

Children and Young People's Committee

Monday, 16 September 2013 at 10:30

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

AGENDA

- | | | |
|----|--|---------|
| 1 | Minutes of the previous meeting held on 8 July 2013 | 3 - 8 |
| 2 | Apologies for Absence | |
| 3 | Declarations of Interests by Members and Officers:- (see note below)
(a) Disclosable Pecuniary Interests
(b) Private Interests (pecuniary and non-pecuniary) | |
| 4 | Introduction to Services: Education Standards and Inclusion | 9 - 10 |
| 5 | Performance reporting (Quarter 1 2013/14) - services for children and young people | 11 - 18 |
| 6 | Proposed revisions to the National Curriculum in England | 19 - 26 |
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| 9 | Young People's Supported Accommodation commissioning update and establishment of a part time Commissioning Manager post | 41 - 46 |
| 10 | An update on Nottinghamshire's Strategy for Pupils with Social, Emotional and Behavioural Difficulties - Five Steps to Collective Responsibility | 47 - 58 |
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Notes

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

Customer Services Centre 0300 500 80 80

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

Councillors or Officers requiring clarification on whether to make a declaration of interest are invited to contact Sara Allmond (Tel. 0115 977 3794) or a colleague in Democratic Services prior to the meeting.

- (4) Councillors are reminded that Committee and Sub-Committee papers, with the exception of those which contain Exempt or Confidential Information, may be recycled.

minutes

Meeting CHILDREN & YOUNG PEOPLE'S COMMITTEE

Date 8 July 2013 (commencing at 10.30 am)

Membership

Persons absent are marked with 'A'

COUNCILLORS

John Peck JP (Chairman)
Liz Plant (Vice-Chairman)
John Allin
Steve Calvert
Boyd Elliott
Kate Foale
Keith Longdon
Philip Owen
Sue Saddington
Jacky Williams
John Wilmott

A Ex-officio (non-voting)
Alan Rhodes

CO-OPTED MEMBERS (NON-VOTING)

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

OFFICERS IN ATTENDANCE

Sara Allmond	Policy, Planning and Corporate Services
Steve Edwards	Children, Families and Cultural Services
Justine Gibling	Children, Families and Cultural Services
Jon Hawketts	Children, Families and Cultural Services
Derek Higton	Children, Families and Cultural Services
Laurence Jones	Children, Families and Cultural Services
Pip Milbourne	Children, Families and Cultural Services
Maggie Pape	Children, Families and Cultural Services
John Slater	Children, Families and Cultural Services
Chris Warren	Children, Families and Cultural Services
Michelle Welsh	Policy, Planning and Corporate Services

MEMBERSHIP CHANGES

Councillor Liz Plant returned in place of Councillor Alan Bell.

Councillor Steve Calvert was appointed to the Committee in place of Councillor Alice Grice for this meeting only.

MINUTES OF THE LAST MEETING HELD ON 10 JUNE 2013

RESOLVED: 2013/044

The minutes of the previous meeting of the Committee held on 10 June 2013, having been circulated to all Members, were taken as read and were confirmed and signed by the Chairman.

APOLOGIES FOR ABSENCE

Apologies for absence were received from Mr John Rudd and Mr David Richards who were both on School Governor Business.

DECLARATIONS OF INTEREST

None

INTRODUCTION TO SERVICES: YOUTH, FAMILIES AND CULTURE

Derek Higton gave a presentation giving an introduction to the work of Youth, Families and Culture department.

RESOLVED: 2013/045

That the contents of the presentation be noted.

ACHIEVING TWO YEAR OLDS FREE EARLY EDUCATION ENTITLEMENT

Justine Gibling introduced the report which updated the Committee on the development of the free early education programme for two year olds in Nottinghamshire and outlined progress with the roll out of the offer across the County. An update report would be brought to the next meeting.

RESOLVED: 2013/046

That the development of the free early education programme for two year olds in Nottinghamshire and the plans to address capacity for the roll out of the offer for Nottinghamshire be noted.

ARRANGEMENTS FOR EDUCATIONAL ATTENDANCE

Laurence Jones introduced the report which set out proposals for a new Code of Conduct in relation to Education Penalty Notices, and also proposed that a new approach to cross-border educational welfare work be developed.

RESOLVED: 2013/047

1. That the current provision of education welfare services to meet the Council's statutory obligations in relation to attendance and the Council's approach to tackling poor attendance be noted.
2. That a new Code of Conduct in relation to Education Penalty Notices be issues, which allows head teachers to exercise their legal powers to issue notices if they wish.
3. That a new approach to cross-border educational welfare work be developed where the local authorities take responsibility for cases based on the residential address of the family rather than the location of the school.
4. That a letter be sent to all Head Teachers advising them of the change to the Code of Conduct and offering advice on the use of Education Penalty Notices.

ROTA VISITS TO CHILDREN'S HOMES: FEBRUARY AND MARCH 2013

Steve Edwards introduced the report which provided information on the rota visits which took place during February and March 2013 and to propose how arrangements for future visits will be managed.

RESOLVED: 2013/048

1. That the outcome of six-monthly rota visits to Nottinghamshire County Council's children's homes that took place in February and March 2013 as detailed in the report be noted.
2. That approval be given for the Chair of the Corporate Parenting Sub-Committee, with the Group Manager, Access to Resources, to manage the arrangements for six-monthly rota visits by councillors and ensuring that those councillors undertaking rota visits receive an appropriate induction.

PROVISION OF FUNDING FOR ADAPTATIONS TO LOCAL AUTHORITY FOSTER HOMES

RESOLVED: 2013/049

1. That the provision of funding of £20,000 for an adaptation to a Local Authority foster home to foster carers LF and BF be approved. Standards legal charges upon the foster carers' property will apply to protect the Local Authority.
2. That the provision of funding of £28,000 for an adaptation to a Local Authority foster home to carers SG and FG be approved. Standards legal charges upon the foster carers' property will apply to protect the Local Authority.

3. That the provision of funding of £36,000 for an adaptation to a Local Authority foster home to carers HH and PH be approved. Standards legal charges upon the foster carers' property will apply to protect the Local Authority.

ANNUAL OFFICER GROUP REPORT FROM THE NOTTINGHAMSHIRE CHILDREN'S TRUST AND REFRESH OF THE CHILDREN AND YOUNG PEOPLE AND FAMILIES PLAN

Jon Hawketts introduced the report which sought approval of the annual refresh of the Children and Young People and Families Plan and provided an overview of performance and activities of the Nottinghamshire Children's Trust.

RESOLVED: 2013/050

1. That the overview of performance and activities of Nottinghamshire Children's Trust between April 2012 and May 2013 be noted.
2. That the 2013-14 annual refresh of the Children, Young People and Families Plan 2011-14 be approved.

ESTABLISHMENT OF AN EARLY HELP UNIT ALIGNED TO THE MULTI-AGENCY SAFEGUARDING HUB

Justine Gibling introduced the report which proposed the establishment of an Early Help Unit to manage and signpost referrals to a range of early help services and to establish two additional early help officer posts to be located within the Unit.

RESOLVED: 2013/051

1. That the establishment of an Early Help Unit aligned to the Multi-Agency Safeguarding Hub be noted.
2. That the establishment of two additional Early Help Officer posts be approved.

REALIGNMENT OF YOUTH WORK TEAMS IN THE YOUNG PEOPLE'S SERVICE

Chris Warren introduced the report which set out the proposal to realign a number of teams within the Young People's Service.

RESOLVED: 2013/052

That the realignment of teams in the Young People's Service, as detailed in paragraph six of the report, to enable a comprehensive and consistent approach to youth work delivery, be approved.

ESTABLISHMENT OF COMMUNITY SOCIAL WORKER ROLE WITHIN TARGETED SUPPORT AND EARLY YEARS AND EARLY INTERVENTION SERVICE (LINKED TO THE FAMILY NURSE PARTNERSHIP) AND THE INCREASING OF YOUTH OFFENDING SERVICE OFFICER POST WITHIN YOUTH JUSTICE FROM 0.75 FTE TO FULL-TIME

Laurence Jones introduced the report which sought approval for the establishment of five Community Social Worker posts within the Targeted Support and Early Years and Early Intervention Services, and to seek approval to increase a Youth Offending Service Officer post within the Youth Justice Service from 0.75fte to full-time.

RESOLVED: 2013/053

1. That the establishment of five Community Social Worker posts across the Targeted Support Service and the Early Years and Early Intervention Service, and linked to the Family Nurse Partnership, as detailed in the report, be approved.
2. That an increase in the Youth Offending Service Officer post in the Youth Justice Service from 0.75fte to full-time be approved.

AUTHORITY GOVERNOR APPOINTMENTS AND REAPPOINTMENTS AND LOCAL AUTHORITY GOVERNOR APPOINTMENTS TO SCHOOL GOVERNING BODIES

John Slater introduced the report which set out the Authority governor appointments and reappointments and Local Authority Governor appointments to school governing bodies made since the last report.

RESOLVED 2013/054

1. That new appointments to Authority governor vacancies and re-appointments of Authority governors who reach the end of their term of office during the period 1 May to 30 June 2013, as list in paragraph 12 of the report, be noted.
2. That the appointment of two additional Authority governors to the Beech Hill School governing body, as listed in paragraph 12 of the report, be noted.
3. That the appointment of Local Authority governors to each Learning Centre (Pupil Referral Unit), as listed in paragraph 12 of the report, be noted.
4. That the nomination and appointment of Local Authority governors to reconstituted governing bodies, as listed in paragraph 13 of the report, be noted.

WORK PROGRAMME

RESOLVED: 2013/055

That the work programme be noted.

The meeting closed at 12.18 pm.

CHAIRMAN

16 September 2013**Agenda Item: 4****REPORT OF THE CORPORATE DIRECTOR FOR CHILDREN, FAMILIES AND
CULTURAL SERVICES****INTRODUCTION TO SERVICES: EDUCATION STANDARDS & INCLUSION****Purpose of the Report**

1. To provide the Children and Young People's Committee with an introductory overview of some of the key service areas within its remit.

Information and Advice

2. To support the new Committee's work, officers will deliver short introductory presentations at the first four meetings, in order to provide Members with an overview of the work of the key service areas that fall within its remit. The presentations will focus in turn on the work of each division within the Children, Families and Cultural Services Department, i.e. Children's Social Care, Youth, Families and Culture, and Education Standards and Inclusion, and Public Health will give a presentation on the integrated commissioning hub for children's health services in the County.
3. The third of these cover the key services for children and young people from within the Education Standards and Inclusion Division, namely:
 - Support to Schools
 - SEBD (Social, Emotional and Behavioural Difficulties) Policy and Provision
 - SEND (Special Educational Needs and Disabilities) Policy and Provision
 - Business Development and Support.
4. Members will have the opportunity to ask questions following the presentation.
5. The Committee's consideration of each of the presentations will inform the future Work Programme.

Reason/s for Recommendation/s

6. To support the Committee's ongoing consideration of matters relating to the provision of services to children and young people across Nottinghamshire.

Statutory and Policy Implications

7. 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 Committee notes and comments upon the introductory service presentations.

Anthony May
Corporate Director for Children, Families and Cultural Services

For any enquiries about this report please contact:

John Slater
Service Director, Education Standards and Inclusion
T: 0115 9773589
E: john.slater@nottsgov.uk

Constitutional Comments

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

Financial Comments (KLA 07/08/13)

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

Background Papers

None.

Electoral Division(s) and Member(s) Affected

All.

C0262

16 September 2013**Agenda Item: 5****REPORT OF THE CORPORATE DIRECTOR FOR CHILDREN, FAMILIES AND
CULTURAL SERVICES****PERFORMANCE REPORTING (2013/14 QUARTER 1) – SERVICES FOR
CHILDREN AND YOUNG PEOPLE****Purpose of the Report**

1. The purpose of this report is to provide the Committee with a summary of the performance of the Council's services for children and young people between 1 April and 30 June 2013.

Information and Advice**Performance Reporting for 2013/14**

2. This report forms the first quarterly performance report for 2013/14, reporting on performance during 2013/14 quarter 1 (1 April to 30 June 2013).
3. At its meeting on 16 July 2012, the Committee agreed to receive a report each quarter, reviewing performance across the full range of services provided to children and young people. Quarterly reports would be in addition to other reports that might be presented to the Committee from time to time, providing detailed performance-related information about specific initiatives, projects or services.
4. As agreed at this meeting, quantitative performance reporting to the Committee is measured via key performance indicators (KPIs), which cover the full range of services to children and young people. The KPIs that are reported on within this report are those that were agreed at the 16 July 2012 meeting, with the following additions:
 - The addition of new KPIs for adopted children, which have been developed in line with national guidance
 - A new KPI which monitors the number of families who have an Education, Health and Care Plan in place. The Council is a Pathfinder area for this work, and this KPI monitors performance ahead of the national introduction of statutory requirements.
5. Although it has been agreed that performance will be reported on a quarterly basis, not all of the KPIs are equally sensitive to quarterly fluctuation. In accepting that KPIs will not always change from one quarter to the next, it was agreed that the most up-to-date information would be provided for each KPI.
6. Performance data is set out in the table at **Appendix 1**. For each KPI, current performance is compared to the national average, for England, and that of the Council's

children's services statistical neighbours, where this data is available. The statistical neighbour local authorities are:

- Cumbria
- Derbyshire
- Dudley
- Kent
- Lancashire
- Lincolnshire
- Northamptonshire
- Nottinghamshire
- Staffordshire
- Swindon
- Wigan

7. In addition, for each KPI, the table indicates whether performance has improved (+), declined (-), or remained the same (=) over the current reporting period.
8. As the first quarterly report, this provides an early indication of performance for those KPIs where quarterly data is available. It should be noted that a number of performance indicators are annually based, and so performance reported here is unchanged from the 2013/14 annual performance report, presented to this Committee in June 2013. This includes those indicators relating to educational attainment, such as key stage, GCSE and A level results. Performance reported here is for the 2011/12 academic year. An early indication of the attainment data for Nottinghamshire schools for the 2012/13 academic year will be presented to the Committee, though nationally validated provisional data will not be available until October. This will be included in the performance reporting to this Committee for Quarter 2.

Other Options Considered

9. The process for presenting performance information set out in this report is in line with corporate guidance, which has itself been established following an appropriate analysis of alternative options.

Reason/s for Recommendation/s

10. The recommendation for quarterly reporting to Committee, and the KPIs that will form the basis of the report, is in line with the established processes of reporting and publishing performance information across all of the services within the Children, Families and Cultural Services department.

Statutory and Policy Implications

11. 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 Committee notes the performance of the Council's services for children and young people during the period 1 April to 30 June 2013.

Anthony May
Corporate Director for Children, Families and Cultural Services

For any enquiries about this report please contact:

Jon Hawketts
Group Manager, Planning, Performance and Quality Assurance
T: 0115 9773696
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Constitutional Comments

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

Financial Comments (KLA 20/08/13)

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

Background Papers and Published Documents

None.

Electoral Division(s) and Member(s) Affected

All.

C0283

APPENDIX 1

Children and Young People's Committee: Performance at 2013/14 Quarter 1

For Nottinghamshire, the performance data available at the end of 2013/14 Quarter 1 (April-June) is reported. The most recent data for national average and children's services statistical neighbours is reported, where available. Please note, comparisons may be indicative only, as the reporting periods are not necessarily aligned. Where Nottinghamshire performance meets or exceeds national performance, this is highlighted by the emboldened boxes.

Key: (p) = provisional data; (+) = better than previous value; (-) = worse than previous value; (=) = same as previous value; (n/a) = not comparable to previous value

Priority	Performance Indicator	Nottinghamshire			National Average	Statistical Neighbours
		Reporting Period	Current Value	Previous Value		
A: Continue to improve our work to keep children and young people safe	AP01 Initial assessments for Children's Social Care carried out within timescales	2013/14 Q1	64.0% (+)	58.4% (12/13 Q4)	77.4% (11/12)	77.6% (11/12)
	AP02 Core assessments for Children's Social Care carried out within timescales	2013/14 Q1	80.1% (+)	64.7% (12/13 Q4)	75.5% (11/12)	75.3% (11/12)
	AP03 Percentage of child protection cases reviewed within timescale	2013/14 Q1	98.0% (-)	99.2% (12/13 Q4)	96.7% (11/12)	97.0% (11/12)
	AP04 Re-referrals to Children's Social Care	2013/14 Q1	24.4% (-)	24.3% (12/13 Q4)	26.1% (11/12)	24.0% (11/12)
	AP05 Children who are subject to a child protection plan for 2 years or more	2013/14 Q1	1.4% (+)	4.7% (12/13 Q4)	5.6% (11/12)	5.3% (11/12)
	AP06 Children becoming the subject of a child protection plan on more than one occasion	2013/14 Q1	12.1% (+)	21.2% (12/13 Q4)	13.8% (11/12)	14.5% (11/12)
	AP07a Percentage of children adopted who were placed with their adopters within 21 months (639 days) of becoming looked after	2013/14 Q1	56.3% (n/a)	New indicator	-	-
	AP07b Percentage of children adopted who were matched with their adopters within 7 months (213 days) of placement order	2013/14 Q1	35% (n/a)	New indicator	-	-
	AP08 Percentage of Children's Social Care quality audits assessed as adequate or better	2013/14 Q1	76% (-)	82% (12/13 Q4)	-	-
	AP09 Looked after children with 3 or more placements in any one year	2013/14 Q1	7.0% (-)	6.2% (12/13 Q4)	11.0% (11/12)	10.5% (11/12)
	AP10 Percentage of looked after children cases reviewed within timescale	2013/14 Q1	93.2% (-)	97.0% (12/13 Q4)	90.5% (10/11)	90.1% (10/11)
	AP11 Percentage of care leavers in suitable accommodation	2011/12 annual	82.7% (-)	98.0% (10/11)	88.3% (11/12)	89.1% (11/12)
B: Continue to improve how well children and young people achieve in schools and colleges	BP01 Pupils achieving Level 4 in both English & mathematics at age 11	2011/12 academic	82.0% (+)	77.0% (10/11 academic)	79.0% (11/12)	79.9% (11/12)
	BP02 Achievement of 5 or more A*-C grades at GCSE or equivalent (inc. English & maths)	2011/12 academic	60.6% (+)	57.6% (10/11 academic)	59.4% (11/12)	58.4% (11/12)
	BP03a Primary schools judged by Ofsted as having good or outstanding standards of behaviour	2012/13 academic	94.2% (+)	93.0% (11/12 academic)	93.9% (11/12)	93.6% (11/12)
	BP03b Secondary schools judged by Ofsted as having good/outstanding standards of behaviour	2012/13 academic	87.9% (+)	68.3% (11/12 academic)	84.4% (11/12)	85.8% (11/12)
	BP04a Number of primary schools in an Ofsted category	March 2013 snapshot	7 (+) (p)	9 (Dec 2012)	-	-

Children and Young People's Committee: Performance at 2013/14 Quarter 1

For Nottinghamshire, the performance data available at the end of 2013/14 Quarter 1 (April-June) is reported. The most recent data for national average and children's services statistical neighbours is reported, where available. Please note, comparisons may be indicative only, as the reporting periods are not necessarily aligned. Where Nottinghamshire performance meets or exceeds national performance, this is highlighted by the emboldened boxes.

