

## **Corporate Parenting Sub-Committee**

**Monday, 09 June 2014 at 14:00**

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

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### **AGENDA**

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|----|--|---------|
| 1  | To note the appointment by the County Council on 15 May 2014 of Councillor Liz Plant as Chair of the   |         |
| 2  | To note the membership of the Sub-Committee  |         |
| 3  | Minutes of the last meeting held on 17 March 2014  | 3 - 8   |
| 4  | Apologies for Absence  |         |
| 5  | Declarations of Interests by Members and Officers:- (see note below)<br>(a) Disclosable Pecuniary Interests<br>(b) Private Interests (pecuniary and non-pecuniary) |         |
| 6  | Summer term report for the Virtual School for LAC  | 9 - 26  |
| 7  | Fostering Service Annual Report 2013-14  | 27 - 32 |
| 8  | Improving Health Outcomes for Children & Young People in the Care of the Local Authority   | 33 - 38 |
| 9  | County CAHMS looked after and adoption team  | 39 - 46 |
| 10 | Work Programme   | 47 - 50 |

## **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 Christine Marson (Tel. 0115 977 3887) 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	CORPORATE PARENTING SUB-COMMITTEE
Date	Monday 17 March 2014 (commencing at 2.00 pm)

**Membership**

Persons absent are marked with an 'A'

**COUNCILLORS**

Liz Plant (Chairman)

John Allin  
Steve Calvert  
Boyd Elliott  
Kate Foale

A Colleen Harwood  
Philip Owen  
Sue Saddington  
Jacky Williams

**Foster Carer**

Dawn Clements  
Sarah Maiden

**OFFICERS IN ATTENDANCE**

Rachel Coombs	-	Group Manager, Children, Families and Cultural Services Department
Sue Denholm	-	Co-ordinator, Virtual School
Linda Foster	-	Team Manager, Support to Schools Service
Mary Jarrett	-	Service Manager, Commissioning & Placements
Wendy Rylands	-	After Care Team Manager
Shelagh Mitchell	-	Service Manager, Adoption
Sarah Ashton	-	Assistant Democratic Services Officer, Policy, Planning & Corporate Services Department
Philippa Milbourne	-	Business Support Assistant, Children, Families & Cultural Services Department.

**MINUTES OF THE LAST MEETING**

The minutes of the meeting held on 9<sup>th</sup> December 2013, having been circulated to all Members, were taken as read and were confirmed and signed by the Chairman.

**APOLOGIES FOR ABSENCE**

An apology for absence was received from Councillor Philip Owen (Other)

## **DECLARATIONS OF INTEREST**

There were no declarations of interest.

## **SPRING TERM REPORT FOR THE VIRTUAL SCHOOL FOR LOOKED AFTER CHILDREN**

Sue Denholm, Co-ordinator for the virtual school and Linda Foster, Team Manager for Support to School Services gave the Sub-Committee the latest figures for value added data and evaluation results, the final report would be completed at the end of March 2014 and would be forwarded to Members. The report would be given to Ofsted at the time of the safeguarding inspection.

Sue and Linda highlighted the following:

- KS2 Virtual School progress data for Reading, Writing and Mathematics was above or in line with National averages but unfortunately attainment had gone down this year from previous year
- KS4 Virtual School attainment data for 5 or more A\*-C including English and Mathematics was just below the National average but progress was in line with National and required improvement to be good.

Members and Officers had a lengthy discussion on how the data would be interpreted and carried out.

The Sub-Committee discussed the report and asked for future reports to include the number of children at each stage as this would help them to analyse the reports more effectively

The Meeting was adjourned for a Fire Drill at 14.30.

Meeting resumed at 14.38.

It was confirmed the Achievement Event would be held at the Albert Hall, Nottingham on 19 July 2014.

## **RESOLVED 2014/001**

That the update on the virtual school for the Spring 2014 term be noted.

## **LOOKED AFTER CHILDREN STRATEGY UPDATE**

Rachel Coombs, Group Manager for Access to Resources updated the Sub-Committee on the progress of the action plan, highlighting the following:

- The Department of Health were concerned as to the increased number of self-harm cases that were being reported in young people (not just LAC).
- Child and Adolescent Mental Health Services (CAMHS) were working well and therefore this area would not be changed following the review.

The Sub-Committee discussed the report and conveyed their concerns regarding self-harming, the data sharing between Health and Children's Social Care was

thought to be a significant step forward and a further report would be presented to the Sub-Committee at a future meeting.

The Sub-committee thought it would be helpful if officers from the Looked After service and CAMHS were invited to the next meeting to discuss new ways of measuring positive progress in emotional resilience and wellbeing for LAC and young people.

#### **RESOLVED 2014/002**

That the update on the progress of the action plan for the Looked After Children Strategy be noted.

#### **LEAVING CARE SERVICE UPDATE**

Wendy Rylands Team Manager for After Care updated the Sub-Committee on the services to care leavers by the Leaving Care Service, highlighting the following:

- The service is now getting involved 6 months before the young person would leave care.
- There was a large rise in the number of young people using the service and the team were expecting another peak before the end of 2014.
- The Department of Work and Pensions had flagged up care leavers as a group needing extra consideration; therefore resulting in a lot of partnerships being available to give these young people as much help as possible.
- The Leaving Care Services were due to meet with 'Futures' to see if they could improve the number of apprenticeship placements available.

#### **RESOLVED 2014/003**

That the information about the service to care leavers provided by the Learning Care Service be noted.

#### **ADOPTION SERVICE – BI-ANNUAL REPORT**

Shelagh Mitchell Service Manager for Adoption updated the Sub-Committee on the activity in the adoption service from September 2013 to February 2014, highlighting the following:

- The level of available adopter families was on the increase and the adoption service was hoping to increase this further through advertising.
- According to scorecard averages the adoption services were placing children quicker than our statistical neighbours

The Sub-committee was pleased with the progress made and hoped their good work would continue.

#### **RESOLVED 2014/004**

That the six-monthly report on the activity in the adoption service from September 2013 to February 2014 be noted.

### **ADVOCACY SERVICE FOR LOOKED AFTER CHILDREN**

Mary Jarrett Service Manager for Commissioning and Placements informed the Sub-Committee on the Advocacy Service for Looked After Children (LAC), highlighting

the following:

- There was now a free help line number.
- LAC were visited every 8 weeks and services would be tailored to their needs and therefore would vary accordingly.

The Sub-committee requested a presentation on what the National Youth Advocacy Service does to be added to the work programme.

### **RESOLVED 2014/005**

That the information about the Advocacy Service for Looked After Children be noted.

### **NUMBERS OF LOOKED AFTER CHILDREN AND YOUNG PEOPLE PLACED IN EXTERNALLY MANAGED RESIDENTIAL HOMES**

Mary Jarrett Service Manager for Commissioning and Placements gave the Sub-Committee information about the number of Looked After Children (LAC) who were placed in external managed residential children's homes, highlighting the following:

- This report relates to the children placed in residential children's homes within Nottinghamshire, some of whom are from neighbouring Authorities.
- Nottinghamshire school places were allocated to residential children wherever possible but best provisional care would be a consideration.
- Getting LAC with parents moved back in to their parents' care was encouraged when it was safe / suitable to do so.

### **RESOLVED 2014/006**

That the information about the number of looked after children and young people placed in externally managed residential children's homes be noted.

### **WORK PROGRAMME**

The updated work programme was considered by Members.

### **RESOLVED 2014/007**

That the Committee's work programme be noted.

### **FOSTER CARERS ITEMS**

Dawn Clements and Sarah Maiden, Foster Carers who were at the meeting had no concerns / issues at present.

The Sub-Committee emphasised the need for any concerns / issues to be reported to Officers when they arose rather than waiting to report them to a meeting.

The meeting closed at 15.28

**CHAIRMAN**



**9 June 2014****Agenda Item: 6****REPORT OF THE SERVICE DIRECTOR, EDUCATION STANDARDS AND  
INCLUSION****SUMMER TERM REPORT FOR THE VIRTUAL SCHOOL FOR LOOKED  
AFTER CHILDREN****Purpose of the Report**

1. To update the Corporate Parenting Sub-Committee on the virtual school for the summer term 2014.

**Information and Advice****Virtual School Senior Leadership Team and Virtual School Improvement Plan**

2. The senior leadership team (SLT) met on 30 January 2014 and reviewed progress on the 2013/14 virtual school improvement plan and self evaluation form (SEF). An updated data evaluation on key stage outcomes was shared at the meeting and it was agreed that the main messages in terms of strengths and weaknesses in provision and outcomes should be shared with all head teachers in the spring term head teacher briefings. The SLT also suggested changes to the new Personal Education Plan content, in particular to the sections relating to the attainment and progress of Looked- After Children (LAC).
3. SLT met on 20 May 2014 when the agenda covered the final annual report of the Virtual School, which comprised the final data evaluation, updated SEF and an evaluation of progress on the Virtual School improvement plan. The SLT also considered plans to roll out the monitoring of provision for Looked After Children on transition from year 6 to year 7 and across key stage 3.

**Virtual School Staff**

4. The number of statutory school aged young people at the time of writing was 624. Of these, 326 are Nottinghamshire LAC in Nottinghamshire schools; 26 are in reception, 142 are primary age and 158 are secondary age. 89 are Nottinghamshire LAC placed in Nottinghamshire but educated in other local authority schools with 4 of reception age, 35 primary and 50 secondary. A further 77 are Nottinghamshire LAC placed out of county and educated in other local authority schools, with 6 being of reception age, 30 of primary age and 41 secondary. In addition there are 132 LAC from other Local authorities

educated in Nottinghamshire schools, with 14 in reception, 54 primary and 64 secondary.

