regarding actions and timescales, and are regularly reviewed by the service
 - management information is now used to identify care leavers who are missing, at risk of sexual exploitation, misusing substances or offending, in order to better understand their needs and allocate additional resources

- implementing, monitoring and reviewing a 16+ accommodation strategy
- the governance arrangements underpinning the leaving care service have been strengthened
- the pilot of transitional personal advisors (PAs) has been initiated, who are appropriately supporting more young people into semi-independent living
- a dedicated practice consultant now supports pathway planning; practice development is improving the quality of plans for looked after children and care leavers
- a new, nationally-recognised supported accommodation model is in place, which is ensuring more young people are suitably housed
- the virtual school ensures that looked after children are better supported in schools; outcomes have improved as a result, with no looked after children excluded permanently and good attendance has been sustained
- the virtual school is now collecting, reviewing, monitoring and strategically using termly data on individual children and young people's progress, attendance and engagement, to identify children and young people at risk of failing to achieve their potential. This enables the virtual school to target additional resources and challenge where they are most needed for children and young people from 0–16 years of age.

Draft Partnership Strategy for Looked After Children & Care Leavers 2018-21

3. It is acknowledged that there is even more that can be done to ensure that partners work better together around a shared vision for looked after children (LAC) and care leavers in Nottinghamshire.
4. A Partnership Strategy for Looked After Children & Care Leavers for the period 2018-21 has therefore been drafted, which seeks to raise the collective, partnership ambition for our young people. The draft Strategy is attached as **Appendix 1**.
5. As corporate parents for all looked after children and care leavers in Nottinghamshire, we want to provide our children and young people with the best possible start in life. As they prepare for adulthood, we want to inspire our young people to fulfil their own ambitions and dreams. For this reason, we have continued to integrate our strategy for our looked after children *and* care leavers, to ensure the best possible support is provided as they reach adulthood.
6. We want to deliver a genuine, multi-agency, child-centred strategy, accepting that there is more to do to ensure that all partners are accountable for outcomes. We want to make best possible use of our collective resources to achieve our shared ambitions. In collaboration with key partners, which include health, education, police, housing and children's social care, we want to use our collective commitment to give every looked after child strong foundations and support to thrive in adulthood.
7. Our draft vision for looked after children and care leavers is a simple one, and one that has been shaped by the children and young people we look after. They are at the heart of everything we do as a Council and we expect all partners to share this commitment to look after children and care leavers.

We want our children and young people to have everything that good parents want and provide for their children. We will give our children strong roots of stability, love, encouragement, positive relationships and healing from past harm. We will give our

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

8. Underpinning the draft vision are six ambitions that reflect the high aspirations and expectations that we, as corporate parents, have for every looked after child and care leaver:
 - a) Looked after children and care leavers are safe and feel safe
 - b) Looked after children and care leavers experience good physical, emotional and mental health & wellbeing
 - c) Looked after children and care leavers fulfil their potential
 - d) Looked after children and care leavers make a positive contribution to their communities
 - e) Looked after children and care leavers have a successful transition to adulthood
 - f) Looked after children and care leavers achieve sustained and fulfilling employment & economic independence.
9. It is proposed that new governance arrangements will be created to ensure that all partners recognise and act on their responsibilities and our shared ambitions for looked after children and care leavers.
10. It is intended that a “Looked After Children & Care Leavers Partnership Board” - a multi-agency group of senior officers - will be responsible for planning, reviewing and developing all aspects of our work with looked after children and care leavers, and providing support and challenge across the partnership. The Partnership Board will be responsible for developing and monitoring an annual ‘Delivery Plan’, identifying the key actions, timescales and intended outcomes across all partner members.
11. It is intended that the Partnership Board will report to the Children and Young People’s Committee, in accordance with the Committee’s corporate parenting arrangements.

Feedback and Engagement on the Draft Strategy

12. It is critical that the vision contained within this strategy is a shared and collective one across all partners working with looked after children and care leavers, as well as our looked after children and care leavers themselves. Key partners of the Strategy have been engaged via the Nottinghamshire Safeguarding Children Board (NSCB) and Children’s Trust arrangements. Our looked after children and care leavers have been given an opportunity to provide comment and feedback via the Children in Care Council arrangements, in order to ensure that the voice of our children and young people shapes and informs all actions.
13. It is therefore crucial that, as corporate parents for all looked after children in Nottinghamshire, the Children and Young People’s Committee is able to contribute fully, by providing feedback and comment on the vision, ambitions and content of the draft Partnership Strategy.
14. It is proposed that the final iteration of the Strategy be considered at the Children and Young People’s Committee meeting in January 2018.

Other Options Considered

15. No other options have been considered.

Reason/s for Recommendation/s

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

Statutory and Policy Implications

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

Safeguarding of Children and Vulnerable Adults Implications

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

Implications for Service Users

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

RECOMMENDATION/S

That the Committee:

- 1) provides feedback on the vision and ambitions of the draft Partnership Strategy for Looked After Children and Care Leavers in Nottinghamshire, 2018-21
- 2) endorses the processes for wider consultation with partners and stakeholders
- 3) approves a communication strategy that will include the publication of the final strategy including appropriate documentation to support the promotion of the strategy with partners and stakeholders

- 4) agrees to receive the final Partnership Strategy for Looked After Children and Care Leavers 2018-21 at the Children and Young People's Committee meeting on 15 January 2018
- 5) requests regular reports on progress with the Strategy, in accordance with the Committee's corporate parenting arrangements.

Colin Pettigrew
Corporate Director, Children, Families & Cultural Services

For any enquiries about this report please contact:

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E: natasha.wrzesinski@nottsc.gov.uk

Constitutional Comments (SLB 07/12/17)

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

Financial Comments (SAS 06/12/17)

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

Background Papers and Published Documents

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

Looked After Children and Care Leavers Strategy 2015-18 – report to Children & Young People's Committee on 18 May 2015

Looked After Children and Care Leavers Strategy 2015-18 – annual progress report – report to Children & Young People's Committee on 20 June 2016

Looked After Children Strategy Review – presentation to Corporate Parenting Sub-Committee on 13 March 2017

Increase in the establishment of Personal Advisor Posts – report to Children & Young People's Committee on 18 September 2017

Electoral Division(s) and Member(s) Affected

All.

C1063

A Partnership Strategy for Looked After Children & Care Leavers in Nottinghamshire 2018-21

DRAFT

Foreword

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

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

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

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

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

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

Our ambitions exceed our statutory roles and responsibilities, and our vision has been

shaped by the children and young people we look after. They are at the heart of everything we do as a Council and we expect all partners to share this commitment to look after children and care leavers.

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

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

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

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

< signatories of partnership representatives >

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Our Vision

We want our children and young people to have everything that good parents want and provide for their children.

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

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

Our Ambitions

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

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

Building on Previous Successes

Looked After Children & Care Leavers Strategy 2015-18

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



Key achievements include:

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

Other significant achievements include:

- the piloting of transitional personal advisors (PAs) who are appropriately supporting more young people into semi-independent living;
- a dedicated practice consultant who now supports pathway planning; practice development is improving the quality of plans for looked after children and care leavers;
- a new, nationally-recognised supported accommodation model which is ensuring more young people are suitably housed;
- the virtual school ensures that looked after children are better supported in schools; outcomes have improved as a result, with no looked after children excluded permanently and good attendance has been sustained;
- ensuring that the virtual school is now collecting, reviewing, monitoring and strategically using termly data on individual children and young people's progress, attendance and engagement, to identify children and young people at risk of failing to achieve their potential. This enables the virtual school to target additional resources and challenge where they are most needed for children and young people from 0–16 years of age.

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

LAC and Care Leavers are safe and feel safe

We will:

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

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

We will:

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

LAC and Care Leavers fulfil their potential

We will:

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

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

We will:

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

LAC and Care Leavers make a positive contribution

We will:

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

LAC and Care Leavers have a positive transition to adulthood

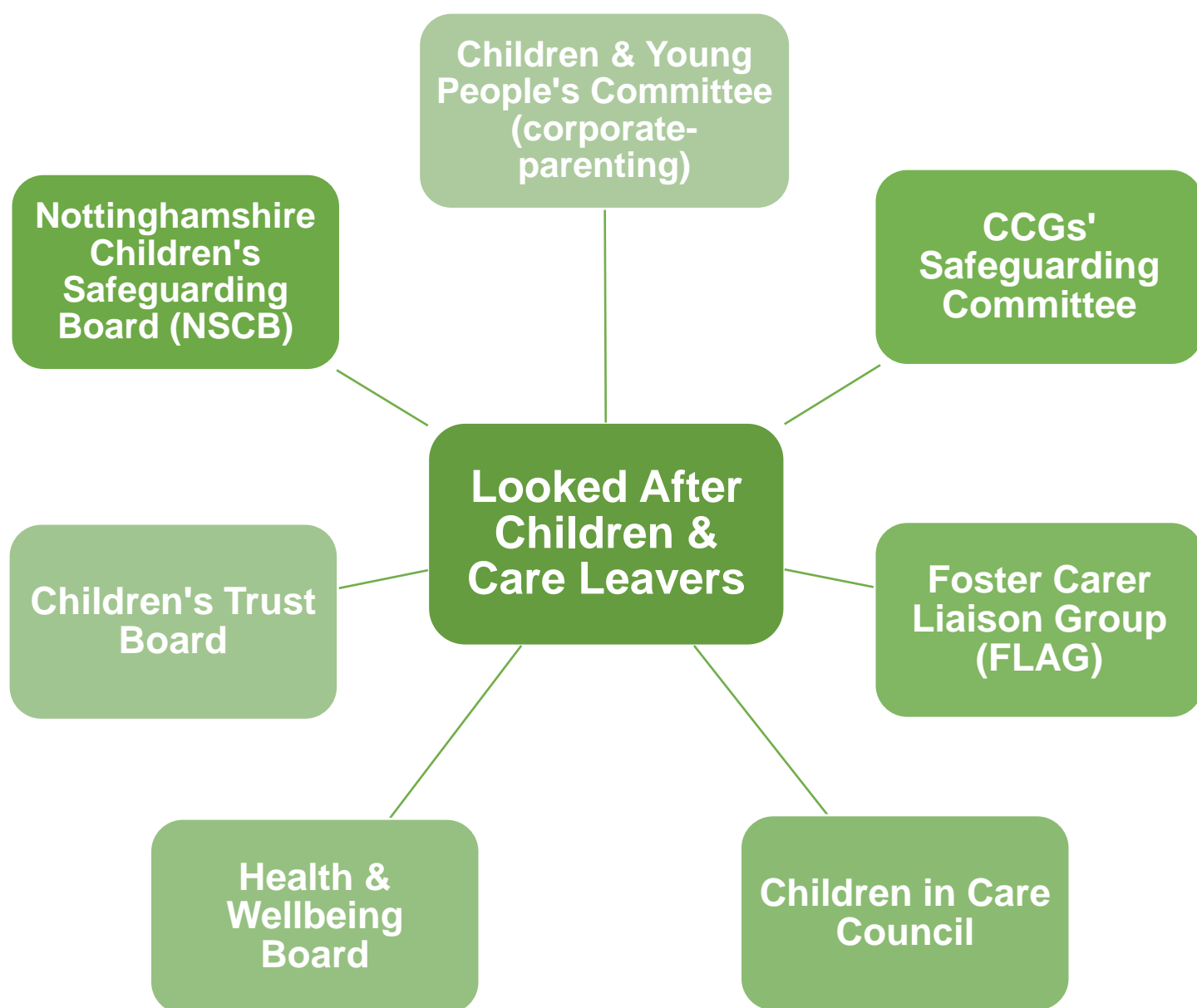
We will:

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

Governance

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

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



LAC & Care Leavers Partnership Board

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

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

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

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

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

- [Youth Homelessness Strategy 2012-15](#)
- Accommodation Strategy
- Placement Commissioning Strategy
- Children in Care Health Action Plan and Outcomes Framework (including care leavers)
- [Closing the Gap Strategy 2014-16](#)
- Nottinghamshire SEND Commissioning Strategy 2017-19
- Nottinghamshire’s SEND Strategic Action Plan

Monitoring, Evaluation & Reporting

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

Many of the improvements identified in this renewed strategy are not expensive, because they are more about a change of culture. All partners will use outcomes from monitoring to evaluate the effectiveness of actions taken and will report improved outcomes and areas for further development to the LAC & Care Leavers Partnership Board. The Board will use these evaluations to hold all partners to account for implementing additional actions to address the areas for further improvement.

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

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

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

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

Appendices

Delivery Plan

A range of action plans

Post 16 Education Strategy

Health Framework

CSC Data dashboards

18 December 2017**Agenda Item: 5****REPORT OF THE SERVICE DIRECTOR, YOUTH, FAMILIES AND SOCIAL
WORK****LEAVING CARE SERVICE UPDATE AND PROPOSAL TO INCREASE THE
STAFFING ESTABLISHMENT****Purpose of the Report**

1. To provide an update on the work of the Leaving Care Service, which provides advice, support and guidance to young people over the age of 18 years who have left the care of the Local Authority.
2. To request approval for a temporary increase in the establishment of the Leaving Care Service, of 3 full-time equivalent (FTE) Personal Advisor (Grade 5) posts for six months initially, pending the outcome of a review of the permanent structure and establishment of the Service.

Information and Advice

3. Most young people are referred to the Leaving Care Service from the Looked After Children (LAC) team. Many will have been in care for a substantial period of their childhood, but a growing number are coming into care in their mid-teens. Many will have had childhoods characterised by repeated intervention from social care and multiple carers within their own families. Many of these children display very challenging behaviours and are ill equipped for independence and adult life
4. Young people may receive services from the Leaving Care Service from the age of 18 to 21 years. Where the young person remains in education or requires support related to training or employment, support from the Leaving Care Service extends up to 25 years of age.
5. The current establishment of the service is 13 FTE Personal Advisers (PAs) and 2 FTE Achievement Advisers who provide specialist advice regarding education, employment and training but are not social work qualified. The Service is split into two teams, Leaving Care North (based at Meadow House) and Leaving Care South (based at Sir John Robinson Way). The Service has two social work qualified Team Managers and a social work qualified Service Manager who works part-time.
6. As at 14 November 2017, the Service is currently supporting 313 young people¹.

¹ This cohort represents the number of young people who are open to the Leaving Care Service; this is not the same as the cohort of young people who are eligible for leaving care support under the DfE definition

Transitional Personal Adviser Pilot

7. There is growing concern that many young people coming out of care are ill prepared for adulthood and so are more likely to be socially excluded in many areas of independent life. Young people coming out of residential care are most likely to be at risk and so need extra support to make sure they are ready and able to leave care successfully.
8. Following approval at Children and Young People's Committee on 18 September 2017, a "Transitional Personal Advisor" pilot programme was introduced to provide intensive support for children in residential care preparing for adulthood. This pilot was agreed initially on a 12-month basis, on an invest-to-save basis.
9. Three experienced Personal Advisers were identified to provide intensive support to a small group of young people aged 16 and 17 years to support their planned migration from residential care into semi supported accommodation before the age of 18 years. 13 young people have been identified so far, eight of whom have begun to develop their independence plans. The pilot began in mid-September and the initial progress review is due in May 2018.
10. The Transitional Personal Advisers (TPAs) have the time and flexibility to work around the young person. They will make contact at weekends, work later to support around college, and then do practical tasks, such as prepare and eat a meal together.
11. The TPAs are able to build positive relationships with the young people through intensive contact as well as working more imaginatively and creatively.

Leaving Care Service Establishment

12. However, the Leaving Care Service continues to face the challenge of meeting increased demand:
 - There has been an increase in the number of children who are looked after in Nottinghamshire by 69% from 2009 to 2016, compared with a 16% increase nationally;
 - There has been a 28% rise in the last three years for those care leavers aged 19-21 years eligible for support according to the DfE definition in Nottinghamshire, compared with a 3% decrease nationally;
 - There is a forecasted further 17.5% increase in care leavers for Nottinghamshire for 2017/18;
 - The complexity of cases has also increased with:
 - Care leavers not in education, employment or training due to illness or disability rising from 10% to 18% in the last three years;
 - 37% of Nottinghamshire care leavers were admitted into care aged 16+, compared with 14% of children coming into care within this age group nationally.

13. This has impacted upon the number of young people entitled to support from the Leaving Care Service. In order to meet increasing demand, caseloads of Personal Advisors have increased, which means the support young people are receiving is less focussed and task oriented support.
14. The capacity of the Service to assess and address need and provide support is limited. The service was last reviewed in 2013 and the establishment has not increased in line with demand. Despite the considerable efforts and sustained commitment of practitioners, services are currently demand or crisis led.
15. Many of the young people have experienced extensive trauma and disruption throughout much of their childhood, and preparation for adulthood is not given sufficient priority.
16. Child and Adolescent Mental Health Services (CAMHS) support ends for looked after children at age 18 years and there are no statutory services for those care leavers over the age of 18 years who have mental health needs but do not meet the criteria or threshold for adult services. This makes the needs of young people complex, which the Personal Advisors have to support. This group of young people, who are growing in numbers and levels of need, have the greatest levels of need and complexity of all children and young people. They have persistently experienced a substantial loss of support at this critical point in their young lives.
17. The current transfer point (at 18 years) between the Looked After Children (LAC) Service and the 18+ services is not appropriate and represents too big a step for many young people. Transfer arrangements do not currently reflect the reality that transitions take time to develop knowledge, skills and trust in the support services.
18. Efforts by managers and staff to respond to needs are currently welcomed by young people but some feel abandoned having reached a 'cliff edge' at the point they leave care. Failure to adequately support young people leaving care will incur increased cost to the welfare state and impact upon adult services and health provision as this group of young people transition into adulthood.
19. As a consequence of the above challenges and increased demand, a review of the service is underway that will lead to the establishment of an improved Leaving Care Service to begin working with children when they reach the age of 16.
20. In the interim period, it is recommended that the Children and Young People's Committee agree to the establishment of 3 FTE temporary Personal Advisor Posts (Grade 5) for a period of 6-months, pending the outcome of the Service Review.
21. The increase in establishment will ensure that young people are allocated to a Personal Advisor at an earlier stage, thus ensuring a smooth transition between services. It will also create capacity for the Personal Advisors to determine needs led plans, developed with young people.

Current Performance

Audit Activity

22. The work of the team is subject to the Department's Quality Management Framework. In Quarter 2 2017/18, all seven cases from the Leaving Care Service that were audited by managers across the Department were graded as 'Good'. A recent diagnostic review of the Leaving Care Service identified that the current audit tool did not focus sufficiently on outcomes for children leaving care and so a revised audit tool is being developed.

Accommodation

23. As at 14 November 2017, 92% of the young people open to the Leaving Care team were reported to be in suitable accommodation at their last birthday.
24. Young people's accommodation needs vary when they leave care, from those who need an additional period of intensive support through to those who move to their own tenancies or university accommodation.

Staying Put

25. The Staying Put Scheme allows for young people to remain living with their former foster carers post 18 years for as long as the two parties want the arrangement to continue. During this financial year, 38 young people over the age of 18 years have been able to Stay Put with their foster carers. Of these, there are 20 current placements plus four young people whose placement converted to Shared Lives through Adult Social Care and Health.
26. Of those remaining placements, only one ended in an unplanned way – the rest moved on to their own accommodation or university. This type of arrangement is extremely positive for young people in terms of outcomes. Placement stability needs to be a key focus for all involved in fostering and planning for looked after children.

Supported Accommodation

27. Care leavers continue to access accommodation through the Supported Accommodation Provision (SAP) model through the Family Service. The team has built up excellent links with the SAP team and it is ensured that a Leaving Care Team Manager attends each weekly allocation and problem solving meeting. These meetings include the managers of all the Supported Accommodation Projects.
28. Whilst many young people do very well in this core and cluster accommodation model, there are some young people who have very challenging needs and require more intensive support. For example, 'TL', a young woman aged 18 who has moved into supported accommodation through the SAP model: due to her mental health issues and significant self-harm, the Leaving Care Service are financing additional support from the housing provider to support TL over weekend periods.

Custody

29. There are nine young people in custody, with six currently sentenced for offences ranging from sexual assault to arson. These young people are amongst the most troubled of Nottinghamshire's care leavers and it is ensured that contact is maintained. This is particularly important when there are no relatives visiting.
30. The team sends a representative to the Ministry of Justice Regional Care Leavers group, which has been set up to ensure that prisons have a greater awareness of the needs of care leavers – a particularly vulnerable group within the prison population.

Education, employment and training

31. Of the 313 young people working with a Personal Adviser, 170 or 54.3% are in some form of education, employment or training (EET). This continues to be a challenging area of work given the educational experiences of many children in care. Where young people have already disengaged with education it is very difficult to re-engage them as adults. Issues such as lack of confidence, poor literacy skills and school moves will impact on motivation and ability to engage in post 18 EET.
32. The Virtual School has identified 16 to 18 year-olds as an area for development and a new Virtual School partnership approach will aim to support better outcomes for our care leavers.
33. The Achievement Advisers' work focuses on those young people who are not in employment or training. These young people often have multiple issues and are usually claiming benefits. The benefits system and claims process can be complicated and rigorous. As a result, many of the most vulnerable young people will find it very difficult to meet certain requirements and will be the subject of sanctions. The team has built up excellent working relationships with the Department for Work and Pensions, and joint training events have been held to increase knowledge about the needs of care leavers within local Job Centre offices so that young people are supported more appropriately.

Mental Health and Emotional Wellbeing

34. Many care leavers have significant mental and emotional wellbeing issues, which impact on their daily lives. Access to support from adult mental health services is based on strict eligibility criteria, medical models of mental illness, and mostly assumes voluntary engagement and participation in any support offered. There is no fast track for early assessment by adult services for care leavers, and where young people live outside of the County, there are additional barriers to accessing assessment and support.
35. There are a growing number of care leavers who have significant emotional and mental health issues but who do not meet the criteria for adult services. These are young people who may have significant self-harming behaviour, have Asperger's or autistic traits or have a childhood diagnosis of other behaviour disorders or learning needs that impact on daily life, such as Attention Deficit Disorder.
36. CAMHS support ends for looked after children at 18 years and there are no statutory services for those care leavers over the age of 18 years who have mental health needs but do not meet the criteria or threshold for adult services. This is a gap in provision

highlighted by the growing number of young people who are displaying significant emotional and mental health problems.

Future Challenges

37. The Children and Social Work Act 2017 introduces the following duties to the Local Authority in respect of children in care and care leavers:
- The idea of corporate parenting principles;
 - A requirement for the local authority to publicise its local offer for care leavers;
 - The right to support and advice for all care leavers up to the age of 25 years, including those in custody.
38. These issues, along with the capacity challenges of the team in its current form, will need to be addressed in the Partnership Strategy for Looked After Children and Care Leavers 2018-21 and in the review of the structure of the Leaving Care Service. This will ensure that statutory duties are carried out and that young people leaving care in Nottinghamshire have the best possible outcomes in their adult lives.