Key: (p) = provisional data; (+) = better than previous value; (-) = worse than previous value; (=) = same as previous value; (n/a) = not comparable to previous value

Priority	Performance Indicator	Nottinghamshire			National Average	Statistical Neighbours
		Reporting Period	Current Value	Previous Value		
	BP04b Number of secondary schools in an Ofsted category	March 2013 snapshot	1 (=) (p)	1 (Dec 2012)	-	-
	BP05 Early years foundation stage attainment	2011/12 academic	64.0% (+)	56.0% (10/11 academic)	64.0% (11/12)	65.1% (11/12)
	BP06 Percentage of young people who have attained a full Level 3 qualification by 19	2011/12 academic	48.7% (+)	47.4% (10/11 academic)	57.9% (11/12)	53.3% (11/12)
	BP07 Participation in education, employment and training in academic years 12-14	2013/14 Q1	83.8% (-)	84.1% (12/13 Q4)	81.1% (12/13 Q4)	81.2% (12/13 Q4)
	BP08a Percentage of A level entries at A*-E grades	2011/12 academic	97.5% (+)	97.2% (10/11 academic)	98.6% (11/12)	-
	BP08b Percentage of A level entries at A*-B grades	2011/12 academic	43.4% (+)	43.1% (10/11 academic)	52.9% (11/12)	-
C: Reduce the gap in educational achievement for all ages	CP01a Attainment gap at age 11 between pupils taking free school meals and the rest (<i>FSM at time of assessment – previous definition</i>)	2011/12 academic	22.0% (+)	25.4% (10/11 academic)	17.0% (11/12)	19.8% (11/12)
	CP01b Attainment gap at age 11 between pupils taking free school meals and the rest (<i>FSM during past six years – future definition</i>)	2011/12 academic	18.1%	-	-	-
	CP02a Attainment gap at age 16 between pupils taking free school meals and the rest (<i>FSM at time of assessment – previous definition</i>)	2011/12 academic	31.8% (+)	33.8% (10/11 academic)	26.4% (11/12)	32.0% (11/12)
	CP02b Attainment gap at age 16 between pupils taking free school meals and the rest (<i>FSM during past six years – future definition</i>)	2011/12 academic	30.7%	-	-	-
	CP03 Rate of permanent exclusions from school	2011/12 academic	0.11% (-) (p)	0.10% (10/11 academic)	0.07% (10/11)	0.08% (10/11)
	CP04 Percentage of overall absence in primary, secondary and special schools	2011/12 academic	5.00% (+)	5.67% (10/11 academic)	5.10% (11/12)	5.05% (11/12)

Children and Young People's Committee: Performance at 2013/14 Quarter 1

For Nottinghamshire, the performance data available at the end of 2013/14 Quarter 1 (April-June) is reported. The most recent data for national average and children's services statistical neighbours is reported, where available. Please note, comparisons may be indicative only, as the reporting periods are not necessarily aligned. Where Nottinghamshire performance meets or exceeds national performance, this is highlighted by the emboldened boxes.

Key: (p) = provisional data; (+) = better than previous value; (-) = worse than previous value; (=) = same as previous value; (n/a) = not comparable to previous value

Priority	Performance Indicator	Nottinghamshire			National Average	Statistical Neighbours
		Reporting Period	Current Value	Previous Value		
	CP05 Percentage of young people who have not attained a Level 2 qualification in English & maths at age 16 who go on to attain Level 2 or higher in both by the end of the academic year in which they turn 19	2011/12 academic	16.00% (-)	17.70% (10/11 academic)	18.40% (11/12)	17.93% (11/12)
	CP06 Percentage of young people in Years 12-14 not in education, employment or training	2013/14 Q1	3.8% (-) (p)	1.9% (12/13 Q4)	6.3% (11/12)	5.9% (11/12)
	CP07 The number of families who have an Education, Health and Care Plan in place (prior to it becoming a statutory requirement)	2013/14 Q1	37 (n/a)	New indicator	-	-
D: Improve children and young people's health and well-being	DP01 Dependent children in households whose income is below 60% of the national average	2010 annual	17.1% (+)	17.5% (2009)	20.6% (2010)	-
	DP02 Numbers exiting substance misuse treatment in a planned manner	2012/13 Q4	87% (-)	90% (12/13 Q3)	79% (12/13 Q2)	-
		2012/13 annual	88% (+)	85% (11/12)		
	DP03 Under 18 conception rate (per thousand females aged 15-17)	2011 annual	31.9 (+)	32.9 (2010)	30.7 (2011)	31.7 (2011)
E: Continue to improve our early intervention services so that children, young people and families in the greatest need receive appropriate support	EP01a Children's centres reaching families in greatest need: focused population registered (snapshot)	2013/14 Q1	79% (+)	77% (12/13 Q4)	-	-
	EP01b Children's centres reaching families in greatest need: focused population seen (cumulative)	2013/14 Q1	28% (-)	33% ¹ (12/13 Q1)	-	-
	EP02 First time entrants to the Youth Justice System aged 10-17 (per 100,000)	2012/13 Q4 & annual	351 (+)	645 ¹ (11/12)	-	-
	EP03 Numbers of children and young people engaged in positive activities delivered by the Young People's Service	2013/14 Q1	5,507 (+)	5,500 ¹ (12/13 Q1)	-	-
	EP04 Percentage of children's centres achieving good or better in Ofsted inspections	2012/13	80% (+)	79% (11/12)	-	-
	EP05a Breastfeeding prevalence at 6-8 weeks, incl. mixed feeding methods (Notts NHS)	2012/13 Q4	38.9% (+)	37.0% (12/13 Q3)	46.9% (11/12)	36.9% (11/12)
		2012/13 annual	38.9% (-)	39.4% (11/12)		
	EP05b Breastfeeding prevalence at 6-8 weeks, incl. mixed feeding methods (Bassetlaw NHS)	2013/14 Q1	32.8% (+)	32.0% (12/13 Q4)		

¹ Data for this indicator is cumulative, so the 'previous value' is taken from the same point in the preceding year (rather than the preceding quarter) to provide a measure of progress.

'National average' refers to performance data for England.

Children's services statistical neighbours are:

- Cumbria
- Derbyshire
- Dudley
- Kent
- Lancashire
- Lincolnshire
- Northamptonshire
- Nottinghamshire
- Staffordshire
- Swindon
- Wigan

16 September 2013**Agenda Item: 6****REPORT OF THE SERVICE DIRECTOR, EDUCATION, STANDARDS AND
INCLUSION****PROPOSED REVISIONS TO THE NATIONAL CURRICULUM IN ENGLAND****Purpose of the Report**

1. The purpose of this report is to inform Members of the Government's proposal to revise the National Curriculum from September 2014 and seek approval for the views of headteachers regarding the proposed development of the National Curriculum to be sought and reported back to the Committee.
2. This report also updates Members on the proposals to change the testing arrangements for primary aged children, a proposed change which is running concurrently to the proposed alterations to the National Curriculum.

Information and Advice

3. On 7 February 2013, the Secretary of State for Education announced a public consultation on the new draft National Curriculum. Having considered responses to that consultation, a revised proposed National Curriculum Framework for Key Stages 1, 2 and 3 has been published with a view of securing Parliamentary approval during autumn 2013. Subject to the outcomes of a further consultation, which ended on 8 August 2013, the Department for Education (DfE) intends to finalise the new curriculum this autumn so that schools will have a year to prepare to teach to the new programmes of study from September 2014.
4. The Government also aims to change the subject area known as Information, Communication, and Technology (ICT) to computing. A consultation on these proposals ended on 3 June 2013.
5. The Government has confirmed that the majority of the current National Curriculum will be disapplied from September 2013 to give schools more scope to prepare for the introduction of the new National Curriculum from September 2014. This means that the teaching of all National Curriculum subjects remains compulsory but schools can now choose either to follow the existing programmes of study or to adjust them to support the transition to the new National Curriculum. This is particularly important for pupils who are in Year 4 during 2013-2014 as they will be the first cohort of primary aged children to sit the new revised national Key Stage 2 tests in May 2016.

6. The draft National Curriculum for primary aged children is slimmer but the DfE emphasises how it focuses upon essential subject knowledge and is broadly similar in content to the curricula taught in the countries which Government considers to be the most educationally successful across the world. The core subjects of English, mathematics and science continue to be priorities and these subject areas are enriched by a foundation curriculum which includes history and geography. Religious education continues to be a compulsory subject.
7. **Appendix 1** presents an overview of the key stages mapped to year groups and indicates the allocation of core and foundation subjects to each key stage. The appendix also confirms the statutory teaching of religious education and sex and relationships education. At Key Stage 4, after the age of 14 years, the arts (comprising art and design, music, dance, drama and media arts), design and technology, the humanities (comprising geography and history) and modern languages are not compulsory, although in maintained schools there will be a statutory entitlement to be able to study a subject in each of these four areas, which will be known as 'Key Stage 4 entitlement areas'.
8. The revised National Curriculum will outline the knowledge and skills required. The proposed programmes of study (POS), whilst slimmer than those currently in use, will contain a new section on spoken language skills and will emphasise the importance of vocabulary development in the primary English POS. The importance of accurate spelling, punctuation and grammar is also highlighted. The Design Technology POS has been revised to increase rigour, flexibility and to reflect better the needs of industry; the explicit reference to 'Climate' has been removed from the KS3 Geography curriculum and the revised POS for KS2 History has been slimmed down, is less prescriptive and has a core focus on British History, with additional content on world history. The proposed list of languages to be taught at KS2 has been removed and primary schools are now free to choose which foreign language to teach. The Government has confirmed that the curriculum will not be supplemented by additional statutory guidance on teaching methodology as 'how' teachers choose to plan and teach the curriculum is regarded as professional responsibility.
9. A key change is the removal of the National Curriculum attainment targets. Schools will be able to introduce their own approaches to formative assessment in order to support pupil attainment and progression. Schools will be expected to integrate their assessment framework into the school curriculum, so that schools can check what pupils have learned and whether they are on track to meet expectations at the end of the key stage. In relation to the end of Key Stage 2, a new, externally assessed test will focus on reading, writing and grammar. The outcomes of these tests will be used to measure progress from the end of Key Stage 2 to the end of Key Stage 4. The details of changes to national assessment and reporting remain unclear at this time.
10. New GCSE programmes of study for Key Stage 4 have been developed in English, mathematics, science, geography and history, to be taught from September 2015 and assessed for the first time in June 2017. The Examination Boards will play a key role in informing the exact content and assessment arrangements of these GCSE syllabuses, which are expected to be wholly tested by final examinations at the end of Key Stage 4.
11. The National College for Teaching and Leadership has commissioned a report and recommendations on the effective delivery of the new curriculum from 20 National

Leaders of Education. Support is already available from the College to support headteachers to begin to plan the new curriculum. The DfE is also working with the College to align initial teacher training with the curriculum changes from September 2013. Professional development opportunities have recently been announced through the DfE 'Network of Computing Excellence' and development programmes continue to be nationally funded through the National Centre for the Teaching of Mathematics (NCTM) for mathematics and through the National Science Learning Centre (NSLC) for science. New funding is also available for the development of primary school sport and the matched funding for the purchase of nationally accredited phonics schemes continues.

12. The DfE is working with Ofsted on a revised framework to take account of the new curriculum and is also working closely with publishers to ensure the development of appropriate curriculum resources. DfE support plans also include further guidance and audit tools for each subject to map gaps in the delivery of the new programmes of study. Resources, particularly for Key Stages 2 and 3, continue to be available through the BBC 'Bite Size' web site which will evolve as the new national resources are made available. In partnership with the Standards and Testing Agency (STA), the DfE is developing new national tests.
13. Locally, headteachers are planning within existing partnerships to ensure that the new programmes of study are implemented appropriately. The Education Improvement Service, part of the Support to Schools Service (SSS), is planning to hold a curriculum conference for primary and special schools late in the spring term 2014, when it is hoped that final programmes of study will be available. We will seek a view of how headteachers regard these proposed changes, once they have been finalised, and report back to Committee.
14. A keynote speaker has been invited to lead the opening session of the curriculum conference both to support and challenge headteachers to ensure that the curriculum they develop will enable learners to secure key basic skills, develop specific vocational skills and will also develop the capacity to think, learn, adapt, innovate and create. Nottinghamshire Teaching School Alliances and other Nottinghamshire partnerships have been invited to offer workshops at the curriculum conference. The aim will be for these schools to share the processes they are using to develop their curriculum, the outcomes of their development work to date and the allocation of time to specific curriculum areas. The conference will also provide an opportunity for all schools to begin to share their plans for ensuring that the new curriculum is implemented from September 2014 in all schools. Plans are also in place to source workshops from the most effective schools across the County in relation to computing, meeting the needs of the most vulnerable learners and challenging the most able learners. Members of the Committee will be invited to attend this conference.
15. The final plans for the conference will be made once further national support information and personnel are in place. Support for secondary schools will come through the curriculum leaders' networks, which the majority of secondary schools have attended for a number of years. Secondary headteachers are working in collaboration with the Education Improvement Service to prepare a number of headteacher briefings throughout 2013-2014 which will include relevant curriculum updates and developments.

16. **Appendix 2** of the report consists of a series of hyperlinks which may be helpful to Members who wish to view the proposed changes in greater detail.

Other Options Considered

17. This is a report to summarise the key changes in relation to the proposed National Curriculum in maintained schools in England. No other option is appropriate.

Reason/s for Recommendation/s

18. Members will wish to note the report so that they are aware of the proposed changes to the National Curriculum and the resultant changes in national assessment arrangements.

Statutory and Policy Implications

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

Financial Implications

20. There are no immediate financial implications to the County Council as maintained schools remain funded and responsible for the planning and delivery of the National Curriculum.

Crime and Disorder Implications

21. The Department for Education believes that the National Curriculum presents the essential knowledge that pupils require in order to become responsible citizens. It aims to ensure that all pupils in maintained schools learn to appreciate and understand human creativity and achievement.

RECOMMENDATION/S

That:

- 1) the Government's proposed revisions to the National Curriculum from September 2014, subject to the outcome of consultation, and proposed changes to the testing arrangements for primary age children be noted.
- 2) officers seek the views of headteachers regarding the proposed development of the National Curriculum and report back to the Committee.

John Slater

Service Director: Education Standards and Inclusion

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Constitutional Comments (LM 04/09/13)

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

Financial Comments (KLA 01/08/13)

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

Background Papers and Published Documents

DfE webpages on National Curriculum consultation:

<http://www.education.gov.uk/schools/teachingandlearning/curriculum/nationalcurriculum2014/>

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.

C0273

Appendix 1

Structure of the National Curriculum

	Key stage 1	Key stage 2	Key stage 3	Key stage 4
Age	5-7	7-11	11-14	14-16
Year groups	1-2	3-6	7-9	10-11
Core subjects				
English	✓	✓	✓	✓
Mathematics	✓	✓	✓	✓
Science	✓	✓	✓	✓
Foundation subjects				
Art and design	✓	✓	✓	
Citizenship			✓	✓
Computing	✓	✓	✓	✓
Design and technology	✓	✓	✓	
Languages		✓	✓	
Geography	✓	✓	✓	
History	✓	✓	✓	
Music	✓	✓	✓	
Physical Education	✓	✓	✓	✓

Statutory teaching of religious education and sex and relationship education

	Key stage 1	Key stage 2	Key stage 3	Key stage 4
Age	5-7	7-11	11-14	14-16
Year groups	1-2	3-6	7-9	10-11
Religious education	✓	✓	✓	✓
Sex and relationship education			✓	✓

National Curriculum – Additional Information

- <http://www.education.gov.uk/schools/teachingandlearning/curriculum/nationalcurriculum2014/>
- <http://www.education.gov.uk/schools/teachingandlearning/pedagogy/a00191791/match-funding-for-systematic-synthetic-phonics-products-and-training>
- <http://www.education.gov.uk/schools/adminandfinance/financialmanagement/b00222858/primary-school-sport-funding>
- <http://www.ncetm.org.uk/>
- <http://www.ncetm.org.uk/resources/40775>
- <http://www.nationalstemcentre.org.uk>
- <http://www.sciencelearningcentres.org.uk/>
- <http://academy.bcs.org/about-academy>

16 September 2013**Agenda Item: 7****REPORT OF SERVICE DIRECTOR, YOUTH, FAMILIES AND CULTURE****NOTTINGHAMSHIRE CHILDREN'S TRUST EARLY HELP DEVELOPMENT
PLAN 2013 - 2016****Purpose of the Report**

1. To invite the Committee to comment on the Nottinghamshire Children's Trust Early Help Development Plan 2013 – 2016 and recommend it to Policy Committee for approval.

Information and Advice

2. The Early Help Development Plan, attached as **Appendix 1**, aligns key strategies across the Nottinghamshire Children's Trust and replaces the current Early Intervention strategy; it acts as an umbrella for existing work that is underway through the Child Poverty, Early Years and Closing the Educational Gap strategies and will continue to embed the language for life strategy.
3. The Plan has been developed to further improve the multi-agency early help offer to children, young people and families across Nottinghamshire. It takes account of the increased focus on early help within Working Together 2013. Early help is also a key area of focus within the revised Ofsted framework for inspecting services for children in need of help and protection, children looked after and care leavers.
4. The Plan aims to ensure that all agencies across the Children's Trust coordinate their activities to provide a coherent and seamless service to children and families.
5. Nottinghamshire has adopted Professor Munro's definition of Early Help, meaning help provided early in the life of a child and early in the emergence of a problem. The Plan has been developed in line with Nottinghamshire Pathway to Provision which supports practitioners to appropriately identify the support needs of children and families.
7. The Plan identifies a number of key actions to ensure that the multi-agency early help offer is effective, high quality and easily accessible.
8. The Early Help Development Plan also has links with the ONE project, which will deliver an integrated assessment and planning process for children with special educational needs, and with the Five Steps to Collective Responsibility strategy. The interdependencies with the relevant strategies will be managed through the responsible officer attending the Early Help Executive.

9. The Plan outlines a performance and governance framework to measure the impact and success against key performance indicators which link to the Early Help Dataset.
10. The Plan will be governed by the Children's Trust Board and the detailed action plan, which is available as a background paper, will be overseen by the Early Help Executive, chaired by the Corporate Director for Children, Families and Cultural Services.

Other Options Considered

11. No other options have been considered. The benefits of well-coordinated early help are widely recognised and the Plan supports the Nottinghamshire Children's Trust ambition of Nottinghamshire being a place where children are 'safe, healthy and happy, where everyone enjoys a good quality of life and where everyone can achieve their potential'.

Reason/s for Recommendation/s

12. The Early Help Development Plan brings together key strategies across the Children's Trust workforce and will support the work to achieve better outcomes for children, young people and families through the improved coordination of evidence based interventions.

Statutory and Policy Implications

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

Implications for Service Users

14. The plan supports the ambition for children and families to receive the most appropriate support to meet their needs at the earliest opportunity.

Financial Implications

15. The financial implications of the early help development plan can be met within existing resources in the Children, Families and Cultural Services departmental budget.

Safeguarding of Children Implications

16. The Children's Trust workforce supports vulnerable children and young people. In some instances the cases are complex with some safeguarding concerns which do not meet the threshold for statutory Social Care assessment and intervention. The early help development plan will strengthen the arrangements for working together and improve the tracking of outcomes for children and young people.

RECOMMENDATION/S

That the Children and Young People's Committee:

- 1) comments on the Early Help Development Plan 2013-16 and recommend it to Policy Committee for approval.
- 2) receives regular updates on the Early Help Development Plan 2013-16.

Derek Higton
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Constitutional Comments (LM 22/08/13)

17. The Children and Young People's Committee has delegated authority to approve the recommendations in the report subject to approval by the Policy Committee or the Full Council.

Financial Comments (KLA 29/08/13)

18. The financial implications of the report are set out in paragraph 14 above.

Background Papers and Published Documents

Early Help Action Plan
Working Together to Safeguard Children – a guide to inter-agency working to safeguard and promote the welfare of children – Department for Education, March 2013

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

Electoral Division(s) and Member(s) Affected

All.

C0282

Nottinghamshire Children's Trust Early Help Development Plan 2013 – 2016

Introduction

Early help as defined by Eileen Munro¹ is that provided early in the life of a child and early in the emergence of a problem. In Nottinghamshire, services are considered to be providing Early Help when the child or young person's needs are assessed to be at levels 1 to 3 within the Pathway to Provision (Universal, Early Intervention and Targeted Services).²

This plan has been developed to further improve the multi-agency early help offer to children, young people and families across Nottinghamshire. It takes account of the increased focus on early help within Working Together 2013 and within the proposed Ofsted framework for inspecting services for children in need of help and protection, children looked after and care leavers. The activity driven by this plan is intended to improve outcomes for children and young people and reduce the need for specialist or statutory interventions. The plan brings together work across the Children's Trust to ensure that all agencies coordinate their activities to provide a coherent and seamless service to children and families. The priorities within the plan have been informed by feedback received at the Children's Trust Stakeholder Events held in October and November 2012.