5. The two permanent Looked After Children Achievement Officers (AOs) and the temporary seconded AO continue to support schools, social workers, carers and the wider network for looked after children. Currently the permanent officers have a LAC caseload of 214 (Broxtowe/Gedling/Rushcliffe and Newark) and 228 (Mansfield/ Ashfield/Bassetlaw) children and young people. In addition, the seconded officer has a caseload of 27 LAC across the County and is also monitoring and challenging the provision made for 84 year 11 LAC in both in and out of county schools. As a result the Virtual School has increased the levels of support and challenge to schools where LAC are underperforming against national expectations. In addition AOs also support adopted children and their families, when parents seek support. At present the team is supporting 75 adopted children.
6. The officers continue to undertake training on the needs of looked after children alongside Designated Teachers from Nottinghamshire schools. They have attended training this year with Kate Cairns on the trauma and attachment needs of looked after children in educational settings alongside Designated Teachers from Nottinghamshire schools.
7. The co-ordinator of the virtual school has been on planned long term sick leave since April 2014 and her work is being covered by the Team Manager, AOs and the named Educational Psychologist who works two days a week for the virtual school.
8. The advert has been placed for the appointment of a permanent additional LAC Achievement Officer in the new structure and interviews will take place on 16 May 2014.

### **Termly Designated Teacher Training**

9. Designated Teachers have accessed training this year with Kate Cairns on the trauma and attachment needs of looked after children in educational settings, which has included sessions on Foetal Alcohol Spectrum Disorder, behaviour in the physical environment, understanding trauma, effective use of the pupil premium and self-harming behaviours. The final sessions are on 9, 10 and 11 June 2014. All events have been attended by 110 to 120 school delegates across the year and have been well received in all cases.
10. Training has also been provided for Designated Teachers new to post, delivered by the Virtual School Co-ordinator and the Team Manager. The last event was on 31 March 2014 and once again was well received. The session covers the role of the Designated Teacher, information on the Virtual School team and their role in support of LAC and schools, useful resources, an update on the attainment and progress of LAC from the latest data evaluation and effective use of the pupil premium.

11. A flyer has just been sent out to schools advertising the annual conference, which will take place on 18 June 2014.

### **Designated Teacher Memos**

12. These continue to be sent out regularly, minimally half termly. The Coordinator uses this method to communicate information, news and events to designated teachers across the County. Feedback from designated teachers and head teachers has been positive and encourages contact from all schools with the virtual school. Fronter continues to be a reference point for school staff and all resources are placed on this web site.

### **School Links**

13. Individual requests continue to be received for training from the virtual school on the needs of looked after children cross phase. The virtual school continues to offer bespoke training sessions to schools and FE colleges as a result.

### **Social Care Links**

14. The Team Manager for the Virtual School has agreed to attend a team meeting for social workers in the summer term 2014 to discuss the shared challenges of supporting Nottinghamshire LAC to achieve good progress and meet age-related expectations wherever they are placed and in all educational settings. This will include discussions on the completion of the new Personal Education Plans (PEPs), involvement of LAC AOs in PEP meetings for the children they are supporting, age-related expectations and what this means, the need to ensure that school changes are minimised and that as many LAC as possible access their learning in a good or outstanding Nottinghamshire school.

### **Floor Target Schools and schools not yet good**

15. The virtual school continues to monitor looked after children in below floor target schools.  
At present there are no LAC in schools which are were below the floor in 2013.
16. The latest data published by Ofsted on the proportion of Nottinghamshire schools which are good or outstanding indicates that on 31 August 2013, 65% of LAC were attending good or outstanding schools. 7.1% (35) LAC were attending a school that Ofsted had judged as inadequate. Of these, 12 are attending Wings (Nottinghamshire), which is subject to special measures. This data will be updated during the summer term to take account of the most recent Ofsted inspection data published in March 2014 for inspections up to the end of December 2013. Data will be published in June for inspections up to the end of March 2014.

### **Data**

17. The SIMS tracking system is now populated with looked after children and young people and has been trialled by two primary schools and one secondary school in the spring term 2014. The new system will be shared with all head teachers at the summer term head teacher briefings and guidance notes will be provided for school data managers. The system will be used by all schools for their summer term progress data returns. This will enable the Virtual School to collate and report on LAC progress in year for all LAC in Nottinghamshire schools. The system then needs to be rolled out to out of county schools and other educational settings.
18. Collections continue to be monitored by the LA to support 100% return.

### **LAC Strategy Performance Measures**

19. The updated evaluation of attainment and progress for looked after children at the end of key stages 1, 2 and 4 is attached as **Appendix 1** and a short presentation on the key themes will be made at the Sub-Committee meeting. The achievement and progress of Nottinghamshire looked after children is good overall at key stage 1 in reading, writing and mathematics and compares favourably with national outcomes for looked after children. It is also good at the end of key stage 2 in English and mathematics at level four and above and once again compares favourably with national outcomes. The achievement of Nottinghamshire looked after children at the end of key stage 4 is good in terms of the proportion achieving five or more A\* to C grade GCSEs. However the attainment of Nottinghamshire looked after children at five A – C grade GCSEs including English and mathematics is an area for improvement.

### **Achievement Event**

20. The 2014 Achievement event will take place at the Albert Hall, Nottingham, on Saturday 19 July. There have been 87 nominations to date for LAC from reception age to year 11. The awards are for a range of achievements such as good transition, good attendance, good progress, hard work, participation in extra-curricular activities and booster classes.

### **Pupil Premium**

21. This has now been distributed to all schools in and out of the local authority. The Co-ordinator will write out to all schools in six months time to establish the impact of the payments on looked after children's educational attainment. This will be reported to the Committee during the Spring term 2015 when this information has been analysed.

### **Projects - Letterbox Club 2014**

22. The Nottinghamshire Library Service and the Virtual School subscribe to Booktrust's Letterbox Club. The Letterbox Club aims to provide enjoyable

educational support for looked-after children. Children who are currently in school years 3, 5 or 7 will receive personalised parcels, direct to their address. The parcels contain books, number games and stationery items to use and keep, including:

- story books by authors such as Jacqueline Wilson, Roald Dahl, and Michael Rosen
- non-fiction books looking at a wide range of subjects
- stationery items, to encourage writing and drawing, such as age appropriate pens and pencils, scissors, stickers and note pads.

23. LAC will start to receive parcels towards the end of May 2014 and then once every month for a further five months, with the last parcel arriving in October 2014. The parcels will be brightly coloured and so easily identifiable. If the child's placement changes during this time parcels will be sent to their new address until the end of the programme.

### **Personal Education Plan**

24. The new paperwork is now with the new looked after children social work team and any completed PEPs are being forwarded to the Co-ordinator for quality assurance purposes. The updated and improved PEP documentation is being used in PEP reviews for all Looked After Children of school age. The Children in Care Council has been consulted on the child/young person input section which is now available in booklet form. These are being used to consult LAC on their views to inform the PEP review.

### **Good News**

25. The multi-modality project, reported in the spring term 2014 report to the Sub-Committee, is having a significant impact in terms of improving children's interest in and enthusiasm for reading.
26. There is an increasing number of LAC taking part in performing arts sessions through the eleventh session workshops and youth programmes delivered in the old library in Mansfield outside of school hours. This culminated in their participation in a show performed over two nights at the Palace Theatre in Mansfield.

### **Other Options Considered**

27. This report is for noting only.

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

28. This report is for noting only.

## **Statutory and Policy Implications**

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

## **RECOMMENDATION/S**

- 1) That the update on the virtual school for the summer term 2014 be noted.

**John Slater**

**Service Director, Education Standards and Inclusion**

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

Linda Foster

Team Manager of the Virtual School

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## **Constitutional Comments**

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

## **Financial Comments (KLA 21/05/14)**

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

## **Background Papers and Published Documents**

None.

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

All.

C0430

**Evaluation of end of key stage outcomes 2013**

The LAC outcomes are based on the provisional outcomes for Nottinghamshire looked after children

**Year 2 end of KS1- 30 pupils**

**The proportion of Nottinghamshire LAC achieving at least level 2 (Age-related expectation – ARE) in reading**

- The proportion of Nottinghamshire LAC achieving at least level 2 in reading is 77% and is above both LAC across the East Midlands (70%) and nationally (69%). Attainment of Notts. LAC is 8% better than national LAC.
- The proportion of all children in Nottinghamshire achieving at least level 2 in reading 88%
- The proportion of all children nationally achieving at least level 2 in reading is 89%.
- The gap between all Nottinghamshire children and Nottinghamshire LAC is 11% on this measure, compared with a national gap of 20%
- In comparison with 2012 the gap is slightly wider (3% - 1 child) whilst nationally the gap remains the same.
- The average point score for Nottinghamshire LAC in reading is 13.6 compared with an average point score of 13.4 nationally.

Attainment of Nottinghamshire LAC overall based on points score and the threshold measure remains good

**The proportion of Nottinghamshire LAC achieving at least level 2 (Age-related expectation – ARE) in writing**

- The proportion of Nottinghamshire LAC achieving at least level 2 in writing is 70% and is above both LAC across the East Midlands (64%) and nationally (61%). Attainment of Notts LAC is 9% better than national LAC
- The proportion of all children in Nottinghamshire achieving at least level 2 in writing is 84%,
- The proportion of all children nationally achieving at least level 2 being 85%
- The gap between all children in Notts and Nottinghamshire LAC is 14% on this measure, compared with a national gap of 24%
- In comparison with 2012 the gap has reduced (3% - 1 child) whilst nationally the gap has reduced by 2%
- The average point score for Nottinghamshire LAC in writing is 11.9 compared with an average point score of 12.0 nationally.