Other Options Considered

39. By doing nothing, the Council will be failing in its duty as a corporate parent. Failure to adequately support young people will incur increased cost to the welfare state and impact upon adult services and health provision as this group of young people transition into adulthood.

Reason/s for Recommendation/s

40. The proposed increase in establishment is required to meet the increase in demand and to provide a service that is able to prepare young people adequately through the transition from children's to adult services.

Statutory and Policy Implications

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

Finance Implications

42. The cost of 3 FTE Grade 5 Personal Advisors for six months is £46,283. The additional cost in 2017-18 will be met by a request from contingency. The additional cost for 2018-19 will need to be taken into account in the Medium Term Financial Strategy when constructing the budget for 2018-19.

RECOMMENDATION/S

That Committee:

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

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Constitutional Comments (SMG 07/12/17)

43. The Children and Young People's Committee has responsibility for ensuring that the County Council's children's services meet the needs of all children and young people, including the most disadvantaged and vulnerable. The proposals outlined in this report fall within the remit of this Committee.
44. The Committee is responsible for approval of departmental staffing structures as required. The Employment Procedure Rules provide that the report to Committee include the required advice and HR comments and that the recognised trade unions be consulted on all proposed changes to staffing structures (and any views given should be fully considered prior to a decision being made).
45. If the Committee resolves that any additional actions are required it must be satisfied that such actions are within the Committee's terms of reference.

Financial Comments (SS 05/12/17)

46. The financial implications arising from this report are contained within paragraph 42.

HR Comments (BC 4/12/17)

47. The staffing implications are contained within the body of the report. The new posts will be recruited to in line with the Council's vacancy control protocol.

Background Papers and Published Documents

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

Increase in the establishment of Personal Advisor Posts – report to Children and Young People’s Committee on 18 September 2017

Draft Partnership Strategy for Looked After Children and Care Leavers in Nottinghamshire, 2018-21 – report to Children and Young People’s Committee on 18 December 2017

Electoral Division(s) and Member(s) Affected

All.

C1054

18 December 2017

Agenda Item: 7

REPORT OF THE SERVICE DIRECTOR FOR EDUCATION, LEARNING & SKILLS

SCHOOL HOLIDAY AND TERM TIME DATES FOR LOCAL AUTHORITY MAINTAINED SCHOOLS IN NOTTINGHAMSHIRE FOR 2019/20, 2020/21, 2021/22 AND 2022/23

Purpose of the Report

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

Information and Advice

2. The 1996 Education Act gives local authorities a duty to determine school term dates. Schools must be open to pupils for 190 days in an academic year, and 195 days for teachers. The responsibility for setting school holiday and term time dates for all community and voluntary controlled schools within Nottinghamshire lies with the Local Authority (LA). It should be noted that Foundation, Trust, Voluntary Aided schools and Academies are responsible for setting their own holiday patterns.
3. Holiday dates for LA maintained schools in Nottinghamshire are already set up to 2018/19 from the previous consultation that took place in 2015.
4. When setting dates for future years, the following principles are used:
 - The pattern must:
 - comprise 190 pupil days and 195 teacher days
 - ensure that teaching and learning blocks are as equal in length as possible
 - avoid split weeks where possible
 - take account of patterns which neighbouring local authorities are proposing or adopting
 - Individual schools are responsible for setting their own teacher training days. The Council suggests that one of these days be taken on the first day back in September.
5. A period of consultation on proposed dates took place between 29 August and 8 October 2017, which allowed key stakeholders, particularly parents as well as school staff and governors and other organisations, the opportunity to comment and suggest any changes to specific days, within the Local Authority's two proposed options. The two

proposals on which the Council sought the views of key stakeholders, particularly parents, as well as teachers, non-teaching staff, governors and others are as follows:

- **Option 1:** This proposal follows the current model, which includes 6 weeks for the summer holiday and a fixed spring break (generally the first two weeks in April) as shown in **Appendix A**
- **Option 2:** This proposes a slightly shorter 5 week summer holiday and a 2 week October half term break, with a fixed spring break (generally the first two weeks in April) as shown in **Appendix B**.

In addition the consultation offered the opportunity for respondents to submit free text comments and alternative suggestions.

6. In total, 6,356 responses were received through the electronic Survey Monkey platform, 43 responses were received by email and 135 responses were received by post. The overall response was 57.4% in favour of Option 2. The majority of parents (who accounted for 63% of overall responses to the consultation), non-teaching staff and school governors (14% of overall responses) preferred Option 2. The majority of teachers and headteachers (18% of overall responses) and trade unions (0.31% of overall responses) preferred Option 1. A summary of responses to the consultation is attached as **Appendix C**.
7. The comments received on the proposed dates can be summarised as follows:
 - no change would be better, reflected in responses from those who preferred option 1
 - a 6 week summer break is too long
 - 2 weeks in May would be better
 - Spring break should be fixed
 - Easter in the middle of the 2 weeks
 - 1 week in October would be better
 - 2 weeks in October would be better
 - longer Christmas instead of October
 - bring the summer holiday forward
 - have the summer break later (start in August)
 - full weeks not half weeks.
8. Where possible the dates in both Option 1 and Option 2 ensure full weeks wherever possible, allowing for the Bank Holidays and the 5 statutory teacher days.
9. In light of comments related to Option 2, with regard to specific dates, it was highlighted that the second half of summer term in some years was over 8 weeks and that was felt to be too long. Some specific dates have therefore been revised to try to address this, whilst keeping with the principle of a 5 week summer break and 2 week October half term break.

Other Local Authorities

10. In setting dates, consideration has been given to term dates of neighbouring authorities, particularly Derbyshire and Nottingham City.
- **Nottingham City** has a slightly different model to Nottinghamshire's current model having adopted a 5 week summer break, a 2 week October half term break, with a fixed Spring Break. They recently set dates up to 2021/22, continuing with the 5 week summer break model.
 - **Leicestershire and Leicester City** have traditionally adopted a model that is up to two weeks earlier than other authorities for the Summer break and subsequent half term breaks. The Nottinghamshire pattern has always differed from these authorities.
 - **Derbyshire** follow the traditional 3 term pattern with the spring break determined by the Easter Bank holiday dates. As a result of this, the February half term and Easter break has sometimes differed by 1 week. Christmas and summer holiday dates have broadly been the same, differing by the odd day. Derbyshire has already consulted and set their holiday patterns up to 2019/20 and consideration has been given to their pattern where possible.
 - **Derby City** follows a traditional 3 term pattern, similar to that of Derbyshire.

Other Options Considered

11. Nottinghamshire could simply follow the pattern of another local authority. However, this would have meant changes to the model which has previously been agreed.

Reasons for Recommendation

12. A comprehensive consultation took place in 2015. The process of setting dates for 2019/20, 2020/21, 2021/22 and 2022/23 has therefore reflected the 2015 outcomes by offering an alternative to the current model of six weeks for the summer holiday and a longer break in October, reflecting comments in the last consultation that the autumn term and the summer break were too long.
13. The majority of respondents favour Option 2, for a slightly shorter 5 week summer holiday and a 2 week October half term break, with a fixed spring break (generally the first two weeks in April).

Statutory and Policy Implications

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

Crime and Disorder Implications

15. Due consideration has been given to crime and disorder issues. The Police services and other voluntary bodies who provide out of holiday care and educational opportunity have key roles to play in reducing crime and increasing self-confidence, emotional resilience for any child or young person engaging with holiday provision.

Finance Implications

16. There are no direct costs involved in process of setting school holiday dates. The responsibility for setting school holiday dates currently falls within the remit of the Group Manager for Support to Schools.

RECOMMENDATION

- 1) That Committee approves the school holiday and term time dates for 2019/20, 2020/21, 2021/22 and 2022/23 for Local Authority maintained schools in Nottinghamshire as set out in **Appendix D**.

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Constitutional Comments (SMG 06/12/17)

17. The Children and Young People's Committee has responsibility for the functions and powers conferred on or exercisable by the County Council in relation to educational matters. The proposals outlined in this report fall within the remit of this Committee.

Financial Comments (SAS 05/12/17)

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

Background Papers and Published Documents

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

Approval of school holiday and term time dates for Local Authority maintained schools in Nottinghamshire 2016/17, 2017/18 and 2018/19 - report to Children and Young People's Committee on 15 June 2015

School holiday and term time dates for Local Authority maintained schools in Nottinghamshire 2019/20, 2020/21, 2021/22 and 2022/23 – report to Children and Young People's Committee on 18 September 2017.

Electoral Division(s) and Member(s) Affected

All.

C1059

September 2019 to July 2020

OPTION 1 - DRAFT CONSULTATION DATES

September 2019	October 2019	November 2019
M T W T F S S	M T W T F S S	M T W T F S S
1	1 2 3 4 5 6	1 2 3
2 3 4 5 6 7 8	7 8 9 10 11 12 13	4 5 6 7 8 9 10
9 10 11 12 13 14 15	14 15 16 17 18 19 20	11 12 13 14 15 16 17
16 17 18 19 20 21 22	21 22 23 24 25 26 27	18 19 20 21 22 23 24
23 24 25 26 27 28 29	28 29 30 31	25 26 27 28 29 30
30		
December 2019	January 2020	February 2020
M T W T F S S	M T W T F S S	M T W T F S S
1	1 2 3 4 5	1 2
2 3 4 5 6 7 8	6 7 8 9 10 11 12	3 4 5 6 7 8 9
9 10 11 12 13 14 15	13 14 15 16 17 18 19	10 11 12 13 14 15 16
16 17 18 19 20 21 22	20 21 22 23 24 25 26	17 18 19 20 21 22 23
23 24 25 26 27 28 29	27 28 29 30 31	24 25 26 27 28 29
30 31		
March 2020	April 2020	May 2020
M T W T F S S	M T W T F S S	M T W T F S S
1	1 2 3 4 5	1 2 3
2 3 4 5 6 7 8	6 7 8 9 10 11 12	4 5 6 7 8 9 10
9 10 11 12 13 14 15	13 14 15 16 17 18 19	11 12 13 14 15 16 17
16 17 18 19 20 21 22	20 21 22 23 24 25 26	18 19 20 21 22 23 24
23 24 25 26 27 28 29	27 28 29 30	25 26 27 28 29 30 31
30 31		
June 2020	July 2020	August 2020
M T W T F S S	M T W T F S S	M T W T F S S
1 2 3 4 5 6 7	1 2 3 4 5	1 2
8 9 10 11 12 13 14	6 7 8 9 10 11 12	3 4 5 6 7 8 9
15 16 17 18 19 20 21	13 14 15 16 17 18 19	10 11 12 13 14 15 16
22 23 24 25 26 27 28	20 21 22 23 24 25 26	17 18 19 20 21 22 23
29 30	27 28 29 30 31	24 25 26 27 28 29 30
		31

	School Holidays		Public Holidays		Administration Day
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Autumn Term

Schools Open - morning Wednesday 4 September 2019
 Half Term - Monday 28 October 2019 - Friday 1 November 2019
 Schools close - evening Friday 20 December 2019

Summer Term

Schools Open - morning Monday 20 April 2020
 May Day Bank Holiday - Monday 4 May 2020
 Half Term - Monday 25 May 2020 - Friday 29 May 2020
 Schools Close - evening Wednesday 22 July 2020

Spring Term

Schools Open - morning Monday 6 January 2020
 Half Term - Monday 17 February 2020 - Friday 21 February 2020
 Spring Break - Monday 6 April 2020 - Friday 17 April 2020

September 2020 to July 2021

OPTION 1 - DRAFT CONSULTATION DATES

September 2020	October 2020	November 2020
M T W T F S S	M T W T F S S	M T W T F S S
1 2 3 4 5 6	1 2 3 4	1
7 8 9 10 11 12 13	5 6 7 8 9 10 11	2 3 4 5 6 7 8
14 15 16 17 18 19 20	12 13 14 15 16 17 18	9 10 11 12 13 14 15
21 22 23 24 25 26 27	19 20 21 22 23 24 25	16 17 18 19 20 21 22
28 29 30	26 27 28 29 30 31	23 24 25 26 27 28 29
		30
December 2020	January 2021	February 2021
M T W T F S S	M T W T F S S	M T W T F S S
1 2 3 4 5 6	1 2 3	1 2 3 4 5 6 7
7 8 9 10 11 12 13	4 5 6 7 8 9 10	8 9 10 11 12 13 14
14 15 16 17 18 19 20	11 12 13 14 15 16 17	15 16 17 18 19 20 21
21 22 23 24 25 26 27	18 19 20 21 22 23 24	22 23 24 25 26 27 28
28 29 30 31	25 26 27 28 29 30 31	
March 2021	April 2021	May 2021
M T W T F S S	M T W T F S S	M T W T F S S
1 2 3 4 5 6 7	1 2 3 4	1 2
8 9 10 11 12 13 14	5 6 7 8 9 10 11	3 4 5 6 7 8 9
15 16 17 18 19 20 21	12 13 14 15 16 17 18	10 11 12 13 14 15 16
22 23 24 25 26 27 28	19 20 21 22 23 24 25	17 18 19 20 21 22 23
29 30 31	26 27 28 29 30	24 25 26 27 28 29 30
		31
June 2021	July 2021	August 2021
M T W T F S S	M T W T F S S	M T W T F S S
1 2 3 4 5 6	1 2 3 4	1
7 8 9 10 11 12 13	5 6 7 8 9 10 11	2 3 4 5 6 7 8
14 15 16 17 18 19 20	12 13 14 15 16 17 18	9 10 11 12 13 14 15
21 22 23 24 25 26 27	19 20 21 22 23 24 25	16 17 18 19 20 21 22
28 29 30	26 27 28 29 30 31	23 24 25 26 27 28 29
		30 31

	School Holidays		Public Holidays		Administration Day
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Autumn Term

Schools Open - morning Wednesday 2 September 2020

Half Term - Monday 26 October 2020 - Friday 30 October 2020

Schools close - evening Friday 18 December 2020

Spring Term

Schools Open - morning Monday 4 January 2021

Half Term - Monday 15 February 2021 - Friday 19 February 2021

Spring Break - Friday 2 April - Friday 16 April 2021

Summer Term

Schools Open - morning Monday 19 April 2021

May Day Bank Holiday - Monday 3 May 2021

Half Term - Monday 31 May 2021 - Friday 4 June 2021

Schools Close - evening Thursday 22 July 2021

September 2021 to July 2022

OPTION 1 - DRAFT CONSULTATION DATES

September 2021						
M	T	W	T	F	S	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

October 2021						
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				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

November 2021						
M	T	W	T	F	S	S
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15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

December 2021						
M	T	W	T	F	S	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

January 2022						
M	T	W	T	F	S	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

February 2022						
M	T	W	T	F	S	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

March 2022						
M	T	W	T	F	S	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

April 2022						
M	T	W	T	F	S	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

May 2022						
M	T	W	T	F	S	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

June 2022						
M	T	W	T	F	S	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

July 2022						
M	T	W	T	F	S	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

August 2022						
M	T	W	T	F	S	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

	School Holidays		Public Holidays		Administration Day
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Autumn Term

Schools Open - morning Weds 1 September 2021

Half Term - Monday 25 October 2021 - Friday 29 October 2021

Schools close - evening Friday 17 December 2021

Spring Term

Schools Open - morning Tuesday 4 January 2022

Half Term - Monday 14 February 2022 - Friday 19 February 2022

Spring Break - Monday 4 April 2022 - Monday 18 April 2022

Summer Term

Schools Open - morning Tuesday 19 April 2022

May Day Bank Holiday - Monday 2 May 2022

Half Term - Monday 30 May 2022 - Friday 3 May 2022

Schools Close - evening Friday 22 July 2022

September 2022 to July 2023

OPTION 1 - DRAFT CONSULTATION DATES

September 2022

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

October 2022

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

November 2022

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

December 2022

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

January 2023

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

February 2023

M	T	W	T	F	S	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28					

March 2023

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

April 2023

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

May 2023

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

June 2023

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

July 2023

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

August 2023

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

School Holidays
 Public Holidays
 Administration Day

Autumn Term

Schools Open - morning Monday 5 September 2022
 Half Term - Monday 24 October 2022 - Friday 29 October 2022
 Schools close - evening Wednesday 21 December 2022

Summer Term

Schools Open - morning Monday 17 April 2023
 May Day Bank Holiday - Monday 1 May 2023
 Half Term - Monday 29 May 2023 - Friday 2 June 2023
 Schools Close - evening Friday 22 July 2023

Spring Term

Schools Open - morning Wednesday 4 January 2023
 Half Term - Monday 13 February 2023 - Friday 17 February 2023
 Spring Break - Monday 3 April 2023 - Friday 14 April 2023

September 2019 to July 2020

OPTION 2 - DRAFT CONSULTATION DATES

September 2019 M T W T F S S 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	October 2019 M T W T F S S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	November 2019 M T W T F S S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30
December 2019 M T W T F S S 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	January 2020 M T W T F S S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	February 2020 M T W T F S S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29
March 2020 M T W T F S S 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	April 2020 M T W T F S S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	May 2020 M T W T F S S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31
June 2020 M T W T F S S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	July 2020 M T W T F S S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	August 2020 M T W T F S S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31

	School Holidays		Public Holidays		Administration Day
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Autumn Term

Schools Open - morning Wednesday 4 September 2019
Half Term - Monday 21 October 2019 - Friday 1 November 2019
Schools close - evening Friday 20 December 2019

Summer Term

Schools Open - morning Monday 20 April 2020
May Day Bank Holiday - Monday 4 May 2020
Half Term - Monday 25 May 2020 - Friday 29 May 2020
Schools Close - evening Wednesday 29 July

Spring Term

Schools Open - morning Monday 6 January 2020
Half Term - Monday 17 February 2020 - Friday 21 February 2020
Spring Break - Monday 6 April 2020 - Friday 17 April 2020

September 2020 to July 2021

OPTION 2 - DRAFT CONSULTATION DATES

September 2020						
M	T	W	T	F	S	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

October 2020						
M	T	W	T	F	S	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

November 2020						
M	T	W	T	F	S	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

December 2020						
M	T	W	T	F	S	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

January 2021						
M	T	W	T	F	S	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

February 2021						
M	T	W	T	F	S	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

March 2021						
M	T	W	T	F	S	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

April 2021						
M	T	W	T	F	S	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

May 2021						
M	T	W	T	F	S	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

June 2021						
M	T	W	T	F	S	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

July 2021						
M	T	W	T	F	S	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

August 2021						
M	T	W	T	F	S	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

	School Holidays		Public Holidays		Administration Day
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Autumn Term

Schools Open - morning Wednesday 2 September 2020
 Half Term - Monday 19 October 2020 - Friday 30 October 2020
 Schools close - evening Friday 18 December 2020

Summer Term

Schools Open - morning Monday 19 April 2021
 May Day Bank Holiday - Monday 3 May 2021
 Half Term - Monday 31 May 2021 - Friday 4 June 2021
 Schools Close - evening Thursday 29 July 2021

Spring Term

Schools Open - morning Monday 4 January 2021
 Half Term - Monday 15 February 2021 - Friday 19 February 2021
 Spring Break - Friday 2 April - Friday 16 April 2021

September 2021 to July 2022

OPTION 2 - DRAFT CONSULTATION DATES

September 2021						
M	T	W	T	F	S	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

October 2021						
M	T	W	T	F	S	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

November 2021						
M	T	W	T	F	S	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

December 2021						
M	T	W	T	F	S	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

January 2022						
M	T	W	T	F	S	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

February 2022						
M	T	W	T	F	S	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

March 2022						
M	T	W	T	F	S	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

April 2022						
M	T	W	T	F	S	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

May 2022						
M	T	W	T	F	S	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

June 2022						
M	T	W	T	F	S	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

July 2022						
M	T	W	T	F	S	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

August 2022						
M	T	W	T	F	S	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

	School Holidays		Public Holidays		Administration Day
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Autumn Term

Schools Open - morning Wednesday 1 September 2021
 Half Term - Monday 18 October 2021 - Friday 29 October 2021
 Schools close - evening Tuesday 21 December 2021

Summer Term

Schools Open - morning Tuesday 19 April 2022
 May Day Bank Holiday - Monday 2 May 2022
 Half Term - Monday 30 May 2022 - Friday 3 May 2022
 Schools Close - evening Friday 29 July 2022

Spring Term

Schools Open - morning Wednesday 5 January 2022
 Half Term - Monday 14 February 2022 - Friday 19 February 2022
 Spring Break - Monday 4 April 2022 - Monday 18 April 2022

September 2022 to July 2023

OPTION 2 - DRAFT CONSULTATION DATES

September 2022	October 2022	November 2022
M T W T F S S	M T W T F S S	M T W T F S S
1 2 3 4	1 2	1 2 3 4 5 6
5 6 7 8 9 10 11	3 4 5 6 7 8 9	7 8 9 10 11 12 13
12 13 14 15 16 17 18	10 11 12 13 14 15 16	14 15 16 17 18 19 20
19 20 21 22 23 24 25	17 18 19 20 21 22 23	21 22 23 24 25 26 27
26 27 28 29 30	24 25 26 27 28 29 30	28 29 30
	31	
December 2022	January 2023	February 2023
M T W T F S S	M T W T F S S	M T W T F S S
1 2 3 4	1	1 2 3 4 5
5 6 7 8 9 10 11	2 3 4 5 6 7 8	6 7 8 9 10 11 12
12 13 14 15 16 17 18	9 10 11 12 13 14 15	13 14 15 16 17 18 19
19 20 21 22 23 24 25	16 17 18 19 20 21 22	20 21 22 23 24 25 26
26 27 28 29 30 31	23 24 25 26 27 28 29	27 28
	30 31	
March 2023	April 2023	May 2023
M T W T F S S	M T W T F S S	M T W T F S S
1 2 3 4 5	1 2	1 2 3 4 5 6 7
6 7 8 9 10 11 12	3 4 5 6 7 8 9	8 9 10 11 12 13 14
13 14 15 16 17 18 19	10 11 12 13 14 15 16	15 16 17 18 19 20 21
20 21 22 23 24 25 26	17 18 19 20 21 22 23	22 23 24 25 26 27 28
27 28 29 30 31	24 25 26 27 28 29 30	29 30 31
June 2023	July 2023	August 2023
M T W T F S S	M T W T F S S	M T W T F S S
1 2 3 4	1 2	1 2 3 4 5 6
5 6 7 8 9 10 11	3 4 5 6 7 8 9	7 8 9 10 11 12 13
12 13 14 15 16 17 18	10 11 12 13 14 15 16	14 15 16 17 18 19 20
19 20 21 22 23 24 25	17 18 19 20 21 22 23	21 22 23 24 25 26 27
26 27 28 29 30	24 25 26 27 28 29 30	28 29 30 31
	31	

	School Holidays		Public Holidays		Administration Day
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Autumn Term

Schools Open - morning Wednesday 5 September 2022
 Half Term - Monday 17 October 2022 - Friday 28 October
 Schools close - evening Wednesday 21 December 2022

Spring Term

Schools Open - morning Wednesday 4 January 2023
 Half Term - Monday 13 February 2023 - Friday 17 February 2023
 Spring Break - Monday 3 April 2023 - Friday 14 April 2023

Summer Term

Schools Open - morning Tuesday 17 April 2023
 May Day Bank Holiday - Monday 1 May 2023
 Half Term - Monday 29 May 2023 - Friday 2 June 2023
 Schools Close - evening Friday 28 July 2023

Appendix C

SCHOOL HOLIDAY CONSULTATION DATA ANALYSIS 2017

Summary

1. A school holiday consultation was conducted to consult on two proposed holiday models:
 - Option 1: (6 week summer break, fixed spring break) (current model)
 - Option 2: (5 week summer break, 2 week October half term, fixed spring break)
2. The consultation ran from the 29th August to the 8th October. The survey consisted of 24 questions in total, a list of which can be found in appendix A.
3. A total of 6509 consultation responses to the survey were received via survey monkey, e-mail and postal responses (received on or before 18th October- any postal responses received after this date have been excluded from the analysis). By response method we received:
 - 43 responses received via e-mail
 - 135 postal responses received
 - 6356 responses received via the online survey monkey

Key findings

4. Overall responses to question 3 regarding the preferred model that respondents would choose showed that 42.1% of respondents favoured option 1 and 57.4% of respondents favoured option 2 (1% of survey respondents didn't answer).
5. The majority of parents (60%, 2951 of 4937 parents), non-teaching staff (60%, 441 of 729 non-teaching staff) and governors (53%, 212 of 397 school governors) preferred option 2. However, the majority of teachers/ head teachers (55%, 787 of 1419 teachers/ head teachers) and trade union reps (79%, 19 of 24 trade reps) preferred option 1.
6. 53% (645 of 1211 respondents) in Rushcliffe preferred option 1, whereas the majority of respondents in other districts all preferred option 2. However, Rushcliffe had the highest weighting in terms of responses at 19% (1210 responses).