The strategy will be overseen by an Early Help Executive, which will in turn report to the Children's Trust Board.

Ambition

Our ambition is for children, young people and families to receive the most appropriate support to meet their needs at the earliest opportunity.

This supports the Nottinghamshire Children's Trust ambition of Nottinghamshire being a place where children are "safe, healthy and happy, where everyone enjoys a good quality of life and where everyone can achieve their potential"

¹ Munro Review of Child Protection (May 2011)

² www.nottinghamshire.gov.uk/pathwaytoprovision

What is Early Help?

Nottinghamshire has adopted Professor Munro's definition of Early Help, meaning help provided early in the life of a child and early in the emergence of a problem. In Nottinghamshire, services are considered to be providing Early Help when the child or young person's needs are assessed to be at levels 1 to 3 within the Pathway to Provision (Universal, Early Intervention and Targeted Services).

Services that provide Early Help to children and families in Nottinghamshire include children's centres, Targeted Support Services, Young People's Services (youth service), early years settings, schools, colleges, services for children with special educational needs and disabilities, midwives, health visitors, school nurses, GPs, Family Nurse Partnership, Child and Adolescent Mental Health Services, community paediatrics, physiotherapy, occupational therapy, speech and language therapy, contraceptive and sexual health services, the police, and voluntary and community sector providers.

These services provide a range of support and interventions to children and families including evidence based parenting programmes, breastfeeding support, learning support, help to find education and employment, short breaks for disabled children.

Principles

Our approach to providing early help is underpinned by the following principles:

- Help should be provided at the earliest opportunity and in a way that is responsive to the needs to children and families requiring support, whilst ensuring that clear thresholds to services are promoted and maintained;
- Children and young people should be effectively safeguarded by all of the agencies and staff that work with them;
- The views and experiences of children, young people and families should inform and influence the design and delivery of early help services;
- A whole family approach should be adopted, whilst keeping the child or young person firmly at the centre of any support;
- Assessments should be made in a timely way and should lead to the provision of well coordinated support to children and families;
- Our early help offer should be clear and well understood so that children and families experience a seamless transition between services;
- Our early help offer should be evidence-based and reflect the needs of the population, whilst ensuring that new innovations are encouraged and supported to develop the evidence base for their effectiveness;
- Appropriate sharing of information between agencies should take place to ensure effective identification, assessment and service provision to children and young people.

Outcomes

Through this plan we aim to achieve the following outcomes for children and young people:

- Children and young people are safe and happy
- Children and young people are healthy, both physically and emotionally
- Children and young people are in education, employment or training and achieve to the best of their ability
- Children and young people have a voice and make a positive contribution in their local communities

Turning priorities into action

In order to ensure that our multi-agency early help offer to children and families is effective, high quality and easily accessible, we will:

1. Simplify and improve access to services by implementing an operating model that comprises of an early help unit providing the gateway to locality-based services, clearly articulated in the Pathway to Provision;
2. Refresh our commitment to a common assessment approach through the implementation of a multi-agency CAF improvement plan, ensuring that families receive the coordinated support they need, clearly articulated in a specific child/family CAF action plan;
3. Ensure that staff across the Children's Trust have the necessary skills, knowledge, confidence and capacity to meet the needs of vulnerable children, young people and families by implementing a multi-agency workforce development plan and developing an appropriately specialised service to those on the edge of social care;
4. Align key commissioned health services (CAMHS, health visiting, school nursing, sexual health) with the local authority early help offer so that children and young people have access to the appropriate service to meet their individual needs;
5. Assess whether service provision adequately meets the needs of vulnerable groups of children and young people and re-commission where this is found not to be the case;
6. Establish an early help dataset, case tracking arrangements and a quality assurance framework to ensure that we are providing quality services and that our resources are deployed efficiently and effectively to meet the needs of the most vulnerable children and families; and
7. Establish a resourcing plan for early help that ensures that our resources are deployed efficiently and effectively on evidence based approaches that meet the needs of the most vulnerable children and families.

We will also continue to embed the Language for Life strategy as we recognise that communication skills are critical in enabling children to achieve their best educationally and socially.

We will also develop an early years strategy to ensure that young children have the best start in life, allowing them to reach their potential and achieve success in adulthood. This will be cognisant of the policy changes emerging from the Department for Education with regard to early years, including the role of local government in relation to the childcare sector. The strategy will identify key activities required to ensure the council maintains its statutory duties within the context of economic constraint, and will explore opportunities for maximising resources through greater collaboration, integration and partnership.

Closing the Educational Gap and Child Poverty

This early help development plan will act as an umbrella for existing work underway through the Child Poverty and Closing the Educational Gap strategies.

We recognise the profound impact that poverty can have on a child and their family, and remain committed to tackling child poverty and thus improving children's life chances.

We recognise the link between disadvantage and educational outcomes and are committed to ensuring that we reduce the attainment gap so that all children are able to reach their full potential.

This means that we will align activity under the three strategies and will report progress in a coordinated way to the Children's Trust Board.

The early help development plan also has links with the ONE project, which will deliver an integrated assessment and planning process for children with special educational needs, and with the Five Steps to Collective Responsibility strategy, which aims to improve the educational outcomes for learners with social, emotional and behavioural difficulties. The interdependencies with these strategies will be managed through the responsible officer attending the Early Help Executive.

How we will measure success

The success of the plan will be measured by progress against the following impact measures:

Indicator	Target	Baseline	National Average
Percentage of children having their needs met through the CAF process*	Increase	tbc	N/A
Percentage of enquiries to the MASH that result in no further action to Children's Social Care*	Reduce	tbc	N/A
Children on child protection plans* (rate per 10,000)	Reduce	48.4 (2012/13)	37.8 (2011/12)
First time entrants to the youth justice system*	Reduce	tbc (2012/13)	-

Percentage of overall absence in primary, secondary and special schools**	Reduce	5.0% (2011/12)	5.1% (2011/12)
Attainment gap between Free School Meal and non-Free School Meal children at all key phases of education**	Reduce	KS2: 22.0% KS4: 31.8% (2011/2012)	KS2: 17.0% KS4: 26.4% (2011/12)
Percentage of young people in academic years 12-14 not in education, employment or training*	Reduce	2.5%(p) (2012/13)	6.3% (2011/12)
Breastfeeding prevalence rates at 6-8 weeks*	Increase	Notts PCT tbc Bassetlaw PCT 34.3% (2012/13)	46.9% (2011/12)
Under 18 conception rate** (rate per 1000 females aged 15 – 17)	Reduce	31.9 (2011)	30.7 (2011)
Dependent children who live in households whose income is below 60% of the national average**	Reduce	17.1% (2010)	20.6% (2010)

*Denotes quarterly reporting.

** Denotes annual reporting.

As the early help dataset is implemented, this will provide further key performance indicators to measure the impact of the plan.

Governance

The plan will be governed by the Children's Trust Board, which will receive biannual progress reports on actions undertaken and outcomes achieved. The Board may request additional, more comprehensive progress reports relating to Early Help, Closing the Gap and Child Poverty.

The detailed action plan to support this development plan will be overseen by the Early Help Executive, chaired by the Corporate Director for Children, Families and Cultural Services, and comprising members from across the Children's Trust.

The plan will be reviewed after one year.

C0282a

16 September 2013**Agenda Item: 8**

REPORT OF THE SERVICE DIRECTOR, CHILDREN'S SOCIAL CARE

LEAVING CARE SERVICE REVIEW

Purpose of the Report

1. The purpose of this report is to seek approval for the re-structure of Leaving Care Services in Nottinghamshire and the deletion of the Supported Accommodation Officer post within the Leaving Care Service.

Information and Advice

2. The provision of an advice and assistance service to young people aged 16 to 25 who are leaving the care of the Local Authority is enshrined in legislation. The Local Authority has a duty to ensure that eligible young people have a named personal adviser who is responsible for co-ordinating a Pathway Plan which sets out the young person's goals and the services needed to help them achieve these as they prepare for adulthood and begin independent lives.
3. The focus of this support is to help care leavers maximise their employability through access to appropriate education and training, to find and sustain safe, stable and affordable accommodation and to ensure that care leavers have a named adult who they can turn to for advice and guidance when needed.
4. The support offered through our Leaving Care Service includes a named personal adviser, financial help with further and higher education (fees, travel and accommodation and resources such as books and equipment), help with benefits and meeting Job Centre Plus requirements, finding and sustaining appropriate training and education, access to health care, finding appropriate accommodation (whether social housing or private tenancies) and financial support to set up a first home, a Staying Put Scheme that allows young people to stay with foster carers post 18 years, and help with independent living skills.
5. There are currently 350 young people aged 16 to 25 years who are eligible for this service, with approximately 100 looked after children (LAC) aged 16 and 17 years and 250 over 18 years.

Service Review

6. As part of the Children's Social Care Transformation agenda, the Leaving Care Service was reviewed between January and March 2013 to ensure that it continued to meet the needs of Nottinghamshire's Looked After Children and Care Leaver population in light of

the newly formed Throughcare Service. The review also considered the challenge of continued budget pressures by focusing on the efficient use of resources. As the service currently includes qualified and unqualified staff the review looked at whether these staff groups could be used more effectively. The Department for Education confirmed that the statutory role of personal adviser could be undertaken by the social worker responsible for the looked after child's case. Prior to this, case law had dictated that the roles were separate and that 16 and 17 year old looked after children had to have both a social worker and a personal adviser.

7. The review included care leaver consultation, including the Children in Care Council and groups of care leavers; shadowing of Leaving Care staff in order to understand the role and consultation with staff and team managers within the Leaving Care Service. Unions have been kept informed throughout and attended staff meetings.
8. The review identified that the number of care leavers is increasing year on year in line with the County's growing population of looked after children and there will be a net increase of 82 cases for the service over the next 12 months.
9. Importantly duplication of resources was identified as an issue as 114 young people had an allocated qualified social worker from the Looked After Children (LAC) Service and a personal adviser from the Leaving Care Team. This duplication resulted in an inefficient use of social work resource which could be better utilised to meet growing demand.
10. Specialist roles within the Leaving Care Service (i.e. Education and Training Officers and Supported Accommodation Officer) were ill defined and not used consistently across the County. There was also duplication with some of the services offered by Targeted Support in relation to accommodation.
11. Young people themselves were confused by the roles of workers and wanted fewer changes of social worker.

Summary of Changes

12. The Leaving Care Service will become a non social work qualified 18 years plus service. It will comprise 13.2 fte Personal Advisers and 1.6 fte Team Managers. There will be no decrease in staffing for this service as caseloads are expected to rise over the next few years.
13. The remaining 8.4 fte qualified Social Workers and a 0.8 fte Leaving Care Team Manager will transfer to the LAC Service. This group of staff will continue to work primarily with older looked after young people (15 years plus) and will take a lead role in Pathway Planning for this age group. It is expected that leaving care social workers, with their expertise with this age group, will improve the quality of planning for children as they make plans to exit care at 18 years.
14. Cases will stay with the LAC Service until the young person reaches 18 years old or until they are no longer looked after. If the young person is entitled to a personal adviser then the LAC social worker will fulfil this role in addition to managing the young person's care and pathway planning. At 18 years old the case will transfer to the Leaving Care Service for ongoing advice and assistance.

15. Given the importance of education and training for a young person's economic future and employability, the existing Education and Training Officers will remain, however their job descriptions have been revised to focus on improving education and training planning for 16 to 18 year old looked after children and maximising education and employment opportunities for care leavers.
16. It is proposed that the role of the Supported Accommodation Officer is deleted. This is not a statutory role and duplicates the role of the Targeted Support Service which provides a service in relation to supported accommodation for young people.

Other Options Considered

17. Two alternative options were considered. The first was to do nothing and retain the leaving care service in its present form. This was rejected due to the reasons identified above in that the current model does not provide an efficient use of resources in a climate of increasing demand.
18. The second option considered was that of establishing a new 16 plus service. This would have sat alongside the current LAC service and introduced another transfer point in the journey of a looked after child. This option was rejected following consultation with young people themselves and concerns that this model could not meet the level of demand without additional resources.

Reason/s for Recommendation/s

19. The new structure of the Leaving Care Service in Nottinghamshire underlines Nottinghamshire County Council's commitment to young people who are and have been in its care, and will ensure that our services to this group of young people continue to meet their needs amid increasing demand.

Statutory and Policy Implications

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

Implications for Service Users

21. Looked After Children and Care Leavers will benefit from continuity of social worker and clear commitment from the County Council to ensure young people are not discharged from care until they are 18 years old.

Human Resources Implications

22. The current Supported Accommodation Officer postholder will be re-deployed into a vacant Personal Adviser post.

Financial Implications

23. Deletion of the Accommodation Officer post (Grade 4, 0.6fte) will result in a budget saving of £11,000 which will contribute to alleviating the budget pressures anticipated by the Authority for 2014-15. The transfer of other posts from Leaving Care to Looked After teams will have no financial implications.

RECOMMENDATION/S

That:

- 1) the re-structure of the Leaving Care Service be approved.
- 2) the deletion of the Supported Accommodation Officer post be approved.

Steve Edwards
Service Director, Children's Social Care

For any enquiries about this report please contact:

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Constitutional Comments (LM 02/08/13)

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

Financial Comments (KLA 06/08/13)

25. The financial implications of the report are set out in paragraph 23 above.

Background Papers and Published Documents

None.

Electoral Division(s) and Member(s) Affected

All.

C0271

16 September 2013**Agenda Item: 9****REPORT OF SERVICE DIRECTOR, YOUTH, FAMILIES AND CULTURE****YOUNG PEOPLE'S SUPPORTED ACCOMMODATION COMMISSIONING
UPDATE AND ESTABLISHMENT OF A PART TIME COMMISSIONING
MANAGER POST****Purpose of the Report**

1. This report provides an overview of the work that has taken place to deliver a planned programme of improvement and efficiencies in relation to young people's homelessness work, and seeks approval to postpone the tendering process for young people's supported accommodation from 2013-14 to 2014-15.
2. It also seeks approval for the establishment of a part time Commissioning Manager post within the Targeted Support and Youth Justice Service.

Information and Advice

3. In April 2012 commissioning responsibility for supported accommodation for young people aged 16-21 years transferred from Adult Social Care, Health and Public Protection (ASCH&PP) to Children, Families and Cultural Services (CFCS). The County Council does not commission physical accommodation for young people. This is generally provided by a Registered Social Landlord and is paid for through Housing Benefit. The County Council commissions hours of support for young people within the accommodation and this varies in terms of the number of hours each week. Therefore, some projects are designated for young people with high support needs and have a higher allocation of support hours per resident per week. The current providers and the number of units of support they provide are set out in the attached Commissioning Plan paper (**Appendix 1**).
4. In preparation for the transfer of the budget and commissioning responsibility from ASCH&PP to CFCS, a Youth Homelessness Strategy and an accompanying set of commissioning recommendations for future service provision was produced. Public, service user and stakeholder consultation followed this. In July 2012, both the Early Years and Young People's Sub-Committee and Policy Committee approved the Strategy and commissioning recommendations.
5. The budget for commissioning supported accommodation is constituted from former Supporting People funding and finances within CFCS. The budget was set out as detailed overleaf.

	2012-13	2013-14	2014-15
Total budget	£1,990,255	£1,803,001	£1,481,384

6. Savings and efficiencies have been achieved to date in line with the above budget reductions, which was approved by the previous administration as a part of the wider Supporting People budget reductions. This has been realised through a value for money exercise and some reductions to the numbers of supported accommodation units for young people. Savings to date have been delivered by contract variations which took place in October 2012 and April 2013. These value for money exercises achieved greater consistency in hourly rates charged for support and enabled the preservation of as high a number of units of support as possible.
7. In line with the Strategy agreed by Policy Committee, and supported by a thorough and independent needs analysis, from April 2014 supported accommodation units across the County will be further reduced by 30. This planned reduction will be subject to a risk assessment process, which will seek to balance potential safeguarding implications against the Council's savings requirements. Should the risk assessment outcome establish an active safeguarding risk, then a further report will be brought to the Committee before April 2014 that will set out these risks and propose potential mitigating actions.

Re-Commissioning of Support for Homeless Young People

8. It was originally intended to re-commission the support element of supported accommodation services during 2013-14 with new contracts commencing in April 2014, which would deliver the savings required for 2014-15. However, in light of the Council's need to deliver a further £144m savings between 2014-17, all areas of County Council expenditure are being scrutinised to identify further savings and efficiencies. It is now proposed that the re-commissioning exercise is postponed for 12 months, whilst future savings and efficiency plans are finalised and budgets agreed in February 2014 by full Council. This will allow work to be completed in relation to all supported accommodation, both for young people and adults, to better define the relationship between landlords and support providers. This relationship is key in terms of future cost and service quality and a consultation has already been commenced by the Adult Social Care, Health and Public Protection Department. It is recommended that the outcomes of this consultation are used to influence the future young people's commissioning model.
9. In order to achieve the required savings required for 2014-15 therefore, a further negotiation and contract variation process will be undertaken with providers. It is anticipated that there will be no financial impact from the delaying of the re-commissioning process.

Progress of the Youth Homelessness Strategy Action Plan

10. The new operating systems described in the Youth Homelessness Strategy, approved by Policy Committee in July 2012, have now been put into place. Since the inception of the new system, Targeted Support and Youth Justice Services have dealt with 712 referrals for homeless young people. At present, 20% of referrals of 16/17 year olds return to the family home after intervention from homelessness case managers and the Service is

seeking to increase this figure still further. For those requiring supported accommodation, a new weighting system has been agreed by all service providers which ensures that those in the most need are housed first.

11. As planned within the Youth Homelessness Strategy, a multi-agency forum has been established including the participation of all the District and Borough Councils. This forum has led to the successful implementation of a joint protocol, outlining how each agency should react when a child or young person presents as homeless. The forum is now focusing on activity to prevent homelessness occurring and ensure that more young people move successfully from supported to independent accommodation.

Commissioning Capacity

12. Since October 2011 the work on commissioning, contract management and development of young people's homelessness services has been led on a temporary basis by a Programme Manager from Adult Social Care, Health and Public Protection. This post has not been on establishment and has been operated as an extension to an existing contract of employment. It is now necessary to formally establish a part-time post to lead the programme of work over the next two years. This report therefore seeks approval for the establishment of a Commissioning Manager, evaluated at Hay Band E and working 26 hours per week within the Targeted Support and Youth Justice Service. This is commensurate with the hours currently worked by the Programme Manager. The cost, dependent upon spinal point, would be £35,007 - £38,891 per annum inclusive of all on-costs.

Other Options Considered

13. Continuation of the current commissioning timescale has been considered but is not felt to be appropriate due to the reasons outlined within the report. Consideration has been given to allocating the commissioning work to an existing management post with Targeted Support and Youth Justice but this is not considered practicable due to capacity and the particular skills and knowledge required.

Reason/s for Recommendation/s

14. To ensure that the delivery of the Youth Homelessness Strategy is successful and delivers on Council priorities to safeguard children and deliver services that represent value for money.

Statutory and Policy Implications

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

Implications for Service Users

16. Other than the planned unit reductions agreed previously by Policy Committee for 2014/15, service users will see no change in the support they receive. The remainder of the savings will be delivered by further hourly rate reductions to support hours. Support providers will be responsible for the management of the reduction to unit numbers, and will liaise with Targeted Support to ensure that no service user is made homeless as a consequence of delivering these savings. It is anticipated that the support provider will look for alternative funding sources to maintain the accommodation, although this is not guaranteed.

Implications for Staff

17. There are no implications for staff. The Programme Manager leading work on youth homelessness has an enabling right to the post that will be established.