Attainment of Nottinghamshire LAC overall based on points score and the threshold measure remains good

**The proportion of Nottinghamshire LAC achieving at least level 2 (Age-related expectation – ARE) in mathematics**

- The proportion of Nottinghamshire LAC achieving at least level 2 in maths is 73% and is above both LAC across the East Midlands (70%) and nationally (71%). Attainment of Notts LAC is 2% better than national LAC
- The proportion of all children in Nottinghamshire achieving at least level 2 is 91%
- The proportion of all children nationally achieving at least level 2 in maths is 91%
- The gap between all Notts children and Nottinghamshire LAC is 18% on this measure, compared with a national gap of 20%

- In comparison with 2012 the gap has widened (6% - 2 children) whilst nationally the gap remains the same
- The average point score for Nottinghamshire LAC in maths is 13.1 compared with an average point score of 13.3 nationally.

Attainment of Nottinghamshire LAC overall based on points score and the threshold measure remains good

### **Year 6 end of KS2**

**There are 23 pupils in the cohort of which, 18 have special educational needs (6 at SA, 6 SA+ and 6 with a statement of special education needs). Each child equates to almost 5% of the cohort.**

### **The proportion of all Nottinghamshire LAC achieving at least level 4 (Age-related expectation – ARE) in reading**

**There is no direct comparison with previous year's data as reading was not measured separately in previous years**

- The proportion of all Nottinghamshire LAC achieving at least level 4 or above in reading is 48%, which is below EM LAC (58%) and LAC nationally (63%). The difference between the proportions of children reaching the threshold measure in comparison with the proportion nationally equates to 3 children.
- The proportion of all children in Nottinghamshire achieving at least level 4 is 86%
- Nationally and across the EM all children achieving at least level 4 or above in reading 86%
- The gap between all children in Notts. and Nottinghamshire LAC is 38% on this measure compared with a national gap of 23%
- The trend of attainment rose from 50% in 2010 to 64% in 2012 with a dip in 2013 to 48%

### **The proportion of all LAC in Notts schools making two levels progress (expected progress) in reading in a cohort of 43 pupils where each child equates to 2.5%:**

- The proportion of LAC in Nottinghamshire schools making two or more levels progress from key stage one to two in reading is 88.9% (38 pupils) and is above national LAC at 77.6%.
- The proportion of LAC in Nottinghamshire schools making three or more levels progress (above expected) from key stage one to two in reading is 51.2% (22 pupils) and is above national LAC at 33.3%
- The proportion of LAC in Nottinghamshire schools making four or more levels progress (above expected) from key stage one to two in reading is 11.6% (5 pupils)

**Achievement and progress of Nottinghamshire' LAC on this measure is good.** However, we need to accelerate the progress of Nottinghamshire LAC in all settings still further in order to ensure that more LAC reach age related expectations at the end of key stage 2.

### **The proportion of all Nottinghamshire LAC achieving at least level 4 (Age-related expectation – ARE) in writing (teacher assessment)**

**There is no direct comparison with previous year's data as writing was not measured separately in previous years.**

- The proportion of all Nottinghamshire LAC achieving at least level 4 in writing is 39%. The performance of Nottinghamshire LAC is below both LAC across the East

Midlands (52%) and nationally (55%). The difference between the proportion of children reaching the threshold measure in comparison with the proportion nationally equates to 3 children.

- The proportion of all children in Nottinghamshire achieving at least level 4 in writing is 84% which is above EM and national (83%)
- The gap between all Nottinghamshire children and Nottinghamshire LAC is 45% on this measure with a national gap of 28%
- The trend of attainment over two years has fallen

**The proportion of all LAC in Notts schools making two levels progress (expected progress) in writing:**

- The proportion of LAC in Nottinghamshire schools making two or more levels progress (expected progress) from key stage one to two in writing is 88.4% (38 pupils) and is above national LAC at 81.4%
- The proportion of LAC in Nottinghamshire schools making three or more levels progress (above expected progress) from key stage one to two in writing is 39.5% (17 pupils) and is above national LAC at 26.9%
- The proportion of LAC in Nottinghamshire schools making four or more levels progress (above expected progress) from key stage one to two in reading is 2.3% (1 pupil)

**Achievement and progress of Notts LAC on this measure is good.** However, we need to accelerate the progress of Nottinghamshire LAC in all settings in order to ensure that more LAC reach age related expectations at the end of key stage 2.

**The proportion of all Nottinghamshire LAC achieving at least level 4 (Age-related expectation – ARE) in mathematics**

- The proportion of all Nottinghamshire LAC achieving at least level 4 in maths 52% and is below both LAC across the East Midlands (56%) and below national (59%). The difference between the proportion of children reaching the threshold measure in comparison with the proportion nationally equates to 1 child.
- The proportion of all children in Nottinghamshire achieving at least level 4 in maths is 86% and is above all children in the EM (86%) and all children nationally 85%
- The gap between all Nottinghamshire children and Nottinghamshire LAC is 34% on this measure, compared with a national gap of 26%
- The gap has widened in comparison with 2012 by 4% (1 child)
- The trend of attainment has risen by 2% in comparison with 2012

**The proportion of all LAC in Notts schools making two levels progress (expected progress) in mathematics:**

- The proportion of LAC in Nottinghamshire schools making two or more levels progress (expected progress) from key stage one to two in maths is 76.7% (33 pupils) and is above national LAC at 74.6%
- The proportion of LAC in Nottinghamshire schools making three or more levels progress (above expected progress) from key stage one to two in maths is 32.6% (14 pupils) and is above national LAC at 23.9%
- The proportion of LAC in Nottinghamshire schools making four or more levels progress (above expected progress) from key stage one to two in reading is 2.3% (1 pupil)

**Achievement and progress of Notts LAC is good.** Nevertheless, we are still working in partnership with schools to accelerate the progress of Nottinghamshire LAC in all settings in

order to ensure that more LAC continue to reach at least age related expectations (ARE) at the end of key stage 2.

#### **Year 11 end of KS4**

**There are 56 pupils in the cohort (SFR) of which 42 have special educational needs (5 at SA, 23 SA+ and 14 with a statement of special education needs). Each child equates to 2% of the cohort.**

#### **The proportion of all Nottinghamshire LAC achieving at least 5 or more A\*-C including English and maths (age-related expectation)**

- The proportion of all Nottinghamshire LAC achieving at least 5 or more A\*-C including English and maths is 13% in comparison to East Midlands 13.3% and nationally 16.1%. The difference between the proportions of children reaching the threshold measure in comparison with the proportion nationally equates to 2 children.
- All children in Nottinghamshire achieving least 5 or more A\*-C including English and maths is 62.8% and all children in the EM and nationally achieving 5 or more A\*-C including English and maths is 59.4/59.4%
- The gap between Notts LAC and all Notts children on this measure is 50.3% compared with the national gap of 43.3% (a difference of 3 children). This is partly due to the fact that Notts children perform better than national on this measure
- The gap between Notts LAC and national LAC 3.6% (3 pupils)

The outcomes for Notts LAC have risen by 2.7% in comparison with 2012 and the gap between Notts LAC and National LAC has narrowed slightly to 3.6% (2012 gap 5.7%).

#### **The proportion of all Nottinghamshire LAC achieving at least 5 or more A\*-C (or equivalent qualifications) including English and Mathematics**

- The proportion of all Nottinghamshire LAC achieving at least 5 or more A\*-C including (or equivalent qualifications) English and maths is 12.5% in comparison to East Midlands 13% and nationally 15.3%. The difference between the proportions of children reaching the threshold measure in comparison with the proportion nationally equates to 1 child.
- 62.4% of all children in Notts achieved this measure compared with 58.7% of East Midlands children and 58.6% of all children nationally achieved this measure
- The gap between Notts LAC and all Notts children on this measure is 49.9% and between Notts LAC and national LAC 2.8%
- The gap between Notts LAC and national LAC on this measure has narrowed (2012 gap 5.2%)
- The trend of attainment is variable and attainment on this measure requires improvement

#### **The proportion of all Nottinghamshire LAC achieving at least 5 or more A\*-C (or equivalent qualifications)**

- The proportion of Nottinghamshire LAC achieving at least 5 or more A\*-C is 42.9%. The performance of Nottinghamshire LAC is above both LAC across the East Midlands (36.4%) and nationally (36.6%). The difference between the proportions of Notts LAC reaching the threshold measure in comparison with the proportion nationally equates to an additional 4 children achieving this threshold.

- The proportion of all children in Nottinghamshire achieving at least 5 A\*-C or more is 87.9%, which is 6.8% above the national average for all children (81%) it is 5.6% above all children in the EM on this measure.
- The gap between all Notts children and LAC in Nottinghamshire is 45% on this measure, compared with a national gap of 44.5% between national LAC and all children nationally
- The trend of attainment of Notts LAC on this measure remains broadly in line with outcomes in 2012 which were a significant improvement on outcomes across 2009 – 2011
- This is a significant achievement on the part of the schools involved. They are aware that in order to improve still further they must increase the number of children reaching grade C or above in English and maths. The Virtual school has put additional resource into providing support and challenge at school level for them to use pupil premium and year 7 catch up funding effectively to begin to address this. In addition, the Virtual School has updated the Personal Education Plan format (PEP), to ensure that there is an attainment and progress focus in all PEP meetings with schools, carers and LAC

### **Achievement and progress of Nottinghamshire LAC on this measure is good**

#### **Progress of all LAC in Nottinghamshire schools making 3 levels progress (expected progress) in English and maths (cohort 58 pupils with matched data)**