Responses to question 13 (area- other) showed little difference from the overall location analysis.

7. Common comments provided against Q4 (preferred dates) and Q14 (additional comments) included: no change preferred; 6 week summer break is too long; and 2 weeks in May would be better.

Data analysis

Responding role

Questions 5-11 (Are you responding as...)

8. Of the total consultation respondents:

- Parents were 63% (4937)
- Teachers or headteachers were 18% (1419)
- Non-teaching staff were 9% (729)
- School governors were 5% (397)
- Trade unions 0.31% (24), which equates to 0% when rounding is applied
- 'Other' were 4% (320)

9. The below table (table 1) shows the percentage of respondents who preferred option 1, 2 or who didn't respond (N/As) by respondent role type.

Table 1 Preferred option by respondent role

Option	All	Parents	Teachers/ heads	Non-teaching staff	School governors	Trade union rep	Other
Option 1	42.1%	40%	55%	39%	47%	79%	47%
Option 2	57.4%	60%	44%	60%	53%	21%	52%
N/A	0.5%	0%	1%	1%	0%	0%	1%
Total	100%	100%	100%	100%	100%	100%	100%

Notes

- The category 'School aged pupil' has been removed due to there being no responses
- N/A is the number of non-respondents, this figure appears higher by respondent role due to rounding
- Some respondents selected multiple roles in response to the consultation survey i.e. parent and teacher
- 'Other' category includes: Family relations (i.e. grandparents); teaching assistants; retired roles; carers; university related roles; relations to those working in the school system i.e. partner of teacher; roles external to school system

10. Parents (who accounted for 63% of overall responses) preferred option 2 with 60% in favour (2951 of 4937 parents), this is in line with the overall consultation results (at 57.4% in favour). Non-teaching staff and school governors were also in favour of option 2, this group accounted for 14% of responses, 1126 of total respondents. However, there was a stronger preference for non-teaching staff in favour of option 2 (60%) than school governors (53%).

11. Teachers and head teachers (who accounted for 18% of overall responses) preferred option 1 with 55% of respondents selecting this option and 44% of respondents preferring option 2. Trade union reps were also in favour of option 1 with 79% responding in favour, however, trade unions respondents accounted for only 0.31% of respondents (24 people).

Location

Question 12- Area

12. Just over 97% of respondents responded to question number 12 with their district area. The majority of respondents were from Rushcliffe (19%), with a fairly even spread of respondents from other district areas within the county at 10-15% each. The following list shows the number of respondents by district area:

- Rushcliffe 19% (1210)
- Gedling 15% (958)
- Mansfield 15% (952)
- Ashfield 13% (815)
- Broxtowe 13% (836)
- Bassetlaw 10% (643)
- Newark 10% (632)
- Out of county areas 5% (287)

13. The below table (table 2) shows the percentage of respondents by area who preferred option 1 or 2 (or didn't answer, indicated as N/A).

Table 2 Preferred option by district area

Option	All	Ashfield	Bassetlaw	Broxtowe	Gedling	Mansfield	Newark	Rushcliffe	Out of county
Option 1	42.1%	37%	35%	49%	46%	29%	42%	53%	32%
Option 2	57.4%	63%	65%	50%	54%	70%	58%	46%	67%
N/A	0.5%	0%	0%	1%	0%	1%	0%	1%	1%
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%

Notes

Respondents from areas outside of Nottinghamshire County districts include:

- Derby City/ Derbyshire 1%
- Nottingham City 4%
- Doncaster/ Leicester City/ Leicestershire (less than 1%)

N/A includes unanswered question

14. These figures show that all district areas of the county preferred option 2 with the exception of Rushcliffe where respondents preferred option 1. The distribution of respondent roles (parents, teachers etc.) of Rushcliffe respondents were approximately in line with the overall role distribution of all respondents (within 3-5%).

Question 13- Area- Other (Please specify)

15. Question 13 provided an option, 'other', for people to advise of their area outside of the given options. There were 239 responses to this question (4% of total respondents), of

which 61% of respondents favoured option 2 and 39% of respondents selected option 1. This supports what we can see at a total level and when compared to the majority of districts within the county (with the exception of Rushcliffe). Areas provided under reason 'Area- Other' included specific towns/ villages within the districts or where people had detailed areas in which they live and areas in which they work.

Commentary

Questions 4 and 14

16. We received 2066 comments provided in response to Q4- 'For your preferred option, are there any specific dates that you would change? - Please tell us which dates and your reasons why' (excluding 4443 comments which were 'no response'). We also received 1843 comments in response to Q14, 'Do you have any other comments?'
17. Comments against questions 4 (alternative dates) and 14 (additional comments) were categorised into relevant themes. Further detail on the methodology can be found in appendix 2. Due to time constraints only 991 of these additional comments (just over 50%) were able to be categorised into themes. A further check was therefore completed on 10% of the remaining number, which established that all of these additional comments were already covered in the themes previously identified. We are therefore confident that all the themes emerging from comments have been covered in this analysis.
18. Table 3 shows the number of respondents and % of total respondents who provided commentary by the categorised theme. The majority of respondents who provided commentary (952, 22%) commented that no change was preferred which was reflected in recipients who preferred option 1 (the current model). The next common themes were a '6 week summer break is too long' and '2 weeks in May would be better'.
19. When comments provided in questions 4 were looked at in relation to the comments provided by parents, the majority (17%) advised that 2 weeks in May would be better, 16% advised that no change is preferred and 15% commented that the 6 week summer break is too long.
20. When comments provided in question 14 were analysed by teachers/ head teachers, the majority (15%) preferred no change, followed by align with the City/ other counties (13%), 2 weeks in May would be better (12%) and bring the summer holiday forward (10%).

Table 3 Q4 & Q14 commentary summary by theme categorisation

Theme	Count	Percentage	
No change preferred	952	22.7%	+ 10%
6 week summer break is too long	602	14.4%	
2 weeks in May would be better	448	10.7%	
2 weeks in October would be better	346	8.2%	5-10%
Align school holidays with schools in the City/nearby counties	332	7.9%	
Cap the summer holiday at 4 weeks	224	5.3%	
Bring the summer holiday forward	209	5.0%	-5%
1 week would be better in October	172	4.1%	
Longer Christmas instead of October half term	166	4.0%	
Change to allow cheaper holidays	160	3.8%	-1%
Other	210	3.0%	
Flexible holiday allowance	103	2.5%	
Full weeks, not half weeks	88	2.1%	
Easter in the middle of 2 week break	81	1.9%	
Spring holiday should be fixed	52	1.2%	
Equal length terms	32	0.8%	
Have the summer holiday later - start in Aug	20	0.5%	
More info/options needed	20	0.5%	
Response unclear	14	0.3%	
Too many holidays	13	0.3%	
Group inset days together	12	0.3%	
Flexible Easter break	8	0.2%	
Better holiday club provision	5	0.1%	
Ensure consistency between primaries and secondaries	5	0.1%	
Total	4192	100	

Notes

- Data excludes respondents who didn't answer the question
- Data has duplications between comments from Q4 and Q14 removed
- Data includes a pro rata count of additional comments in Q14 (over 50% analysed) due to time constraints

Risks

21. The below table shows identified risks to the analysis and mitigation undertaken.

Table 3 Risks and mitigation

Risk	Description	Action/ Mitigation
1	Some comments have included reasons for their justification and a suggested term date pattern going forward (Q4 is really formed of 2 questions)	For the purposes of this analysis the first response within a comment has been categorised and reported on by theme. It is recommended that future consultations contain filters to identify reasons behind responses and to capture suggested term dates.
2	The response theme category 'Align school holidays with other counties' has been reported at a top line level, however, responses include a mixture of City and other Counties	It's possible to report on people who want to align with the City and external counties from the raw data, if required. Consider drop down boxes for future consultations.
3	Some respondents may contradict their preferred option with the comments they make in Qs 4 and 14	Checks and balances were ran against a sample of comments, a very low contradiction rate was found.
4	Individuals may have submitted multiple responses through completing the survey more than once, thus impacting the reporting	The percentage of IP Addresses that appear more than 3 times is less than 9% of all responses. Of those it can be assumed the majority are libraries or other public spaces, representing a legitimate source of respondents. The value of 3 IP Address hits or more is chosen as it is assumed some families will be responding from one location (i.e. a household of 2 parents and 1 child). The percentage rate of respondents duplicating email addresses is less than 2%.
5	Due to time constraints, not all responses to Q14 were categorised and so a pro rata figure was represented in the data (over 50% of total responses were categorised). Therefore, there is a risk the remaining uncategorised comments may not fit the established themes, represented on the table on p5.	A sample of the remaining uncategorised comments (10%) was taken, all of which fit the established themes.

School holiday consultation questions

Column	Question no.	Question
A	1	What is your name? - Name
B	2	What is your email address? - Email
C	3	Please indicate your preferred model: - Preferred option
D	4	For your preferred option, are there any specific dates that you would change? - Please tell us which dates and your reasons why Are you responding as (please tick all that apply to your response) -
E	5	Are you... - Parent Are you responding as (please tick all that apply to your response) -
F	6	Are you... - Teacher/Headteacher Are you responding as (please tick all that apply to your response) -
G	7	Are you... - Non-teaching school staff Are you responding as (please tick all that apply to your response) -
H	8	Are you... - School Governor Are you responding as (please tick all that apply to your response) -
I	9	Are you... - Trade Union Representative Are you responding as (please tick all that apply to your response) -
J	10	Are you... - School age pupil Are you responding as (please tick all that apply to your response) -
K	11	Other (please specify)
L	12	Area - Area
M	13	Area - Other (please specify)
N	14	Do you have any other comments? - Comments
O	15	Last Modified Date
P	16	Response ID
Q	17	IP Address
R	18	Created Date
S	19	Citizen Space Version
T	20	Consultation State
U	21	Browser Identification
V	22	Submitted Date
W	23	Visited Pages - Introduction
X	24	Visited Pages - Questions

Methodology

The data analysis was broken down into 3 stages:

- Stage 1 Data collation and cleansing

Survey responses were collated from the different sources including: survey monkey (via Excel), e-mail and postal responses (received on or before 18th October- any postal responses received after this date have been excluded from calculations).

Comments provided in response to questions 4 and 14 were categorised into the following themes:

- No change preferred
- Other
- Response unclear
- Spring holiday should be fixed
- Easter in the middle of the 2 week break
- Full weeks, not half weeks
- Cap the summer holiday at 4 weeks
- 6 week summer break is too long
- 2 weeks in May would be better
- Have the summer break later- start in Aug
- Bring the summer holiday forward
- 1 week would be better in October
- 2 weeks in October would be better
- Longer Christmas instead of October half term
- Change to allow cheaper holidays
- Align school holidays with schools in the City/nearby counties

The rate of duplication between comments provided in Q14 was 20% when compared to comments provided in Q4, these duplications were removed prior to analysis. A selection of comments provided in Q14 were checked against those provided in Q4, of which none included contradictions.

Please note: Comments such as 'better for children' have been classified as 'no response' since no additional information has been provided further to their chosen option of preference.

Please note: Only the initial reasons provided by the respondent against Q4 has been categorised by theme, this has been included as a risk.

- Stage 2 Data Analysis
- Stage 3 Presentation of findings (compiling the report)

Jen Ross, Will Brealy and Alex Driver

September 2019 to July 2020

OPTION 2 - FINAL DRAFT PROPOSED DATES

September 2019	October 2019	November 2019
M T W T F S S	M T W T F S S	M T W T F S S
30 31 1	1 2 3 4 5 6	1 2 3
2 3 4 5 6 7 8	7 8 9 10 11 12 13	4 5 6 7 8 9 10
9 10 11 12 13 14 15	14 15 16 17 18 19 20	11 12 13 14 15 16 17
16 17 18 19 20 21 22	21 22 23 24 25 26 27	18 19 20 21 22 23 24
23 24 25 26 27 28 29	28 29 30 31	25 26 27 28 29 30
30		
December 2019	January 2020	February 2020
M T W T F S S	M T W T F S S	M T W T F S S
1	1 2 3 4 5	1 2
2 3 4 5 6 7 8	6 7 8 9 10 11 12	3 4 5 6 7 8 9
9 10 11 12 13 14 15	13 14 15 16 17 18 19	10 11 12 13 14 15 16
16 17 18 19 20 21 22	20 21 22 23 24 25 26	17 18 19 20 21 22 23
23 24 25 26 27 28 29	27 28 29 30 31	24 25 26 27 28 29
30 31		
March 2020	April 2020	May 2020
M T W T F S S	M T W T F S S	M T W T F S S
1	1 2 3 4 5	1 2 3
2 3 4 5 6 7 8	6 7 8 9 10 11 12	4 5 6 7 8 9 10
9 10 11 12 13 14 15	13 14 15 16 17 18 19	11 12 13 14 15 16 17
16 17 18 19 20 21 22	20 21 22 23 24 25 26	18 19 20 21 22 23 24
23 24 25 26 27 28 29	27 28 29 30	25 26 27 28 29 30 31
30 31		
June 2020	July 2020	August 2020
M T W T F S S	M T W T F S S	M T W T F S S
1 2 3 4 5 6 7	1 2 3 4 5	1 2
8 9 10 11 12 13 14	6 7 8 9 10 11 12	3 4 5 6 7 8 9
15 16 17 18 19 20 21	13 14 15 16 17 18 19	10 11 12 13 14 15 16
22 23 24 25 26 27 28	20 21 22 23 24 25 26	17 18 19 20 21 22 23
29 30	27 28 29 30 31	24 25 26 27 28 29 30
		31

	School Holidays		Public Holidays		Administration Day
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Autumn Term

Schools Open - morning Friday 30 August 2019

Half Term - Monday 21 October 2019 - Friday 1 November 2019

Schools close - evening Friday 20 December 2019

Spring Term

Schools Open - morning Monday 6 January 2020

Half Term - Monday 17 February 2020 - Friday 21 February 2020

Spring Break - Monday 6 April 2020 - Friday 17 April 2020

Summer Term

Schools Open - morning Monday 20 April 2020

May Day Bank Holiday - Monday 4 May 2020

Half Term - Monday 25 May 2020 - Friday 29 May 2020

Schools Close - evening Friday 24 July

September 2020 to July 2021

OPTION 2 - FINAL DRAFT PROPOSED DATES

September 2020	October 2020	November 2020
M T W T F S S	M T W T F S S	M T W T F S S
1 2 3 4 5 6	1 2 3 4	1
7 8 9 10 11 12 13	5 6 7 8 9 10 11	2 3 4 5 6 7 8
14 15 16 17 18 19 20	12 13 14 15 16 17 18	9 10 11 12 13 14 15
21 22 23 24 25 26 27	19 20 21 22 23 24 25	16 17 18 19 20 21 22
28 29 30	26 27 28 29 30 31	23 24 25 26 27 28 29
		30
December 2020	January 2021	February 2021
M T W T F S S	M T W T F S S	M T W T F S S
1 2 3 4 5 6	1 2 3	1 2 3 4 5 6 7
7 8 9 10 11 12 13	4 5 6 7 8 9 10	8 9 10 11 12 13 14
14 15 16 17 18 19 20	11 12 13 14 15 16 17	15 16 17 18 19 20 21
21 22 23 24 25 26 27	18 19 20 21 22 23 24	22 23 24 25 26 27 28
28 29 30 31	25 26 27 28 29 30 31	
March 2021	April 2021	May 2021
M T W T F S S	M T W T F S S	M T W T F S S
1 2 3 4 5 6 7	1 2 3 4	1 2
8 9 10 11 12 13 14	5 6 7 8 9 10 11	3 4 5 6 7 8 9
15 16 17 18 19 20 21	12 13 14 15 16 17 18	10 11 12 13 14 15 16
22 23 24 25 26 27 28	19 20 21 22 23 24 25	17 18 19 20 21 22 23
29 30 31	26 27 28 29 30	24 25 26 27 28 29 30
		31
June 2021	July 2021	August 2021
M T W T F S S	M T W T F S S	M T W T F S S
1 2 3 4 5 6	1 2 3 4	1
7 8 9 10 11 12 13	5 6 7 8 9 10 11	2 3 4 5 6 7 8
14 15 16 17 18 19 20	12 13 14 15 16 17 18	9 10 11 12 13 14 15
21 22 23 24 25 26 27	19 20 21 22 23 24 25	16 17 18 19 20 21 22
28 29 30	26 27 28 29 30 31	23 24 25 26 27 28 29
		30 31

	School Holidays		Public Holidays		Administration Day
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Autumn Term

Schools Open - morning Tuesday 1 September 2020

Half Term - Monday 19 October 2020 - Friday 30 October 2020

Schools close - evening Friday 18 December 2020

Spring Term

Schools Open - morning Monday 4 January 2021

Half Term - Monday 15 February 2021 - Friday 19 February 2021

Spring Break - Friday 2 April - Friday 16 April 2021

Summer Term

Schools Open - morning Monday 19 April 2021

May Day Bank Holiday - Monday 3 May 2021

Half Term - Monday 31 May 2021 - Friday 4 June 2021

Schools Close - evening Wednesday 28 July 2021

September 2021 to July 2022

OPTION 2 - FINAL DRAFT PROPOSED DATES

September 2021

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

October 2021

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

November 2021

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

December 2021

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

January 2022

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

February 2022

M	T	W	T	F	S	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

March 2022

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

April 2022

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

May 2022

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

June 2022

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

July 2022

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

August 2022

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



School Holidays



Public Holidays



Administration Day

Autumn Term

Schools Open - morning Tuesday 31 August 2021

Half Term - Monday 18 October 2021 - Friday 29 October 2021

Schools close - evening Tuesday 21 December 2021

Summer Term

Schools Open - morning Tuesday 19 April 2022

May Day Bank Holiday - Monday 2 May 2022

Half Term - Monday 30 May 2022 - Friday 3 May 2022

Schools Close - evening Thursday 29 July 2022

Spring Term

Schools Open - morning Wednesday 5 January 2022

Half Term - Monday 14 February 2022 - Friday 19 February 2022

Spring Break - Monday 4 April 2022 - Monday 18 April 2022

September 2022 to July 2023

OPTION 2 - FINAL DRAFT PROPOSED DATES

September 2022							October 2022							November 2022						
M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S
29	30	31	1	2	3	4						1	2		1	2	3	4	5	6
5	6	7	8	9	10	11	3	4	5	6	7	8	9	7	8	9	10	11	12	13
12	13	14	15	16	17	18	10	11	12	13	14	15	16	14	15	16	17	18	19	20
19	20	21	22	23	24	25	17	18	19	20	21	22	23	21	22	23	24	25	26	27
26	27	28	29	30			24	25	26	27	28	29	30	28	29	30				
							31													
December 2022							January 2023							February 2023						
M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S
			1	2	3	4							1			1	2	3	4	5
5	6	7	8	9	10	11	2	3	4	5	6	7	8	6	7	8	9	10	11	12
12	13	14	15	16	17	18	9	10	11	12	13	14	15	13	14	15	16	17	18	19
19	20	21	22	23	24	25	16	17	18	19	20	21	22	20	21	22	23	24	25	26
26	27	28	29	30	31		23	24	25	26	27	28	29	27	28					
							30	31												
March 2023							April 2023							May 2023						
M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S
		1	2	3	4	5						1	2	1	2	3	4	5	6	7
6	7	8	9	10	11	12	3	4	5	6	7	8	9	8	9	10	11	12	13	14
13	14	15	16	17	18	19	10	11	12	13	14	15	16	15	16	17	18	19	20	21
20	21	22	23	24	25	26	17	18	19	20	21	22	23	22	23	24	25	26	27	28
27	28	29	30	31			24	25	26	27	28	29	30	29	30	31				
June 2023							July 2023							August 2023						
M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S
			1	2	3	4						1	2		1	2	3	4	5	6
5	6	7	8	9	10	11	3	4	5	6	7	8	9	7	8	9	10	11	12	13
12	13	14	15	16	17	18	10	11	12	13	14	15	16	14	15	16	17	18	19	20
19	20	21	22	23	24	25	17	18	19	20	21	22	23	21	22	23	24	25	26	27
26	27	28	29	30			24	25	26	27	28	29	30	28	29	30	31			
							31													

	School Holidays		Public Holidays		Administration Day
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Autumn Term

Schools Open - morning Wednesday 31 August 2022

Half Term - Monday 17 October 2022 - Friday 28 October

Schools close - evening Wednesday 21 December 2022

Spring Term

Schools Open - morning Wednesday 4 January 2023

Half Term - Monday 13 February 2023 - Friday 17 February 2023

Spring Break - Monday 3 April 2023 - Friday 14 April 2023

Summer Term

Schools Open - morning Tuesday 17 April 2023

May Day Bank Holiday - Monday 1 May 2023

Half Term - Monday 29 May 2023 - Friday 2 June 2023

Schools Close - evening Tuesday 25 July 2023

18th December 2017

Agenda Item: 8

REPORT OF THE SERVICE DIRECTOR, EDUCATION, LEARNING AND SKILLS

PROPOSED BASIC NEED PROGRAMME OF SCHOOL EXPANSIONS 2018/19

Purpose of the Report

1. This report seeks approval to take the list of schools and planning areas forward (attached as **Appendix 1**) to feasibility with the Council's Departmental Services.