Financial Implications

18. A financial regulations waiver has been approved to extend existing contracts with service providers for a 12 month period from April 2014 until March 2015.
19. The post of Commissioning Manager will be fully funded from within the Targeted Support and Youth Justice Service budget and incurs no costs above those for the provision of the extended contract of the Programme Manager from Adult Social Care, Health and Public Protection.
20. The financial risks described above in relation to the current decommissioning plans for 2014-15 will be fully analysed and will be presented to committee as soon as possible along with proposals for potential mitigation if required.

Equalities Implications

21. An equality impact assessment was completed as part of the development of the strategy and commissioning recommendations and will be kept under review as part of the decommissioning and re-tendering process.

RECOMMENDATION

That:

- 1) the work that has taken place to deliver a planned programme of improvement and efficiencies in relation to young people's homelessness work be noted.
- 2) the re-commissioning exercise for young people's supported accommodation be postponed for 12 months, whilst future savings and efficiency programmes are agreed.
- 3) the establishment of a Commissioning Manager working 26 hours per week within Targeted Support and Youth Justice on a temporary basis for two years be approved.

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Constitutional Comments (LM 15/08/13)

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

Financial Comments (KLA 19/08/13)

23. The financial implications of the report are set out in paragraphs 18 to 20 above.

Background Papers and Published Documents

Youth Homelessness Strategy – report to Early Years and Young People's Sub-Committee on 3 July 2012

Youth Homelessness Strategy – report to Policy Committee on 18 July 2012

Equality Impact Assessment

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

Electoral Division(s) and Member(s) Affected

All.

C0280

16 September 2013**Agenda Item: 10****REPORT OF THE SERVICE DIRECTOR, EDUCATION, STANDARDS AND
INCLUSION****AN UPDATE ON NOTTINGHAMSHIRE'S STRATEGY FOR PUPILS WITH
SOCIAL EMOTIONAL AND BEHAVIOURAL DIFFICULTIES (SEBD) –
'FIVE STEPS TO COLLECTIVE RESPONSIBILITY'****Purpose of the Report**

1. To provide an update on the progress which has been made in implementing the County Council's strategy for improving arrangements for children and young people with social, emotional and behavioural difficulties (SEBD) known as 'Five steps to collective responsibility', which was approved by the Children and Young People's Committee on 5 November 2012.
2. To propose a number of recommendations in order to fully implement the strategy.

Information and Advice**Context**

3. The County Council and schools face a number of pressures relating to the cost and effectiveness of existing arrangements in Nottinghamshire for children and young people with SEBD. In Nottinghamshire the County Council spends approximately £10million per year on making provision for learners with complex SEBD.
4. The key pressures facing schools and the County Council include:
 - cost of Pupil Referral Units (PRUs), known in Nottinghamshire as learning centres, specialist placements and the corresponding impact on the budgets of all schools
 - concern about the quality of provision offered to this group of learners
 - a lack of locally available specialist County Council SEBD provision
 - the changing relationship between the County Council and schools in the context of the changing status of schools (academies and free schools) and the changing role of the County Council
 - changes to statutory duties in relation to alternative provision
 - the reform of funding arrangements for schools including PRUs
 - a need to provide a positive climate for learning for all children and young people
 - a perceived increase in the challenging behaviour of very young children
 - the requirement for schools to maintain standards of achievement and standards of behaviour in accordance with the Ofsted framework.

5. In the light of these pressures, a review of arrangements for pupils with SEBD in Nottinghamshire was initiated which culminated in a new strategy known as 'Five Steps to Collective Responsibility'. The review of SEBD provision considered whether it is possible to utilise the available resources to better effect in order to achieve improved outcomes for this group of learners.
6. The strategy identified five key steps for establishing collective responsibility in order to deliver the required changes. The notion of collective responsibility involves partnership arrangements between schools and between schools and the County Council.
7. The five steps are:
 - 1) developing the availability of high quality local alternative provision
 - 2) developing successful behaviour partnerships between schools
 - 3) providing specialist support to primary schools
 - 4) developing proposals to establish specialist SEBD provision in Nottinghamshire
 - 5) developing the role of the learning centres (PRUs).
8. The strategy presented a number of outcomes which described how success could be measured. The strategy said:

"We will have been successful when we can say:

 - permanent exclusions are highly exceptional
 - there are no permanent exclusions in Key Stages 1 and 2
 - young people can receive appropriate alternative provision in their own communities
 - schools have developed effective partnerships to which the County Council can confidently devolve funding, resources and responsibility
 - teachers feel more confident in managing challenging behaviour
 - teachers are able to access support and advice from their colleagues and from specialist teams provided by the County Council
 - parents and young people feel more engaged with learning."
9. There are a number of significant areas of progress to report in relation to the five steps:

Step 1: Developing the availability of high quality local alternative provision (AP)

10. Alternative provision is the way in which a relatively small group of young people receive their education in an alternative form. This may be an alternative that has been developed by a school or partnership of schools which focuses on vocational training, or it may be a package of alternative educational provision purchased from a registered alternative provider. Currently arrangements to monitor the quality of this provision are insufficiently robust.
11. In order to monitor the quality of such provision, check on the progress and attendance of young people receiving this provision and to achieve value for money, the County Council has identified a successful approach to managing these placements. This approach has been adopted and managed by the Nottingham City Secondary Education Partnership and is available to County schools and partnerships.

12. This scheme:

- provides an online directory of approved providers of Alternative Provision
- includes arrangements for the quality assurance of the provision offered by these providers
- provides an online management facility that gives twice daily updates on behaviour, attendance, progress and the well-being of pupils.

13. Schools and partnerships of schools will be offered the opportunity to buy into this package of support. This will provide security and reassurance for schools that the provision being commissioned is of an acceptable high standard and that the pupil's well-being is being monitored through the provision of daily reports on attendance and levels of progress that pupils make. Schools are also in the process of developing collaborative arrangements for "in-house" alternative provision which improves standards. This will reduce the reliance on external providers and ensure that schools retain a close relationship with pupils on their roll.

Steps 2 and 5: Developing successful behaviour partnerships between schools and developing the role of the PRU

14. Developing successful behaviour partnerships and developing the role of the PRU are mutually dependent activities. As successful partnerships develop, it will be necessary to redefine their relationship with the PRU. Over the course of the last academic year we have seen evidence of significant reductions in permanent exclusions. This can be seen in the tables below:

Table 1: Permanent Exclusions by Area September 2012 to July 2013

	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Total
Ashfield	0	2	0	1	0	0	0	0	0	0	0	3
Bassetlaw	1	3	2	0	2	1	2	1	1	3	3	19
Broxtowe	0	3	1	2	2	1	0	2	0	2	0	13
Gedling	1	1	4	1	1	1	1	0	2	2	0	14
Mansfield	0	1	0	1	0	0	2	0	0	0	0	4
Newark	0	1	1	3	0	3	2	1	0	0	0	11
Rushcliffe	1	1	2	0	1	2	1	3	0	3	0	14
SHENK ¹	0	0	4	4	0	1	2	0	0	1	2	13
	3	12	14	12	6	9	10	7	3	11	5	92

¹ SHENK is a partnership of five schools from Ashfield and Broxtowe (Selston, Holgate, Eastwood, National and Kimberley)

Table 2: Permanent Exclusions from September 2007 to 19 July 2013

	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Total
9/12 to 7/13	3	12	14	12	6	9	10	7	3	11	5	92
9/11 to 7/12	15	10	14	9	10	11	16	4	16	7	6	118
9/10 to 7/11	12	13	14	5	8	14	18	7	13	14	10	128
9/9 to 7/10	11	13	14	15	12	7	15	9	14	11	9	130
9/8 to 7/9	11	19	14	9	22	16	16	7	13	23	6	156
9/7 to 7/8	12	17	14	14	21	14	15	15	15	18	10	165

15. The data provides evidence that:

- over the last 6 years permanent exclusions peaked in the academic year 2007-2008 at 165
- since then there has been a steady decrease in permanent exclusions and in 2012/2013 there were 92 permanent exclusions. This is a 44% reduction since 2007
- in the academic year 2012/2013 there was a 22% reduction in permanent exclusions compared to 2011/2012. This is the largest percentage reduction in permanent exclusions in one year over the last six year period.

16. In developing the role of the PRU and partnerships of schools, a new model of collaborative working has emerged. This will involve the devolution of resources centrally retained by the County Council and the transfer of responsibility and accountability for these resources to partnerships of schools. The devolution of resources will be subject to a rigorous service level agreement between the County Council and partnerships of schools or individual schools. By September 2013 the majority of partnerships will have service level agreements between the partnerships and the County Council.

17. The devolution of resources and responsibilities for pupils with SEBD to partnerships of schools is in line with the national direction of travel and the Government's preferred approach on exclusions. This approach allows schools to continue to permanently exclude but means that schools have the responsibility for arranging alternative provision and ensuring that this is good quality and achieves positive educational outcomes.

18. The success of partnership working will require schools to work collaboratively using resources more effectively through greater 'economies of scale' which enable a more flexible response to a range of needs and remove the need for permanent exclusions. Following the transfer of resources to partnerships of schools, it will be necessary to ensure that these are well managed in order to reduce the risk of escalating costs. This risk will be managed through the recent introduction of a Cost Recovery Mechanism (CRM), in order that provision which falls outside partnership agreements may be funded and commissioned appropriately and responsibly.

19. A Cost Recovery Mechanism (CRM) is the way in which the County Council will recover the cost of provision made for pupils who are permanently excluded from schools when the exclusion occurs outside agreed arrangements with individual schools or partnerships of schools.

20. Of the 45 secondary schools in Nottinghamshire:

- 35 are committed to working in partnership and nine Partnerships have been established
- five schools are happy to accept their share of responsibility but do not feel they need partner schools to achieve their aims
- five schools have yet to confirm how their future ways of working will be developed.

Table 3 below shows the proposed partnership arrangements by district across Nottinghamshire:

Table 3

District	Locality/Learning Centre	Partnership/Individual Schools	No of schools
Bassetlaw	North	Bassetlaw East Partnership	3
		Outwood Academies	2
		Serlby Park	1
Newark & Sherwood	North	Newark Town Partnership	2
		Dukeries	1
		Joseph Whitaker	1
		Minster	1
Gedling	South	Gedling	3
		Redhill	1
		Carlton Academy	1
		Sherwood E-Act	1
		Carlton Le Willows	1
Broxtowe	South	Broxtowe Partnership	4
Rushcliffe	South	Rushcliffe Partnership	6
		Toot Hill	1
Ashfield	West	Ashfield Partnership	4
Mansfield	West	Mansfield Partnership	6
		Samworth Academy	1
SHENK ¹	West	SHENK	5
Total			45

¹SHENK is a partnership of five schools from Ashfield and Broxtowe (Selston, Holgate, Eastwood, National and Kimberley)

21. From September 2013 to September 2014 resources will be incrementally devolved to Partnerships and individual schools from the County Council. A Service Level Agreement will need to be in place for Partnerships and Individual Schools, which describes the resource quota for each Partnership and Individual School. The resources include:

- an allocation of places at each learning centre (PRU)
- an allocation of cash
- access to a share of staff employed at the learning centres (PRUs).

22. As a result of recent conversations with partnerships of schools, the number of PRU places commissioned by the County Council will need to be adjusted to reflect future demand. There are three main drivers for this because the number of:
- 1) exclusions has reduced significantly
 - 2) children returning to school or partnerships of schools has increased
 - 3) children without a school place has reduced.
23. Currently each learning centre (PRU) has been commissioned to provide 44 places for pupils who have been permanently excluded from school. These are as follows:
- Daybrook Learning Centre serves the south of the County (Rushcliffe, South Broxtowe and Gedling) and is located in Gedling
 - Oakdale Learning Centre serves the west of the County (Mansfield and Ashfield and SHENK) and is located in Mansfield
 - Bassetlaw Learning Centre serves the north and east of the County (Bassetlaw and Newark) and is located in Worksop.
24. Since April 2013 the management structure of the PRUs has been reconfigured in the light of new government guidance. Prior to April 2013 the three PRUs (Daybrook, Bassetlaw and Oakdale Learning Centres) were registered as one school. Since April 2013 each PRU is registered as a separate school and has appointed a separate management committee with strong representation from the schools in the areas which they serve.
25. Following these developments it will be necessary to reduce the number of placements commissioned at each PRU. Over time it is increasingly likely that the reliance on all PRUs will reduce and alternative local solutions will be developed. In addition, there are a number of significant issues relating specifically to Daybrook Learning Centre. In particular there are concerns regarding:
- the standard of academic achievement and progress
 - the quality of teaching and learning
 - the positive management of behaviour and safety
 - levels of learner attendance.
26. Overall Daybrook Learning Centre does not represent value for money with regard to the cost of pupil placements and the outcomes for these learners. It is therefore intended to seek approval to consult on the proposal to close Daybrook Learning Centre and this will be the subject of a separate report to the Children and Young People's Committee.
27. In the meantime it is intended that pupils in the south of the County who are permanently excluded from school will not be placed in Daybrook Learning Centre. Their provision will be made through one of three pathways:
- encouraging localised provision developed with each school behaviour and attendance partnership or in some cases with individual schools
 - alternative provision for older key stage 4 learners
 - admission to another learning centre.

28. However, those pupils who are currently attending Daybrook Learning Centre will remain on roll and on site. The consultation on the proposal to close Daybrook Learning Centre will also include a number of options relating to the creation of small scale local provision for excluded young people in Rushcliffe, South Broxtowe and Gedling.
29. Some concern has been expressed about the risk of increasing the incidence of 'grey exclusions'. This is where schools develop alternative strategies for excluding pupils outside formal exclusions arrangements. For example, parents may be asked to keep a child at home without a formal exclusion process, or children being placed on long term part time packages. It is acknowledged that this practice is disadvantaging a number of our most vulnerable pupils. It is therefore proposed to undertake further research to assess the scale and reasons for this type of grey exclusion and to determine an approach to mitigate against this risk.

Step 3: Providing specialist support to primary schools

30. There have been developments in arrangements where primary schools work in partnership in some districts. The intention is that primary schools work in collaboration with secondary partnership colleagues and seek to divert funding used as reactive measures in the secondary phase into early intervention strategies in primary schools. A new Primary Social and Emotional Development (PSED) team has been established. This team has been created in response to one of the outcomes of the SEBD review. The focus of this outcome was for exclusions in primary schools to be reduced to a minimum, and that primary aged pupils should not be placed in a Pupil Referral Unit.
31. In the academic year 2012/13, there has been one permanent exclusion from a primary school in Nottinghamshire. Although the main focus of the SEBD review has related to secondary provision, primary schools have suggested that more attention should be given to the development of support mechanisms for pupils with challenging behaviour in schools in the primary phase. It is proposed to undertake further work across this phase in order to develop a specific SEBD strategy for primary schools.

Step 4: Developing proposals to establish specialist SEBD provision in Nottinghamshire

32. A study of options relating to the development of specialist SEBD provision has been undertaken. It recognises the need to establish specialist SEBD provision in Nottinghamshire and considered:
- design features of the provision
 - management of admissions into the provision
 - the nature of the provision to be developed.
33. A number of design features have been identified. The provision must:
- 1) be capable of meeting the most complex needs locally (i.e. within County boundaries or near to home)
 - 2) be able to deliver good quality educational provision, that achieves good or better outcomes for the learners
 - 3) ensure that it does not lead to increased demand for specialist placements
 - 4) provide value for money.

34. In order to manage the resources available for specialist provision there needs to be a model for admissions and resourcing. Placement decisions and funding decisions could operate in one of the following four ways through decisions made by:
- 1) individual schools
 - 2) partnerships of schools
 - 3) bands of schools (north, west and south)
 - 4) a County wide panel system.
35. There are a number of options in relation to the type of provision to be created:

Type 1

A traditional approach of **specialist school provision** provided by either:

- 1) the establishment of a single County wide 60 place specialist SEBD school, provided either by the County Council or an independent provider
- 2) the commissioning of specialist placements from a range of local specialist independent and other local authority special schools.

Or:

Type 2

The provision of a more **flexible range of solutions** provided by either:

- 1) a single provider of flexible solutions either by the County Council or an independent provider
- 2) a broader range of providers of flexible solutions.

36. Further consultation with stakeholders on each of these options will need to be undertaken in the autumn term, in order that the new arrangements will be in place by September 2014.

Other Options Considered

37. Other options were previously considered as part of the SEBD review process and were considered by the Children and Young People's Committee in the report entitled 'Review of arrangements for children and young people with social, emotional and behavioural difficulties (SEBD) in Nottinghamshire' on 5 November 2012.

Reason/s for Recommendation/s

38. To progress the County Council's strategy on improving arrangements for children and young people with SEBD in particular in relation to:
- providing a cost effective model of delivering SEBD provision
 - improving the quality of SEBD provision
 - supporting the development of local solutions through the development of partnership working and shared responsibility between schools and the County Council.

Statutory and Policy Implications

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

Implications for Service Users

40. Service users are pupils at risk of exclusion and schools who are managing their challenging behaviour. There are a number of changes which will benefit service users, such as:
- schools will feel more supported by each other and by the County Council in trying to manage SEBD
 - less children should be excluded from schools and partnerships of schools
 - young people will be able to attend the PRU without the need for a permanent exclusion, and when they do, it will be for shorter periods i.e. a maximum of two terms
 - young people will receive appropriate provision that meets their needs.

Financial Implications

41. In November 2011 a paper was presented to the Schools Forum which identified the concern that expenditure on SEBD was likely to significantly increase beyond the available resources over 2012/13 and 2013/14. Schools Forum requested that the County Council review its arrangements for SEBD and explore ways in which provision could be remodelled to provide a more cost effective solution. The aim of the review has been to focus on the need to establish appropriate provision whilst ensuring a reversal of a trend towards increased expenditure. It should be recognised that failure to turn around this trend will result in the need for increased contributions from all schools from the Dedicated Schools Grant.
42. In line with the new strategy, it is proposed that funding will be devolved to partnerships of schools in order that partnerships can establish more local cost effective solutions. Each partnership of schools and in some cases individual schools, have received information about their share of the resources available. Partnerships will work within their local budgets and endeavour to achieve efficiencies which could be reinvested into early intervention arrangements. Robust service level agreements will be in place to ensure the resources are invested in areas of activity relating to SEBD.
43. Each of the recommendations in this report can be carried out within existing resources. Should any proposals coming out of the consultations have financial implications, these will be highlighted in future reports.

Equalities Implications

44. White boys and pupils with SEN are over-represented in the group of pupils who are disadvantaged by exclusion. New arrangements will reduce the impact on this vulnerable group.

Safeguarding of Children Implications

45. Children who are in receipt of off-site alternative provision are entitled to receive provision of a high quality and which is subject to safeguarding and quality assurance procedures. The approved provider framework and daily monitoring arrangements will ensure that children receive their education in high quality and safe environments.

Human Resources Implications

46. Any restructuring as a result of a change to the delivery model of specialist SEBD provision will be addressed in line with agreed HR policies and procedures, including consultation with the recognised Trade Unions.

RECOMMENDATION/S

That:

- 1) the progress which has been made in implementing the County Council's strategy for improving arrangements for children and young people with SEBD be noted.
- 2) the proposal to establish a further work stream to consider grey exclusions and how to mitigate against this practice be approved.
- 3) the proposal to develop an SEBD strategy for primary schools be approved.
- 4) the proposal to consult with stakeholders on the delivery model for specialist SEBD provision be approved.

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Constitutional Comments (LM 22/08/13)

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

Financial Comments (KLA 29/08/13)

48. The financial implications of the report are set out in paragraphs 41 to 43 above.

Background Papers and Published Documents

Review of arrangements for children and young people with social, emotional and behavioural difficulties (SEBD) in Nottinghamshire - report to Children & Young People's Committee on 5 November 2012.

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Specialist provision - report to Schools Forum on 23 November, 2011.

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.

C0268

16 September 2013**Agenda Item: 11****REPORT OF THE SERVICE DIRECTOR, EDUCATION STANDARDS AND
INCLUSION****PROPOSAL TO CONSULT ON THE CLOSURE OF DAYBROOK LEARNING
CENTRE****Purpose of the Report**

1. To seek approval to consult on a proposal to close the Pupil Referral Unit (PRU) known as Daybrook Learning Centre with effect from 31 August 2014, and that a further report on the outcome of the consultation and which recommends a course of action be submitted to this Committee.