- The proportion of pupils making **three levels of progress in English** is 26% (15 pupils) compared with 36% of LAC nationally and 70% of non-LAC pupils in Notts and nationally. The gap between Notts LAC and national LAC is 10% (5 pupils)
- 16 of the 58 pupils have no special educational needs. Of these, a similar proportion make expected progress to that seen nationally from level 3 on entry in English, but fewer make above expected progress. From level 5 on entry, 100% make expected progress (1 pupil). From level 4 on entry, 4 of 11 pupils made 3 levels progress. There is a need to ensure that more pupils reach grade C rather than grade D in English. 1 more pupil would bring Notts outcomes in line with national. The Virtual School is working closely with schools to ensure that they are using pupil premium to accelerate progress so that more make above expected progress.
- 3 of 8 pupils with special educational needs at school action made expected progress from level 3 on entry. Due to low numbers involved, 1 more child making 3 levels progress would bring Notts outcomes in line with national
- 5 of 20 pupils with special educational needs at school action plus made expected progress from level 4 on entry. 3 more children making 3 levels progress would bring Notts outcomes in line with national.
- Of the 14 pupils with a statement of special educational needs, none made 3 levels progress. To be in line with national 2 pupils needed to have achieved this
- The proportion of pupils making **four levels of progress in English** is 3% (2 pupils) compared with 11% of LAC nationally. The gap between Notts LAC and national LAC is 8% (4 pupils)
- The proportion of pupils making **three levels of progress in Maths** is 21% compared with 32% of LAC nationally and 68% of non-LAC in Notts and 78% of non-LAC nationally. The gap between Notts LAC and national LAC is 11% (6 pupils).
- 16 of the 58 pupils have no special educational needs. Of these, a smaller proportion make expected progress to that seen nationally from level 3 on entry in maths and fewer make above expected progress. From level 5 on entry, 1 of 3 pupils made expected progress. From level 4 on entry, 4 of 11 pupils made 3 levels progress. There is a need to ensure that more pupils reach grade C rather than grade D in maths. 3 more pupils would bring Notts outcomes in line with national. The Virtual

School is working closely with schools to ensure that they are using pupil premium to accelerate progress so that more make above expected progress.

- 1 of 8 pupils with special educational needs at school action made expected progress from level 3 on entry. Due to low numbers involved, 2 more children making 3 levels progress would bring Notts outcomes in line with national
- 5 of 20 pupils with special educational needs at school action plus made expected progress from level 4 on entry. 2 more children making 3 levels progress would bring Notts outcomes in line with national.
- Of the 14 pupils with a statement of special educational needs, one made 3 levels progress. To be in line with national 2 pupils needed to have achieved this
- The proportion of pupils making **four levels of progress in maths** is 5% (3 pupils) compared with 10% of LAC nationally. The gap between Notts LAC and national LAC is 5% (3 pupils)
- This indicates that LAC make less progress from their starting points than non-LAC children in Notts and nationally, although progress is broadly in line with national for LAC and is reported as such in the LA's RAISE on Line
- The virtual school improvement plan therefore has a significant focus on working with schools to accelerate the progress of LAC across all year groups so that an increasing proportion of LAC reach age related expectations by the end of key stage 4.

#### **A\* - G in English**

- The proportion of all LAC in Notts schools with A\* - G in English is 74.6% compared with 97% non-LAC in Notts schools

#### **A\* - G in Maths**

- The proportion of all LAC in Notts schools with A\* - G in Maths is 74.6% compared with 97.1% non-LAC in Notts schools

#### **A\* - G in English and Maths combined**

- The proportion of all LAC in Notts schools with A\* - G in English and Maths combined is 69.8% compared with 96% non-LAC in Notts schools
- The gap between LAC in Notts schools and non-LAC in Notts schools on this measure is 26.2%

Once again this indicates that the challenge for the Virtual School and for all settings with LAC in key stage 4 is to ensure that the pupils are accessing a curriculum that enables them to achieve a GCSE in English and maths at GCSE grade C or above.

Attainment and progress of Nottinghamshire's Looked –After Children requires improvement on 5A\*-C including English and maths. The Virtual School is therefore working in partnership with schools to accelerate the progress of Nottinghamshire LAC in all settings in order to ensure that more LAC reach at least age related expectations (ARE) at the end of key stage 4.

#### **Value added data**

The impact of the virtual school is evidenced in the very recent value added data which has just been released in the local authorities RAISE online for 2013. This indicates that:

- there is a rising trend in value added for LAC at the end of key stage 2 between 2011 and 2013.

- The value added to LAC attainment, from their baseline on entry to Notts. schools, has improved from below the national average in 2011 (98.9 Notts/ 99.8 national) and in 2012 (98.1 Notts/ 99.6 national) to above the national average in 2013 (100.7 Notts/ 99.8 national), where nationally LAC are below average.
- in mathematics in 2013, value added for Notts LAC is above national (105.5 Notts/ 99.8 national)
- in reading value added for Notts LAC is above national (101.5 Notts/ 100.0 national)
- in writing value added for Notts LAC is above national (100.4 Notts/ 99.8 national).

This indicates that the work of the Nottinghamshire virtual school in partnership with Nottinghamshire schools is having a positive impact on outcomes for Nottinghamshire's looked after children

**At key stage 4, the trend in value added 2011 to 2013 for Notts. LAC is stable and in line with value added nationally**

- 2011: 948.9 Notts. LAC, 944.5 national LAC;
- 2012: 948.6 Notts. LAC, 951.6 national LAC;
- 2013: 928.6 Notts .LAC, 949.6 national LAC.

This indicates that the value added for LAC both in Nottinghamshire and nationally is below the national value added for all pupils. The virtual school therefore continues to have a focus on improving progress and attainment overall at key stage 4 and on improving the number of Notts. LAC who reach the age related expectation of 5 A\*-C including English and maths.

## **Looked After Children (Notts and other authority LAC) Boy Girl Analysis in Nottinghamshire Schools March 2014**

### **Key stage 1 cohort 39 – 20 boys and 19 girls**

#### **The proportion of all LAC in Notts schools achieving at least level 2 in reading**

- The proportion of LAC boys in Notts schools achieving at least level 2 in reading is below the proportion of non-LAC boys in Notts schools and all pupils in Notts schools (60%/85.7%/85.6% 5/20 more boys needed to have achieved ARE in order close the gap between LAC and non LAC)

- The proportion of LAC girls in Notts schools achieving at least level 2 in reading is below the proportion of non-LAC girls in Notts schools and all pupils in Notts schools (84.2%/91.6%/91.6% 1/19 more girl needed to have achieved ARE in order close the gap between LAC and non LAC)

#### **The proportion of all LAC in Notts schools achieving at least level 2 in writing**

- The proportion of LAC boys in Notts schools achieving at least level 2 in writing is below the proportion of non-LAC boys in Notts schools and all pupils in Notts schools (60%/80.1%/80% 4/20 more boys needed to have achieved ARE in order close the gap between LAC and non LAC)
- The proportion of LAC girls in Notts schools achieving at least level 2 in writing is below the proportion of non-LAC girls in Notts schools and all pupils in Notts schools (73.7%/89.3%/89.3% 3/19 more girls needed to have achieved ARE in order close the gap between LAC and non LAC)

#### **The proportion of all LAC in Notts schools achieving at least level 2 in mathematics**

- The proportion of LAC boys in Notts schools achieving at least level 2 in mathematics is below the proportion of non-LAC boys in Notts schools and all pupils in Notts schools (65%/90.4%/90.3% 5/19 more boys needed to have achieved ARE in order close the gap between LAC and non LAC)
- The proportion of LAC girls in Notts schools achieving at least level 2 in mathematics is below the proportion of non-LAC girls in Notts schools and all pupils in Notts schools (78.9%/92.8%/92.7% 1/19 more girl needed to have achieved ARE in order close the gap between LAC and non LAC)

**The biggest issue that needs to be addressed in order to close the gap with ARE for LAC by the end of key stage 1 is to accelerate the progress of boys in reading and maths and of both boys and girls in writing. This needs to be a focus for all schools with LAC in current year 3**

**The proportion of all LAC in Notts schools achieving at least level 4 in reading  
There is no direct comparison with previous year's data as reading was not measured separately in previous years**

#### **Key stage two cohort 36 – 19 boys and 17 girls**

- The proportion of LAC boys in Notts schools achieving at least level 4 in reading is below the proportion of non-LAC boys in Notts schools and all pupils in Notts schools (63.2%/84.6%/84.5% - 4/19 more boys needed to have achieved ARE in order close the gap between LAC and non LAC)
- The proportion of LAC girls in Notts schools achieving at least level 4 in reading is below the proportion of non-LAC girls in Notts schools and all pupils in Notts schools (70.6%/88.5%/88.4% - 3/17 more girls needed to have achieved ARE in order close the gap between LAC and non LAC)

#### **The proportion of all LAC in Notts schools making two levels progress in reading:**

- The proportion of LAC boys in Notts schools making two levels progress in reading is below the proportion of non-LAC boys in Notts schools and all pupils in Notts schools (79%/88.7%/88.6%)

- The proportion of LAC girls in Notts schools making two levels progress in reading is above the proportion of non-LAC girls in Notts schools and all pupils in Notts schools (100%/88.4%/88.5%)

**This indicates that looked after children need to make more than expected progress across key stage two in order to increase the proportions making ARE.**

**The proportion of all LAC in Notts schools achieving at least level 4 in writing (teacher assessment)**

**There is no direct comparison with previous year's data as writing was not measured separately in previous years.**

- The proportion of LAC boys in Notts schools achieving at least level 4 in writing is below the proportion of non-LAC boys in Notts schools and all pupils in Notts schools (26.3%/79.4%/79.1% - 10/19 more boys needed to have achieved ARE in order close the gap between LAC and non LAC)
- The proportion of LAC girls in Notts schools achieving at least level 4 in writing is below the proportion of non-LAC girls in Notts schools and all pupils in Notts schools (52.9%/89.7%/89.5% - 6/17 more girls needed to have achieved ARE in order close the gap between LAC and non LAC)

**The proportion of All LAC in Notts schools making two levels progress in writing:**

- The proportion of LAC boys in Notts schools making two levels progress in writing is below the proportion of non-LAC boys in Notts schools and all pupils in Notts schools (84.2%/90.5%/90.5%)
- The proportion of LAC girls in Notts schools making two levels progress in writing is above the proportion of non-LAC girls in Notts schools and all pupils in Notts schools (100%/93.5%/93.6%)