Information and Advice

2. The Council has a statutory duty to ensure a sufficiency of school places for children resident in the County.
3. The feasibility process establishes whether there are any transport, environmental or cost risks which would mean that a particular project to secure sufficient school places cannot be delivered or does not represent good value for money.
4. On an annual basis the Council makes a statutory return to the Department for Education (DfE) outlining the net capacity and levels of occupation in its schools. This School Capacity report (SCAP) informs the Education Skills and Funding Agency (ESFA) of the level of 'Basic Need' for new school places in the County, due to population growth.
5. The assessment of Basic Need for the period 2018/19, as determined by the ESFA through the agency of the SCAP return, was £20,467,135.
6. Basic Need funding is not ring fenced and comes with no recommendations as to which schools or planning areas should be allocated capital funding.
7. Basic Need must be deployed to address capital issues and cannot be used to address revenue issues.
8. Officers of Pupil Place Planning work in close conjunction with partner services in School Admissions, Place, and Information and Systems to further interrogate all available data in respect of projected demand for places to identify where the most pressing and appropriate sites for expansion sit.
9. In the period 2013 – 2016 the Council noted a significant growth in pupil numbers in the primary school phase, resulting in the allocation to the Council of approximately £70

million Basic Need funding, which has led to the creation of over 5,500 additional permanent primary places.

10. Projections data indicates that the primary “bulge”, first noted in 2013, is beginning to be felt in terms of higher numbers of applications for secondary school places in 2017, with this set to increase over the coming years.
11. Rushcliffe is the first district of Nottinghamshire to experience an increased demand for secondary school places, which cannot be met from within the existing school estate.
12. Project feasibility studies will establish the risks associated with all the proposals in **Appendix 1** and will identify where they are undeliverable, poor value for money or are appropriate and meet service needs, in order to determine which will be the most appropriate option(s) for Committee to approve.

Other Options Considered

13. Projects could proceed to planning without feasibility, but this would not then allow risks to be identified and is therefore not considered to be a viable option.

Reason/s for Recommendation/s

14. Feasibility costs represent good value for money when compared with the costs associated with abortive planning and design costs which would be incurred without prior feasibility establishing the suitability of proposals.

Statutory and Policy Implications

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

Financial Implications

16. Where the feasibility works result in a capital project, the costs of the feasibility will be funded from the approved School Places capital programme. Where a capital project does not ensue, the cost of the feasibility works are not able to be funded from capital resources. As such, these costs will need to be met from within the Children, Families and Cultural Services revenue budget.

RECOMMENDATION/S

- 1) That Committee agrees to take the list of schools and planning areas forward to feasibility with the Council’s Departmental Services

Marion Clay
Service Director Education, Learning and Skills

For any enquiries about this report please contact:

Mike Sharpe
Team Manager, Place Planning
T: 0115 9772803
E: Mike.sharpe@nottsc.gov.uk

Constitutional Comments (SMG 06/12/17)

17. The Children and Young People's Committee has responsibility for the functions and powers conferred on or exercisable by the County Council in relation to educational matters. The proposals outlined in this report fall within the remit of this Committee.

Financial Comments (SAS 07/12/17)

18. The financial implications of the report are contained within paragraph 16 above.

Background Papers and Published Documents

None.

Electoral Division(s) and Member(s) Affected

All.

C1057

Basic Need 2018 Priorities with Rationale

1. Mobile Permanent Replacement Programme

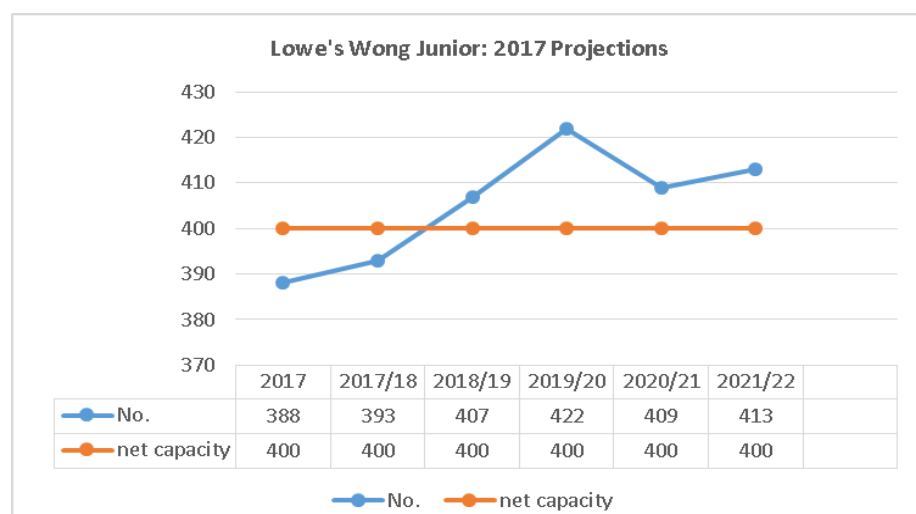
Currently there are 24 mobile (temporary) classrooms across primary and special schools. NCC has a plan to remove or replace temporary classrooms with permanent buildings where there is a continuing teaching need and where either the temporary planning permissions are expiring or where the mobile is beyond economically reasonable repair.

NCC will prioritise the replacement of temporary classrooms, where planning is least likely to be extended and there is a continuing teaching need. The two suggested sites, at present, represent the most pressing cases for the next twelve months.

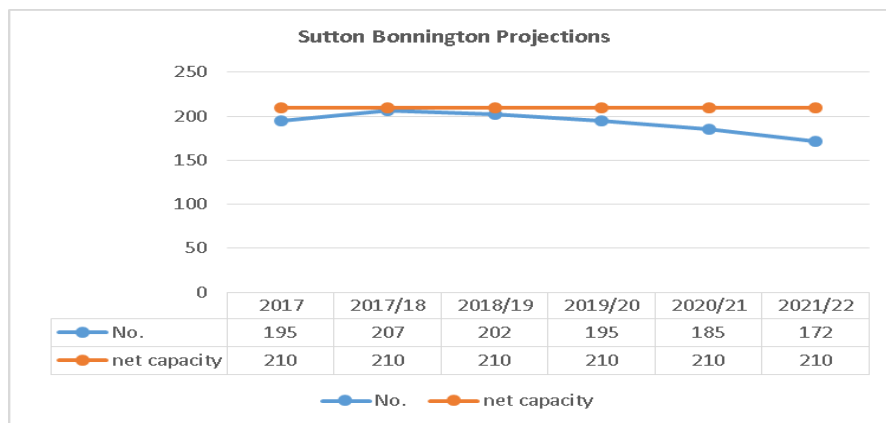
Where there is no longer a continuing teaching need for the mobile classroom, NCC will continue to work with Governing Bodies to establish the most efficient mechanism for removal, within the available Basic need budget.

Lowe's Wong Junior (Newark)

Sutton Bonnington (Rushcliffe)



The temporary double mobile classroom at this school has been in situ since 1999 and has been the subject of several planning application renewals. The condition of the building is poor and is highly unlikely to be granted a further temporary planning consent. The classrooms are regularly and routinely used for teaching purposes. Population projections indicate that the numbers of children likely to attend the school will remain high therefore there will be a continuing need for the accommodation. If the school were to lose access to the capacity – it would be unable to meet the demand for school places coming through from the linked infant schools and the surrounding catchment.



The planning permission for this mobile has already elapsed. If the 30 places provided by the mobile is removed now, the net capacity would fall to 180 which would mean that the school would be unable to accommodate projected pupils over the next 3 years. This would also result in a need to reduce the PAN to less than 30 which in itself would place greater pressure on Normanton on Soar Primary and other schools within the planning area.

2. Population Mitigation Programme

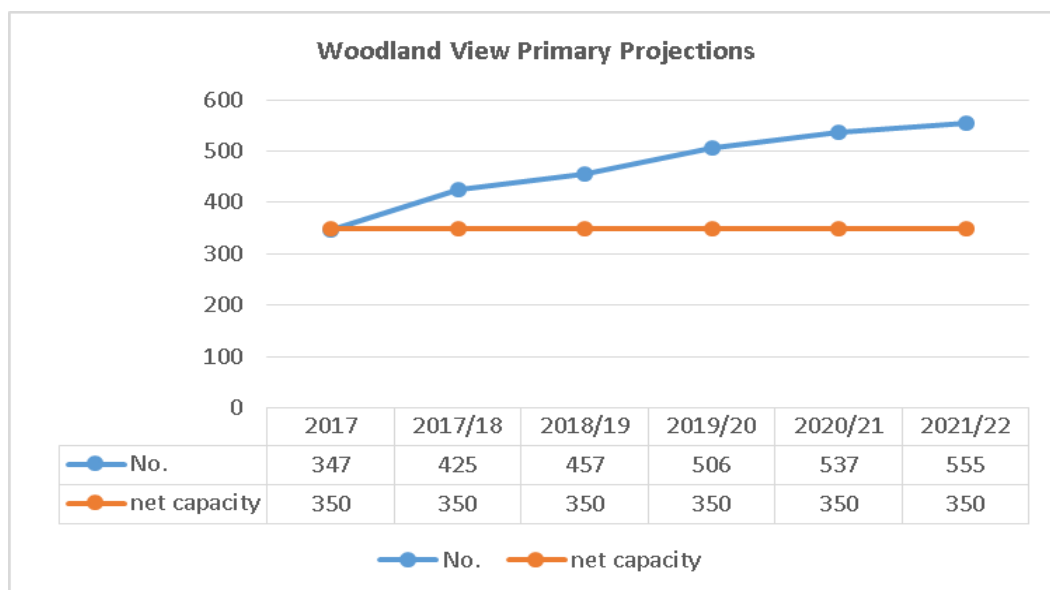
Using population and housing data the current place planning 5-year projections indicate the planning areas with the greatest need for additional primary school places sit within the Districts of Ashfield, Bassetlaw, Gedling and Rushcliffe.

Woodland View/Mary Magdalene (Ashfield): projections suggest that approximately 200 additional places are required. A 4 classroom extension at St Mary Magdalene and a raising of the PAN by 15 at Woodland View would mitigate this. There would need to be a realignment of the school linking arrangements in Huthwaite to facilitate this process with All Saints being linked with St Mary Magdalene and the link between All Saints and Woodland View being broken. There is a small amount of S106 funding available towards this programme.

Harworth (Bassetlaw): 164 additional places are required within the local planning area. 60 will be funded using developer contributions. Basic Need funding is essential to mitigate the pressing need for places to meet the demand from the early arrivers arising from housing and population growth.

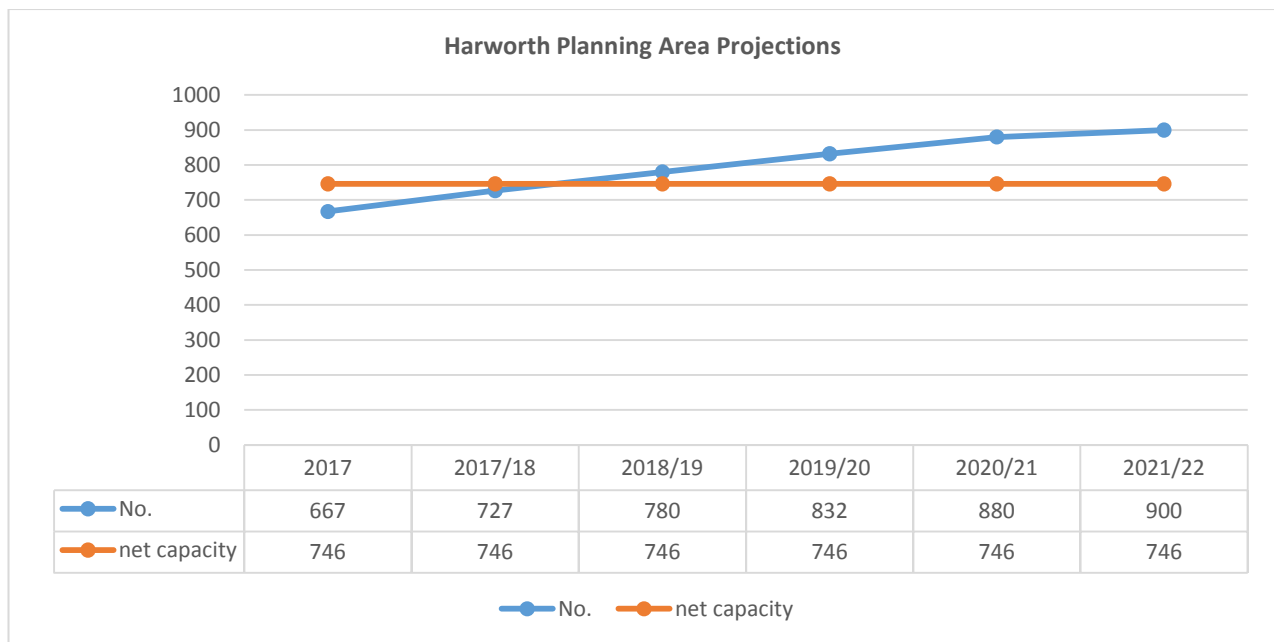
East Markham (Bassetlaw): 87 additional places are required. The expansion of the East Markham PAN to 30 would provide an additional 70 places. This could be achieved by building a new school hall and reconfiguring the existing space into classrooms.

Ruddington (Rushcliffe): There is the potential to expand provision in Ruddington (village) by raising the PANs at James Peacock Infant and St. Peter's Junior Schools to 105. Desktop exercises suggest that the majority of the additional accommodation could be achieved through modifications to the internal spaces at both schools. Basic need funds would be used to deliver a significant number of additional places. There is additional S106 funding available to supplement this project.

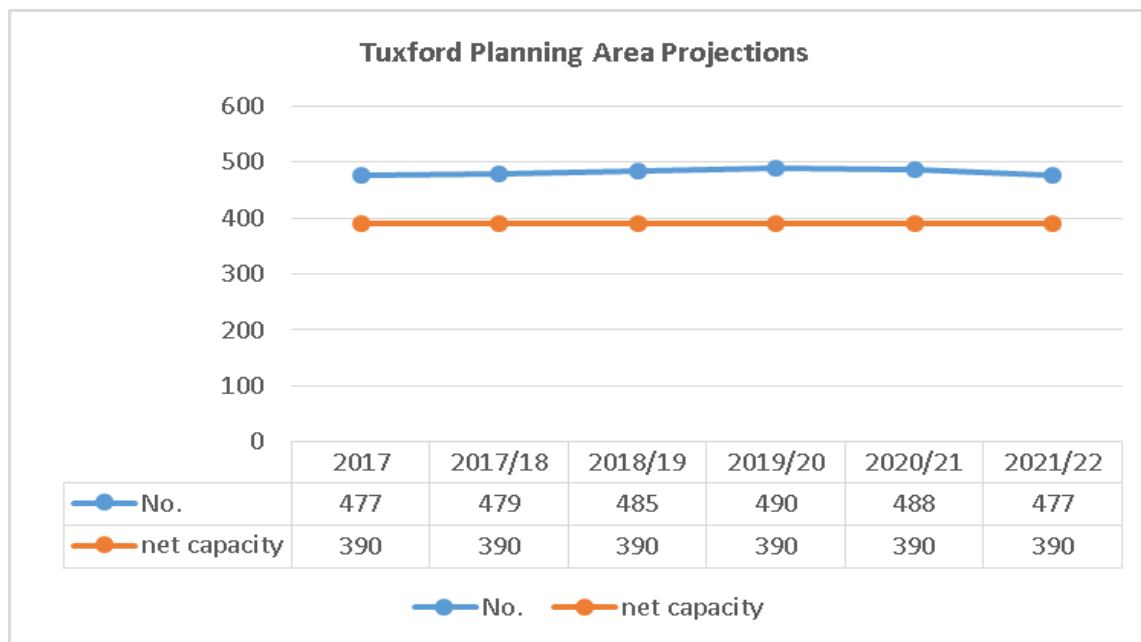


Woodland View is a part of the Huthwaite planning area alongside Huthwaite All Saints Infant (VA) and St Mary Magdalene (VA) Schools. Projections as outlined above indicate that the demand for school places is set to rise considerably over the coming 4 years as a result of population gain and housing development. Currently, there is a formal admissions link between All Saints and Woodland View. Exploratory discussions have taken place to realign the admissions arrangements which would ultimately see a formal linking arrangement between the two faith schools. In order to facilitate this and to provide for the growth there would need to be a 4 classroom extension at St Mary Magdalene allowing for a **key stage 2** PAN rise from the current 30 to 60. The expansion at St Mary Magdalene would be matched by a corresponding drop in allocations from All Saints to Woodland View. The current admission arrangements at Woodland View (30 at First admission and 35 at ITJ transfer) reflect the current linking arrangements allowing for 350 primary pupils to be allocated a place at Woodland View. If the link arrangements were to proceed as proposed the PAN at Woodland View would rise from 30 to 50. This proposal creates 60 additional places at Key Stage 1 at Woodland View but a corresponding drop at Key stage 2. At Mary Magdalene there would be an increase of 120 places at Key Stage 2.

The net increase of places in the Huthwaite planning area would be 120, 60 at Key Stage 1 (Woodland View) and 60 at Key stage 2 (St Mary Magdalene).



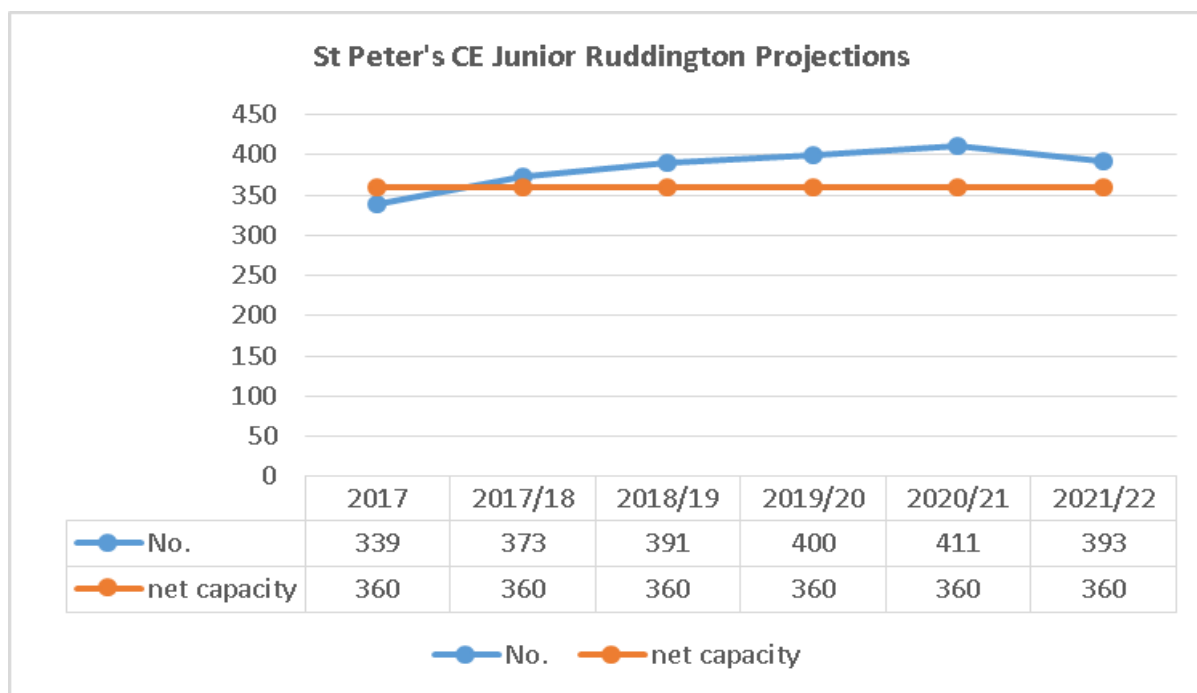
Harworth and Bircotes planning area is the subject of well-developed and significant housing growth in addition to population gain. Currently, housing growth is underway leading to very significant pressure on the 3 schools which are capable of providing primary school places. All Saints C of E academy (PAN 30, Net capacity 206) is full and is projected to remain so for the plan period. St Patrick's catholic primary (PAN 15, Net capacity 105) is essentially full in all year groups and projections would indicate that this will remain so for the plan period. Serlby Park (3-18 academy) has a primary PAN of 60 with a net capacity 420 which is full in the lower school and has slight capacity in the junior years. Population and housing growth are such that additional primary places are needed in this geographically isolated planning area. Exploratory discussions have taken place with Bassetlaw District Council to identify the most appropriate educational provision solution. Basic Need mitigation is essential to bridge the Section 106 funding gap and to provide school places for the growing demand being evidenced in applications and in projections.



East Markham Primary School sits in the Tuxford planning area. Projections indicate a shortfall of places over the planning period. A basic need funded project would ensure the provision of 70 places through the agency of internal modification contingent on the building of a school hall. Should the basic need project be approved the school would be able to raise the PAN from 20 – 30, equating to an increase of 70 primary places and facilitate the delivery of a more comprehensive primary curriculum.

Awsworth Primary School.

In order to be able to accommodate a short term bulge in student numbers Awsworth will be required to reconfigure the internal arrangement of its accommodation such as to allow the creation of an additional classroom. This project will involve the removal of internal walls and the conversion of existing nurture space and storage facilities into a classroom. It is unlikely that cost of this project will be of the magnitude of a normal classroom.



Projections indicate that there is a growing and sustained need for additional accommodation in Ruddington. Internal modification and a 2 classroom extension to this school will be sufficient to accommodate the growing demand for school places arising from population growth from within the locality. A reconfiguration at both schools in Ruddington (James Peacock Infant and St Peter's Junior, would allow the respective PANs to rise from the current 90s (3 forms of entry, to 105 (3 ½ forms of entry). This project would see the creation of 105 additional places such that local demand and from the surrounding county catchment could be met. Section 106 funding is available to part meet the costs of this project.

Secondary Growth Programme

Place planning projections indicate that the planning areas with the greatest need for additional secondary school places sit within the Districts of Newark & Sherwood (Rainworth) and Rushcliffe.

Newark (Rainworth): projections show that almost 200 places are required in the local area. NCC officers are working to secure CIL funding from the planning area. Basic Need could be ring-fenced for this project.

West Bridgford (Rushcliffe): projections show that approximately 600 additional secondary places are needed in the short to medium term (next 2 – 5 years). Housing gain in Sharphill is additional to this therefore it is important that Basic Need recognises the impact of population growth in this locality. Schools in the locality have well developed property plans and are in a position to consider the deployment of Basic Need funding to create an additional 4 forms of entry across the district.