Information and Advice**Context**

2. Following the review of Social Emotional and Behaviour Difficulties (SEBD) arrangements in Nottinghamshire, a new strategy entitled '5 Steps to Collective Responsibility' was published and agreed by the County Council in November 2012.
3. Since that date a considerable amount of collaborative effort by schools and the County Council has resulted in a number of new arrangements being established. Some notable outcomes are that:
 - funding will be devolved to behaviour partnerships to support local initiatives and partnership working
 - a framework for monitoring and evaluating alternative provision is available to schools
 - a service for primary schools has been established to support schools where behaviour is challenging and places at risk
 - the number of permanent exclusions issued in academic year 2012-2013 has reduced by 22% compared to the previous year
 - the role of Pupil Referral Units has been redefined and three separate schools were established in April 2013, each with a management committee.
4. In line with national developments Nottinghamshire County Council is progressively devolving resources to partnerships of schools to encourage collective responsibility and reinforce other positive processes (such as fair access and managed moves).
5. This report is linked to the report also being considered at this meeting entitled 'An update on Nottinghamshire's Strategy for Pupils with Social Emotional and Behavioural Difficulties (SEBD) – Five Steps to Collective Responsibility'.

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The role of Daybrook Learning Centre

6. Daybrook Learning Centre serving the south of the County (Rushcliffe, South Broxtowe and Gedling), is located in Gedling and is currently commissioned to provide 44 places for pupils who have been permanently excluded from school. It provides out of school provision for children and young people of secondary school age who are currently not in other schools as a result of their behaviour. It is designated as a Pupil Referral Unit (PRU) and as such is subject to inspection by OFSTED.
7. There are a number of significant issues relating specifically to Daybrook Learning Centre. In particular there are concerns regarding:
 - the standard of academic achievement and progress
 - the quality of teaching and learning
 - the positive management of behaviour and safety
 - levels of learner attendance.
 - overall it is considered that Daybrook Learning Centre does not represent value for money with regard to the cost of pupil placements and the outcomes for learners. The current cost per place at £25,000 per pupil is significantly higher than the national average of £15,000.
8. It is therefore intended to seek approval to consult on the proposal to close Daybrook Learning Centre.
9. In the meantime it is intended that pupils in the south of the County who have been or are at risk of permanent exclusion from school will not be placed in Daybrook Learning Centre. Their provision will be made through one of three pathways:
 - encouraging localised provision developed with each school partnership or in some cases with individual schools
 - alternative provision for key stage 4 learners, if appropriate
 - admission to another learning centre.

However, those pupils who are currently attending Daybrook Learning Centre will remain on roll.
10. Across Nottinghamshire partnerships are taking greater responsibility for making local arrangements for children and young people with SEBD which has involved the devolution of resources to partnerships of schools and a reduction in the number of places commissioned at each of the learning centres.
11. The total number of places available to partnerships or individual schools in the south of the county is 44. As from September, the equivalent of 21 places will be commissioned from the partnerships in order for them to make local arrangements and 23 places will be commissioned from Daybrook Learning Centre. This is shown in Table 1 overleaf:

Table 1: Daybrook Learning Centre

Partnership	Place Allocation	No of Commissioned Partnership Places	Actual number of Commissioned Places on PRU Roll (Sept 2013)
South Broxtowe	11	5	6
Gedling	20	14	6
Rushcliffe	11	3	8
Toot Hill	2	-1	3
Total	44	21	23

12. The projected learner numbers on roll for September 2013, which are at an all time low are:

KS3	5	<i>(of whom 4 are on a transitional programme back to mainstream school or other setting and are not expected to attend the centre)</i>
KS4 (Year 10)	7	
KS4 (Year 11)	11	<i>(of whom 2 are on a transitional programme back to mainstream school or other setting)</i>
Total	23	

13. The table below gives more detailed information for the three districts served by Daybrook Learning Centre:

Table 2:

		Place Allocation	FTE Staff
Gedling	KS3	7	4.08
	KS4 (Yr 10)	4	2.33
	KS4 (Yr 11)	9	3.39
South Broxtowe	KS3	4	2.33
	KS4 (Yr 10)	2	1.17
	KS4 (Yr 11)	5	1.88
Rushcliffe	KS3	4.23	2.46
	KS4 (Yr 10)	1.69	0.99
	KS4 (Yr 11)	5.08	1.91
Toot Hill	KS3	0.77	0.45
	KS4 (Yr 10)	0.31	0.18
	KS4 (Yr 11)	0.92	0.35
		44	21.52

14. Staffing costs for Daybrook Learning Centre in the 2013/2014 financial year are £775,000.

Rationale for the proposal to close Daybrook Learning Centre

15. During 2012/2013 academic year Daybrook Learning Centre has received high levels of County Council support, particularly from January 2013. This has not resulted in the improvements required to address the need to rapidly improve outcomes for pupils on roll.

16. Support included an additional four day closure at the end of spring term 2013 in order to provide training for staff with an emphasis on improving the understanding and management of behaviour.
17. The OFSTED report of February 2012 graded The Learning Centre as satisfactory which under the new Ofsted framework is now termed 'requiring improvement'. In July 2012, as part of the SEBD review, a consultant was employed by the County Council. The consultant was asked to evaluate The Learning Centre and in her report of July 2012 she expressed concerns regarding the effectiveness of all three centres.
18. The most recent evaluation of Daybrook Learning Centre was undertaken in May 2013 and highlighted shortcomings in the current standards of provision.
19. Whilst there was recognition of certain improvements in processes, the performance of specific staff and some aspects of centre provision, a number of significant areas for improvement were identified including:
 - the standard of academic achievement and progress
 - the quality of teaching and learning
 - the positive management of behaviour and safety
 - levels of learner attendance.
20. The evaluation report identified:
 - 12 recommendations to improve the quality of teaching and learning
 - 4 recommendations to improve data analysis
 - 7 recommendations to improve leadership and management.
21. At the point of separation from the other two learning centres in April 2013, Daybrook Learning Centre retained the original DfE number and is therefore likely to receive an OFSTED inspection as soon as the autumn term 2013. It is anticipated that the outcome of such an inspection would result in a judgement that Daybrook Learning Centre should be placed in 'special measures'. It is therefore important that the County Council is able to present a clear strategy which addresses the issues raised in the May 2013 Review.
22. The County Council Review in May 2013 raised concerns about the small number of permanent teaching staff who will be in post from September 2013. In light of the current context there is no likelihood of recruiting permanent staff to any vacancies, which inevitably weakens the Centre's ability to deliver high quality education.
23. In September there will be 3 leaders, 2 teachers and 6 Specialist Teaching Assistants (STAs) for a maximum number of 23 pupils, of whom 11 will be in Alternative Provision with pastoral support. Alternative Provision is commissioned in a setting other than in a school.
24. There are also staff working at Daybrook Learning Centre employed through Service Level Agreements and include Youth Workers, site maintenance and catering staff.
 - The annual charge by Landscape and Cleaning Services is £42,047 plus ground maintenance at £1,227. A Site Manager and two cleaners have been appointed to provide a service to Daybrook Learning Centre. Additional site costs attributed to Daybrook Learning Centre are £25,450.

- The annual charge for Youth Workers is shared between three learning centres with the cost to Daybrook being £46,391. There are a total of 3 Youth Workers based at Daybrook Learning Centre who also provide support to Oakdale Learning centre.
- There is currently no charge from Schools Catering for meals provided on site. One Kitchen Supervisor is appointed to provide meals at Daybrook Learning Centre.

Other Options Considered

25. In making this proposal the following options have been considered:

- 1) Seek to improve the provision at Daybrook so that it delivers high quality provision.

Evidence from the recent review of the Centre has identified the need for considerable improvement. Over the last few years there has been significant investment in the Centre to deliver improvements which have not materialised. Also in view of the direction of travel of the implementation of the SEBD strategy, other local options are becoming apparent. It is therefore considered more appropriate to invest time and funding in collaborating with schools to develop local provision. The local authority would commission provision from the schools. Contracts would be drawn up to reflect this new relationship.

- 2) Conversion of Daybrook Learning Centre into a County wide specialist SEBD provision

The County Council is conducting an options appraisal for developing specialist SEBD provision. It is likely that suitable premises will be required for establishing some form of provision. Daybrook could provide the base for such a facility in the south of the County.

- 3) Amalgamate Daybrook Learning Centre with Oakdale Learning Centre. This would create two PRUs i.e. Bassetlaw Learning Centre for the north of the County and the amalgamated PRU for the south of the County.

Amalgamating three learning centres into two as demand for places continues to fall would create an opportunity for savings through capital receipts. However, this is likely to result in increased learner transport costs and would reverse a decision to separate The Learning Centre into three separate centres in order to create greater localised ownership of the provision.

- 4) Separate resources into 3 locality partnerships in the south of the County and develop local options through acceleration of the SEBD strategy.

The three districts served by Daybrook Learning Centre (South Broxtowe, Gedling and Rushcliffe) would receive a share of Daybrook Learning Centre's resources. This would allow each partnership to develop more local solutions, which they own and manage. This has been a feature of the discussions with the partnerships and Rushcliffe would strongly endorse this approach. Given the geographical spread across three districts this would encourage more localised provision. It would also generate a capital receipt from the sale of the Daybrook site if not used for other purposes. This would be the preferred approach if the Centre is to close.

Reasons for Recommendations

26. The rationale to propose to consult on the closure of Daybrook Learning Centre is based upon five principal issues:
- unacceptably low educational standards
 - the decision of the County Council to no longer place learners at Daybrook Learning Centre
 - the current cost per PRU place in Nottinghamshire at £25,000 per pupil, is significantly higher than the national average of £15,000. Daybrook Learning Centre does not represent value for money in terms of the outcomes achieved by pupils
 - the new model of collaborative working across partnerships in the south locality will remove the need to commission sufficient places for Daybrook Learning Centre to remain viable
 - nationally, where there are concerns relating to quality of provision, partnerships/schools tend to see devolution as a positive move which provides partnerships with a broader range of options.

Statutory and Policy Implications

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

Implications for Service Users

28. Service users are pupils who have been or are at risk of permanent exclusion and schools who are managing their challenging behaviour. Action will be taken to explore on an individual basis arrangements for alternative provision for those pupils who would have ordinarily been admitted to Daybrook Learning Centre due to the need to prevent or because of a permanent exclusion.
29. This will be through one of three pathways:
- localised provision developed with each school behaviour and attendance partnership or in some cases with individual schools
 - alternative provision for key stage 4 learners
 - admission to another Learning Centre.

For year 10 pupils on roll in September 2013 arrangements will be made to ensure that they are able to complete any accredited courses that they will be undertaking over the next two years.

30. A consultation and communication strategy will be developed in line with statutory processes relating to the closure of a school.

Financial Implications

31. The closure of Daybrook Learning Centre will release revenue and capital resources which will be reinvested in the south of the County to support partnership developments. This will ensure that appropriate provision for learners with SEBD is in place.

32. The release of resources/cash to partnerships would be in three phases:

Phase 1: In the autumn term 2013 and spring term 2014 money available through unfilled vacancies at Daybrook Learning Centre could be released to partnerships. Remaining staff will be employed to teach and support the 23 learners on roll and could also be used to support partnerships in school to prevent permanent exclusion

Phase 2: In the summer term 2014, learner numbers will reduce further and redundancies will have been realised. This would enable the release of cash to partnerships. The total amount for phases 1 and 2 is £350,000

Phase 3: In the autumn term 2014 there will no longer be any learners on the roll of Daybrook Learning Centre. The balance of resources available to be devolved to partnerships or individual schools (up to the end of financial year 2014 – 2015) is £425,000.

33. It is intended that the total resources available for partnerships by the end of 2014/15 financial year is £775,000.

Equalities Implications

34. White boys and pupils with SEN are over-represented in the group of pupils who are disadvantaged by exclusion. New arrangements will reduce the impact on this vulnerable group.

Safeguarding of Children Implications

35. Children who are in receipt of provision at Daybrook Learning Centre are entitled to receive provision of a high quality and which is subject to safeguarding and quality assurance procedures. An approved provider framework and daily monitoring arrangements will ensure that children receive their education in high quality and safe environments.

Human Resources Implications

36. Subject to the outcome of the consultation process, any decision to close Daybrook Learning Centre, will be addressed in line with HR policies and procedures, including consultation with the recognised Trade Unions.

RECOMMENDATION

That:

- 1) approval is given to consult on the proposal to close Daybrook Learning Centre with effect from 31 August 2014.
- 2) a further report be submitted to this Committee on the outcome of the consultation which recommends a course of action.

John Slater
Service Director, Education Standards and Inclusion

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Constitutional Comments (NAB 22/08/13)

37. The Children and Young People's Committee has authority to approve the recommendation set out in this report by virtue of its terms of reference.

Financial Comments (KLA 29/08/13)

38. The financial implications of the report are set out in paragraphs 31 to 33 above.

Background Papers and Published Documents

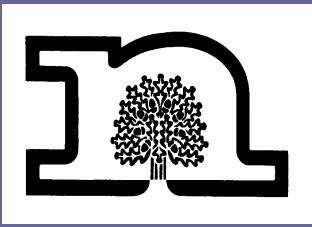
- Review of arrangements for children and young people with social, emotional and behavioural difficulties (SEBD) in Nottinghamshire - report to Children & Young People's Committee on 5 November 2012
- The Learning Centre - Ofsted report, February 2012 (Inspection Number 382044)
- Daybrook Learning Centre LA Progress Review
- Report on PRU Provision - Nottinghamshire July 2012

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.

C0269



Daybrook Learning Centre LA Progress Review

Appendix Two

Daybrook Learning Centre

LA Progress Review

20th-23rd May 2013

1. Purpose of the review

The LA to evaluate and determine the progress against identified priorities and actions to improve the quality of educational provision in the centre since a report on PRU provision in July 2012 and to make recommendations for further improvement.

2. Evidence base

The review team comprised two Education Improvement Advisers.

Activities comprised:

- discussion and overview of the centre and tour of the building
- review of key documentation including School Development Plan and SEF
- lesson observations and a learning walk
- observing leadership briefings
- interviews with the Group Manager, three members of the Senior Leadership Team and TLR holders.
- interview with the Chair of the Management Committee
- interview with the head teacher of Netherfield Primary(support school)
- interview with coaching consultant
- scrutiny of students' work in the core subjects of English, Mathematics, Science and also foundation subjects
- visits to three providers of vocational education commissioned by the Learning Centre (Right Track, Wheelbase and Nisai)
- examination of pupil progress and attendance records

The visit consisted of three adviser days over a four day period

3. Context of the review

Following a critical LA review in July 2012 Daybrook Learning Centre has received considerable support to help improve the quality of education and outcomes for pupils. With the centre facing an impending Ofsted inspection, the LA needs to know whether the level of support needs to be sustained and if the support has resulted in accelerated rate of progress in identified areas.

4. Key Findings review

Of the 18 pupils who were listed as on roll and on the daily timetables two had already transferred to other provision and another was due to leave at the end of the week. On a daily basis there are often only 6 or 7 pupils in the centre at any one time with up to 16 staff(including managers, teachers, teaching assistants and youth workers, not including administrative and kitchen and site management staff). The majority of learners (24 KS4 pupils) access Alternative off site Provision.

14 pupils have been taken off the Centre's roll from the start of the academic year and this has been achieved within the 12 week target but a number of pupils with statements of special need or awaiting statements remain at the centre for up to and exceeding a year while a suitable placement is found. This year there will be 6 pupils in this category-one third of the number on roll. The Centre is not able to meet the needs of these pupils, the majority of whom move onto REAL Education provision but this is not appropriate for all of these pupils.

The Learning Centre has accessed support from an LA Education Improvement Adviser, Netherfield Primary School, Coaching consultancy, 4 additional closure days to enable a comprehensive CPD programme to be delivered. They did not access support from The Brunts School which went to the other two centres.

A comprehensive risk assessment was completed at the start of 2013 which rated a number of areas related to the positive management of behaviour in the centre as high risk. The risk assessment was compiled by a team from the centre and an Associate head teacher who has been providing support. Even though staff have received some training, as recommended in the risk assessment, the lack of systems and structures to ensure the safety of pupils and staff means that the recommendations made still remain the same and the level of risk is still as high.

The coaching support did improve the teaching of one member of staff who has subsequently left the centre. The retention of staff directly affects the lasting impact of the support provided so far and the continued uncertainty of the future of the centre continues to hamper recruitment. This is unlikely to change in the near future.

The 4 day closure CPD programme outlined the clearly the expectations and improvements needed but without rigorous monitoring, clarity and direction from senior leaders it is unlikely that change in the day to day practice will be secured. These changes are very recent and not sufficiently embedded to make a positive impact on the progress of individuals.

The Centre takes a holistic approach to pupils achievement which includes progress in personal and social development, behavioural aspects as well as academic progress and has clear criteria for what outlines good, satisfactory and inadequate progress across these areas and a more rigorous approach to establishing pupils prior attainment on entry is in place and this information is made known to all staff so they can use it to inform their planning

On a visit to a provider of vocational education (Wheelbase) the four pupils who were supposed to attend that day had failed to arrive an hour after the expected time. Two eventually arrived but the other two did not and one pupil's attendance has dropped from 4 days per week to an average of one day only. Of the folders of work for the four pupils only one was available for inspection. The centre's QA documentation rates this provider as good, however, action has been taken to challenge providers following visits with the LA Education Improvement Adviser with the removal of one provider.

Another off site visit to another provider (Right Track) involved 6 pupils, 2 Right Track staff and 3 teachers from Daybrook Learning Centre. This lesson was a food preparation session as part of the Duke of Edinburgh Award Scheme and was judged to be inadequate

The SEF is far too long but the actions identified for further development are accurate and on that basis the grades should be inadequate in all areas rather than requiring improvement.

Achievement

Whilst a minority of pupils make good or better progress in academic achievement, too many pupils are making progress which is inadequate or requiring improvement:

- At Key Stage 3 progress in maths is better than progress in English for current pupils. Almost half of pupils are making satisfactory or better progress in maths whereas in English less than half make satisfactory or better progress
- At Key Stage 4, numbers are low but only one of three pupils is making good progress in English and maths, whilst two pupils are making inadequate progress
- In science, only one of eleven pupils is making good progress at Key Stage 3, two are making only satisfactory progress, with others making inadequate progress. At Key Stage 4, one pupil out of three is making outstanding progress but the other two are making inadequate progress.

Whilst a range of qualifications are offered, more rigour is needed in ensuring that all pupils are on programmes which accurately meet their academic needs in addition to their social and vocational needs.

Although pupils make improvements in their attendance in comparison to their rates of attendance in mainstream schools, this is not good enough to ensure that all pupils are regularly in receipt of sufficient learning and teaching to ensure good progress.

The new tracking system provides information on pupils' achievement in the core subjects but as yet does not give information about other curriculum areas so that progress can be monitored and data analysis can be used to improve practice across the curriculum.

The Centre's work to improve literacy skills is not yet having enough impact because the strategic plan for literacy is inadequate. The main literacy issue in the centre is writing but the existing literacy plan only makes reference to reading.

A daily session on the Lexia programme has recently been introduced for all pupils but as many have reading ages which are above 12+ years and so the application for all pupils is questionable.

The quality of teaching and learning from observations and the Centre's own records show teaching and learning as inadequate and with the departure of the teacher at the end of the summer term, who has been judged consistently outstanding, practice is weakened even further.

Activities in lessons are insufficiently challenging because expectations are too low and too much emphasis is placed on providing evidence for accreditation rather than on supporting pupils' learning and opportunities for making learning exciting, relevant and for deepening pupils' knowledge, skills and understanding are missed.

There are too few opportunities to develop pupils' independence because staff do too much for pupils rather than encouraging them to take the initiative and responsibility for their work.