**This indicates that looked after children need to make more than expected progress across key stage two in order to increase the proportions making ARE.**

**The proportion of All LAC in Notts schools achieving at least level 4 in mathematics**

- The proportion of LAC boys in Notts schools achieving at least level 4 in mathematics is below the proportion of non-LAC boys in Notts schools and all pupils in Notts schools (52.6%/85.8%/85.6% - 7 /19 more boys needed to have achieved ARE in order close the gap between LAC and non LAC)
- The proportion of LAC girls in Notts schools achieving at least level 4 in mathematics is below the proportion of non-LAC girls in Notts schools and all pupils in Notts schools (58.8%/86.4%/86.3% - 5/17 more girls needed to have achieved ARE in order close the gap between LAC and non LAC)

**The proportion of All LAC in Notts schools making two levels progress in mathematics:**

- The proportion of LAC boys in Notts schools making two levels progress in mathematics is below the proportion of non-LAC boys in Notts schools and all pupils in Notts schools (57.9%/89.6%/89.4%)
- The proportion of LAC girls in Notts schools making two levels progress in mathematics is in line with non-LAC girls in Notts schools and all pupils in Notts schools (88.2%/89.4%/89.4%)

**This indicates that looked after boys need to make at least expected progress across key stage two and girls need to make accelerated progress in order to increase the proportions making ARE**

**The proportion of all LAC in Notts Schools achieving at least level 4 in reading writing and mathematics**

- The proportion of LAC boys in Notts schools achieving at least level 4 in reading, writing and mathematics is below the proportion of non-LAC boys in Notts schools and all pupils in Notts schools (26.3%/72.9%/72.6% - 9/19 more boys needed to have achieved age related expectations (ARE) in order close the gap between LAC and non LAC)
- The proportion of LAC girls in Notts schools achieving at least level 4 in reading, writing and mathematics is below the proportion of non-LAC girls in Notts schools and all pupils in Notts schools (41.2%/80.9%/80.7% - 7/17 more girls needed to have achieved ARE in order close the gap between LAC and non LAC)

**The proportion of Notts LAC in Notts schools making two levels progress in reading, writing and maths:**

- The proportion of LAC boys in Notts schools making two levels progress in reading, writing and maths is below the proportion of non-LAC boys in Notts schools and all pupils in Notts schools (52.6%/77.6%/77.5%)
- The proportion of LAC girls in Notts schools making two levels progress in reading, writing and maths is above non-LAC girls in Notts schools and all pupils in Notts schools (88.2%/79.8%/79.9%)

**The biggest issue that needs to be addressed in order to close the gap with ARE for LAC by the end of key stage 2 is to accelerate the progress of all LAC with a particular focus on boys in reading, writing and maths and of girls in maths. This needs to be a focus for all schools with LAC in current year 7 for catch up funding.**

**All primary schools need to accelerate progress in each of years 3 to 6 for all LAC in all subjects to increase the proportions of children meeting age related expectations (ARE).**

**The proportion of all LAC in Notts schools achieving at least 5 or more A\*-C including English and maths**

**Key stage four cohort 63 – 38 boys and 25 girls (2012 cohort 41)**

- The proportion of LAC boys in Notts schools achieving at least 5 or more A\*-C including English and maths is below the proportion of non-LAC boys in Notts schools

and all pupils in Notts schools (10.5%/45.1%/48.8% - 17/38 more boys needed to have achieved ARE in order close the gap between LAC and non LAC)

- The proportion of LAC girls in Notts schools achieving at least 5\*-C including English and maths is below non-LAC girls in Notts schools and all pupils in Notts schools (4%/59.6%/59.1% 15/25 more girls needed to have achieved ARE in order close the gap between LAC and non LAC)

#### **The proportion of all LAC in Notts schools achieving at least 5 or more A\*-C (or equivalent qualifications) including English and Mathematics**

- The proportion of LAC boys in Notts schools achieving at least 5 or more A\*-C including English and maths is below the proportion of non-LAC boys in Notts schools and all pupils in Notts schools (15.8%/56.9%/56.5% - 27/38 more boys needed to have achieved ARE in order close the gap between LAC and non LAC)
- The proportion of LAC girls in Notts schools achieving at least 5 or more A\*-C (or equivalent qualification) including English and Maths is below non-LAC girls in Notts schools and all pupils in Notts schools (8%/68.9%/68.5% 17/25 more girls needed to have achieved ARE in order close the gap between LAC and non LAC)

#### **The proportion of Notts LAC in Notts schools making three levels progress in English:**

- The proportion of LAC boys in Notts schools making three levels progress in English is below the proportion of non-LAC boys in Notts schools and all pupils in Notts schools (23.5/63.3/63)
- The proportion of LAC girls in Notts schools making three levels progress in English is above non-LAC girls in Notts schools and all pupils in Notts schools (29.2/77.6/77.3)

#### **The proportion of Notts LAC in Notts schools making three levels progress in Maths:**

- The proportion of LAC boys in Notts schools making three levels progress in Maths is below the proportion of non-LAC boys in Notts schools and all pupils in Notts schools (23.5/65.1/64.8)
- The proportion of LAC girls in Notts schools making three levels progress in Maths is above non-LAC girls in Notts schools and all pupils in Notts schools (16.7/72.2/71.9)

**This indicates that looked after boys need to make at least expected progress from key stage two to four and girls need to make accelerated progress in order to increase the proportions making ARE.**

#### **The proportion of all LAC in Notts schools achieving at least 5 or more A\*-C (or equivalent qualifications)**

- The proportion of LAC boys in Notts schools achieving at least 5 or more A\*-C or equivalent qualifications is below the proportion of non-LAC boys in Notts schools and all pupils in Notts schools (57.9%/86%/85.8% - 10/38 more boys needed to have achieved ARE in order close the gap between LAC and non LAC)
- The proportion of LAC girls in Notts schools achieving at least 5 or more A\*-C or equivalent qualification is below non-LAC girls in Notts schools and all pupils in Notts schools (40%/90.4%/90.1% 12/25 more girls needed to have achieved ARE in order close the gap between LAC and non LAC)

**In order to increase the proportions of LAC meeting ARE at the end of key stage 4 schools need to accelerate the progress of LAC in English and Maths in each of years 7 to 11 based on a thorough assessment of prior attainment on entry, continuous tracking and evaluation of progress on a termly basis in order to identify:**

- **Exactly when and why students fall behind their peers**
- **Identify learning gaps**
- **Plan and deliver appropriate interventions to bring progress back on track**
- **Make most effective use of year 7 catch up funding**
- **Make most effective use of the pupil premium**
- **Engage looked after children, carers and teachers in developing a pathway plan to post 16 starting in year 8 so that looked after children and their teachers and carers understand the importance of making up any gaps of learning as they emerge if they are to achieve their aspirations**

**9 June 2014****Agenda Item: 7****REPORT OF THE SERVICE DIRECTOR, CHILDREN'S SOCIAL CARE**  
**FOSTERING SERVICE: ANNUAL REPORT APRIL 2013- MARCH 2014****Purpose of the Report**

1. This report provides information on the activity and performance of the fostering service from April 2013 to March 2014.

**Information and Advice**

2. Nottinghamshire saw a rapid increase in the number of children in care during the period 2008 to 2012. The number of children in the authority's care rose from 455 to 875. This created a significant demand, in a relatively short period of time, for placements for these children. The authority's fostering service was unable to meet the demand and, as a result, the authority was required to seek placements from independent fostering or residential providers.
3. The average weekly cost of an independent fostering placement is £829. The average, weekly cost of an independent residential placement is £2,129. The average weekly cost of the authority's foster care provision is £414. Through the authority's Transformation Programme, work began in February 2013 to invest in the growth and development of the authority's fostering service. The authority has an ambitious savings target of £6.59m over the next three years (2014-17) and intends to achieve these savings by reducing reliance upon high cost independent fostering and residential provision. To do this, the authority needs to recruit 160 new foster carers over the next three years.
4. To support the growth and development of the authority's fostering service, the authority has invested in the fostering service with the expectation of making longer term savings. Thus, in 2013/14, an additional £42,500 was agreed to support the advertising and marketing function for the recruitment of new foster carers; two full time equivalent posts (temporary) were established in the Framework team to improve data recording/collection processes; an additional five full time equivalent social workers (permanent) were appointed within the fostering service to concentrate on the assessments of prospective foster carers and to bring about improvements in timescales from enquiry to approval; two additional full time equivalent family worker posts (temporary) were appointed to the fostering service to support existing foster carers in maintaining placement stability for the children in their care.