18 December 2017

Agenda Item: 9

REPORT OF THE SERVICE DIRECTOR, YOUTH, FAMILIES AND SOCIAL WORK

TROUBLED FAMILIES PROGRAMME IN NOTTINGHAMSHIRE – SIX MONTH UPDATE

Purpose of the Report

1. To provide an update on key changes to the Troubled Families Programme and an update on progress and impact of the Troubled Families Programme in Nottinghamshire.
2. To seek approval of the Nottinghamshire Family Outcomes Plan and for a further update to be brought to the Committee in six months.

Information and Advice

3. The Troubled Families Programme is the key vehicle for delivering Early Help in Nottinghamshire and is currently half way through the second phase of programme which runs from January 2015 to January 2020. There have been changes to the criteria with which Troubled Families are identified under the second phase of the programme, and whilst it remains aimed at families with the most complex needs, the eligibility for the programme has been broadened from four to six criteria (see **Appendix 1**).
4. The mechanism for securing funding from the Programme is in two parts. The first is a Service Transformation Grant, which is paid to support the development of integrated, whole family working. The second is a system of Payment by Results, based on outcomes per family. Nottinghamshire's local Family Outcomes Plan defines the criteria on which successful outcomes are measured (see **Appendix 1**). Payment is divided into two parts, with an attachment fee of £1,000 being paid for every eligible family engaged and a further £800 where a claim for successful outcomes is made.
5. The Troubled Families Programme is delivered by the following teams in Nottinghamshire:
 - Family Service (including Youth Justice)
 - Children's Centres
 - Family Nurse Partnership.
6. Nottinghamshire is currently developing partnership working arrangements with the voluntary sector and district councils to further embed the whole family working model.

7. The Department for Communities and Local Government (DCLG) is now offering areas the opportunity to move away from Payment by Results to a system of Earned Autonomy, whereby funds can be drawn down in advance of service delivery. This is in recognition of the fact that upfront investment can accelerate the pace of system change needed to achieve mature services. Earned Autonomy can be granted to those authorities whom can demonstrate they are making good progress in mainstreaming the whole family approach across the partnership and have a clear vision about the long term change they are seeking. Nottinghamshire has completed a self-assessment against the Early Help Service Transformation Maturity Model and judged itself to be a Maturing Authority. On this basis a bid for Earned Autonomy has been made and the outcome of this will be learnt in mid-February.
8. We are half way into the expanded Troubled Families programme and as of October 2017 we have engaged with 3,083 (59%) of the target 5,170 troubled families for the 5 year programme 2015-2020. As of October 2017, there have been 641 claims, of which there were 54 claims for continuous employment and 587 claims for significant and sustained progress. Where there has not been a claim in many cases it does not indicate a failure to make any progress. It likely means that the family is being monitored to show that progress made on the programme has been sustained, or could mean that progress was made by the family in some but not all of the Troubled Families criteria. It should be noted that with the expansion of the eligibility criteria in 2015, the bar for evidencing success was also raised and where previously an authority could make a claim based on progress in one area, it now has to be shown across all identified triggers.
9. In addition to data for claims, family level data is submitted to DCLG which is then aggregated to produce "Family Progress Data". Through this it is observed that families who have been worked with during Phase 2 of the programme have seen a reduction of children on child in Need plans, a reduction in Child Protection Plans and a reduction in truancy levels following intervention.
10. A policy document released by the Department for Work and Pensions (DWP) in April 2017, called "Improving Lives: Helping Workless Families" set out proposals to improve outcomes for children who grow up in workless families and face multiple disadvantages and articulated a clear role for the Troubled Families Programme in delivering this. In Nottinghamshire, good progress has been made with this, with a decrease in adults claiming out of work benefits following intervention from Council services. The claims also provide evidence as to how the Council is helping those furthest away from the labour market make progress to work. To this end, the Troubled Families Programme is providing a key vehicle for improving children's life chances and social mobility.
11. All claims are subject to audit by central government. To this end, Nottinghamshire underwent its first Spot Check of claims in July 2017, whereby 10% of claims were scrutinised by a government auditor. All claims were found to be valid and the audit report noted the high quality family support work that was being undertaken with the most complex families.
12. All areas are required to develop their own local set of outcomes to support successful claims against the six eligibility criteria. The Nottinghamshire Family Outcomes Plan was piloted from October 2016 and has been recently revised (see **Appendix 1**). The purpose of the plan is to provide all stakeholders with clear guidance as to the outcomes

to achieve for families and to provide detailed technical guidance to ensure that all claims were valid. The outcomes have recently been refined to take into account the increased potential for claims from Children's Centres and have also sought to streamline and simplify existing outcomes as staff become more confident and knowledgeable about the claims process.

13. The Family Service was developed in 2015 to bring together related elements of early help with services which support the delivery of statutory children's social care functions. Over a number of years significant savings have been made from this range of services with an increasing reliance on the grant and payment by results income from the government's Troubled Families Programme to support these services. The Troubled Families income totals approximately £2.1m per annum and is paid by central government, having been sourced from government departments who are felt to be beneficiaries of the programme outcomes. Whilst there are no official government spending plans past March 2020, the consistent narrative is that the Troubled Families Programme will end at that point.

Reason/s for Recommendation/s

14. The Nottinghamshire County Council Family Outcomes Plan has been revised following a successful pilot and requires the approval of Committee for publication of the final version.
15. Within the next six months the outcome of Nottinghamshire's bid for Earned Autonomy status will be known and the Committee should be informed of the implications of this outcome.
16. Committee should be informed of the risk of a reduction or deletion of grant funding for early help services post 2020.

Statutory and Policy Implications

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

Financial Implications

18. There are no immediate financial implications of this report, however the risk of end of grant funding in 2020 is recognised and the service is considering options for change. At present the scope to introduce any changes is limited by the need to have a sufficient workforce to generate the "attachment fees" (paid for each family successfully engaged according to the provided criteria) and "payment by results" to gain Troubled Families income.

RECOMMENDATION/S

That Committee:

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

Steve Edwards
Service Director, Youth, Families & Social Work

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Constitutional Comments (LM 01/12/17)

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

Financial Comments (SAS 06/12/17)

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

Background Papers and Published Documents

None.

Electoral Division(s) and Member(s) Affected

All.

C1060

Nottinghamshire County Council Family Outcomes Plan (FOP)



Nottinghamshire County Council

Family Outcomes Plan (FOP) for Troubled Families

Background Summary: The Troubled Families programme is a UK Government scheme under the Department for Communities and Local Government (DCLG) with the stated aim of helping troubled families turn their lives around. In Nottinghamshire we deliver this programme through the Family Service, Children's Centre's, Family Nurse Practitioners and Youth Justice. Each eligible family, once 'turned around' (i.e. achieved successful outcomes for each of their issues) can then be put forward for a Payment by Results (PbR) claim, which in turn helps to fund the services we offer.

To be an eligible 'Troubled Family' the household must have at least two of the following six issues:

1. Parents or children involved in crime or anti-social behaviour.
2. Children who have not been attending school regularly.
3. Children who need help: children of all ages, who need help, are identified as in need or are subject to a Child Protection Plan.
4. Adults out of work or at risk of financial exclusion or young people at risk of Worklessness / NEET
5. Families affected by domestic violence and abuse.
6. Parents or children with a range of health problems.

While families may be identified as eligible for the programme on the basis of two problems, the information available at the point of identification may not reflect the entirety of each family's complexity of problems. Some problems, such as domestic violence or mental illness, may be hidden from public services until work begins with the family and the full extent of their needs is uncovered.

In the first Troubled Families Programme families who met three eligibility criteria were found, on average, to actually have *nine* significant issues.

CRIME – Key Issue One

Parents and children involved in crime and anti-social behaviour

Family Star Priority area- – Keeping child safe, boundaries and behaviour, social networks, meeting emotional needs, your wellbeing

	Eligibility Indicator: A member of the household is a(n) : This relates to the key issue drop down box	Desired Outcome BROAD GOAL	Family Target for Significant Progress & Sustained Progress		Comments
			Target How you know you have done it	What do we mean by sustained? Timescales to show the support offered has been sustained	
1.	Child who has committed a proven offence in last 12 months	Children in the household commit significantly less crime	Reduction in number of offences by at least 33%	Less than x offences in 6 months since last offence.	
2.	Adult or child who has received an anti-social behaviour intervention in last 12 months	Household members are involved in significantly less anti-social behaviour	Number of reports of ASB reduced by 60% or complies with ABC	Less than x reports of ASB in 6 months since last report or complies with ABC for 6 months	
3.	An adult prisoner who is less than 12 months from release date and will have parenting responsibilities on release	Household members in prison are able to become effective parents on release	Engagement with parenting advice pre or post release	Scaling tool 3 months post release	
4.	An adult who is currently subject to a licence or supervision in the community, following release from prison, and has parenting responsibilities	Household members who have been in prison are rehabilitated	No recall to prison	6 months or completion of licence or supervision	

5.	An adult currently serving a community order or suspended sentence, who has parenting responsibilities	Reduction in frequency of offending	Reduction in offences by at least 33%	Less than x offences in 6 months since last offended	
6.	Adults and children nominated by professionals because their potential crime problem or offending behaviour is of equivalent concern to above	Those whose behaviour is of concern, do not go on to offend	No convictions	6 months from referral	

Strategic Goal: To significantly reduce the crime and anti-social behaviour occurring in vulnerable families.

EDUCATION – Key Issue Two

Children who have not been attending school regularly

Family Star Priority Area- – Keeping child safe, boundaries & behaviour, social networks, education & learning, family routine

	Eligibility Indicator: A member of the household is a(n) : This relates to the key issue drop down box	Desired Outcome BROAD GOAL	Family Target for Significant Progress & Sustained Progress		Comments
			Target How you know you have done it	What do we mean by sustained? Timescales to show the support offered has been sustained	
7.	Child is persistently absent from school for a 10% average across the last 3 consecutive terms Attendance certificates or Child referred by education professionals as having attendance issues of equivalent concern	Children in the household attend school regularly	Each child in the family has less than 10% school absences (including authorised absences)	Over 3 terms	
8.	Child who has received at least 3 fixed term exclusions in the last 3 school terms	Children in the household attend education regularly and are of good behaviour	Each child in the family has had less than three fixed term exclusions	Over 3 terms	
9.	Child who has been permanently excluded or a child who is in alternative provision for behaviour problems	Children in the household attend suitable education regularly and are of good behaviour	No further permanent exclusions and each child in the family has less than 10% school absences (incl. authorised absences)	Over 3 terms	

10.	Child who is not registered with school nor being educated otherwise	Children educated other than at school receive a suitable standard of education	Suitable and sufficient education is provided or suitable placement being accessed.	Over 3 terms	
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Strategic Goal: To increase engagement and achievement in education of children from vulnerable families.

CHILDREN WHO NEED HELP – Key Issue Three

Vulnerable children who need support / help / protection

Family Star Priority Area- keeping your child safe/Physical Health/Boundaries, Behaviour/Meeting Emotional needs/Routine- education and learning, social networks

	Eligibility Indicator: A member of the household is a(n) : This relates to the key issue drop down box	Desired Outcome BROAD GOAL	Family Target for Significant Progress & Sustained Progress		Comments
			Target How you know you have done it	What do we mean by sustained? Timescales to show the support offered has been sustained	
11.	Child identified as needing early help or Child referred by Professionals as having problems of equivalent concern	The problems of children who have had an assessment and then need early help are resolved so that they are safe & well parented & do not need a social care intervention	Case does not require a social care intervention (s47, CiN, CPP or LAC) Parent may have attended parenting prog. or 1:1 family support in the home Attended groups Accessing other identified support services	6 months	Following family support the family have not escalated to level 4 in 6 mths
12.	Child 'in need' under Section 17 Children Act 1989	Children who have been subject to a Child in Need plan do not need further social care intervention and are safe & well parented	Case is closed or stepped down to early help and does not re-open to social care – 6 months from closure	6 months following closure or step down	If the child is on a CIN plan this must form part of the Action Plan
13.	Child who has been subject to an enquiry under Section 47	The problems of children who have had a Section 47 assessment are resolved so that they are safe & well parented & do not need a further social care intervention	Case is closed NFA or stepped down to early help and does not re-open to social care	6 months from date of case closure or step down from social care	If the child has been subject to Section 47 enquiry, this must be referenced in the Action Plan

14.	Child subject to a Child Protection Plan	Children who have been subject to a Child Protection plan do not need further social care intervention as they are safe & well parented	Case is closed or stepped down to early help and does not re-open to social care	6 months following closure or step down from date of closure Sustained progress is 6 months from the date of step down	
15.	Child under 5 identified as needing early help and/or at risk of poor parenting	<p>Children achieve good level of development</p> <p>and / or</p> <p>Family assessed as eligible for Early Years Entitlement access / engage with their provision (2, 3 and 4 year old provision)</p> <p>and / or</p> <p>Parents have engaged in parenting advice and demonstrate their ability to meet the child's basic care needs and can manage their child's behaviour more appropriately where this is an issue</p>	<p>Assessment shows significant development from baseline</p> <p>and/or</p> <p>Engagement with/ attendance at pre-school <u>and</u> with family support</p> <p>and/or</p> <p>Completion of family support package / parenting programme evidences improvements in family star outcomes (including Home Talk)</p>	<p>6 months –</p> <p>1 terms – for a minimum of 5 hours per week</p> <p>3 months</p>	

Strategic Goal: Vulnerable children are helped and protected

WORKLESSNESS / NEET & FINANCIAL EXCLUSION – Key Issue Four

Adults out of work or at risk of financial exclusion and young people at risk of worklessness

Family Star Priority Area – Home and Money or Progress to work-

	Eligibility Indicator: A member of the household is a(n) : Relates to the key issue drop down box. You should tick which one is relevant	Desired Outcome BROAD GOAL	Family Target for Significant Progress & Sustained Progress		Comments
			Target How you know you have done it	What do we mean by sustained? Timescales to show the support offered has been sustained	
16.	Adult in receipt of out of work benefits or who is claiming Universal Credit and subject to work related conditions <i>Out of work benefits: Job Seekers Allowance, Income Support, Employment Support Allowance, Carers Allowance *</i>	Workless adults are on a clear pathway towards work or obtain employment	An adult in the household has moved off of work benefits and into continuous employment Or An adult has made significant progress towards employment Or Family assessed as eligible for EY entitlement access provision and engage for 15 hours per week minimum and engage in back to work activity	Off JSA for 26 weeks Off ESA, IS, Incapacity, Severe disability or carers allowance* for 13 weeks Or As agreed with Troubled Families Employment Advisor (TFEA) (all supplied by NCC at QA Panel) Or Engaged/accessing childcare provision for at least 15 hours per week	Useful to ask and record which benefits they are on Ladder to work assessment / accessing adult learning Links to CDW at CC Readiness for work assessment Developing confidence **Please state where the parent has a job as well as when they started** Back to work activity –e.g. CV writing, attending a course, volunteering
17.	Child who is about to leave school, has no/few qualifications and no planned education, training or employment	16 and 17 year olds are participating in education, training or employment	Enters education, training or employment post 16	4 months from participation start	

18.	Child or young person who is not in education, training or employment	16 and 17 year olds are participating in education, training or employment	Enters education, training or employment post 16	4 months from participation start	
19.	Parents and families referred by professionals as being at significant risk of financial exclusion or homelessness due to debt	Parents are actively tackling debt issues	Engagement with support and following debt management plan or obtained Debt Relief Order	4 months	

Strategic Goal: To decrease the number of workless families in Nottinghamshire and to give children from vulnerable families the best chances for the future.

***Please Note:**

As above, Carer's Allowance is a worklessness benefit – In a **very small minority** of families this will not be documented as an 'issue' and no target should be set: These families include:

- Families where adult(s) are in work but also get a carer's allowance
- Families where progress to work is inappropriate at this time i.e. where **24 hour** care is being provided
- Families where the cost to the public purse would be greater if the carer moved off benefits and returned to work

In many families, particularly where the 'cared for' person is of school age, a progress to work target should be set. This may provide the carer with skills and opportunities that enhance their role as a carer.

DOMESTIC VIOLENCE – Key Issue Five

Families affected by domestic violence and abuse

Family Star Priority Area- Your well-being/ keeping your child safe, social networks, emotional needs, home & money

	Eligibility Indicator: A member of the household is a(n) : This relates to the key issue drop down box	Desired Outcome BROAD GOAL	Family Target for Significant Progress & Sustained Progress		Comments
			Target How you know you have done it	What do we mean by sustained? Timescales to show the support offered has been sustained	
20.	Child, Young person or adult known to local services as having experienced, currently experiencing or at risk of experiencing domestic violence	Family members feel safer	Engagement with support from professionals and safety plan agreed	Scaling tool progress over 6 months	DASH form Encompass calls S/Care records
21.	Young person or adult who is known to local services as having perpetrated an incident of domestic violence or abuse in the last 12 months*	Perpetrators have a reduced risk of perpetuating further DV incidents	Perpetrator has engaged in interventions to reduce risk and there has been no further incident	6 months	
22.	Household has been subject to a Police call out for at least one domestic incident in the last 12 month	Family members feel safer	Reduction in police callouts by 60%	6 months	

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Strategic Goal: To ensure families where there is domestic violence engage with support and reduce the associated risks

****Please Note:***

To qualify as a DV / DA perpetrator, the person has to be 16 years+. Any person below 16 years old exhibiting violence in the home is identified as a 'Child Needing Early Help'

HEALTH - Key Issue Six

Parents and children with a range of physical and/or mental health problems

Family Star Priority Area- Meeting Emotional needs-this is your priority area OR Your Well Being; physical health, supporting learning, home & money, boundaries and behaviour

	Eligibility Indicator: A member of the household is a(n) : This relates to the key issue drop down box	Desired Outcome BROAD GOAL	Family Target for Significant Progress & Sustained Progress		Comments
			Target How you know you have done it	What do we mean by sustained? Timescales to show the support offered has been sustained	
23.	Adult with a parenting responsibility who has a mental health problem	Parents with mental health problems see improvements	Adults with a mental health problem who are eligible for support access this and engage with treatment and make progress	6 months	
24.	Adult with a parenting responsibility who has a drug or alcohol problem	Parents reduce the risks associated with their drug and alcohol use	Adults with a drug or alcohol problem who are eligible for support access this and engage with treatment and recovery plans	6 months	
25.	A new mother who has a mental health or substance misuse problem and other factors associated with poor parenting	New mothers are able to provide appropriate care for babies and infants	Child access free entitlement of child care/EY education Parent keeps health appointments and child has appropriate immunisations	2 school terms 6 months	
26.	Child who has a mental health problem	Children with mental health problems see improvements	Child and family engages with plan or programme of support	3 months	

27.	Child who has a drug or alcohol problem	Young people reduce the risks associated with their drug and alcohol use	Child with a drug or alcohol problem who are eligible for support access this and engage with treatment and recovery plans	3 months	
28.	Adults with parenting responsibilities or children who are referred by health professionals as having any mental and physical problems or equivalent concern	Family members address with health issues of concern -	Parents take appropriate actions to address family member's health issues	3 months	
29.	Child under 5 identified as needing early help due to physical or mental health problems	Children achieve good level of development and/or Children with physical or mental health problems are appropriately supported/see improvements	Assessment shows significant development from baseline and/or Parents take appropriate actions to address child's health issues (under 5's)	6 months 6 months	

Strategic Goal: To ensure the most vulnerable families address significant health issues

18 December 2017**Agenda Item: 10****REPORT OF THE SERVICE DIRECTOR, COMMISSIONING AND
RESOURCES****NOTTINGHAMSHIRE EARLY YEARS IMPROVEMENT PLAN****Purpose of the Report**

1. To update the Children and Young People's Committee on the progress of the Early Years Improvement Action Plan 2016-17.
2. To seek approval from the Children and Young People's Committee for the 2018-2019 Early Years Improvement Plan priorities and headline actions.
3. To seek approval from Committee for the 2017-19 Early Childhood Services Communications Plan priorities.

Information and Advice

4. The Early Years Improvement Plan aims to improve the life chances of the most vulnerable young children by ensuring they achieve a good level of development; the plan also considers the findings and recommendations of the Childcare Sufficiency Assessment.
5. A review of the Early Years Improvement Plan 2016/17 has been informed by progress and impact of actions identified last year, and changes to government policy introduced earlier in the year.
6. The refreshed Childcare Act (2016) placed additional duties on local authorities in relation to sufficiency of early education places and funding in preparation for the implementation of extended childcare provision for working parents which was launched in September 2017.
7. Since April 2017 local authorities are now required to:
 - ensure 15 hours of free childcare places for eligible 2 year olds, all 3 and 4 year olds
 - ensure up to 30 hours of free childcare for 3 and 4 year olds of working parents
 - administer the Disability Access Fund – an annual payment of £615 for children in receipt of Disability Living Allowance
 - establish and administer a new special educational needs inclusion fund for children eligible for funded early years education
 - administer and allocate a revised early years deprivation fund to be determined locally.

8. The four key priorities within the Nottinghamshire Early Years Improvement Plan are to:
- i. ensure that early childhood services are working effectively together to provide early help for children and families to meet identified need.
 - ii. ensure there are sufficient, sustainable, high quality, inclusive and safe early education and childcare places.
 - iii. improve school readiness, especially for the most vulnerable children.
 - iv. effective parental engagement.

Progress of the 2016-17 Early Years Improvement Plan

9. The Early Years Improvement Plan includes a range of key performance targets. Key progress is highlighted in **Appendix 1** of this report under each priority.

Early Years Improvement Priority Actions for 2017-19

10. Currently the early years improvement plan spans academic years, however as Early Years Foundation Stage data is not published until October each year, the next plan will begin in January 2018 and continue until the 31st March 2019.
11. The new Early Years Improvement Plan will focus on improving attainment levels and will no longer include information regarding childcare sufficiency which is included in the annual Childcare Sufficiency Assessment which is also approved by Committee.
12. A summary of the 2018-19 Early Years Improvement Plan is attached as **Appendix 2**.
13. Using local and national data, national research and the recommendations from the draft Early Childhood Joint Strategic Needs Assessment, the Early Years Attainment Group has recommended the following actions:
- a) Further analysis of the 855 children who did not achieve any area of learning in the Early Years Foundation Stage to identify possible trends, additional needs of children and/or improve early years practice
 - b) Further analysis of the 501 children who achieved all but one of the areas of learning in the Early Years Foundation Stage
 - c) Further in depth analysis of the children least likely to achieve a good level of development e.g. children with SEND, white boys, looked after children etc.
 - d) Additional research and work with statistical neighbours to understand what practices are most effective in improving the level of development of children
 - e) Close the attainment gap for children eligible for Free School Meals and their peers, ensuring that progress is on par with statistical neighbours (measured by the Early Years Foundation Stage Profile)
 - f) Improve the tracking of vulnerable children to help early identification and intervention of developmental needs

- g) Development of a school readiness tool for the early years sector (including schools), Children's Centres and health practitioners
- h) Active engagement with parents to promote home learning environments
- i) Improve the aspirations that target parents have of themselves and their children through opportunities for parent volunteering, adult education and parenting programmes
- j) Work with early years providers to ensure there are sufficient high quality and sustainable early years places available to disadvantaged children
- k) Increase take up rates for 2 year olds from disadvantaged backgrounds to access 15 hours a week free early education
- l) Raise the quality of early year's providers to ensure that all childcare settings are 'good' or 'outstanding' to enable poorer children to gain the best start in life
- m) Evaluate the new early years tracker tool (Better Start) to track the developmental needs of children and assess impact of services and interventions, including analysis for Children in Need and those on Child Protection Plans
- n) Increase take up and analysis of Early Years Pupil Premium (EYPP) funding and ensure that EYPP is devolved quickly with clear advice for evidence based interventions that would improve the educational outcomes for disadvantaged children. This includes improved analysis of the EYPP for Looked After Children
- o) Allocation and guidance for using supplementary early years funding which will be launched in April 2018 to ensure the most vulnerable children receive additional support to improve attainment level.