5. Recommendations

Recommendations to improve teaching

The leadership should ensure that lessons learned from CPD, including the teaching and learning conference, are implemented in teachers' practice through a variety of means including coaching, scrutiny of planning, focussed learning walks and lesson observations. Lesson study sessions across centres could provide an opportunity for staff to further develop their skills.

Introduce Teacher Improvement Plans for all staff with specific targets related to their annual appraisal targets and feedback from lesson observations.

Improve the range of strategies for teaching and learning so that pupils enjoy their learning, see the relevance of what they are doing and are consequently more interested in their work and make better progress in lessons.

Ensure that improvements in teachers' use of AFL and the use of assessment information to inform planning are embedded and best practice is shared through CPD and monitored through QA procedures.

Ensure that, all staff who work as a team to support learning, plan collaboratively and take full responsibility for the learning and progress of pupils during learning activities, including where external providers are involved.

Ensure that suitable literacy interventions are in place for pupils who need it, delivered by trained staff, quality assured and kept under review and opportunities for developing literacy skills across the curriculum are routinely a feature of lessons. Lesson planning to achieve quality written outcomes with opportunities for pupils to improve their work should be in place.

Investigate the opportunities to use ICT to enhance learning, particularly to encourage reluctant writers and enable the redrafting and proof reading of written work and to make the link with 'real life' literacy purposes.

Recommendations to improve data analysis

Ensure that the analysis of data gives a picture over time and use this both to identify good practice which can be replicated and to identify practice or intervention which has not been as successful and which should be discontinued.

Ensure that prior and current attainment of individuals is used with rigour to identify suitable accredited progression routes and to inform the monitoring of progress of pupils in alternative provision

The leadership should ensure that the use of the new data management system is monitored, evaluated and kept under review so that further improvements can be made if needed.

The use of the electronic tracking system could be extended to include information on performance in other curriculum areas in addition to the core subjects.

Recommendations to improve leadership and management

The SEF identifies one of the actions for further development the need to ensure all staff are clear about their roles, responsibilities and accountabilities. Although there has been a restructure of roles in the Centre a clear line management structure is lacking and staff are still not aware who to inform about changes in arrangements and who they are accountable to. It is essential to link the outcomes of the 4 day CPD into the line management process and also to insist on a number of non-negotiable instructions for all staff to cover punctuality to lessons, responsibility for the supervision of pupils and the use of time when pupils do not attend the Centre.

The Centre has begun to develop quality assurance processes and this work needs to continue to ensure that all key areas are effectively led and all staff are aware of improvements that need to be made both individually and collectively within a tight timeframe.

Leaders need to be aware that introducing changes to the curriculum need to be planned for in detail and monitored regularly and action taken if they are proving to be ineffective. The newly introduced 'nurture group' is an example that requires swift action.

With the departure of the newly appointed SENCO at the end of the summer term it is essential that this responsibility is allocated as soon as possible to fulfil statutory obligations and to ensure that the newly introduced behaviour and learning plans continue to be used and developed.

Behaviour policy needs to be consistently applied by all staff and reviewed in the light of the risk assessment produced earlier in the year and action taken to mitigate the risks identified in the centre for pupils and staff which still remain..

Produce a comprehensive strategic plan for literacy development for the Centre using designated support from LA Literacy Adviser and identify training courses for English teacher.

Attendance figures for Daybrook are significantly below those of the other two centres. The leadership needs to review the reasons for this discrepancy and put actions in place to target attendance by working closely with parents. Support from the LA Behaviour and Attendance Adviser needs following up.

C0269b

Appendix One

Report on PRU Provision – Nottinghamshire July 2012

What is the current state of play at the PRU?

What are the positive outcomes for the learners?

What are the strengths and to some degree what are the weaknesses in order to make a judgement about quality of the service we have commissioned and the value for money?

What are the views of the staff about direction of travel and potential future arrangements?

What are the views of some parents and pupils?

Current situation

Ethos

The morale of staff has been affected by a range of events and issues. There is uncertainty about their future in light of four major re-organisations since 2005. This is exacerbated by the lack of information regarding the circumstances surrounding the absence of the substantive headteacher. These events, in conjunction with factors outlined below, have generated a lack of trust in the Local Authority.

Although The Learning Centre was intended to be a short stay provision, 54 percent of pupils have been in the Centre for 12 weeks to a year, and 24 percent have been on roll for more than a year. The reintegration of pupils back into mainstream or other appropriate provision is proportionately less than the number of exclusions. The backlog is exacerbated by the attitudes of schools, and the lengthy processes of the Day 55 Panel. Attitudes to excluded pupils in some schools make them reluctant to take previously permanently excluded pupils. In some schools there is an unrealistic expectation of vulnerable pupils with low self-esteem. The process of Day 55 Panel is laborious and the delay fosters and exacerbates pupils' de-motivation. Furthermore, the curriculum is inappropriate and inadequate for pupils who have had little success in mainstream settings, particularly the long-stay pupils.

The higher number of pupils referred at Key Stages 3 and 4 indicates insufficient preventative work in some mainstream schools earlier in pupils' school careers. The Learning Centre estimates that 96 percent of pupils are at School Action Plus and have not received adequate and early support. The differences in the ethos of primary and secondary schools, in terms of their ability to nurture those who find school difficult, possibly accounts for the much higher rate of exclusions at secondary level. Of the 39 exclusions in the Spring term, 34 were from secondary schools. (In the Autumn term there were 53 exclusions) This number has undoubtedly been inflated recently by the opening of academies whose priority has been to improve behaviour. Nevertheless, there is a lack of provision for some pupils who have the most extreme challenging behaviour. In some centres there is a sense of hopelessness regarding those pupils.

Outcomes

Attendance

As observed by the recent Ofsted inspection, the attendance rate is low. Although there has been an increase over the year, it has plateaued at around 75 percent. Systems for chasing up on absences have been tightened up. There is also a high staff absence rate

and this is acknowledged in the centre's Improvement Priorities. The interaction between staff and pupil absence is likely to be significant given the lack of confidence and purpose of pupils and the inappropriateness of the curriculum for disaffected pupils.

Achievement

The Learning Centre's own evaluation shows that fewer pupils are making at least satisfactory progress since Ofsted. This is thought to be due to more accurate assessments.

Pupils making at least satisfactory progress (1 point per term) in Spring term (Taken from evaluation of Spring term, written in summer term 2012)

Key Stage 2

English	38.5%	(71.4%)	Number in brackets refers to previous term
Math	69.3%	(85.7%)	

Key Stage 3

English	43.8%	(74.3%)
Maths	39.6%	(88.6%)
Science	48%	(74.3%)

Key Stage 4

English	45%	(56%)
Maths	45.9%	(91.2)
Science	40.5%	?

Systems are being established to monitor progress more efficiently. Where the work is well matched to individual needs, pupils' progress should accelerate during their time out of mainstream school. Improving attendance and pupils' progress are, therefore, major priorities, especially in light of the high cost of provision.

Key Stage 4 pupils have off-site provision to extend their experience and access to a range of qualifications. Extending provision for this age group was recommended by Ofsted. However, not only is there significant variation in the quality of the provision, but there is an uneven distribution of availability across the county with fewer opportunities in the north. Overall there are 25 percent NEET pupils this year, with the highest number being in Oakdale (35.7%).

Behaviour

At the time of the visits, there were very few pupils in each centre, typically 10-15. The pupils say they feel safe in the centre and enjoy less *nagging*. They believe that staff are there to help and they appreciate being treated courteously. In each centre say there are some staff that are always fair. They felt that there was less stress for them in the learning centres compared with school. While none could readily bring their targets to mind, they totally understood that point system because they received rewards. However, some of the documentation from the Learning Centre, identifies concerns about the amount of personal abuse aimed at staff, and some inconsistent use of rewards, sanctions and a code of conduct by the staff.

A student survey, conducted in January this year, collated the responses from 53 pupils across the centres. Half of the pupils, however, were from Oakdale, so it is not a fair sample across all centres and extrapolation must be tentative. Most indicated that they did

not enjoy school, but more than half felt safe while in the centres. About half of the responses indicated that they learn a lot in school, but most said that the behaviour was not good. Those interviewed said behaviour was average. About half felt that adults cared about them, but more than half felt that teachers were not interested in their views. More than half of the pupils said that adults explained how to improve their work and helped to prepare them for the future.

The high absence rate undoubtedly affects any judgements on pupils' behaviour and safety, since there is no evidence of the experiences of those who are not in the centres.

Quality of the service based on evidence from visits including views of mainstream schools, parents and pupils

Teaching

Although Ofsted commented in the report that teaching was good, it is not clear how this could be the case with low attendance and satisfactory achievement. The Learning Centre has, this term, carried out its own quality assurance and made a decision not to announce when they will be carrying out observations. As a result, the teaching is now judged to be satisfactory.

The need to link planning and assessment more closely is recognised by The Learning Centre in its improvement priorities. There is often limited information from schools regarding pupils' educational, social, behavioural and emotional development on entry. For example, where pupils have been on partial exclusion, although they have been counted as attending, albeit elsewhere, this does not address the gaps that pupils have in their understanding. This limits the speed with which pupils' needs can be assessed and addressed. Work in pupils' books indicates some over-estimation of levels. Although there is moderation across centres, it may be prudent to engage mainstream schools in the moderation process, ideally with the excluding schools. The small amount of planning seen did not appear to specifically address individual needs. Staff say that they know their pupils well, but there is scope for greater precision in the teaching

In those lessons visited during the survey, there was insufficient provision for the widely differing needs and abilities of those represented in the class. The Learning Centre acknowledges that differentiation is an area for development. Available details for each pupil are being put onto a computerised spreadsheet, but this was incomplete at the time of the visits. The key information for staff to plan learning relates to reading, writing, speaking, listening and numeracy levels and abilities, and realistic predictions. Additionally, they need information regarding barriers to learning, strategies for encouraging positive behaviours and details of social and emotional development. Staff might find it helpful to explore a wider range of ways into the same area of the curriculum that will make the learning relevant to the pupils' own lives while enabling success for differing needs and abilities.

There were examples of good practice where pupils were well engaged by lessons. A Key Stage 2 pupil was reluctant to stop working on his computer game at break time. An Year 9 pupil was keen to explain to the visitor the system used to enable people to excrete while in space. Other pupils had scant interest in the work presented: they were compliant and recognized the need to complete it.

In the lessons visited, pupils were encouraged to use the National Curriculum levels to assess their work. However, pupils' lack of a working knowledge of their strengths and areas for development suggests that the exercise may have limited value. In some lessons, there was a lot of teacher talk and direction from TAs, thus reducing opportunities for pupils to express themselves, listen to others and develop study skills. The small size of some classes with high absence rates limits the possibility for structured discussions to take place. Some pupils interviewed, when asked how provision might be improved, suggested that more pupils in lessons would help them to learn, for example, how to control their anger. Anger management is not seen by pupils to be an issue because they are not under any stress in the centres. Nevertheless, pupils' inability to deal with stress is clearly a problem for many excluded pupils.

There was an emphasis on completing worksheets in some lessons, possibly driven by the need to promote literacy. There was little evidence of writing for a purpose and pupils actively engaged in their own learning. The exceptions were the control technology lessons with Key Stage 2 pupils, where pupils were using a software programme to make a game. This held pupils' attention very well in the lessons and they were animated about their discoveries. However, this was a stand-alone lesson that did not link with any other learning as would be the case in a good primary classroom. Libraries are beginning to be developed, but there is little evidence yet of reading for pleasure. Phonics is beginning to be taught, often through computer programmes.

The pupils' work contained evidence of marking, but no evidence of any response from pupils. Best practice would encourage a dialogue about the learning and evidence of acting on suggestions for improvement. Those pupils interviewed said that they did not read teachers' comments. It might be helpful to explore reasons for this. Is it due to their weak literacy skills, the difficulty of reading the teachers' writing, the difficulty in understanding what they have achieved and how to improve, a lack of concern for the feedback, or lack of engagement with the task?

Sheets showing National Curriculum levels were often to be found into pupils' books with some highlighting to indicate achievement. Staff might explore more ways to demonstrate to pupils smaller successes in their learning as well as realistic suggestions for improvement. There was little evidence of pupils interacting with their targets throughout the day. Those targets seen were not always SMART and did not always include small steps for reaching them. Pupils find the reward system powerful, but it does not relate to pupils' individual targets. The review of progress against their targets might be more effective for pupils if it occurred more frequently on the basis of pupils' experiences of success. It might be helpful to separate what needs to be reinforced and reviewed daily from what evidence is needed by SLT fortnightly.

Leadership and management

Leadership and management have suffered from the absence of a substantive headteacher. The acting headteacher has a very different leadership style where the expectation is that the leaders in each centre will take greater responsibility. Nevertheless, the improvement documents examined are too general and do not contain sufficient focus and structure for active engagement with the process of change. For example, there is a heavy emphasis on training staff and putting systems and structures in place, but not a lot

of emphasis on specific issues that have been identified within each centre regarding the quality of learning for pupils. Consequently, outcomes are descriptive and do not focus sufficiently on changed behaviours for staff and improved achievement for particular groups of pupils.

Ofsted pointed to the lack of monitoring of teaching and learning. The perception that observations are stressful indicates that the centre does not have a strong 'can do' ethos. The monitoring of practice, as opposed to intentions, is beginning to occur through learning walks and unannounced observations. However, it is not yet well established as a helpful process and there are inconsistencies between observers. While staff are now being encouraged to become more solution orientated, there is still a tendency to address inadequacies in pupils' backgrounds and perceived lack of support from the LA and mainstream schools.

An in-depth review of safeguarding has already taken place. Procedures are said to be robust. No safeguarding issues relating to the centres was apparent during visits.

The high staff absence is acknowledged in the improvement planning. However, there are few strategies for systematic and frequent reviews about successful teaching and joint problem solving. In a high stress situation, where pupils' have developed extremely challenging behaviours, staff often find this a helpful strategy.

The need for staff's wider understanding of possibilities and higher expectations is beginning to be recognized and some staff are visiting other settings. Nevertheless, there is limited evidence of how staff will use these opportunities to change their own practice.

Ofsted recommended the development of the curriculum. The curriculum at the time of the visits appeared to be a traditionally secondary model. It is not clear, therefore, what would entice a reluctant teenager out of bed to come to school. Plans are afoot to develop the curriculum, but the changes agreed may not yet be sufficiently radical to hold pupils in school. There clearly needs to be a tailored balance between the taught curriculum, opportunities for nurture, and opportunities for therapy and enrichment, as well as a better balance between support and challenge. It is also important that heavy emphasis in all areas be laid on speech, language and communication skills. There are currently limited strategies for hooking pupils back into learning. Lessons did not appear to focus on the benefits for pupils of the activities beyond moving to the next National Curriculum level or achieving exam passes. There was little evidence of developing literacy to enable them to access learning more effectively, except through English lessons. Interviews with pupils revealed their real enjoyment of activities in the past such as the bike project and Right Track (sports). Given the framework provided by the national strategies and the National Curriculum, it should be possible to plan work that promotes pupils' literacy and numeracy, while doing activities that they find interesting. There is scope for better joint planning of the curriculum with pupils to meet their individual needs.

The curriculum for primary pupils does not reflect an integrated, creative curriculum, although staff are currently working on developments. In each centre, Key Stage 2 pupils are isolated from their peers and from other pupils. This may not be the most enabling environment within which to address their needs and enable them to re-integrate.

One local secondary school that has recently become an academy has devised a preventative system that includes support from ex-convicts. There are opportunities for

learning positive ways to deal with violence and strategies for developing inner strength and calm, such as mediation. This model would appear to be innovative and enabling for pupils.

Although there are often daily links with parents, there is little evidence of proactive support for them in terms of parenting workshops. Parents say that the centres are very helpful and remark upon how much more settled their children are because they have been given a break from mainstream pressures. They are clearly weary of the amount of negative feedback they have received from their mainstream schools.

The work of the Liaison Leaders is much appreciated by mainstream schools who refer to the prompt response from centre staff who are competent and have a fund of helpful strategies. Schools are enormously grateful for the support of The Learning Centre.

The strengths of The Learning Centre staff identified by mainstream heads include:

- helpful, supportive, and flexible staff who give good advice;
- proactive, cooperative and accessible staff;
- rapid response in times of need;
- their ability to work with families and support agencies e.g. CAMHS
- the opportunities to have 'at risk' pupils visit the centre to see how life would be if they were excluded;
- considerable skills and expertise within The Learning Centre;
- close partnership with school staff to support a previously excluded pupil during re-integration.

There were specific case studies quoted by some headteachers.

a) A secondary school had substantial help when two pupils were on the brink of permanent exclusion.

The Learning Centre provided significant support for a Year 7 SEND pupil. As a result, the environment was modified, he was put on a dual placement with The Learning Centre, and specialist support was introduced.

Another pupil came to school with a knife. With the help of The Learning Centre staff, it was established that there were mitigating circumstances, but also issues to be addressed. Without the support of The Learning Centre the school would not have got such an accurate assessment of his needs.

b) A primary headteacher described how The Learning Centre supported the school through a referrals, advice and enabling the pupil to spend time at The Learning Centre. They continued to support the pupil when he was back in school.

Views of school and centre staff, and parents regarding current provision and the future

Seven headteachers were telephoned and gave their views about the improvements for excluded pupils in the future. Local headteachers would like:

- better assessments of individual needs of vulnerable pupils in mainstream schools;
- more specialist input earlier in a vulnerable pupil's school career;
- a designated link that they could call on, on a day to day basis, to work intensively with a vulnerable pupil to prevent exclusion;
- someone to come in when necessary to observe those at risk to identify where the problems lie, for example, with the pupil or the environment;
- support at transition stage for vulnerable pupils;
- more time and expertise post re-integration, 'not just a TA';

the re-integration process to be speeded up;
greater parity in the way schools work with the Learning Centre, for example, some schools do not shoulder their responsibility for taking back excluded pupils so that they receive their entitlement;
their own staff to benefit from training by the Learning Centre staff in behaviour management skills;
the Centre to work with them to extend mediation, modify behaviour, and teach pupils how to deal with violence;
some separate provision within the Authority for extreme cases.

A Local councilor stated that The Learning Centre is doing a 'fantastic' job, but is struggling to move pupils on. There is a perception that although academies have a high exclusion rate, they are reluctant to take any pupils back. She believes the identification of pupils' needs is left too late in mainstream schools and some of them are erratic about their record keeping. For example, she came across a 13/14 year old girl with a reading age of 4 who had recently been excluded.

Centre staff

Staff at all levels were interviewed. There were many ideas for improving the service. In the short term, staff are working on a revised curriculum, and visiting other institutions to see good practice. Some staff see an urgent need for wider repertoire of approaches used in The Learning Centre to engaging pupils in order to develop basic skills e.g. age appropriate phonics; opportunities for play for pupils, many of whom have missed out on this aspect of their development.

Some staff identified the need for a clearer focus on ways of improving The Learning Centre and the need for dynamic leadership. A relevant curriculum should address barriers to learning for the whole child including access to therapy and nurture. Some staff identified a need to change the culture. For example, at Bassetlaw parents and their families and their children prefer the provision at the centre over that provided in a mainstream setting. The parents of some pupils also attended the centre. Attendance at the centre is seen as an easy option by some pupils who work towards being excluded from mainstream for this reason. There is scope, too, for challenging low expectations and the complacency of some staff in order to achieve a better balance between challenge and support.

Although it has improved, some staff feel that there is still a need for closer work with outside agencies, e.g CAMHS to address pupils' barriers. There is a belief that more pupils with long-term needs are being excluded, but a lack of provision for the most needy pupils with extremely challenging behaviour.

Staff also point to the necessity of working more closely with mainstream schools. They suggested developing an honest conversation in order to build relationships with mainstream schools, because some of them are not owning the whole process. Schools should recognise earlier that they cannot cope, for example, if a pupil is not making progress, then there is a problem that needs to be promptly addressed. Furthermore, there should be better support to prevent potential exclusions, through sharing the good practice of successful SBAPs

They would like more schools should be encouraged to take pupils who are ready for re-integration, and more qualified staff should be available in school to support those pupils.