5. Supported by the transformation team, and colleagues within corporate communications, the fostering service's recruitment team has brought about significant changes to the way in which the authority seeks to attract people to foster for Nottinghamshire. In 2013/14, the web pages have been updated and refreshed; the hits on Google and Facebook have risen from 2,211 in October 2012 to 3,831 in October 2013; extended enquiry hours have been provided through a partnership with the authority's customer service centre; links have been developed with Nottinghamshire Police with a view to retiring police officers being recruited as foster carers and there has been a proactive campaign to encourage foster carers approved by the independent fostering sector, and caring for a Nottinghamshire child, to consider transferring to Nottinghamshire.
6. This changed advertising and marketing approach has resulted in positive outcomes. In 2013/14, 46 new foster households were approved compared with 32 in the previous business year - an increase of 40%. Whilst the number of enquiries was lower in 2013/14 than in 2012/13 (566 enquiries in 2013/14 compared with 578 in 2012/13), the conversion rate (enquiry to approval) was higher (8% in 2013/14 compared with 6% in 2012/13).
7. Whilst the recruitment activity was positive, the retention of foster carers was less positive in 2013/14 than in 2012/13. The authority lost 36 foster households in 2013/14 compared with a loss of 10 foster households in 2012/13. The reasons for people ceasing to foster were choosing to retire (due to reasons of age and/or health); a change in circumstance (relationship breakdown/ change in job and location) and for safeguarding reasons, that is, when the agency did not consider them to be suitable to continue to act as foster carers.
8. In addition to changed recruitment practice, in July 2013 the Government introduced amendments to the Fostering Services Regulations 2011. These amendments required fostering agencies to change the way in which prospective foster carers are assessed. The fostering service's assessment business processes had to be redesigned and, testament to the commitment of the fostering team managers to ensure a timely but safe implementation, a new assessment model was introduced with effect from 1 January 2014.
9. The fostering service has strengthened its support strategy to foster carers and birth children of foster carers. In 2013/14, the first, County-wide Sons and Daughters event took place and a further event is planned in October 2014. Under the leadership of the recruitment team manager, a Sons and Daughters' council has been established and the inaugural meeting of this council will take place in August 2014. The contribution of the foster carers' birth children, to the outcomes for a fostered child, has long been appreciated and recognised.
10. The fostering service has a good reputation in respect of the support it provides to its foster carers. In 2013/14, the support strategy has been further enhanced by increasing the level of foster carer engagement and participation

in service developments. Foster carers have been involved in recruitment activity, media interviews, the development of the web pages and a group of foster carers has attended consultation forums regarding activity within the transformation programme. A new initiative was introduced in January 2014 whereby foster carers and supervising social workers meet, three times a year, for joint team meetings within their locality. This initiative has been extremely well received by the foster carer community - 40 foster carers attended the first Bassetlaw meeting in April. The fostering service intends to continue to support its foster carers, in their professional development and professional identity, through a varied programme of learning, training and developmental opportunities.

11. There is a real feeling of energy within the foster carer community. This has been evidenced by staff, the fostering panel, the editorial group of the fostering magazine (Fostering in Nottinghamshire) and by colleagues in the transformation programme. This energy and commitment has been evidenced at the quarterly Countywide liaison meetings with the Service Director for Children's Social Care and has been noted by an external provider of advice and mediation services, The Fostering Network. It is considered that the foster carer community in Nottinghamshire feels proud of its achievements and feels a deep sense of commitment to children in the care of the authority. There is very much a "can do/will do" attitude throughout all of the service - foster carers, fostering staff and business support staff.
12. This commitment has also manifested itself in a changed approach to long term family finding for children in the care system. Under the leadership of the recruitment team manager a new home-finding process has been established. Some children, for example, may have a changed adoption plan or may be living in a residential placement. Through partnership working with the child's social worker, and the placements team, profiles of these children are featured on the online learning and information portal for foster carers (Fronter). This initiative is in its early stages but it is anticipated that, in identifying the children who are waiting for a family to existing foster families, connections and links will be made.
13. To support the home finding activity for these children, and in particular those children aged 11 years and over, the fostering service introduced a new fee paid fostering scheme in April 2014. This is called the 11+ scheme and initial indicators are positive that this will attract appropriately skilled and experienced people to foster an older child. The terms and conditions of the 11+ scheme are competitive with the independent foster sector and, as an outcome of the authority's investment in the fostering service, the playing field is beginning to become more level. The impact for the authority is increased internal fostering capacity at a lower unit cost than that provided by the independent sector. The impact for the looked after children population is increased placement choice local to communities of origin.
14. A proposal to reshape the fostering service is to be considered by the Divisional Leadership Team. The intention is to continue to expand the foster carer community across all localities and extend specialist fostering provision

within the service. The latter includes expanding the therapeutic fostering service (foster placements with therapy provided by therapists within the fostering team), expanding fostering provision for disabled children (by providing fee paid foster carers who can provide long term placements) and creating a specialist team for foster carers who are connected to the child they look after (family and friends).

### **Other Options Considered**

15. This report is for information only.

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

16. This report is for information only.

### **Statutory and Policy Implications**

17. This report has been compiled after consideration of implications in respect of crime and disorder, finance, human resources, human rights, the public sector equality duty, safeguarding of children and vulnerable adults, service users, sustainability and the environment and ways of working and where such implications are material they are described below. Consultation has not been undertaken as advice was not required.

### **Financial Implications**

18. There is a commitment, within Children's Social Care, to provide the fostering service budget with £196,000 to support achievement of its business objectives in 2014/15.

### **RECOMMENDATION/S**

- 1) That the information on the activity and performance of the fostering service from April 2013 to March 2014 be noted.

**Steve Edwards**  
**Service Director, Children's Social Care**

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### **Constitutional Comments**

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

**Financial Comments (KLA 21/05/14)**

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.

C0424



**9 June 2014****Agenda Item: 8****REPORT OF THE DESIGNATED NURSE FOR CHILDREN IN CARE AND  
ADOPTION****IMPROVING HEALTH OUTCOMES FOR CHILDREN AND YOUNG PEOPLE  
IN THE CARE OF THE LOCAL AUTHORITY****Purpose of the Report**

1. To inform the Sub-Committee on the role and purpose of the Children in Care and Adoption Health Team.

**Information and Advice**

2. There is clear evidence indicating that children and young people who enter the care system often have worse levels of health than their peers, which can in turn have long term impacts on their future health outcomes.
3. The Statutory Guidance on Promoting the Health and Well-Being of Looked After Children (DH/DCSF, 2009) aims to ensure that all looked after children and young people are physically, mentally, emotionally and sexually healthy, that they will not participate in risk taking behaviour and that they will enjoy healthy lifestyles.
4. In recognition of the identified health inequalities and in response to the statutory guidance health services have been commissioned across Nottinghamshire which work together to promote the health and wellbeing of children in care.
5. The Children in Care and Adoption Health team is a team of Clinical Nurse Specialists, Community Paediatricians and Designated Professionals, based in three locations across the County (Children's Centre City Hospital Campus, Nottingham; King's Mill Hospital, Mansfield; and The Hurst, Bassetlaw).
6. Their responsibility is to ensure that as a team we:
  - meet our statutory obligations
  - provide comprehensive health assessments for children when they enter care and through their journey in care

- work with children, young people, other health care professionals and Children's Social Care colleagues to ensure that identified health needs are met
  - work with children, young people and CAMHS Looked After colleagues to ensure that the emotional health needs of children in care are met
  - work with all partner agencies to promote positive health outcomes for children in care
  - as Designated Professionals, ensure that the health needs of children in care are raised and recognised in all appropriate forums across the health and social care communities.
7. The service works closely with safeguarding colleagues in health and social care to safeguard children and young people in care and to work with and take forward recommendations from Serious Case Reviews.

### **Key areas of work:**

### **Key performance indicators**

8. The service is performance monitored against a number of key performance indicators as follows:
- initial health assessments completed within statutory timescales
  - review health assessments completed
  - registration with a dentist
  - registration with a GP
  - immunisation data
  - the voice of the child is recognised.

### **Partnership working**

9. LAC Strategy – the Designated Nurse for Children in Care and Adoption is actively involved in the LAC Strategy meetings and the development of the improving health targets. We are currently working on the young person's information about the health assessments/ team leaflet and we are working hard to raise the profile of the health needs of children in care with all health partners.
10. Information sharing of placement notifications – we are able to report to the sub-committee that, through an information sharing agreement, information on placement notifications - admissions/ discharges and demographic changes - is now in place between health and social care. This ensures that key information is shared with health partners about key placement information pertaining to children in care.
11. Co-location with the Children in Care social care teams at Ollerton – the children in care health team is co-locating on a regular basis with the children in care teams based at Ollerton. We have nurses who spend some time with the court team, the permanence team and with the looked after team. This improves communication pathways between the teams and individual

practitioners and ensures key information about our children and young people in care is shared appropriately and in a timely manner. We anticipate all the nurses to be working with mobile laptops very soon which would be able to provide remote access to health systems.

12. Children and Young People Missing from Care – we now routinely receive notifications regarding children who go missing from care which is shared with the children in care nurses and with health visitors/ school nurses. Our aim is to be able to provide appropriate health advice (sexual health / keeping yourself safe) for children and young people at risk.
13. Children in Care Council – we have an identified children in care nurse within the team who has taken the lead for linking with the Children in Care Council. We aim to attend the meeting to discuss with the children and young people any leaflets we are developing - young persons/ care leavers and any other health issues as appropriate.
14. Safeguarding children in care – as a team we are closely linked to our safeguarding colleagues in health and attend all the relevant forums. Recognising that children in care continue to need to be safeguarded and that concerns are recognised and responded to by the team is clearly embedded in how we work.
15. Foster carer and pre/ post adoption parents training – we regularly provide health input to the local authority foster carer training.
16. Adoption panel – the medical advisors for adoption attend the panels.
17. CAMHS Looked After team – we work closely with the CAMHS Looked After team on individual cases and through regular joint meetings / consultations and information sharing. We have recently launched a Communities of Interest group through Notts Healthcare Trust with a focus on children in care and have had two very successful events this last year.
18. Strengths and Difficulties Questionnaire (SDQ) – in partnership with CAMHS LAC, the Children's Service Manager with responsibility for LAC and our partners in the CAMHS Looked After team, we have worked to develop a pathway for the SDQ which helps inform the health assessments and identifies to CAMHS LAC children who have emotional health issues of concern.

### **Going forward - opportunities and challenges**

19. Electronic transfer of paperwork between social care and health teams to promote more efficient and effective joint working – we are currently working on the establishment of an electronic pathway between organisations which should ensure that paperwork is shared across the organisations in a more timely manner, is secure and ensures information is shared between professionals regarding the children and young people's health more effectively.