Communications

- 14. In order to achieve the priority actions in the 2018-19 Early Years Improvement Plan it is important to ensure that families and the early years sector have access to a range of information and guidance. This could include hints and tips for providing a positive home learning environment or disseminating local policies, guidance or training.
- 15. All local authorities have a statutory duty to provide information, advice and guidance to parents on childcare and a range of issues such as promoting healthy lifestyles, employment and parenting. As such, Inspire is commissioned to deliver the Families Information Service on behalf of the Council. The Families Information Service leads on information for parents through a dedicated Facebook page and the Notts Help Yourself website.
- 16. In addition, the Early Childhood Services Team produce and disseminate marketing resources to help promote the take up of funded childcare. Most recently, campaign materials have been required to promote funded childcare for 2, 3 and 4 year olds, which will need to be repeated each term.

17. Early Childhood Services have developed an annual communications plan in order to provide a co-ordinated approach to fulfil statutory early years duties. A summary of the plan is included in **Appendix 3** of this report.

Other Options Considered

18. Priorities for the 2017-19 Early Years Improvement Plan have been developed in partnership and are based on local progress and research of what works. Priorities will be flexible to accommodate changing demands and findings from further data analysis.

Reason for Recommendations

19. The Early Years Improvement Plan sets out actions required to ensure the Council meets its statutory obligations and continues to improve outcomes for young children and their families, especially those less likely to achieve a good level of development.

Statutory and Policy Implications

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

Financial Implications

21. Payments to early years providers for eligible children are funded from the early years block of the dedicated schools grant through the early years local funding formula. Any changes proposed to that formula have to be consulted on with all affected parties and the Schools Forum. The Early Years funding formula for 2018-19 was consulted upon during the autumn term but has yet to be recommended by the Schools Forum. Proposals within the consultation included plans for the allocation of the new Early Years Deprivation Fund and establishing an Early Years Inclusion Fund.
22. The activities included in the Early Years Improvement Plan are funded by all delivery partners including local authority teams, the local Childminder Agency, Nottinghamshire Healthcare Trust etc. The Early Childhood Services team is funded by the dedicated schools grant and local authority revenue funding, this team leads on the development, and monitoring of the plan, as well as commissioning of Children's Centre services and the Families Information Service.

Safeguarding of Children and Adults at Risk Implications

23. With more disadvantaged two year olds taking up their childcare entitlement, safeguarding practice has become a priority for many early years providers who have sought additional support. The new safeguarding self-evaluation tool has been welcomed widely by the sector, together with stronger links established with the Local Authority Designated Officer and Children Centres.

24. The introduction of the revised early years Deprivation supplement, if supported, will enable early years providers to actively participate in multi-agency meetings and effectively advocate on behalf of children in their care.
25. Safeguarding training will continue to be promoted to all Early Years providers, including the Prevent duty and the responsibilities placed on all providers.

Implications for Service Users

26. Continuing consultation with parents will inform market development plans for childcare and early education to ensure provision is flexible and accessible to meet their needs.
27. Implementation of the Early Years Improvement Plan will prioritise children most vulnerable to ensure they achieve a good level of development as well as increasing the aspirations and confidence of parents.

RECOMMENDATIONS

That:

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

Laurence Jones
Service Director, Commissioning and Resources

For any enquiries about this report please contact:

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Constitutional Comments (SMG 07/12/17)

28. The proposals outlined in this report fall within the remit of this Committee.

Financial Comments (SAS 07/12/17)

29. There financial implications of the report are contained within paragraphs 21 and 22 above.

Background Papers and Published Documents

None.

Electoral Division(s) and Member(s) Affected

All.

C1054

2016/17 Early Years Improvement Plan Overall impact and future challenges

Priority one has focused on strengthening partnership arrangements to ensure vulnerable children are identified and appropriately supported to ensure they reach their full potential.

- a) The Nottinghamshire Early Years Attainment group is a multi-agency group that develops and monitors the Early Years Improvement Plan. The group includes colleagues from support to schools, public health, the local childminder agency, voluntary organisations, Children's Centres and community health services. Their key focus is to improve attainment levels, support children to be ready for school and to close the attainment gap between the most vulnerable children and their peers.
- b) Children Centres continue to use a range of strategies and services to engage with vulnerable families and in 2016/17 had contact with 19,116 children from low income families. This represents 73% of the total numbers of targeted children. This equates to 3 out of 4 children under 5 who live in a low income household who received a service.
- c) In 2016/17, Children's Centres in Nottinghamshire provided services to 543 teenage parents under the age of 19 and 6,784 young parents under the age of 21.
- d) The Healthy Families Programme commenced in April 2017 with 20 new Healthy Family Teams established across the county in line with Children's Centre clusters. They work collaboratively with Children's Centres to ensure the most vulnerable children and families are supported through effective information sharing arrangements and case management.
- e) Relationships between Healthy Families Teams and early years providers also continue to be strengthened through the introduction of the Integrated Review for 2 year olds whereby a health practitioner and an early years professional carry out a joint assessment where there are concerns. All early years providers now have named linked practitioners from Healthy Families Teams and Children Centre teams. 168 recorded conversations took place during the second half of 2016-17 resulting in a shared understanding of children's needs and agreement about subsequent actions necessary.
- f) 14% of all 2 year olds (rising to 25%) in areas of disadvantage were identified for early support with their speech and language through the Home Talk programme, delivered by Nottinghamshire Children and Families Partnership (NCFP) as part of the Children's Centres contract.
- g) In addition, 300 children aged 0-3 with high level speech, language and communication needs who did not access mainstream support were supported by NCFP Speech and Language Therapy services.
- h) In order to ensure children with additional needs are effectively supported an early notification process has been reviewed and is now in place to ensure consent is gained for the Schools, Families Support Service (SFSS) to share information with Early Years Specialist Teachers where children do not meet SFSS criteria for an intervention. Early

Years Teachers then work with Children Centre staff, including Speech and Language Therapists to ensure the child and family have access to appropriate support, including access to their funded early years entitlement.

- i) In 2016/17 246 children with special educational needs accessed DCATCH (Disabled Children's Access to Childcare), the funding is allocated for children with who require additional support to enable them to access childcare. Applications for funding this year highlighted not only an increase in the number of children presenting with additional needs but also more complexity in the type of needs presented and therefore, the level of additional support required.
- j) In order to establish the new SEN inclusion fund, the DCATCH process has been reviewed to create greater alignment to school processes; to ensure children have access to a graduated approach to support and access a comparable level of support. Proposals to increase available resources for the SEN inclusion fund in order to meet growing demand, are currently subject to consultation with early years providers and schools and will be implemented from April 2018 should they receive support from the sector.
- k) The Disability Access Fund has been promoted to early years providers to ensure parents are aware of the additional funding available to support their child and to encourage their consent for payment. Since its introduction in April 2017, 46 applications have been processed so far. This will continue to be promoted and providers will be contacted to report on the impact it has had on children's ability to access provision.
- l) Proposals to administer a new Early Years Deprivation Fund have focused on the needs of the most vulnerable children. The fund intends to provide backfill costs for the PVI sector to enable them to participate in multi-agency meetings and prepare reports for children in their care that are 'Children in Need' and those on child protection plans. Proposals are currently part of the local School's Forum consultation focusing on Devolved Grant funding. If agreed, this payment will be introduced from 1st April 2018.

Priority 2 focuses on sufficient high quality early education/childcare places. This priority has been prominent following the government announcement to extend the current 15 hours of free entitlement to 30 hours for those children of working parents, whilst protecting free childcare places for eligible two year olds from low income families.

- a) Nottinghamshire was awarded Early Innovator status to help pilot and prepare for the roll out of new funded childcare entitlements for 3 and 4 year olds launched in September 2017. This enabled the local authority to proactively engage parents and local early years providers to help shape both local and national plans.
- b) The Department of Education estimates that 5,800 Nottinghamshire children are eligible for additional hours this year. By the beginning of September, 3,980, i.e. 69% of parents had received codes by HMRC and were confirmed as eligible through the local early years portal.
- c) Of those children 3,602 (90.5%) are using all, or part of their 30 hour entitlement in a Nottinghamshire setting, across 584 different providers. 656 children (16.4%) are sharing their funding across 2, or more early years settings e.g. using both a childminder and a preschool.

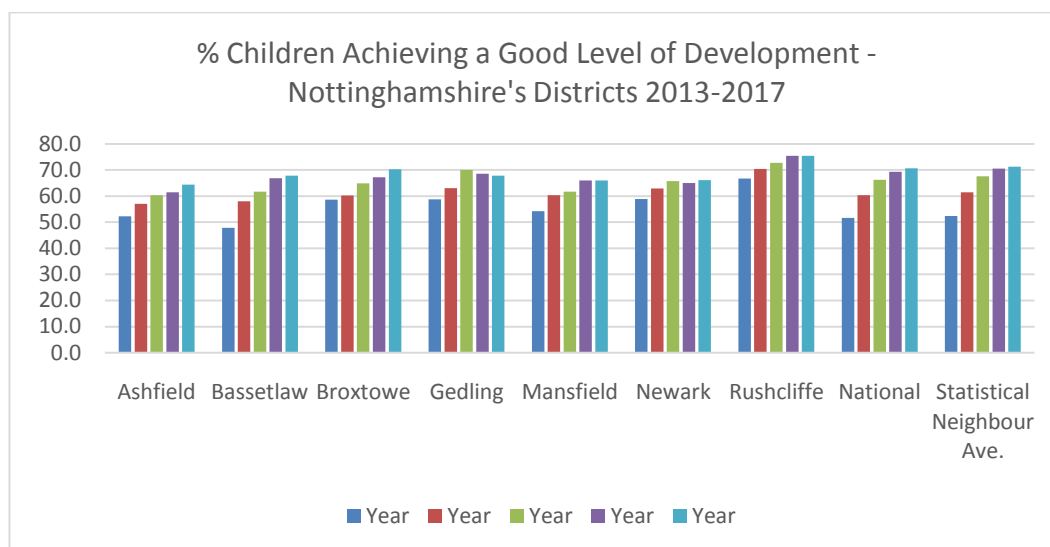
- d) Two early years capital projects are being progressed at Holgate Primary and Infants School in Ashfield, and Robert Mellors Primary and Nursery school in Gedling. Funding was made available by the Department of Education to create 60 extra early years' places for 3 and 4 year olds in areas of need. Both projects will be completed by the 1st April 2018.
- e) The annual Childcare Sufficiency Assessment was published in September 2017 based on data collected from early years providers and parents to identify the potential supply and demand for childcare. Analysis has identified key 'hot spot' areas and Early Years Project Officers are now engaging with early years providers and parents to identify local solutions to meet sufficiency gaps. In recognition of the fluctuating nature of the childcare market, 'census fortnights' have been identified each term to update and inform local sufficiency plans, this will include occupancy levels and waiting lists.
- f) Since April 2017, more than 360 early years providers attended district workshops designed to support their preparations for full implementation of 30 hours. Support has also been available locally to help with business remodelling to ensure future provision is flexible to meet the varied needs of working parents.
- g) The local authority childcare sufficiency duty includes the need to provide high quality childcare places. In order to improve quality, a comprehensive workforce development plan has been commissioned and delivered to the early years sector. Since April 2016, 1,963 practitioners have accessed early years training. As a result of training and support provided, the quality of early years provision has improved already with 89% currently rated Good or Outstanding by Ofsted compared to 86% this time last year, 3% more than the national average.
- h) Since September 2017, all local authority training courses are part of the new early years traded offer. This offer is closely monitored and will be further informed by a workforce development needs assessment to ensure development needs are identified addressed, subsequently increasing knowledge, skills and quality.
- i) In order to strengthen safeguarding practice across the sector, relevant training continues to be commissioned as demand increases. The early years safeguarding self-evaluation toolkit has been updated in line with both changes to national and local policies; feedback suggests that providers are more confident in their ability to keep children safe.

Priority 3 focuses on improving school readiness for those most vulnerable children, which include:

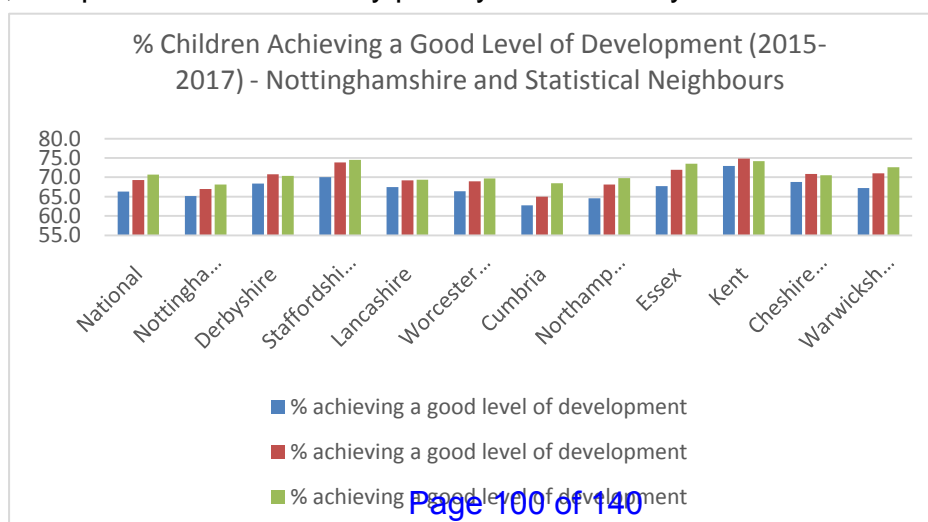
- children whose families are in receipt of free school meals (FSM)
 - children with English as a second language (EAL)
 - children looked after (LAC)
 - children with special educational needs and/or disability (SEND)
 - white British boys
 - eligible two year olds
- a) The Early Years Foundation Stage Profile (EYFSP) is currently used to indicate how prepared children are to learn at the end of the Early Years Foundation Stage (typically aged 5 years). A child is deemed to have reached a good level of development (GLD) if they achieve at least the expected level within communication and language; physical

development; personal, social and emotional development; literacy; and mathematics. As EYFSP data was published in October 2017, detailed analysis of this data and progress for target groups is currently underway.

- b) 68.2% of Nottinghamshire pupils achieved a good level of development in 2017 which represents an increase of 1.1 percentage points (from 67.1%) in 2016. In comparison, national data suggests 70.7% of pupils achieved this measure which is a 1.4 percentage point increase from 69.3% in 2016.



- c) The graph above shows that all districts have witnessed increasing levels of children achieving a good level of development since 2013, with the exception of Gedling. Only Rushcliffe has a higher proportion of children achieving a good level of development (75.4%) than the national average of 70.7%, this is followed by Broxtowe at 70.3% with the lowest proportion of children achieving a good level of development living in Ashfield (64.4%). These results should be considered alongside local early years Ofsted judgements which are constantly improving across Nottinghamshire.
- d) Data across statistical neighbours shows that Nottinghamshire is not performing as well as should be expected. Nottinghamshire is ranked 11th out of 11 local authorities with Staffordshire being ranked first as depicted below. Work with Staffordshire and Warwickshire is progressing in order to understand different approaches and effective practice, this piece of work is a key priority for the next year.



- e) The attainment gap for children eligible for Free School Meals (FSM) and their peers has widened slightly and is now at 23 percentage points, compared to 22.6 in 2016 and 1 percentage point in 2015. The attainment gap varies across districts with the widest gap in Gedling and the narrowest gap in Broxtowe.
- f) In 2017, of the 7 areas of learning that all children need to achieve a good level of development, 501 (5%) children did not achieve one of the 7 areas with the majority (360) failing to achieve in literacy. Further analysis shows that writing is weaker than reading, however progress has improved since 2016.
- g) 2017 results show there were 855 pupils who did not achieve their expected level or above in any area of learning which forms part of the good level of development measure. This represents 8.8% of the total cohort which is a reduction compared with 9.7% the year before. Just under half the cohort (49.1%) who failed to achieve expected or above in any area of learning were summer born and when broken down by gender and term of birth summer boys make up the largest proportion at 34.9%.
- h) Data analysis highlights that children with particular characteristics are less likely to achieve a good level of development, such as white boys born in the summer term, children with SEND, and children looked after by the local authority.
- i) Of the 855 pupils who did not achieve their expected level or above in any area of learning, 59% were in a school nursery setting, whilst 31% were in a PVI setting and 10% had not previously accessed funded childcare.
- j) Support to individual early years providers by the local authority ensures that the needs of vulnerable groups of children have robust assessments and plans in place which are closely monitored to track progress and to support effective transitions. A new tracking tool has recently been introduced for early years providers, this will better aid the understanding of the progress and needs of children and families and ensure appropriate interventions are in place. Data analysis will be available in the summer term 2018.
- k) 2 year olds from low income households are eligible for 15 hours of free early education a week, this entitlement stems from the need to prepare the most vulnerable children for school and to reduce the attainment gap for children eligible for Free School Meals and their peers. Successful marketing has resulted in a steady take up of free childcare places by eligible two year olds, with 76% having taken up their place compared to 72% at the same time last year. Targeted marketing has also been introduced this term after data analysis revealed that 665 parents had registered but failed to take up a place. These parents have now been provided with early years settings in their area which have vacant places and are actively encouraged to use their entitlement.
- l) Children Centres play a key role in promoting school readiness by providing a range of services and interventions targeting vulnerable children and families. They provide a range of activities to engage parents in raising aspirations for themselves and their children including volunteering, family learning and educational programmes for children. This work starts from a young age with the majority of their focus being on children under the age of 3.

- m) In addition, support with communication and language development as delivered by the Children's Centre Speech and Language Therapy service saw 98% of children achieve their Speech and Language goals and 93% of children in receipt of Home-Talk service.

Priority 4 focuses on the important role parents have as primary carers and educators of their children, ensuring they have access to quality information about local provision and are supported to fulfil their parenting role.

- a) The Family Information Service is provided by Inspire to fulfil the local authority's statutory duty to ensure families have access to current information about services. They provide a Facebook page for parents and manage the Notts Help Yourself website which helps parents find and access childcare and a range of services including Children's Centres. Further work is planned in 2017-18 to review all on line information for families with young children, this will include plans to lead campaigns to promote home learning, and parenting skills using a range of social media.
- b) The Nottinghamshire's Pledge for Parents is in draft form and once published will support the promotion of key opportunities and entitlements throughout the ages and stages of the child's life, including early education for eligible two year olds.
- c) Children's Centres are strengthening links with Inspire and their adult learning services to ensure parents have access to opportunities designed to support their employability. In 2016-17 1,127 parents accessed adult learning events, of which 687 (61%) went onto further training or employment opportunities.

Nottinghamshire Early Years Improvement Plan (January 2018- April 2019)

The Early Years Improvement Plan aims to improve the life chances of the most vulnerable young children by ensuring they achieve a good level of development and are ready for school.

What are the issues?

Despite 89% of all early years providers delivering early education places rated as Good or Outstanding by Ofsted, and a year on year growth of all children achieving a good level of development (GLD) when they reach school age – the gap between some of the most vulnerable children and their peers is widening.

Our overall position with our statistical neighbours has slipped being ranked the lowest in terms of GLD so more needs to be done to improve outcomes.

Priority Actions:

1. Further analysis of the 855 children who did not achieve any area of learning in the Early Years Foundation Stage to identify possible trends, additional needs of children and/or improve early years practice.
2. Further analysis of the 501 children who achieved all but one of the area of learning in the Early Years Foundation Stage
3. Further in depth analysis of the children least likely to achieve a good level of development e.g. children with SEND, white boys, looked after children etc.
4. Additional research and work with statistical neighbours to understand what practices are most effective in improving the level of development of children.
5. Close the attainment gap for children eligible for Free School Meals and their peers, ensuring that progress is on par with statistical neighbours (measured by the Early Years Foundation Stage Profile).
6. Improve the tracking of vulnerable children to help early identification and intervention of developmental needs.
7. Development of a school readiness tool for the early years sector (including schools), Children's Centres and health practitioners.
8. Active engagement with parents to promote home learning environments.
9. Improve the aspirations that target parents have of themselves and their children through opportunities for parent volunteering, adult education and parenting programmes.
10. Work with early years providers to ensure there are sufficient high quality and sustainable early years places available to disadvantaged children.
11. Increase take up rates for 2 year olds from disadvantaged backgrounds to access 15 hours a week free early education.
12. Raising the quality of early year's providers to ensure that all childcare settings are 'good' or 'outstanding' to enable poorer children to gain the best start in life.
13. Evaluate the new early years tracker tool (Better Start) to track the developmental needs of children and assess impact of services and interventions, including analysis for Children in Need and those on Child Protection Plans
14. Increase take up and analysis of Early Years Pupil Premium (EYPP) funding and ensure that EYPP is devolved quickly with clear advice for evidence based interventions that would improve the educational outcomes for disadvantaged children. This includes improved analysis of the EYPP for Looked After Children.
15. Allocation and guidance for using supplementary early years funding which will be launched in April 2017 to ensure the most vulnerable children receive additional support to improve attainment level.

Overarching Priorities:

- Ensure that early childhood services are working effectively together to provide early help for children and families to meet identified need.
- Ensure there are sufficient, sustainable, high quality, inclusive and safe early education and childcare places.
- Improve school readiness, especially for the most vulnerable children.
- Effective parental engagement.

For further information:

earlychildhoodservices@nottscc.gov.uk

Tel: 0115 977 2510

Purpose: to outline how internal and external audiences will be informed of services, interventions and strategic plans specific to the work of Early Childhood Services and delivery of early years duties.