In order to do this, there should be more exchanges between the staff at the centre and those in mainstream schools. Slack times, such as that at the end of summer term, might be used to provide preventative programmes for example for vulnerable pupils at transition.

With respect to the local Authority, staff would like more clarity about the purpose of The Learning Centre. They did not feel that there had been sufficient recognition of their role in liaison with parents and outside agencies. They believe there is little understanding of the very difficult home circumstances of pupils and the pressures faced by teachers in supporting those in their charge and other professionals.

Staff believe that future re-organisation should ensure a distinct focus for each district because they have different needs and issues. For example, some districts have better access to Key Stage 4 provision and there is virtually no provision for Level 2 qualifications at Key Stage 4 across the Authority.

A number of staff favoured a model of provision that is overseen by a group of schools who know who the vulnerable pupils are and ensure positive outcomes for each. Schools should have ownership of different centres and work towards abolishing the notion of permanent exclusion so that no pupil is totally rejected.

Parents

Interviews with parents were very positive and they felt that The Learning Centre was beneficial for their children. They identified the reduction in pressure for them and their children, because of the small groups and one to one work. The main points from their discussions are listed below.

Y9 pupil has *started to learn*, staff are fair and work well with parents;

Y11 pupil *would not have passed his exams*; he has *grown up a bit*; staff did a *really good job*;

Y8 pupil has *gained independence*; the staff *have done what others didn't do*; staff *worked 1-1 and gave her a lot of time*;

Y5 *calmed down a lot*, doesn't get so angry;

Y5 has *come on loads*; *can add up using his fingers*; *can pick out words*; *his whole attitude has changed*; staff are doing a *fantastic job*.

Y5 in the centre for a year: *has made lots of progress*; *staff have given him more time in a smaller group*; *there's no bullying*; *teachers are respectful*; *staff explain things to him*; *encourage healthy eating*; *build his confidence*; *more understanding with his reading and writing*. She was not sure what the rewards are for. She was concerned about what will happen to him when he returns to mainstream.

Y10 has improved *brilliantly* since he has been on medication; most of the time he enjoys being in the centre. He finds it easier to relate to others at the centre, he gets on well with staff and is treated like an adult. The parent said he was trying to find out about his academic progress. He was grateful that his son was better engaged at the centre because he was being left behind in mainstream. He is *a lot calmer and easier to manage*. *The work is easier and the rules are easier*.

Y9 parent was not sure whether he has improved, but felt that if he had been given medication earlier he would not have been excluded. Staff are very supportive. *Even though the medication makes him sick, he still goes to school*. Time in the centre has given him breathing space and has taken the pressure off. Her concern about him going to the centre and mixing with other pupils proved to be unfounded.

Staff have sent a card home about his good progress in maths. She speaks every other day with school staff and believes that the exclusion was a *bit of a blip*. Y10 *knuckled down* and is *looking at colleges*. He has made a couple of CDs working with Stone Soup and wants to study music and media. He has taken two exams and got a trophy that he *would not have got were he still in mainstream*. He *has gained in confidence* and is *better engaged*. He *gets up in the morning first time of asking* and wants to come to school. His attendance has improved *no end*. Staff talk to pupils *like human beings*. His parents are grateful for the space for him to focus, and the time and patience of the staff.

Recommendations for Local Authority

In order to establish an efficient system for meeting the needs of excluded pupils;

Resolve The Learning Centre headship issue as soon as possible;

Work with mainstream schools on strategies for:

- early identification of needs in primary schools and
- supporting vulnerable pupils at transition to secondary and further education;
- supporting the re-integration of pupils particularly into secondary schools ;
- reducing the number of permanent exclusions, particularly boys and those identified as SA+.

In order to review the impact of provision at The Learning Centre, monitor on an annual basis,

- the attendance and progress of pupils in each centre against PSA targets;
- the views of The Learning Centre staff;
- exclusions from mainstream schools and in relation to judgements about behaviour and safety;
- exclusions from The Learning Centre;

Audit provision for Key Stage 4 pupils across the Authority to ensure entitlement for those in The Learning Centre;

Identify provision for pupils with extremely challenging behaviour;

Ensure better induction for staff joining The Learning Centre from mainstream;

Review and streamline the procedures of the Day 55 Panel;

With The Learning Centre, mainstream staff and outside agencies, agree a model of re-organisation that addresses:

- The distinct nature of each district;
- Ownership of excluded pupils by mainstream schools;
- A reduction in the exclusion of vulnerable pupils;
- More holistic provision for Key Stage 2 pupils;
- Possibilities of e-learning provision;
- The recommendations in the Charlie Taylor Report.

Recommendation for The Learning Centre

Develop the quality of monitoring and evaluation by:

- Establishing feedback systems for regular gathering the views of all pupils on roll, and all staff in order to focus the whole centre planning;
- Obtaining more comprehensive entry information from mainstream schools regarding each pupil;
- Providing more frequent timetabled opportunities to discuss and address pupils' progress, educationally, socially, behaviourally, and emotionally;
- Improve the systems for monitoring the progress of those pupils educated off-site;

Ensuring the full use by teachers of records that show starting points, progress - educationally, socially, behaviourally and emotionally – in their planning;
Building action planning from monitoring data and outcomes relate to intended impact on pupils' progress and teacher's practice;
Setting up more solution groups with tight deadlines to support staff and hold them to account;

Improve teaching and learning by

Extending the repertoire of strategies used by teachers to meet the wide range of pupils' needs within relevant contexts;
Giving greater prominence in lessons to what pupils have learned and how to improve;
Giving pupils exciting and memorable experiences to talk and write about;
Helping pupils to make connections between their learning and their lives;
Using all available information to generate SMART targets that are used in all contexts and that are quickly achieved;
Review targets daily and agree future actions.

Develop the leadership and management throughout the centre by:

Extending staff leadership skills at all levels;
Provide peer counselling for staff as an entitlement
Systematically working with pupils to plan their future.

Develop the curriculum by:

making it active, practical and relevant to pupils' lives at all levels whilst embedding basic skills;
Tailoring the curriculum to the individual needs and abilities through joint planning with pupils;
Enriching the curriculum with other activities and opportunities and therapies.

Develop the work with families by:

Setting up parent/carer workshops and family learning opportunities;
Engaging families more closely in understanding their children's needs, abilities and progress.

Provide CPD for mainstream colleagues through:

Joint moderation of pupils' work;
Providing courses on behaviour management
Giving them strategies for preventing exclusions of vulnerable pupils
Supporting vulnerable pupils through critical periods in their school career.

Kathy Hooper
Education Consultant/Inspector

C0269a

16 September 2013**Agenda Item: 12**

REPORT OF THE SERVICE DIRECTOR, YOUTH, FAMILIES AND CULTURE

THE TROUBLED FAMILIES PROGRAMME IN NOTTINGHAMSHIRE

Purpose of the Report

1. This report provides information on the development of the Government's Troubled Families programme in Nottinghamshire and seeks approval for the establishment of two full time equivalent Business Support Administrators to support the programme.

Information and Advice

2. The Department of Communities and Local Government describes "Troubled Families" as "those that have problems and cause problems to the community around them, putting high costs on the public sector". The Government states that it is "committed to working with local authorities and their partners to help 120,000 troubled families in England turn their lives around by 2015". The aims of the programme are to:
 - get children back into school
 - reduce youth crime and anti-social behaviour
 - put adults on a path back to work
 - reduce the high costs these families place on the public sector each year.
3. Each top tier local authority is expected to lead a local Troubled Families programme alongside local partners and the Department of Work and Pensions (DWP). The programme has partial integration with the DWPs "Work Programme" and European Social Fund progress to work programme and shares responsibility for success and access to financial reward with these schemes. The programme was initially scheduled to end in 2015 but an announcement in June 2013 extended the programme by an additional five years with funding identified in the Comprehensive Spending Review for the 2015-16 financial year. The aims and eligibility may change from Year 4 with adult offending, drug and alcohol use and parental mental health cited as possible additions to the criteria.
4. In April 2013 Nottinghamshire County Council begin to take a proactive approach to identifying families with multiple and complex problems by creating a 'Troubled Families List' which matches hitherto separate information about children, young people and their families. Families are identified through data matching and then a proactive approach is taken to engage with the family to address their specific concerns. Nottinghamshire County Council agreed to work with 1,580 families within the initial three year programme.

5. In the first year, 542 identified families were offered a service and the engagement rate was 64%, with 1,110 children engaged. This figure included some refusals but as historical data was used and the population is highly transient many of the families identified were no longer resident in Nottinghamshire and so could not be engaged. When families refuse to engage, the County Council and partners will consider whether sanctions are appropriate. This might include the use of anti-social behaviour powers (Acceptable Behaviour Contracts, ASBOs, Parenting Orders and Contracts) or prosecution for non-school attendance. In some cases housing related powers can be used such as the threat of eviction. In Year 2 the Local Authority has agreed to deliver the programme to 790 Families. During Year 2 the programme is accepting referrals from professionals for families meeting the eligibility criteria.

6. Central government funding for the programme consists of two separate streams:

An infrastructure grant - this pays for the coordination function to allow the relevant data and support to be provided to make the programme viable.

An attachment fee - which is paid on a sliding scale with an element paid by results on the declaration of agreed outcomes. The attachment fee plus the payment equal £4,000 per family and the element that is on a results basis will increase over time. Local agencies are expected to contribute the additional resources required to fully fund interventions. The payment by results methodology is currently assessed as creating a manageable financial risk for the Council.

Delivery of the Troubled Families Programme in Nottinghamshire

7. From April 2013 the Troubled Families programme and the delivery infrastructure has been integrated into the Targeted Support and Youth Justice (TSYJ) Service. TSYJ already takes the lead in relation to youth crime and anti-social behaviour and school attendance and has significant links in relation to skills and employability, having responsibility for those aged up to 18 years who are not in education, employment or training (NEET). This has also allowed the Troubled Families programme to become an integral part of the Council's "Early Help" offer as often interventions are provided early in the life of a child or early in the emergence of a problem. The holistic whole family approach inherent in the programme provides a model that is being replicated across Early Help services.

8. Whilst the identified "troubled families" are already known to and using a variety of publicly funded services, they often use these in an ad-hoc and uncoordinated way. This can lead to missed opportunities to address the underlying issues which cause families to have multiple problems. As a consequence, families often receive long-term and expensive interventions rather than targeted, holistic, planned services which improve outcomes and reduce public spend.

9. Delivery to these families is aimed at achieving the outcomes set out in paragraph 2 above. There are two identified methods of delivering change. The majority of families will have services delivered by three locality based County-wide Supporting Families Teams, which offer a targeted whole family approach either by:

- providing a Lead Professional for the family who will then coordinate the delivery of existing services and engage additional services as required. In some cases, this role may be taken on from a worker from Targeted Support or a Youth Offending Team who are already involved with a young person within the family; or
 - by providing a Family Intervention Project (FIP) intensive programme of work with the family with a worker spending considerable amounts of time in the family home to challenge and support the family to achieve change. The Troubled Families programme has absorbed the former FIP teams; or
 - commissioning a package of support from a voluntary or private sector provider. There are currently three contracts for support, one with a private provider and two with the voluntary sector.
10. Teams are based in the north (Bassetlaw, Newark and Sherwood), west (Mansfield and Ashfield) and south (Broxtowe, Gedling and Rushcliffe) of the County.
 11. In addition to those staff employed by the Council, the three Supporting Families Teams each have a full-time secondee from the Department of Work and Pensions. These post-holders assist family key workers in achieving goals around a return to work or entry onto a work programme for adults in the families. They are also supporting some families through the changes to the benefits system.
 12. The programme has good support from local partners, including the Police, Fire Service, Probation Services and District Councils. Aside from management time spent in the partnership governance, some District Councils provide accommodation for the teams and, in two cases, former FIP members of staff previously employed by District Councils have been seconded into the teams. Partners are responding quickly when their services have been required to engage with families in the programme. The role of partners may be more prominent should the eligibility criteria for the Programme change in Year 4.
 13. During the initial set up of the programme an Executive Group, reporting into the Safer Nottinghamshire Board, oversaw the development of the programme. Having successfully completed the planned programme of work, the Executive Group has passed governance to the Targeted Support and Youth Justice Partnership Board, which is chaired by the Corporate Director for Children, Families and Cultural Services and includes representation from all of the main partners. The Targeted Support and Youth Justice Partnership Board reports to both the Safer Nottinghamshire Board and the Children's Trust Executive.

Performance

14. The performance of the Troubled Families programme is currently reported to Government quarterly and it is this data that is used to authorise the 'payment by results' element of the funding.
15. A full 'claim' can be made if at least one adult in the family has moved off out-of-work benefits into continuous employment in the last six months or if a family achieves all three education, crime/ anti-social behaviour and progress to work measures those being that:
 - each child in the family has had fewer than three fixed exclusions, less than 15% of unauthorised absences in the last three school terms;

- and a 60% reduction in anti-social behaviour across the family in the last six months;
- and offending rate by all minors in the family reduced by at least a 33% in the last six months)
- one adult in the family has either volunteered for the Work Programme or attached to the European Social Fund provision in the last six months.

Where selected elements are met a partial claim can be made.

16. The first performance return was made in June 2013. For Nottinghamshire, the claim made was as follows:

Claim Category	Claim Type	Number of Claims
Improved youth crime / anti-social behaviour/ education	Partial	35
Improved youth crime / anti-social behaviour/ education/ progress to work	Full	9
Return to work	Full	29
	Total	73

17. Claims must be fully audited and have supporting evidence to verify the claim. Currently there are a significant number of cases where it is believed that the result has been achieved but no claim has been made as the verification has not been completed. These will be claimed at the next data submission in October 2013. It is assessed that we will eventually claim for 40% or more of engaged families although the timescales will be longer for more complex families.
18. Under the rules for Troubled Families, once a claim for payment by results is made against a family then the case must be closed as a Troubled Families case. In many instances, there will remain a lead professional or key worker in another agency who will continue to work with the child and/or family as part of the Council's wider Early Help offer.

Business Support to the Troubled Families Team

19. The Troubled Families programme relies upon effective Business Support in order to maintain accurate data on service users using the Careworks database. The Business Support team is well placed to ensure processes are used consistently and effectively, in line with existing good practice deployed elsewhere in Targeted Support. Previously some of the administrative duties have been undertaken by Social Workers within the team, thereby impacting on other aspects of front line delivery.
20. The Business Support Services Review in Children's Social Care established with effect from 1 October 2012 1.0 FTE post of Business Support Administrator at grade 3, based at Sherwood Energy Village, to support the Troubled Families programme. The existing post supports activity in the Bassetlaw and Newark & Sherwood locality. In April 2013 approval was given through the vacancy control process to engage three full time agency workers to provide Business Support to the remainder of the County, pending the formal establishment of additional posts at Committee.

21. In the intervening period between April and September, it has been demonstrated that 2.0 FTE additional posts of Business Support Administrator at grade 3 will be sufficient to service the programme across the rest of the County. Approval is sought to establish these posts on a fixed term basis, initially until 31 March 2015. These posts will be based within the Business Support Service within Children, Families and Cultural Services.

Other Options Considered

22. In respect of business support, consideration has been given to the delivery of these tasks by practitioners or managers but this does not deliver value for money and the tasks are more appropriate for this type and grade of staff.

Reason/s for Recommendations/s

23. The recommendation in respect of business support delivers the best value for money in ensuring that tasks essential to the smooth running of the Troubled Families programme are completed.

Statutory and Policy Implications

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

Human Resources Implications

25. There are no HR implications arising directly from this report. If approval is given for the establishment of 2.0 FTE posts of Business Support Administrator at grade 3 then these posts will initially be advertised internally and will be initially available for any staff at risk in other service areas.

Financial Implications

26. The annual cost of establishing 2.0 FTE posts of Business Support Administrator grade 3 is £43,176 (pay award pending). Funding for the additional posts has already been identified within the overall budget for the Troubled Families programme.

RECOMMENDATION/S

That:

- 1) the development of the Government's Troubled Families programme in Nottinghamshire be noted.
- 2) the establishment of 2.0 FTE additional posts of Business Support Administrator at grade 3 on a fixed term basis, initially until 31 March 2015 based within the Business Support Service within Children, Families and Culture, be approved.

Derek Higton

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Constitutional Comments (LM 20/08/13)

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

Financial Comments (KLA 20/08/13)

28. The financial implications of the report are set out in paragraph 27 above.

Background Papers and Published Papers

None.

Electoral Division(s) and Member(s) Affected

All.

C0281

16 September 2013**Agenda Item: 13****REPORT OF THE SERVICE DIRECTOR, EDUCATION STANDARDS AND
INCLUSION****SCHOOLS WITH AN INCREASE IN SCHOOL PLACES OF 25% OR MORE:
OUTCOMES OF PUBLISHED STATUTORY NOTICES****Purpose of the Report**

1. This report provides Committee with the outcomes of published Section 19 Notices and seeks approval for the implementation of the following proposals with effect from 1 September 2014 to:-
 - expand Beardall Street Community Primary School in Hucknall in newly built premises on a new school site, thereby increasing the school's net capacity by a further 105 permanent pupil places; consequently this will formally increase the school's Published Admission Number (PAN) from 30 to 45
 - expand Forest Town Community Primary School in Mansfield in newly built premises on its existing site, thereby increasing the school's net capacity by a further 120 permanent pupil places; consequently this will formally increase the school's Published Admission Number (PAN) from 45 to 60
 - expand Pierrepont Gamston Church of England VA Primary School in West Bridgford in newly built premises on its existing site, thereby increasing the school's net capacity by a further 105 permanent pupil places; consequently this will formally increase the school's Published Admission Number (PAN) from 30 to 45
 - expand Round Hill Primary School in Beeston in newly built premises on its existing site, thereby increasing the school's net capacity by a further 105 permanent pupil places; consequently this will formally increase the school's Published Admission Number (PAN) from 60 to 75.

Information and Advice

2. Formal proposals were agreed by Committee at its meeting on 10 June 2013 and in accordance with the provisions of the Education and Inspections Act 2006, the County Council is required to publish Section 19 Notices. Appropriate separate Notices were subsequently published for each of the proposals as follows:-

- on 19 June 2013 relating to the proposals affecting Forest Town, Pierrepont Gamston and Round Hill Primary Schools
- on 21 June 2013 relating to the Beardall Street Primary School proposal.

The respective Notices provided details of the proposals referred to in paragraph 1 above.

3. For expansion proposals there is a four week representation period following the publication of Notices during which objections and comments can be made. The Notices expired on 17 and 19 July 2013 respectively and during their publication period no representations were received relating to the Forest Town, Pierrepont Gamston and Beardall Street proposals.
4. A letter on behalf of the Round Hill Primary School governing body was received from the school's chair of governors in response to and during this school's statutory notice representation period. The letter and its enclosure explained that whilst the governing body is in support of the proposal to expand their school as published, governors still had certain concerns about the proposal and, in particular, about how the proposed building work would be developed at the school and felt that these concerns had yet to be allayed by the County Council. A copy of the governing body's formal response is attached as **Appendix 1**.
5. Account has been taken of all the concerns and issues raised within the above response. The County Council's response to this formal representation is attached as **Appendix 2**.
6. It is recommended that each of the proposals identified in paragraph 1 of this report should be implemented, subject to planning permission being granted for the purposes of Regulation 3 of the Town and Country Planning General Regulations 1992. This permission to be granted by 31 August 2014.
7. The decision on the above proposals now falls to Committee to determine. It is a statutory requirement that this determination has to be made within two months of the expiry of the Notices' representation periods ie. by 17 and 19 September 2013 respectively. Failure to meet this requirement would result in the proposals having to be referred to an independent Schools Adjudicator for a decision to be made.

Other Options Considered

8. These options have been presented following careful analysis of place planning across Nottinghamshire and no other options can be considered at this time because the County Council retains a statutory responsibility to ensure sufficient school places for first admissions in September 2014.