20. Sharing of health data between health and social care - we are working towards the sharing of health data regarding the Initial Health Assessments (IHAs) / Review Health Assessments (RHAs)/ GP registration and immunisation status of children and young people in the care of the Local Authority, via secure systems. This will be cross matched with social care health data and should ensure systems have up to date and accurate health information.
21. Taking forward the Communities of Interest Group to engage with children and young people in care - we are aiming to hold our third event this autumn for the Communities of Interest Group with a focus on engaging with children and young people in care.
22. Strengthening our relationship with the Children in Care Council – the team now has a named lead for involvement and we aim to bring to the council any key health issues we might value consultation with the children and young people on.
23. To further embed the voice of the child into the way we work - we regularly ask children and young people at their health assessment about how they are feeling about themselves, where they are living and their carers and aim this year to ensure this is firmly embedded in how we work with young people. We are asking for and analysing feedback about the service from the users' questionnaire. This information is now routinely included in the child's health assessment recommendations and actions plan.
24. Reporting on our key performance indicators (KPIs) – we are working on developing our KPI reporting so that it brings added value to the commissioners – looking at trends/ voice of the child – and this will be reported to the Children's Safeguarding Board through the Designated Nurse for Safeguarding.
25. Ensuring an annual report is developed and shared.

### **Other Options Considered**

26. The report is for noting only.

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

27. The report is for noting only.

### **Statutory and Policy Implications**

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

## **RECOMMENDATION/S**

- 1) That the role and purpose of the Children in Care and Adoption Health Team be noted.

**Sharon Thompson**  
**Designated Nurse for Children in Care and Adoption**

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

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### **Constitutional Comments**

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

### **Financial Comments (KLA 21/05/14)**

30. There are no financial implications arising directly from the report.

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

Statutory Guidance on Promoting the Health and Well-Being of Looked After Children (DH/DCSF, 2009)

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

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

All.

C0425



**9 June 2014****Agenda Item: 9****REPORT OF SERVICE DIRECTOR, CHILDREN'S SOCIAL CARE****COUNTY CAMHS LOOKED AFTER AND ADOPTION TEAM - SERVICE  
PROVISION AND DEVELOPMENTS 2013/14****Purpose of the Report**

1. To provide an update on the work and service developments of the County CAMHS Looked After and Adoption team.

**Information and Advice****Introduction**

2. The County CAMHS Children Looked After & Adoption team was established in 2001, restructured in 2007, and has developed into the service currently offered. The Child and Adolescent Mental Health Service (CAMHS) provides a service for children aged 0 - 18 years, where there are concerns about their emotional well being or mental health.
3. The County Children Looked After Team and Adoption Team is jointly commissioned by Nottinghamshire County Council and Nottinghamshire NHS Trust. The team is based within the Specialist CAMHS Service, Specialist Service Directorate, Nottinghamshire Healthcare NHS Trust.

**Aims of the service**

4. The team is commissioned to specifically work with children and young people who are looked after and living away from their birth parents, in the care of Nottinghamshire Children's Services. These children and young people may be living with foster carers or living in residential care. The team also offers specialist consultation and support to children/young people who have been adopted, and their families.
5. It is a multi-disciplinary, multi-agency team whose purpose is to assess the mental health needs and promote the psychological wellbeing of:
  - young people within Nottinghamshire who are living with foster carers or living in residential care.

- young people who have been adopted, and their families, or for whom adoption is being explored / planned.
- young people who are looked after or adopted and placed in Nottinghamshire by other local authorities/Health Trusts.

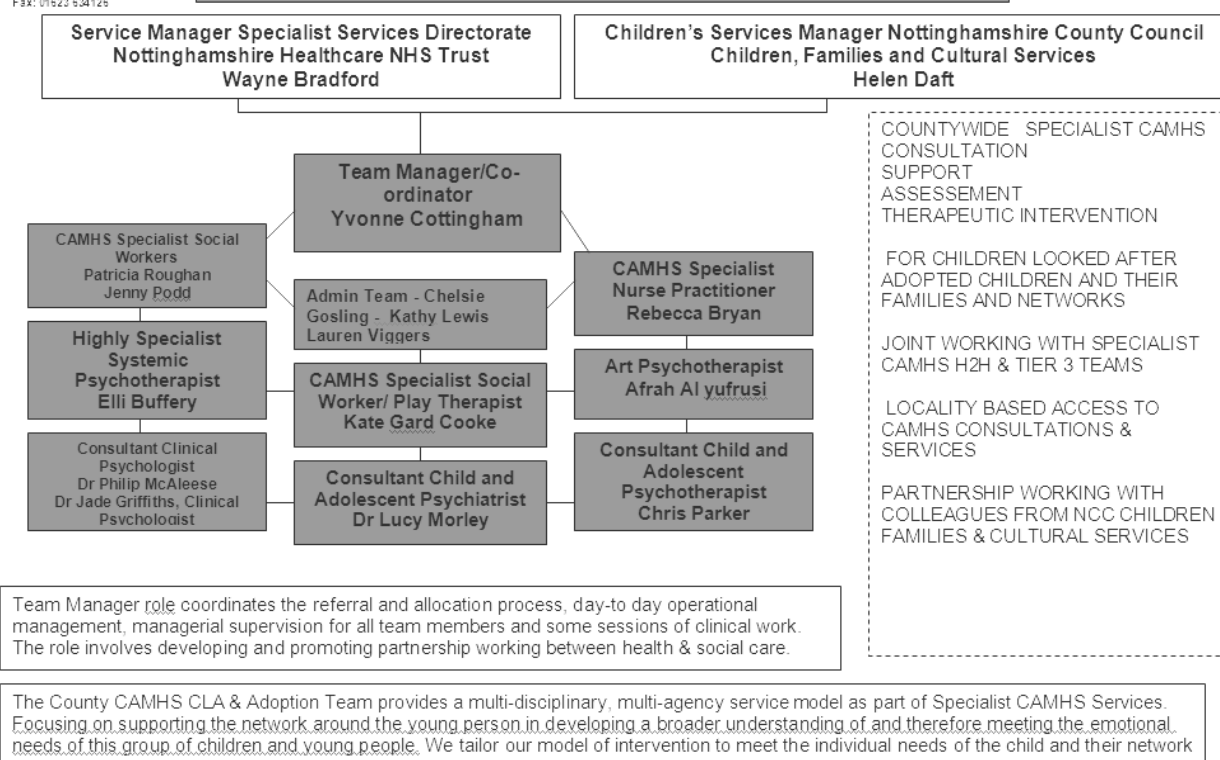
## Team structure

- As illustrated in the Team Model below, the team is multi-agency; it is made up of professionals, some of whom are employed by Nottinghamshire NHS Trust and others by Nottinghamshire County Council. The team is multi-disciplinary, made up of professionals who have undertaken different types of training, including: Clinical Psychology, Specialist Social Worker, Specialist Nurse Practitioner, Psychiatry, Child & Adolescent Psychotherapy, Systemic Family Therapy, Play Therapy, Art Psychotherapy. The team is supported by an administration team and led by a Team Manager Coordinator.

County CAMHS Children Looked After and Adoption Team  
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NG18 4RG  
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### County CAMHS Children Looked After and Adopted Team model

Specialist & Highly Specialist  
**CAMHS**  
Child & Adolescent Mental Health Services



## Service Provision:

### Referral Pathway to access a service from CAMHS CLA & Adoption team

- An initial CAMHS consultation with the young person's social worker is the referral pathway to accessing a service from the CAMHS CLA and Adoption team. The child/young person's social worker is asked to complete a consultation request form and book into an initial consultation appointment,

where the social worker will usually meet with two members of the team. Following the consultation the CAMHS clinicians will provide a written record of the consultation detailing the ongoing CAMHS plan. This information is also shared with the child/young person's GP and the Designated Nurse for Children in Care.

### **Number of Referrals to the team for past six months**

8. The number of referrals is as shown below:

<b>Month</b>	<b>No. of Referrals</b>
September 2013	17
October 2013	40
November 2013	24
December 2013	24
January 2014	36
February 2014	29
March 2014	18
<b>Total</b>	<b>188</b>

9. There are currently 261 cases open to the team.

### **Access**

10. To ensure ease of access to the service, regular initial CAMHS consultations are offered for social workers at the following countywide venues:
- Through Care Team  
Weekly consultations (12 per month)  
Venue - Bevercoates, Welbeck House, Ollerton
  - Adoption Service & Permanency Team  
Fortnightly consultations (8 per month)  
Venue - Chadburn House, Mansfield
  - Nottinghamshire County Council Children's 3 mainstream Residential Homes within the County (Lyndene, Westview and Oakhurst). We have recently reviewed the monthly consultation sessions at each home to bring them in line with the CAMHS service offered to the Fostering and Adoption Service. There are now monthly one hour consultation sessions focusing on an individual young person. These take place with the young person's key worker at the residential home, the young person's social worker and as and when appropriate the young person may also choose to attend.
  - Other Initial CAMHS Consultations  
Venue - St John's Street, Mansfield or Thorneywood, Nottingham

11. Examples of the referrals for these initial consultations are:

- GP or Community Paediatric referrals for adoptive families not currently receiving social worker support - to access a service from the team these families receive a standard letter and consultation request form to complete and are asked to contact the administration team to arrange an appointment.
- Referrals for children young people who are looked after or adopted and placed in Nottinghamshire by other local authorities and health trusts - the social worker for the child/young person will receive a standard letter and consultation request forms advising them of how to access a service. In line with Responsible Commissioner Guidelines there is a charge for a CAMHS service from this team.
- For looked after and adopted children/young people from Nottinghamshire who are placed outside of Nottinghamshire, we offer consultation to the social worker. However in cases where direct work with the young person is indicated their social worker will need to make a referral to the local CAMHS team in the area where the child/young person is placed. If required the CAMHS Children Looked After and Adoption Team can support the social worker with this.
- Strength and Difficulty Questionnaire (SDQs) - the CAMHS Children Looked After and Adoption Team has incorporated this questionnaire into their referral process and has been liaising with colleagues in Nottinghamshire County Council's Looked After Children Strategy Group to determine routine collection of the SDQ data, which enables joint monitoring processes to regularly 'score' the emotional health of each child in care. This data highlights those children and young people who would benefit from CAMHS involvement and allows interagency checks to identify existing service provision or indeed gaps in service.
- Urgent Referrals - to access support for a child/young person following an episode of self harm, the young person will need to attend their local hospital Accident and Emergency Department to be assessed by the on call team. A follow up appointment will be offered based on the assessment of the on call team.