Key Messages

- **Many children are eligible for funded childcare:** All 2 year olds from low income households are entitled to 15 hours of free early education a week (540 hours a year). All 3 and 4 year olds are entitled to free childcare provision for 15 hours a week (540 hours a year). Most 3 and 4 year olds from working households are entitled to an additional 15 hours of free childcare a week (1,140 hours a year).
- **The views of parents are important to help us improve services.**
- **Parents can access a range of online information and advice through the Notts Help Yourself Website and the Families Information Service.**
- **The quality of early years provision in Nottinghamshire improves each year:** Over 85% of local early years provision were assessed 'Outstanding' or 'Good' by Ofsted. Early Years providers have access to training, personal development and support through NCC.
- **There is a range of high quality early years provision across Nottinghamshire:** There is a wide range of early years provision including preschools, day nurseries, childminders and schools. NCC is working hard to increase early years provision in areas with poor childcare sufficiency.
- **We work with a range of partners to strive to improve the level of development of our most vulnerable children.**
- **Nottinghamshire has inclusive early years and childcare provision:** Children with Special Educational Needs and/or disabilities are identified and effectively supported through early years provision and Children's Centres.
- **Children's Centre Services are available across all of Nottinghamshire for all families with young children offering specific services for families requiring additional support.**
- **In Nottinghamshire we value our local early years providers who help us to deliver our statutory duties and help prepare children for school.**

Principles of ECS Communications

- Honest, open and accurate
- Accessible
- Clear, simple and user-friendly
- Consistent and relevant
- Timely and current
- High quality
- Cost- effective
- Monitored and reviewed on a regular basis in consultation with target groups

Target audiences

- Parents, carers and families
- Early Years Providers including Schools
- External and Internal stakeholders
- The general public

For further information:

earlychildhoodservices@nottsccl.gov.uk

www.nottshelpyourself.org.uk
www.nottinghamshire.gov.uk/care/early-years-and-childcare

Nottinghamshire County Council
Customer Services:
0300 500 80 80

Communication Priorities for 2017-19

- Targeted promotion and review of the new free childcare entitlements for eligible 2, 3 and 4 year olds
- Increase the information and guidance available to parents on the Notts Help Yourself website and through the Families Information Service Facebook page.
- Increase the promotion of the Notts Help Yourself website to enable parents to find childcare and early years services.
- Parents in need of specific support are encouraged to access Children Centre services; which are promoted on the Notts Help Yourself website.
- Promotion, marketing and review of the new Sold Offer for early years training and events.
- Increase take up of the Early Years Pupil Premium for children from non-working households through active promotion of entitlements.
- Creation of additional childcare places in areas of greatest need assessed by engaging the local early years sector as well as parents.
- Improve the outcomes of children with special educational needs and/or disability by promoting and providing additional funding to early years settings.
- Improve the information available on the Nottinghamshire County Council website for early years providers, parents and key stakeholders.

18 December 2017**Agenda Item: 11****REPORT OF THE SERVICE DIRECTOR, COMMISSIONING AND
RESOURCES****CHANGE TO THE STAFFING ESTABLISHMENT IN THE EARLY
CHILDHOOD SERVICE****Purpose of the Report**

1. To seek approval to make permanent the following temporary posts:
 - 1 FTE (full-time equivalent) Early Years Project Officer (Grade C)
 - 1 FTE Early Years Technical Specialist (Grade 5)
 - 4 FTE Early Years Quality and Attainment Advisors (Grade 5).

Information and Advice**Early Years Project Officer and Early Years Technical Specialist**

2. In February 2017, the Children and Young People's Committee approved the establishment of a third Early Years Project Officer (Grade C) post on a temporary contract from 17th May 2017 to 31st May 2018. The purpose of the post was to fulfil the Council's statutory duty to ensure there are sufficient high quality childcare places and the successful implementation of the new entitlement for 3 and 4 year olds of working parents, as well as ensuring that all 2 year olds from disadvantaged families can access their free entitlement to early education for 15 hours a week.
3. The Early Years Project Officer has worked alongside two existing post holders with a specific focus on the south of the County. Each post-holder is in the process of engaging with early years providers to develop locality-based childcare sufficiency plans, targeting areas identified in the recently published Childcare Sufficiency Assessment. They play a key role in the creation of additional places through new capital projects, and remodelling of existing provision, including the facilitation of partnership working between providers and supporting schools to lower their age range. They also have a specific responsibility to engage with parents to inform market development plans, and to work closely with local partners to ensure take-up of provision by eligible 2, 3 and 4 year olds improves.
4. In May 2016, the Children and Young People's Committee approved the recruitment of a temporary Early Years Technical Specialist (Scale 5) to support the implementation and evaluation of the new extended childcare entitlement for 3 and 4 year olds. The post holder has been responsible for a range of duties including data collection and analysis to inform the supply and demand for childcare; the implementation of and support to

providers on the use of new data systems necessary for the successful implementation experienced so far. The post has become firmly established and has doubled the capacity of the small data function within the service to 2.2 full time equivalent posts.

5. Funding for both posts was initially secured from an allocation of short-term funding made available by the Department for Education to support our role as 'Early Innovator' in the implementation the new 30 hours childcare entitlement. As this funding is now coming to an end, it is proposed that they are funded by the existing DSG budget which was approved in principle at the Schools Forum on the 7th December 2017.
6. These posts are highlighted in **Appendix 1** of this report.

Early Years Quality and Attainment Advisors

7. Four Early Years Advisor posts are located within Early Childhood Services. The posts work alongside Early Years Specialist Teachers based in each locality who together work to improve the level of development of children across Nottinghamshire which currently has 709 PVI providers delivering funded places for eligible 2, 3 and 4 year olds. They work to help close the attainment gap between children less likely to achieve a good level of development and their peers by supporting early years providers to improve the quality of their provision.
8. The Advisors support early years providers who have been judged to be less than 'Good' by Ofsted, in supporting safeguarding practice, whilst contributing to the increased number of providers who are Good or Outstanding. Currently in Nottinghamshire 89% of all early years provision is assessed as 'Good' or 'Outstanding'.
9. The Early Years Quality and Attainment Advisor posts (Scale 5) were approved by the Children and Young People's Committee in March 2015 as part of the revised staffing structure within the then Early Help Service. The posts were initially established on fixed term contracts which are due to expire in April 2018.
10. The advisors are effective in utilising previous experiences of leading and managing successful early years provision and are established members of the Early Childhood Service and valued equally by the early years sector. They form part of a cost-effective model for meeting the Local Authority's statutory obligations and so it is proposed that all 4 posts are made permanent.
11. The Early Years Advisors are funded through the local authority revenue budget and this funding remains ring fenced for these posts.
12. These posts are highlighted in **Appendix 1** of this report.

Other Options Considered

13. Consideration was given to ending the temporary contract for the Early Years Project Officer, however this would lead to a substantial gap in the support available for early years providers in the south of the County. This would result in two posts needing to cover all of Nottinghamshire, during a time of substantial focus and demand on childcare

provision. The third project officer enables the team to focus on the three defined localities of Nottinghamshire (North, West and South).

14. Consideration was given to ending the temporary contract for the Early Years Technical Specialist, however following the launch of the new childcare entitlement for 3 and 4 year olds in September 2017, demand for accurate data collection and analysis has increased considerably. Without this additional Technical Specialist post, the service would be stretched and unable to respond as quickly and efficiently to parents and early years providers. There would also be a substantial risk that data systems and processes do not become embedded and providers lack the support in their use, resulting in poor data quality which will not fully reflect childcare sufficiency levels across Nottinghamshire.
15. Consideration was given to ending the temporary Early Years Quality and Attainment Advisors, however the advisors play a critical role in supporting to maintain high quality provision across the County, at a time of rapid growth and expansion necessary to meet demands for the extended childcare offer. Their specialist knowledge and experiences have ensured support across the breadth of the early sector, i.e. childminders, pre-school playgroups, as well as day nurseries and schools. They have been actively engaged in the development/delivery of training and resources which now form part of services 'sold' to the early years sector.

Reason for Recommendations

16. The recommendations in this report will ensure that the Council has the capacity to meet its increasing early years statutory duties to guarantee sufficient high quality early education and childcare places.

Statutory and Policy Implications

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

Financial Implications

18. The cost of the Early Years Project Officer and Early Years Technical Specialist is £84,978 and will be funded from the Early Years funding block of the Dedicated Schools Grant.
19. The cost of the 4 FTE Early Years Quality and Attainment Advisor posts is £120,792 and will be contained within the Local Authority's early years budget.

Human Resources Implications

20. The Technical Specialist post was recruited in 2016 on a temporary basis ending on 31st March 2018 and the Early Years Project Officer was recruited in 2016 on a temporary

basis until May 2018. The Early Years Advisors were recruited to in 2015 on temporary contracts until the end of the summer term 2018. This report proposes that contracts for these post holders are made permanent within the service.

Implications for Service Users

21. It is expected that parents will have their childcare needs met by the promotion of free childcare, the creation of additional childcare provision and the sustained improvements in the quality of local early years provision.
22. Children accessing their free childcare entitlement will have their needs addressed earlier, achieve a good level of development, be ready for school, and children from disadvantaged backgrounds will be provided with opportunities for early education which in turn should help to close the attainment gap between children eligible for free school meals and their peers.

RECOMMENDATIONS

That:

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

Laurence Jones
Service Director, Commissioning and Resources

For enquiries about this report please contact:

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Constitutional Comments (LM 01/12/17)

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

Financial Comments (SAS 06/12/17)

24. The financial implications of the report are contained within paragraphs 18 and 19.

HR Comments (BC 08/12/17)

25. Staffing implications are included in the main body of this report.

Background Papers and Published Documents

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

Changes to Early Help staffing structures - report to Children and Young People's Committee on 9 March 2015

Delivering 30 hours of free childcare - report to Children and Young People's Committee on 23 May 2016

Changes to staffing structures in Early Childhood Services and Schools and Families Specialist Services - report to Children and Young People's Committee on 20 February 2017

Job Description for post of Early Years Project Officer

Job Description for post of Early Years Technical Specialist

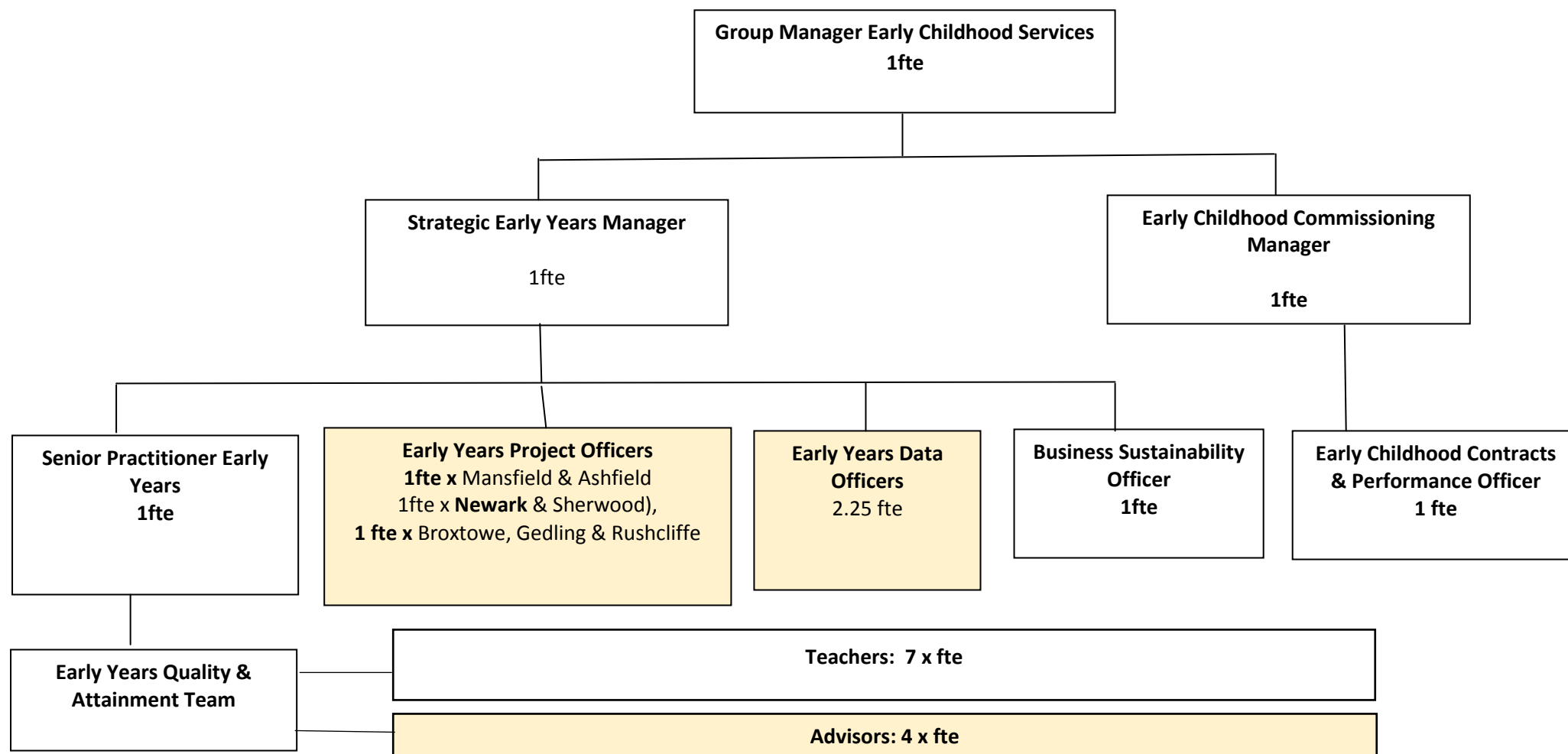
Job Description for post of Early Years Quality and Attainment Advisor

Electoral Division(s) and Member(s) Affected

All.

C1053

Nottinghamshire County Council Early Childhood Services Team Structure



18th December 2017

Agenda Item: 12

**REPORT OF THE SERVICE DIRECTOR, YOUTH, FAMILIES AND SOCIAL
WORK****STAFFING RESTRUCTURE OF THE OUTDOOR AND ENVIRONMENTAL
EDUCATION SERVICE****Purpose of the Report**

1. This report seeks approval to develop a revised staffing structure of the Outdoor Environment and Education Service (OEE).

Information and Advice

2. OEE provides high quality outdoor learning experiences for over 30,000 young people per year, through day and residential provision. It offers support to the Duke of Edinburgh Award for targeted groups and individuals, and provides advice, guidance and approval for educational off site visits for schools and Local Authority services.
3. In November 2016 Policy Committee approval was given to invest £130,000 over two years to enable the OEE service to become cost neutral to the Council, whilst, continuing to deliver an extensive offer of challenging educational activities for the children and young people of Nottinghamshire. This formed part of the Commercial Development Unit's (CDU) remit to explore potential income generation opportunities of the Council's services. These include the following:
 - increasing the occupancy rate at Hagg Farm and St Michael's residential centres and the Mill Adventure base
 - increasing the Service's market share of contracts outside of the County's schools at full cost recovery, which will generate a surplus to reinvest in Nottinghamshire
 - developing further sold services for groups and individuals including local camps, Forest School events, holiday club provision and DofE Award management due to licensing changes.
4. OEE's gross budget for 2017/18 is £1,249,500 of which £891,500 is earned income target and a Nottinghamshire County Council base budget of £358,000. The CDU investment (2017/18) of £69,000 and a further £61,000 in 2018/19 aims to increase income to offset the base budget costs by 2020. To assist in delivering these targets, changes to the OEE staff structure is required, which will consequently generate savings of up to £50,000 per annum on management and operational costs from 1st April 2018. This provides a further option to reinvest the saving to enhance the Council's offer of open access youth provision in Nottinghamshire.

5. These proposals provide an opportunity to restructure OEE to provide improved management oversight and to align visits advice to reflect the current landscape.
6. The specific changes and rationale include:
 - ***Alter the management and provision of Visits Advice to better reflect other local authorities' provision nationally.*** The national guidance for Visits Advice has significantly changed since the original structure was put in place. There was previously a need for specialist Outdoor Education Advisors (OEA) who developed and reviewed local guidance and strategy. More recently, the national Outdoor Education Advisors Panel (OEAP) has produced 'National Guidance for the Management of Outdoor Learning' which local authorities have been encouraged to adopt, as well as the EVOLVE system (software package for online guidance, monitoring and approvals). These two initiatives have significantly reduced the strategic and developmental role of the OEA. Historically the Local Authority has employed an assistant to the OEA (Visits Officer) as the system was paper based and required strategic input into policy. The service provision is now online through EVOLVE, and does not require the same level of resources. The proposed changes still however exceed employers' responsibilities as set out in the National Guidance section 3.1a *Employers' Requirements* (**Appendix 1**).
 - ***Establish full time managers at both residential centres (Hagg Farm and St Michael's).*** This would allow continuity by having a centre manager on each site providing management direction to deal with day to day tasks, supporting staff and customers, and ensuring appropriate safeguarding and the health and safety of children and vulnerable adults. The Team Manager role would oversee and manage day centre provision which requires less day to day operational input than the residential centres and is local to Nottinghamshire.
7. The Committee is asked to approve further work to develop and confirm a revised structure making the required identified savings and subject to the normal engagement and consultation with individual staff and their recognised trades unions.
8. The proposed change of structure will not alter the offer to schools or reduce the number, or frequency, of children and young people attending residential or day centre activities. The current and a possible proposed structure is included as **Appendices 2 and 3**. Appropriate early engagement has started with affected staff and relevant trade unions and has assisted in design of the proposed structure. Relevant trade unions will be formally consulted once approval from the Committee for these proposals has been received.

Other Options Considered

9. Closure of OEE provision whilst moving Visits Advice to the Council's Health and Safety team. This would save the entire budget, but there would be considerable costs through lease commitments/Lottery Funding payback and staff redundancy. The service is well regarded and used by over 75% of the Council's schools and academies so closure would potentially attract adverse publicity.

Reason/s for Recommendation/s

10. These recommendations support the CDU business case agreed by Policy Committee in November 2016, and retains an efficient and robust management structure, whilst fulfilling employers' obligations regarding Visits Advice and without reducing the volume or quality of service delivery.

Statutory and Policy Implications

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

Implications for Service Users

12. There would be no implications for service users as there would be no reduction in volume or quality of the service provided.

Financial Implications

13. There would be a proposed saving on staff costs of up to £50,000 from the current OEE budget (from 1st April 2018) which will be reinvested back into the wider Youth Service.

Crime and Disorder Implications

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

RECOMMENDATION/S

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

Steve Edwards
Service Director, Youth, Families and Social Work

For any enquiries about this report please contact:

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Constitutional Comments (SLB 04/12/17)

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

Financial Comments (SAS 07/12/17)

16. The financial implications of the report are contained within paragraph 13 above.

HR Comments (GME 28/11/17)

17. Any reduction or change to the staffing structure will be undertaken in line with the agreed consultation and employment procedures of the Council. Employees and their representatives will be fully engaged in the process prior to any requirement for more formal consultation.

Background Papers and Published Documents

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

Commercial Development unit - report to Policy Committee on 16 November 2016.

Electoral Division(s) and Member(s) Affected

All.

C1058



National
Guidance

<http://oeapng.info>

Requirements and Recommendations for Employers

Provision of Guidance, Training and Access to Advice

An employer **must** ensure that its employees are provided with appropriate guidance, that there are training regimes in place to support it and that the guidance is understood. We recommend the following training courses:

- Educational Visit Coordinator (EVC) Training and Revalidation.
- Visit Leader Training (Revalidation not required).

An employer should provide suitable systems and processes to ensure that learning is updated and thus remains effective. This can be through attendance at a formal revalidation, provision of a web site or newsletter updates. The process chosen should be made clear by the employer.

Further advice and access to information to support the training should be made available from appointed advisers or team of advisers. They should have proven expertise and professional understanding of the guidance, the training and current good practice. Details of the role of Outdoor Education Adviser and a recommended person specification are set out below.

Notification and Approval

Employers **must** be clear about what happens when responsibilities and functions are delegated, especially the detailed requirements for notification and/or approval of activities.

It is likely that an employer will adopt one of the following options:

Approval Option 1: The employer establishes defined categories of off-site activity or visit and makes clear to establishments which categories of visit require notification and which require approval. They further clarify who is responsible for approval. Often, the employer retains approval for the higher categories of visit.

Approval Option 2: The employer delegates formal approval without exception, but may still require a formal notification of defined activities that meet clearly stated criteria.

Either of the above may be combined with an IT system that provides automatic notification, allows approval to be delegated where required, and records an audit trail.

In all cases, if an establishment is unclear about whether an activity requires notification or approval, the failsafe option should be that notification/approval is passed to the employer.

Other issues

Emergency Planning and Critical Incident Support

Employers **must** provide appropriate emergency planning procedures to support establishments in the event of a critical incident.

Sample Monitoring

Employers **must** ensure that there is a sample monitoring process. Monitoring may be a duty of one of its officers, or may be delegated to establishments.

Approval of Leaders

Employers **must** provide clear advice about how to approve leaders.

Role specific Requirements and Recommendations

Within the education and youth sectors there are a great many types of employer, for example:

- An Academy Trust.
- The governing body of a Voluntary-aided or Foundation school.
- The owners or trustees of an independent school.
- The trustees of a charity.
- The directors of a company.

There are also a many job titles and descriptions, which will carry some responsibility for the health, safety and welfare of young people engaged in outdoor learning, offsite visits and Learning Outside the Classroom. You can find further guidance on the following roles (which can be adapted to fit your circumstances) as follows:

1. Directors of Children's Services and Lead Member(s) or Chief Executive or Chair of Board – document 3.4a 'Director of Children's Services' and document 3.4b 'Lead Member for Children's Services'.
2. Line Manager of an Outdoor Education Adviser (or equivalent post) – document 3.4c 'Outdoor Education Adviser Line Manager'.
3. Outdoor Education Adviser or Technical Adviser – document 3.4d 'Outdoor Education Adviser'.

4. Teacher Advisers and Educational Health and Safety Officers – document 3.4e 'Teacher Advisers and Health and Safety Officers'.
5. Manager of an Outdoor Centre – document 3.4i 'Manager of an Outdoor Centre'.

Outdoor Education Adviser

It is strongly recommended that all employers appoint or retain the services of a competent and experienced technical adviser to oversee all aspects of their provision of outdoor learning, off-site visits and Learning Outside the Classroom. In a local authority, this will usually be one of the following:

- Outdoor Education Adviser (OEA).
- Adviser for Learning Outside the Classroom.
- Visits Adviser.
- Consultant for Outdoor Learning.
- Various permutations of the above designations or similar terms.

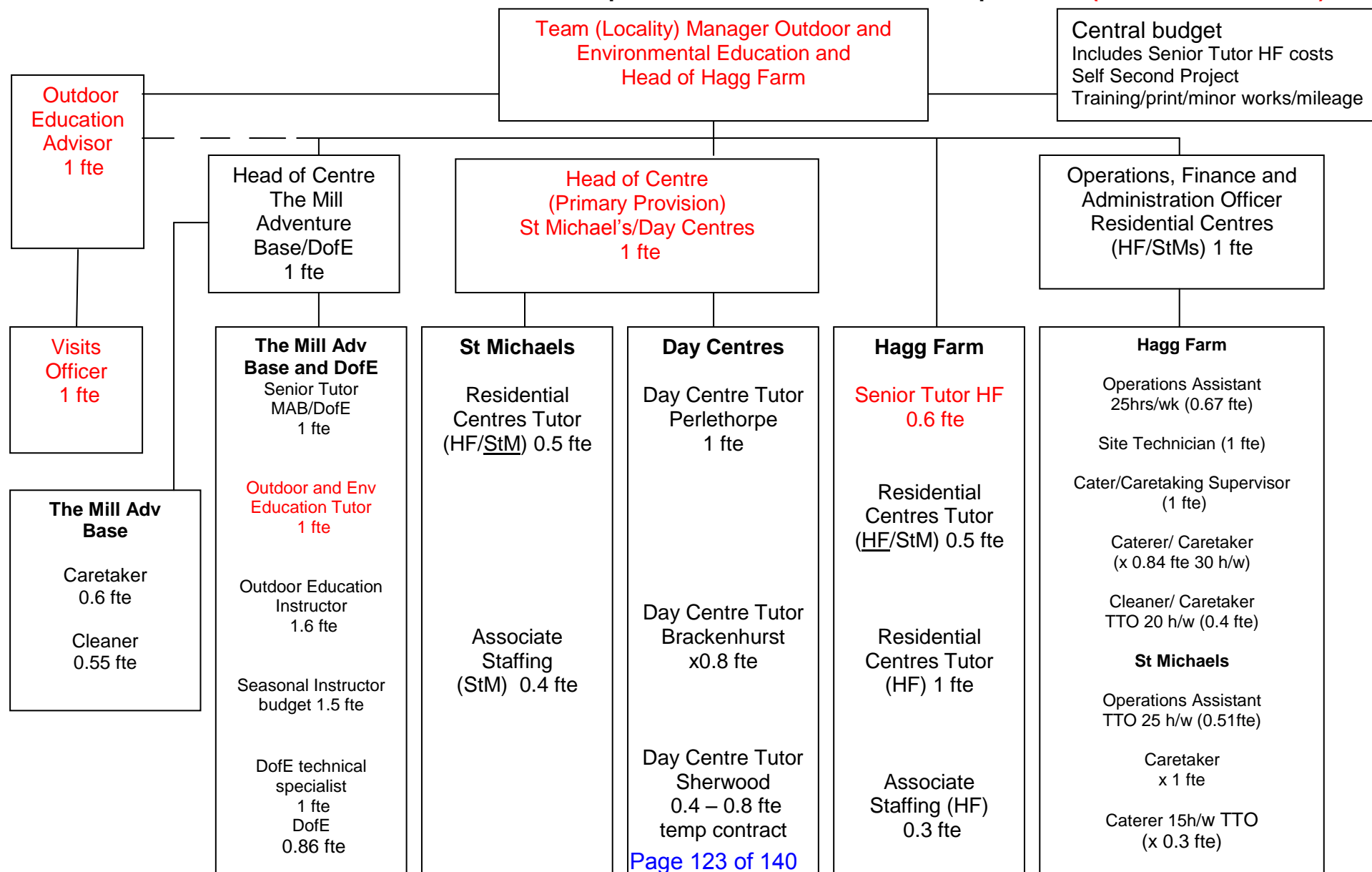
Employers must understand that they carry full legal responsibility. Choosing **not** to appoint a technical expert leaves them in a vulnerable position. In the event of any proven civil negligence, this can result in the payment of heavy damages. In the case of criminal negligence under the Health and Safety at Work etc Act (1974) or under Corporate Manslaughter legislation (2008), the ultimate sanction is a custodial sentence.

Where an employer chooses not to make such an appointment and instead shares the functions and responsibilities between a team of employees, all such employees should be specifically competent in the areas for which they take responsibility. There must be a clear audit trail that ensures responsibilities can be tracked and line-managed.

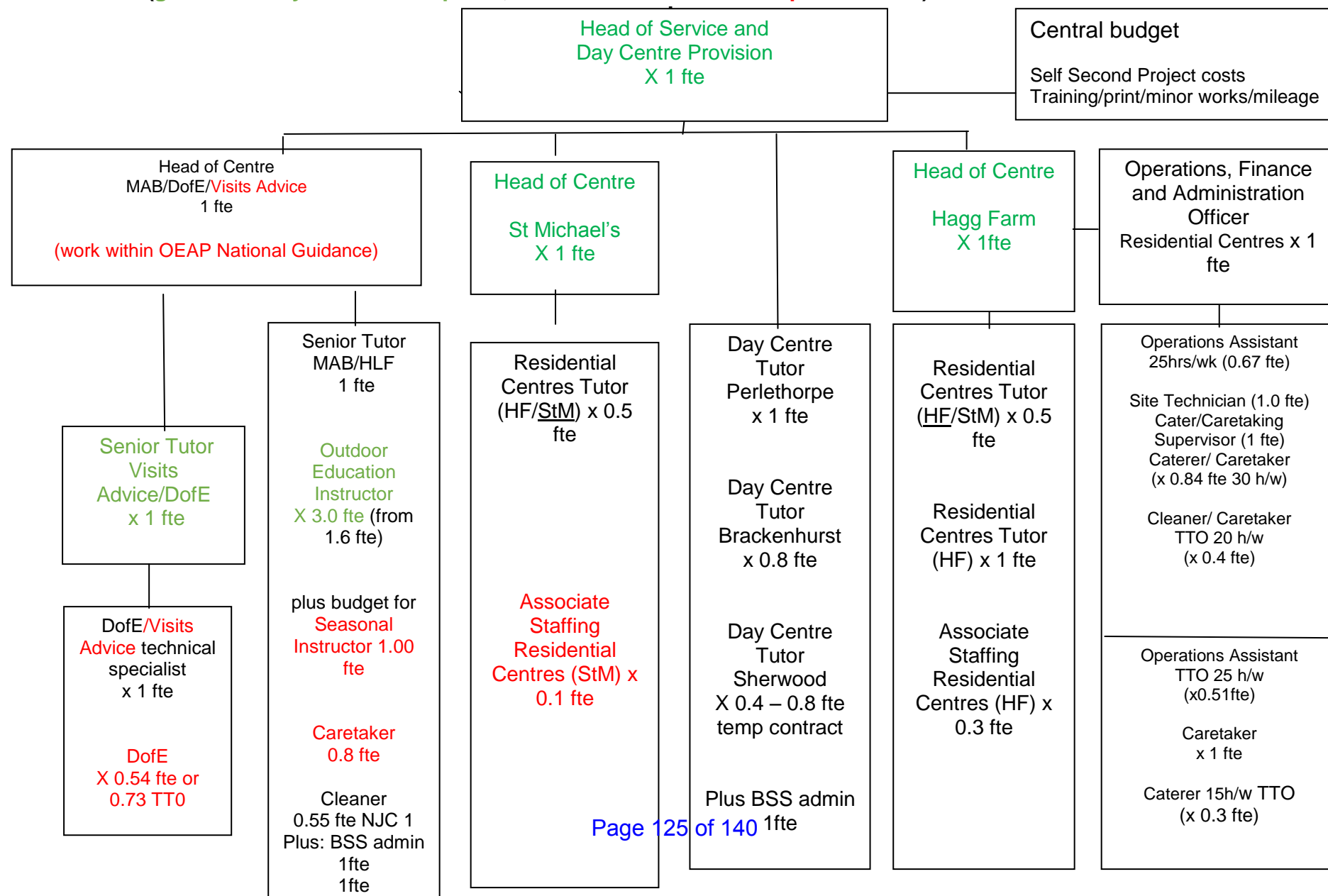
The effectiveness of the Adviser for Outdoor Education (or equivalent) is at the heart of an employer's ability to carry out their responsibilities and the job description should reflect this.



Outdoor and Environmental Education V3 – September 2015 24.63 Full Time equivalents (red = disestablished)



Draft Structure V4.3 April 2018: Outdoor and Environmental Education 23.81 full time equivalents
(green – newly established posts, red – altered hours or responsibilities)



18 December 2017**Agenda Item: 13****REPORT OF THE SERVICE DIRECTOR OF YOUTH, FAMILIES AND SOCIAL
WORK****INCREASE IN ESTABLISHMENT IN THE CHILDREN'S SOCIAL CARE
MULTI-AGENCY SAFEGUARDING HUB (MASH)****Purpose of the Report**

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

Information and Advice

2. The MASH was set up by Nottinghamshire County Council in 2012. This is the front door for Children's Social Care and brings together representatives from Children's Social Care, Adult Social Care, Police and Health, co-located in one place to receive and respond to safeguarding concerns with virtual links to other services, such as the Probation Trust and District Councils. The MASH was considered to be well-established by Ofsted as part of their inspection in 2015.
3. Since the inspection, there has been an increase in demand to the Children's Social Care MASH, as shown in the table below. This is following a Serious Case Review in June 2015, which agreed that a record would be created for all contacts to the MASH about children, irrespective of whether consent for the referral had been obtained or the Level 4 threshold for Children's Social Care to intervene had been met.

Financial Year	Average number of enquiries per month
2014/15	1,408
2015/16	1,637
2016/17	2,066

4. In 2017/18, there has been an average of 2,065 enquiries per month (as at the end of October 2017).
5. The increase in demand has resulted in a backlog of work in the MASH, which has impacted on the achievement of timescales. In 2015/16, 82% of cases were progressed in timescales. In 2016/17, this fell by 7% to 75%. As at the end of October 2017, this had

fallen again with the 2017/18 average being 59%. This impacts on the safety of children and young people as cases are not being progressed as quickly as previously.

6. In order to manage the increase in demand, many staff regularly undertake additional hours at evenings and weekends, however, this is not sustainable in the long-term and the demand cannot be managed within the current establishment.
7. There have also been agency Social Workers employed to provide support in managing the demand. In 2016/17 the cost of this was £155, 824, the equivalent of 3.6 FTE Social Workers. It is projected that the 2017/18 cost will be £193, 446, the equivalent of 4.5 FTE Social Workers.
8. In 2016, Divisional Leadership Team commissioned a review of the Children's Social Care MASH to ensure that the right processes, systems and staffing are in place within Children's Social Care at the MASH to meet demand and the needs of service users in the most efficient way whilst ensuring effective safeguarding of children and young people.
9. The review included a pilot to trial an alternative process for telephone call handling. This process was found to be 49% more productive than the current way of working and was therefore rolled out across the Children's Social Care MASH in September 2017.
10. However, despite the increase in productivity, data analysis has identified that based on the number of enquiries received, paired with the work rate and capacity level, an additional 4 FTE Social Workers and 4 FTE MASH Officers are required to manage the level of demand and to mitigate against a future backlog.
11. The overall cost of the additional posts is £276, 896 per annum.

Supporting Changes

12. There are a number of supporting changes which have been introduced or are ongoing as part of the Children's Social Care MASH implementation plan which will support the MASH to manage demand, including:
 - Work with the Nottinghamshire Safeguarding Children Board (NSCB) and partner agencies to develop their understanding of the role of the MASH and when to make a safeguarding referral to ensure that only appropriate referrals and therefore, increase the MASH's ability to manage demand
 - Amending the telephone menu to ensure the right telephone calls are received by the MASH
 - The development of a new website and online referral form to support referrers in making a safeguarding referral and promoting the use of online referral options

Other Options Considered

13. There were two other options considered.

14. Do nothing – there are no additional costs associated with this option, however, this way of working has caused a long-term backlog of work which has resulted in children and young people not being progressed in a timely manner. In order to manage this, it is likely that further agency and overtime spend would be required.
15. Increase the establishment on a one-year basis – this would run parallel to an existing programme of work to reduce the number of inappropriate contacts to the MASH. Whilst this would support the MASH to manage demand in the short-term, it is not recommended as a sustainable long-term option as it relies too heavily on engagement of partner agencies to reduce the number of enquiries which do not meet the threshold for an assessment in order to remove the temporary resource. It is also likely to cause recruitment and retention issues due to the temporary nature of the posts, which would cause instability in the team.

Reason/s for Recommendation/s

16. The proposed option is selected as it is evident that due to the increase in demand, the Children's Social Care MASH require additional resource in order to manage the volume of work and mitigate against a future backlog.
17. Work will continue to implement the recommendations of the Children's Social Care MASH review, including those listed in the supporting changes section of this report.

Statutory and Policy Implications

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

Data Protection and Information Governance

19. As part of their induction, staff in the MASH receive extensive training which includes the Protecting People's Information e-learning course.

Financial Implications

20. The total annual cost of 4 FTE Band B Social workers and 4 FTE Band 4 MASH Officers is £276,896. The additional cost of £101,200 in 2017-18 will be met by a request from contingency. The additional cost for 2018-19 will need to be taken into account in the Medium Term Financial Strategy when constructing the budget for 2018-19.

Human Resources Implications

21. Posts will be recruited to in line with the Nottinghamshire County Council's vacancy control procedure.

RECOMMENDATION/S

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

Steve Edwards
Service Director - Youth, Families and Social Work

For any enquiries about this report please contact:

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Constitutional Comments (SLB 04/12/17)

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

Financial Comments (SS 05/12/17)

23. The financial implications of the report are contained within paragraph 20 above.

HR Comments (BC 04/12/17)

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

Background Papers and Published Documents

None.

Electoral Division(s) and Member(s) Affected

All.

C1064

18 December 2017

Agenda Item: 14

REPORT OF THE SERVICE DIRECTOR, EDUCATION, LEARNING AND SKILLS

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

Purpose of the Report

1. This report seeks approval to run a publicity campaign to:
 - a) alert potential school sponsors to the Free School Presumption competition arising from the need for a new school, generated by new housing on the Watnall Road, Hucknall
 - b) invite potential school sponsors to submit a proposal to Nottinghamshire County Council to become the named promoter of the new school on the Watnall Road, Hucknall.

Information and Advice

2. The Council has a statutory duty to ensure a sufficiency of school places for Nottinghamshire children.
3. Where a local authority thinks a new school needs to be established, section 6A of the Education and Inspections Act 2006 (EIA 2006) places the local authority under a duty to seek proposals to establish an academy (free school) and to specify a date by which proposals must be submitted to the local authority.
4. The local authority is required to take all necessary steps to ensure that the widest possible range of groups or organisations that might be interested in establishing the new free school is aware of the opportunity to do so and has sufficient time to develop proposals.
5. Advice relating to the processes by which new schools are established under section 6A, which is known as the free school presumption, can be found at:
<https://www.gov.uk/government/publications/establishing-new-maintained-schools>
6. All information relating to the Watnall Road free school presumption will be lodged with the Secretary of State at: freeschool.presumption@education.gsi.gov.uk

Other Options Considered

7. As outlined above local authorities are required to alert all potential sponsors in a fair and transparent way and must therefore engage in a communications process.

Reason for Recommendation

8. To enable the County Council to comply with the duty to seek proposals in a fair and transparent way by running a publicity campaign to:
 - a) alert potential school sponsors to the Free School Presumption competition arising from the need for a new school, generated by new housing on the Watnall Road, Hucknall
 - b) invite potential school sponsors to submit a proposal to Nottinghamshire County Council to become the named promoter of the new school on the Watnall Road, Hucknall,

Statutory and Policy Implications

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

Financial Implications

10. It is anticipated that there will not be any costs for the publicity campaign but if there are they will be minimal and contained within the service's allocated budget and centrally via the Council's Communications team.

RECOMMENDATION/S

That approval is given to run a publicity campaign to:

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

Marion Clay
Service Director, Education, Learning and Skills

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Constitutional Comments (LM 01/12/17)

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

Financial Comments (SAS 07/12/17)

12. The financial implications of this report are contained in paragraph 10 above.

Background Papers and Published Documents

None.

Electoral Division(s) and Member(s) Affected

All.

C1056

18 December 2017**Agenda Item: 15****REPORT OF CORPORATE DIRECTOR, RESOURCES****WORK PROGRAMME****Purpose of the Report**

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

Information and Advice

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

Other Options Considered

4. None.

Reason for Recommendation

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

Statutory and Policy Implications

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

RECOMMENDATION

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

Jayne Francis-Ward
Corporate Director, Resources

For any enquiries about this report please contact:

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Constitutional Comments (HD)

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

Financial Comments (NS)

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

Background Papers

None

Electoral Division(s) and Member(s) Affected

All.

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

REPORT TITLE	BRIEF SUMMARY OF AGENDA ITEM	LEAD OFFICER	REPORT AUTHOR
15 January 2018			
School admissions update		Marion Clay	Mary Kiely
Financial support for students in post-16 education	Annual determination	Marion Clay	Linda Foster
Exceptional payments for school clothing and footwear 2017/18	Annual determination	Marion Clay	Linda Foster
Ofsted Inspection of Local Authority Children's Services (ILACS) Framework		Colin Pettigrew	Natasha Wrzesinski
Draft Partnership Strategy for looked after children and care leavers in Nottinghamshire 2018-2021	For decision.	Steve Edwards	Natasha Wrzesinski
Annual refresh of Local Transformation Plan for children and young people's emotional and mental health		Kate Allen	Kate Allen/ Lucy Peel
Recruitment of foster carers and adopters		Steve Edwards	Tracey Coull
Integration of transfer from children's to adult services		Steve Edwards	
Young People's Service – alternative service delivery model	For decision	Steve Edwards	Pom Bhogal
New three year national capital funding programme 'Special Provision Capital Grant' – Nottinghamshire's allocation – outcome of consultation		Marion Clay	Matt Rooney
Rota visits to children's homes: Autumn 2017	Six monthly report	Steve Edwards	Vonny Senogles
Nottinghamshire Outstanding Achievement 4Uth Award 2017	Annual update report	Laurence Jones	Pom Bhogal
Virtual School Peer Challenge Pilot Review		Marion Clay	Marion Clay
12 February 2018			
Performance reporting (Quarter 3 2017/18) – Services for Children and Young People	Quarterly performance report Page 137 of 140	Celia Morris	Matt Garrard

REPORT TITLE	BRIEF SUMMARY OF AGENDA ITEM	LEAD OFFICER	REPORT AUTHOR
Home to school and Post 16 Transport policies 2019-20		Marion Clay	Dave Litchfield
Nottinghamshire School Admission Arrangements 2019/20		Marion Clay	Mary Kiely
National Children and Adult Services Conference 2017	Report back on attendance	Colin Pettigrew	Colin Pettigrew/ Natasha Wrzesinski
19 March 2018			
Performance figures for Nottinghamshire schools, academies and colleges – academic year 2016/17	For information	Marion Clay	Linda Foster
Children & Young People's Mental Health & Wellbeing Transformation Plan	Six-monthly report	Kate Allen	Kate Allen/ Lucy Peel
School Capital Programme progress report	Six month update report	Jas Hundal	Sara Williams
Early Years capital projects update		Laurence Jones	Irene Kakoullis
Special Educational Needs and Disability Reforms 'New Burdens' Grants 2016/17 and 2017/18 – progress	Report back on spend & activities	Laurence Jones	Jill Norman
Children's Workforce Health Check Survey 2016-17		Laurence Jones	Liz Maslen
National Minimum Fostering Allowances and Fees to Foster Carers	Annual determination	Steve Edwards	Naomi Sills/ Tara Pasque
Child Sexual Exploitation and Children Missing from Home and Care: update	Six-monthly update	Steve Edwards	Hannah Johnson/ Joe Foley
Changes to the delivery targets for Children's Centres		Laurence Jones	Irene Kakoullis
Outcome of the Short Breaks Review		Laurence Jones	Jill Norman
Schools Forum and Education Trust Board officer group report	Annual officer group report	Marion Clay	Marion Clay
Local Authority governor appointments/ reappointments to school governing bodies	Quarterly report on appointments made	Marion Clay	Jane Mansell
Corporate Parenting items:			
Contact Service annual report	Page 138 of 140	Steve Edwards	Denise Martin

REPORT TITLE	BRIEF SUMMARY OF AGENDA ITEM	LEAD OFFICER	REPORT AUTHOR
Advocacy Service annual report		Steve Edwards	Ty Yousaf
Children in Care Council report		Steve Edwards	Pom Bhogal
Personal Advisor pilot – six monthly update		Steve Edwards	Amanda Collinson
Looked After Children and Care Leavers new vision and mission		Steve Edwards	Amanda Collinson/ Natasha Wrzesinski
Foster carers' items			
23 April 2018			
Update on regulatory inspections of children's services		Colin Pettigrew	Natasha Wrzesinski
Children, Young People and Families Plan 2016-18 – annual update	Annual update report	Laurence Jones	Sean Kelly
Children and Young People's Commissioning Plan 2018-19		Laurence Jones	Laurence Jones
ICDS Co-production Charter and review of co-production approach		Laurence Jones	Amy Gittins
21 May 2018			
Performance reporting (Quarter 4 2017/18) – Services for Children and Young People	Quarterly performance report	Celia Morris	Matt Garrard
Progress report on Adoption Services restructure, staffing restructure of the Safeguarding, Assurance and Improvement Group and Increase in establishment of Personal Advisor posts		Colin Pettigrew	Tara Pasque/ Jon Hawketts/ Natasha Wrzesinski/ Holly Smitheman
18 June 2018			
Troubled Families Programme in Nottinghamshire – six-month update	Six monthly update report	Steve Edwards	Laurence Jones
Principal Child and Family Social Worker - annual report 2017	For information	Steve Edwards	Diana Bentley
Co-producing services with parents		Laurence Jones	Laurence Jones
Local Authority governor appointments/ reappointments to school governing bodies	Quarterly report on appointments made	Marion Clay	Jane Mansell

REPORT TITLE	BRIEF SUMMARY OF AGENDA ITEM	LEAD OFFICER	REPORT AUTHOR
Corporate Parenting items:			
Independent Reviewing Officer Service annual report		Steve Edwards	Izzy Martin
CAMHS Looked After and Adoption team annual report		Steve Edwards	Vonny Senogles
Fostering Service annual report		Steve Edwards	Shelagh Mitchell
Virtual School annual report		Steve Edwards	Janeen Parker
Foster carers' items			
16 July 2018			
Nottinghamshire Childcare Sufficiency Assessment 2018		Steve Edwards	Laurence Jones
Children's Workforce Health Check Survey 2017-18		Laurence Jones	Liz Maslen
Looked After Children and Care Leavers Strategy 2015-18 – annual progress report	Annual report	Steve Edwards	Amanda Collinson/ Natasha Wrzesinski
To be placed			
Review of the Schools Swimming Service offer		Steve Edwards	Laurence Jones
Progress with Special Educational Needs & Disability Strategy and Action Plan		Laurence Jones	Jill Norman
Multi-Agency Safeguarding Hub - review		Steve Edwards	Holly Smitheman
Outcome of Ofsted inspections of schools – termly update	Spring term report	Marion Clay	Linda Foster
Children Centres remodelling		Laurence Jones	Irene Kakoullis
Teacher recruitment communication strategy		Marion Clay	Linda Foster
Teacher recruitment campaign strategy – progress reports		Marion Clay	Linda Foster