**Follow up and ongoing consultations**

12. Following the initial consultation with the social worker, further consultations are arranged and would usually include the foster carers for the children/young people, education staff and/or other relevant people from the child/young person's network.
13. Dependent on where the child/young person is in the adoption process, the child/young person's network can vary for adoptive families.

14. The consultation model offers the network around the child a space to reflect on the complex issues they are dealing with and it provides the opportunity for a shared understanding of the powerful emotions and experiences of the young person. It provides the opportunity for containing anxieties in the network generated around the child. It offers an alternative to therapy for a child who may not be in a secure long term placement, but where some form of intervention is needed to help the child reach this goal and improve their long term prospects.
15. Consultation can function to encourage all members of the network to remain fully engaged in improving the quality of life of the young person, rather than handing over responsibility for providing a 'cure' to 'experts'. The consultation model of working with Looked after Children continues to be a NICE/SCIE quality standard recommendation as follows:

*"a consultancy service could be designed and delivered by in-house experts, external advisers or child and adolescent mental health services. This can contribute to children's needs being met and placements being more effectively supported. The approach should be based on the concept of reflective practice and how to manage conflicting views in the team."*

(QS31 Health & well being of looked after children and young people issued April 2013 NICE)

### **Ongoing work**

16. We tailor our model of intervention to meet the individual needs of the child and their network, based on: the evidence base; NICE guidelines; the views and skills of the client and their family/foster carers; and practice based evidence.
17. Beginning with the initial assessment and plan of intervention formulated at the Initial CAMHS consultation, there is an ongoing process of individualised psychological formulation and intervention, reviewed with the network via the consultation process. This process may identify and agree the need for additional interventions with the young person and their network.
18. Alongside ongoing consultation the following additional integrative interventions may be introduced: fostering attachments; therapeutic parenting or attachment focused family based interventions such as Theraplay; Dyadic Developmental Psychotherapy or Systemic Psychotherapy.
19. The team can also provide specific diagnostic assessment, as well as the prescribing and reviewing of medication. Individual play therapy, art therapy and psychotherapy are also offered when assessed as appropriate to meet the formulated need.

### **Theraplay**

20. All members of the team have completed Theraplay training and two members of the team are currently working towards accreditation in Theraplay. They

are working closely with social work colleagues within Children's Services; the Adoption Service; and colleagues in Targeted Support Services. This involves a process of joint working and monthly peer consultation and supervision.

### **Dyadic Developmental Psychotherapy (DDP)**

21. All members of the team have completed Level 1 training in DDP and some are working towards therapist accreditation. One member of the team has achieved Accredited Therapist status. The team has developed the Nottinghamshire Special Interest Group for DDP, which links with the National DDP Special Interest Groups facilitated by the DDP UK based Accredited Consultants. DDP is an 'attachment' focused 'family' based intervention.

### **Fostering Attachments Group**

22. The CAMHS CLA and Adoption Team has developed and provided an 18 week therapeutic group for foster carers. The aim of the group is to support foster carers to increase their understanding of how to meet the unmet emotional needs of the young people they are caring for. The four groups completed so far have received positive evaluation from the participants, as illustrated in the feedback below. From discussion and feedback received from foster carers and supervising social workers we are looking at reviewing the group. We are planning to meet to discuss various options with our colleagues in the fostering service around how to enable this to be offered as an ongoing intervention for all Nottinghamshire County Council foster carers

#### **Qualitative Feedback**

##### *Positive aspects of the group*

23. **Group Dynamics** – carers found talking and listening to other carers useful as it reminded them that they are not alone in struggling with the children they care for. Carers also reported that listening to (successful and unsuccessful) ideas and strategies of other carers gave them ideas as to how they might approach their children. It also helped some carers to appreciate that they have quite a lot of knowledge around attachment and are good carers.

##### *Suggestions for future groups*

24. **To be offered to new carers** - carers that had been caring for children for years commented that they would have liked to have attended the course much earlier in their fostering career as they could see how some of the knowledge and skills they were developing would have been beneficial to children they have looked after in the past.

#### **Summary**

25. Overall foster carers particularly valued the in-depth content and reflective nature of the group and reported a reduction in levels of stress. Feedback

would suggest that as carers gained a greater understanding of the impact of their children's early experiences on their attachment behaviours, their perception of their children's presentation and difficulties altered. Foster carers seemed more aware of, and able to meet their child's 'hidden needs' and subsequently noticed a reduction in their children's difficulties, particularly their emotional difficulties.

### **Foster Carers Induction Training**

26. Alongside our colleagues in the fostering service, education, health and youth services, we attend the foster carers' induction programme, which runs twice a year. This enables new foster carers to gain an understanding of the range of services available for children who are looked after within Nottinghamshire.

### **Residential Staff Training Group**

27. The team has developed a six week training course for residential staff from our three mainstream residential homes. The focus has been on: understanding the shifting context of residential care; key concepts of attachment theory; Kim Goldings 'House Model' PACE model; effects of trauma and neglect on a child's development; and developmental stage of adolescence.

### **Community of Interest for Children in Care**

28. In partnership with colleagues in the Children in Care Health team, we have been successful in initiating a Community of Interest for Children in Care with the aim of establishing a network of people with a shared vision for improving the physical and mental health needs of Children in Care. We have hosted two events, one in September 2013 and one in March 2014, where colleagues from the Foster Carers Liaison Advice Group (FLAG) and the Virtual School both gave presentations regarding their input within the network of children in care. Both events have been well received.

### **Other Options Considered**

29. This report is for noting only.

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

30. This report is for noting only.

### **Statutory and Policy Implications**

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

environment and those using the service and where such implications are material they are described below. Appropriate consultation has been undertaken and advice sought on these issues as required.

## **RECOMMENDATION/S**

- 1) That the update on the work and service developments of the County CAMHS Looked After and Adoption team be noted.

**Steve Edwards**  
**Service Director, Children's Social Care**

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

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## **Constitutional Comments**

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

## **Financial Comments (KLA 23/05/14)**

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

## **Background Papers and Published Documents**

None.

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

All.

C0434

**9 June 2014****Agenda Item: 10****REPORT OF CORPORATE DIRECTOR, POLICY, PLANNING AND  
CORPORATE SERVICES****WORK PROGRAMME****Purpose of the Report**

1. To consider the Committee's work programme for 2014/15.

**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 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.

**Other Options Considered**

5. None.

**Reason/s for Recommendation/s**

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

**Statutory and Policy Implications**

7. 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/S**

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

**Jayne Francis-Ward**

**Corporate Director, Policy, Planning and Corporate Services**

**For any enquiries about this report please contact: Assistant Democratic Services Officer -**

Christine Marson

Tel: 0115 977 3825

### **Constitutional Comments (SLB)**

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

### **Financial Comments (PS)**

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

### **Background Papers**

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

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

All

## CORPORATE PARENTING SUB-COMMITTEE - WORK PROGRAMME 2014-15

<u>Report Title</u>	<u>Brief summary of agenda item</u>	<u>Lead Officer</u>	<u>Report Author</u>
<b>22 September 2014</b>			
End of year report for the Independent Reviewing Officer Service		Steve Edwards	Izzy Martin
Adoption Service annual report		Steve Edwards	Shelagh Mitchell
Looked After Children Strategy update	Six monthly report	Steve Edwards	Rachel Coombs
Leaving Care Service update	Annual report	Steve Edwards	Michelle Lee
Provision, achievements and progress of the Children in Care Council and participation of children and young people looked after 2013/14		Steve Edwards	Rachel Coombs
Work Programme		Steve Edwards	
<b>1 December 2014</b>			
Advocacy Service – NYAS	Presentation/information.	Steve Edwards	Mary Jarrett
LAC Strategy – children who self-harm		Steve Edwards	Rachel Coombs
Autumn Term report for the Virtual School for Looked After Children		Steve Edwards	Sue Denholm
Work Programme		Steve Edwards	
<b>2 March 2015</b>			
Spring Term report for the Virtual School for Looked After Children		Steve Edwards	Sue Denholm
Adoption Service	Six monthly report	Steve Edwards	Shelagh Mitchell
Looked After Children Strategy update	Six monthly report	Steve Edwards	Rachel Coombs
Leaving Care Service update		Steve Edwards	Michelle Lee
Advocacy Service for Looked After Children		Steve Edwards	Mary Jarrett
Work Programme		Steve Edwards	
<b>8 June 2015</b>			
Summer Term report for the Virtual		Steve Edwards	Linda Foster

<b><u>Report Title</u></b>	<b><u>Brief summary of agenda item</u></b>	<b><u>Lead Officer</u></b>	<b><u>Report Author</u></b>
School for Looked After Children			
End of year report for the Independent Reviewing Officer Service		Steve Edwards	Izzy Martin
Fostering Service annual report		Steve Edwards	Jayne Austin
County CAMHS Looked After and Adoption Team – service provision and developments 2014/15		Steve Edwards	Helen Daft
Improving health outcomes for children and young people in the care of the Local Authority		Steve Edwards	Sharon Thompson/ Rachel Coombs
Work Programme		Steve Edwards	
<b>To be placed</b>			