Reasons for Recommendations

9. The recommendations reflect the location of the projected demand for additional school places to be developed; the need to provide for families of more than one child; the need to maintain the high level of educational standards in each popular school; the ability to offer an increased number of faith based places in an educational environment; and the

need to deliver permanent places within a defined and tight timeframe (for September 2014).

Statutory and Policy Implications

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

Implications for Service Users

11. Children and families will have access to, and an increased choice of, school education in their immediate locality.

Financial Implications

12. The proposed projects referred to in this report will all be funded from the Basic Need allocation in the approved Council budget. If there is a need to vary this once all the necessary feasibilities are complete, a further report will be produced.

Equalities Implications

13. Children will be able to access school places locally. Any new build schemes will meet requirements for disabled access and special needs.
14. An Equality Impact Assessment has been undertaken and is available as a background paper. Decision makers must give due regard to the implications for protected groups when considering this report.

Crime and Disorder Implications

15. Appropriate consideration has been given to the Crime and Disorder Act 1998. It is the view of the County Council that these proposed expansions do not pose a significant risk to increasing criminal activity within the localities of the four schools.

Human Rights Implications

16. Parental preference will continue to be facilitated.

Safeguarding of Children Implications

17. The new build schemes will take account of safeguarding needs and requirements.

Human Resources Implications

18. Appropriate levels of teaching staff will be appointed and funded from the increases to the schools' budgets triggered by the increased number of pupils, and the schools will use appropriate recruitment and selection procedures when making appointments.

Implications for Sustainability and the Environment

19. Increasing the number of primary school places is demonstrated by sustainable demand. Any new build projects will require planning approval and will meet Building Regulations which reflect sustainability and environmental targets. By providing local school places, the need for travelling by car can be reduced.

RECOMMENDATIONS

That:

- 1) Committee notes and considers the outcomes of the Section 19 Notices published under the provisions of the Education and Inspections Act 2006 concerning the proposals referred to in this report.
- 2) to ensure provision is available in 2014/15, Committee conditionally agrees to the implementation of the proposals with effect from 1 September 2014 to significantly increase:-
 - the number of pupil places at Beardall Street Primary School from 210 places to 315 places on a new school site, and to raise the school's PAN from 30 to 45
 - the number of pupil places at Forest Town Primary School from 280 places to 400 places, and to raise the school's PAN from 45 to 60
 - the number of pupil places at Pierrepont Gamston CE Primary School from 210 places to 315 places, and to raise the school's PAN from 30 to 45
 - the number of pupil places at Round Hill Primary School from 420 places to 525 places, and to raise the school's PAN from 60 to 75

pending planning permission being granted under the provisions of Regulation 3 of the Town and Country Planning General Regulations 1992 by 31 August 2014.

John Slater

Service Director, Education Standards and Inclusion

For any enquiries about this report please contact:

Beardall Street Primary School:

Mike Sharpe

Children's Place Planning and Admissions Area Officer - Ashfield

T: 0115 9772803

E: mike.sharpe@nottsc.gov.uk

Forest Town Primary School:

Jayne Littlewood

Children's Place Planning and Admissions Area Officer - Mansfield

T: 0115 9772571

E: jayne.littlewood@nottsc.gov.uk

Pierrepont Gamston CE Primary School and Round Hill Primary School:
Jonathan Smith
Children's Place Planning and Admissions Area Officer - Rushcliffe and Broxtowe
T: 0115 9772497
E: jonathan.s.smith@nottscc.gov.uk

Constitutional Comments (LM 14/08/13)

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

Financial Comments (KLA 13/08/13)

21. The financial implications of the report are set out in paragraph 12 above.

Background Papers and Published Documents

- 1) Schools with an increase in School Places of 25% or More: Outcome of Statutory Consultation - report to Children and Young People's Committee on 10 June 2013 (previously published)
- 2) The Complete Proposals referred to in the published Section 19 Notices
- 3) Equality Impact Assessment

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

Electoral Divisions and Members Affected

Beeston North:	Councillor Steve Carr
Hucknall:	Councillors Alice Grice, John Wilkinson and John Wilmott
Mansfield East:	Councillors Alan Bell and Colleen Harwood
West Bridgford Central & South:	Councillors Steve Calvert and Liz Plant

C0279

16.07.13

50 Cromwell Road
Beeston

Nottingham

NG9 1DP

July 13

Sirs,

Please find enclosed the response of the Round Hill governing body to the previous consultation, which remains our position in response to the "complete proposal" published in June for response by July 17.

We wish to draw the authority's attention once again to this document, particularly as we consider that there is somewhat of an information vacuum around this project, with a lack of specificity around process and timelines.

Please could you study our enclosure in detail and respond substantively to its key themes.

I look forward to hearing from you. Do feel free to correspond via email, to rgjones@hotmail.co.uk.

Yours,
Encs

R.M. Jones

RICHARD JONES, CHAIR, ROUND HILL PRIMARY

The governing body of Round Hill Primary met Tuesday 30 April. 16 members of the FGB were present. The meeting was attended by Jonathan Smith from the LA, whose input was invaluable and to whom we would like to record our thanks.

The governing body agreed with the proposal to provide a further 105 permanent pupil places in newly built premises on the site of Round Hill Primary School.

In reaching agreement a number of key points, themes, observations were recorded which form part of our response to the local authority and which are set out below:

- Our agreement is, in part, made in good faith and on trust that the local authority will continue to be consultative and collaborative in its approach to the expansion project.
- Whilst we have voted to support the proposal, there are elements of anxiety about the current lack of detail: we are being asked to commit with no substantive details provided in writing by the local authority about the facilities that will be provided, nor the amount of funding that will be committed by the authority.
- We would ask that the LA tell us what facilities are going to be built as soon as the information is available and in any event, before the next stage of the consultation process and/or any future statutory notice is published
- We understand that we are committing to certain pre-defined elements in the project and that these are not subject to change:
 - The PAN will become 75 for Foundation stage admission from 2014-15
 - No currently admitted year groups' PAN will be amended
 - All building will be completed in time for admission in September 2014
 - There will be no further expansion on the current site beyond 525 at any point
- We note that some of the building activity will be bound by regulation, whereas other elements may be advisory or guidance: we will actively seek that all development is to the very best standards, to ensure that the learning environment is the best it can be.
- We understand that both some new build will be required and some refurbishment and remodelling of existing premises will take place. We expect and anticipate that plans will need to be developed rapidly: this should be in full consultation with the Head and other stakeholders, including the governing body; and all parties will need to work co-operatively together to reach mutually agreeable solutions.
- We recognise there is a significant need for communication throughout the project, particularly to parents, future parents, staff and pupils: we would look to the local authority to support the head, leadership team and governors in being able to be responsive to any requests for further support in developing communications; governors did note reservations about the quality and breadth of information supplied to date, which has lacked significant detail, as noted above.
- We also would like to note that, subject to any limits of confidentiality, we would like a comprehensive analysis of comments from other respondents to the consultation, so that we can address any concerns raised, should the work progress
- We recognise that there are significant benefits to the Round Hill community in expanding the school: we will seek to embrace these and do all we can to maximise these; equally there are a number of risks, some of which we will look to the LA to manage or co-manage with the school. These include:
 - Risk to the ethos of the school as it grows further in size
 - Safe construction practices, which minimise disruption to "business as usual" and remove any dangers to personnel on site
 - The required speed of decision-making, which may lead to communication challenges and poor appraisal of options

To conclude, we are positive and excited about and fully committed to this project. We go into it expecting and trusting that the authority will want the same outcomes as we do: great facilities to ensure a great learning environment for an increased number of our local pupils. We look forward to working with you in this next stage in the development of our great school.

This matter is being dealt with by:

Marion Clay

Reference: MC/BGB

T 0115 9772073

E marion.clay@nottscc.gov.uk

W nottinghamshire.gov.uk



Mr Richard Jones
Chair - Governing Body
Round Hill Primary School
50 Cromwell Road
Beeston
Nottingham
NG9 1DP

8 August 2013

Dear Mr Jones

Re: Proposed Expansion of Round Hill Primary School

Thank you for your letter received on 16th July and the enclosure recording the Governing Body's observations in response to the formal publication of the proposal to expand Round Hill primary school by 105 permanent pupil places.

I note that on 30th April, the Round Hill Governing Body voted unanimously in agreement with this proposal, and would like to record the Council's appreciation of this decision.

Since April, officers from NCC's Property and Capital teams have met with members of the school's senior leadership, including the Chair of the Governing Body, and agreed to move the scheme to the feasibility stage.

This phase will develop a design, including floor plans, which will be costed. Should the feasibility study prove potentially viable, we anticipate being able to discuss the outcome with the school and full Governing Body early in the Autumn term.

In the spirit of consultative and collaborative partnership between school and County Council, officers from Property and Capital teams have taken account of the concerns expressed by school managers and governors regarding:

- effective communication during the project
- ancilliary accommodation
- the quality of design and construction; the timetable for completion
- site safety
- the constraints of the school site regarding any future expansion.

I can confirm that, with expansion to a total capacity of 525 school places, Round Hill School will increase its Published Admission Number (PAN) to 75 from September 2014, when building is planned to be completed. Current year groups will maintain their existing PANs until those cohorts leave the school.

As you are aware, it was impossible to consult with yourselves on the precise detail of the project design before the formal consultation period closed and Statutory Notice was published on June 19th 2013. This is because the design will not materialise until the feasibility study, referred to above, will be complete and can then be communicated to the school in September 2013.

A similar situation affects the costs of the project. The figure of £600,000 included in the Complete Proposal is a current estimate. Unfortunately, the required timetable to publish notices for the expansion of the school does not meet with the timetable for the development of a design, which will provide more accurate costings.

I hope this response proves helpful, and would ask that future enquiries about the project now be addressed to the Lead Officer, Capital Investment and Academies, Sara Williams, who will be in a position to keep you updated.

I can assure you of the County Council's commitment to a consultative and collaborative approach to this expansion project at Round Hill primary school, which I am sure will open a pathway towards an exciting vision of enhanced provision within the school community for years to come.

Yours sincerely

marion clay

Marion Clay
Support to Schools Service
Children, Families and Cultural Services

cc Sara Williams - Nottinghamshire County Council

C0279b

16 September 2013**Agenda Item: 14**

REPORT OF THE SERVICE DIRECTOR, YOUTH, FAMILIES AND CULTURE

YOUNG PEOPLE'S BOARD OFFICER GROUP REPORT

Purpose of the Report

1. To update members of the Committee on the progress of the Young People's Board and for members to discuss and consider how the Board might further influence Council policy and service delivery.

Information and Advice

2. The Children and Young People's Participation Team, within the Young People's Service, is responsible for developing and facilitating young people's participation structures within Nottinghamshire including the Young People's Board. A structure chart of young people's participation is included as **Appendix 1** to this report.
3. The Young People's Board is a constituted group of young people, aged 11 to 19 years, including several representatives from each of the seven district based Scrutiny, Advisory and Development Boards (SADB) and the various County wide youth forums, including the Pioneers Disabled Young People's Forum. The elected Nottinghamshire Members of the UK Youth Parliament chair the SADB and the Pioneers Forum and therefore are also members of this Board.
4. The 'No Labels' Children in Care Council (CiCC), which represents Nottinghamshire's Looked After Children, is well represented at the Board.
5. The Board is chaired by an annually elected young person. Councillor Liz Plant, Vice Chair of the Children and Young People's Committee, and the Group Manager of the Young People's Service are the only permanent adult members of the Board.
6. The purpose of the Young People's Board is:
 - to give young people a voice in shaping and developing the Young People's Service in Nottinghamshire
 - to enable young people to influence and shape the design, development and delivery of services that impact on children and young people
 - to give young people in Nottinghamshire a collective and influential voice on matters of interest and importance to them

- to ensure that service provision is better coordinated and has a young person centred approach
 - the Board can scrutinise any areas of interest or concern. This can be triggered by a concern raised by an individual contacting a member of the Board or via an issue raised through the SADB structure.
7. Recently the Board has been involved in examining the support services available to Young Carers which includes inviting representatives responsible for those services from the Authority and the voluntary sector to attend a meeting of the Board to answer their questions. This resulted in the services involved having a better understanding of 'hidden young carers' and how to access them. The Board also developed a DVD, through external funding they applied for, to highlight the issues of young carers with their peers, which they are delivering through school assemblies.
 8. The Young People's Service consults with the Young People's Board about strategic developments in its practice; recent examples of this have been changes in its Statement of Purpose, the Service's 2013/14 opening pattern and the revision of the Nottinghamshire Youth Work Delivery Standards in March 2013.
 9. Members of the Board have been trained to inspect and assess the quality of current Youth Work provision and make suggestions for improvements through a comprehensive programme of unannounced mystery shopper visits followed by formal reports and action plans that the Board monitors through re inspections. They are now taking place in the Library Service and will soon start in Primary Health Care settings, to offer a similar inspection programme for their provision.
 10. The participation of primary school aged children is facilitated by a specialist post within the Children and Young People's Participation Team which uses a 'play work' approach to gain the ideas and needs of this group for particular projects e.g. the installation of new play ground equipment. Where appropriate these children, as they reach the age of 11, are encouraged to join their local Scrutiny Advisory and Development Board.
 11. Two examples of the impact the Board has made recently, to services provided for children and young people include: a group of Looked After Children have successfully redesigned the six-monthly assessment booklets used by Children's Social Care which increases the participation of young people and their willingness to complete the task; and the Board has been consulted by Nottinghamshire's Safeguarding Children Board on its proposals to keep young people safe from accidents including those at pedestrian crossings. The Board carried out surveys of young people's thoughts on these issues through the Scrutiny Advisory and Development Boards.
 12. The Government's Positive for Youth progress report issued in July 2013 indicates that Nottinghamshire's participation activity with young people meets or exceeds the expectations in this area of the Statutory Guidance for Local Authorities on Services and Activities to Improve Young People's Well-being, issued in June 2012.

Other Options Considered

13. None, as the children and young people's participation structure in Nottinghamshire already meets the requirements of the Statutory Guidance for Local Authorities on Services and Activities to Improve Young People's Well-being, issued in June 2012.

Reason/s for Recommendation/s

14. The Young People's Board is an ongoing part of Nottinghamshire's Participation Strategy for children and young people.

Statutory and Policy Implications

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

Implications for Service Users

16. The Young People's Board's activity enhances the Council's Youth Offer to Children and Young People in accordance with the requirements of the Statutory Guidance for Local Authorities on Services and Activities to Improve Young People's Well-being, issued in June 2012.

RECOMMENDATION/S

That:

- 1) the progress of the Young People's Board be noted
- 2) Members discuss and consider how the Board might further influence Council policy and service delivery.

Derek Highton
Service Director, Youth, Families and Culture

For any enquiries about this report please contact:

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

Constitutional Comments

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

Financial Comments (KLA 09/08/13)

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

Background Papers and Published Documents

Young People's Board Statement of Purpose

Nottinghamshire Youth Work Delivery Standards, March 2013

Government's Positive for Youth progress report, July 2013

Statutory Guidance for Local Authorities on Services and Activities to Improve Young People's Well-being, June 2012

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.

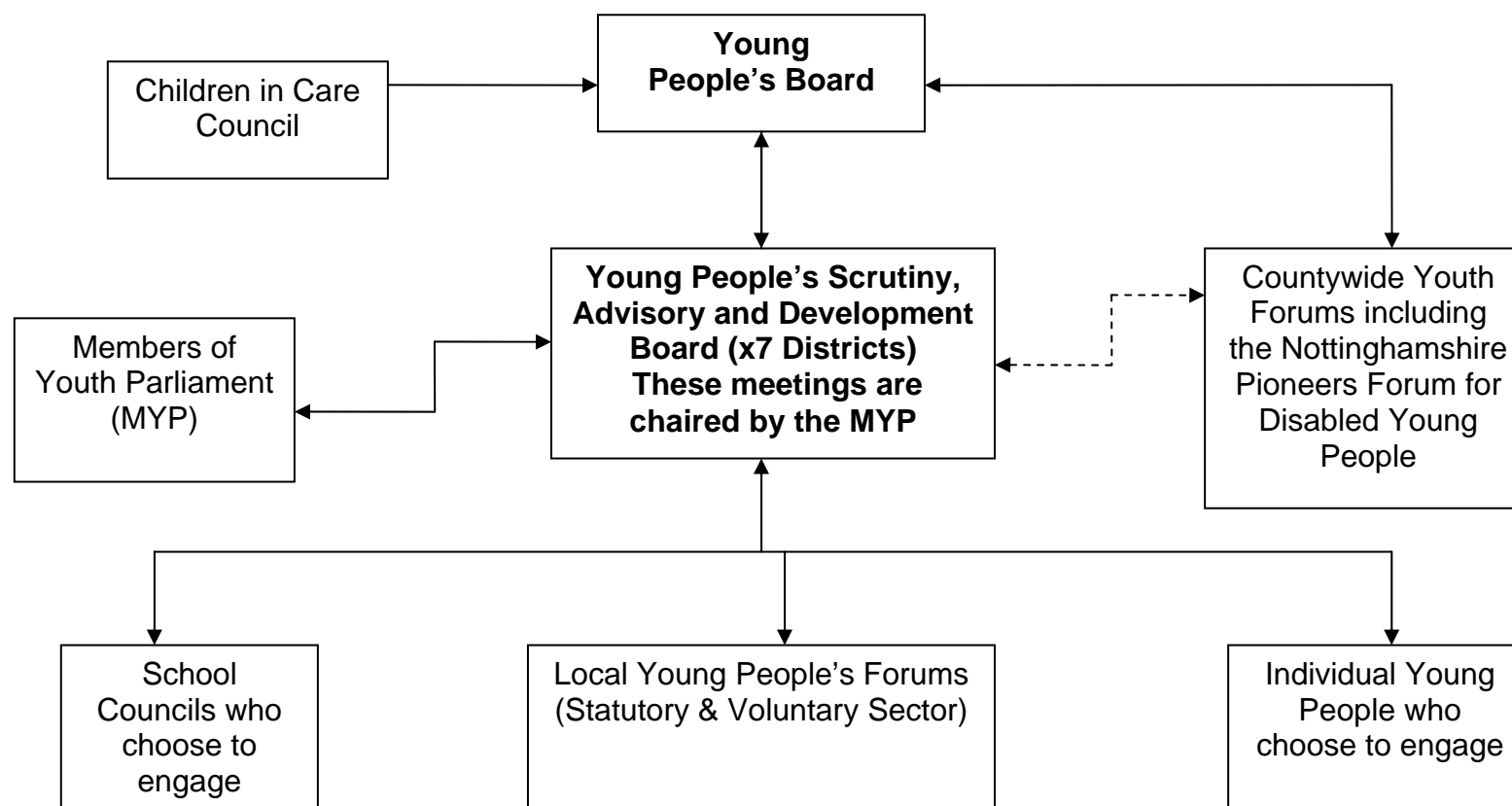
Electoral Division(s) and Member(s) Affected

All.

C0277

Young People's Participation Structure

Appendix 1



16 September 2013**Agenda Item: 15****REPORT OF THE CORPORATE DIRECTOR FOR CHILDREN, FAMILIES AND
CULTURAL SERVICES****NATIONAL CHILDREN AND ADULT SERVICES CONFERENCE 2013****Purpose of the Report**

1. The purpose of the report is to seek approval for the Chair of the Children and Young People's Committee to attend the National Children and Adult Services Conference being held at the Harrogate International Centre from 16 - 18 October 2013 and for a report on the outcomes to be brought to the Committee in due course.

Information and Advice

2. This Committee's terms of reference include approving councillors' attendance at conferences. Members are asked to consider whether attendance at the event should be approved for the Chair of the Children and Young People's Committee together with the necessary travel and accommodation arrangements.
3. The information included within the following sections of the report should ensure compliance with normal decision making rules. If attendance is approved, the details referred to below will be used to compile the Public Register, which is available on the Council's website.
4. The conference is organised by the Local Government Association (LGA), Association of Directors of Social Services (ADASS) and Association of Directors of Children's Services (ADCS). It addresses issues for children and adults and is regularly attended by more than 1,000 delegates.
5. The Corporate Director for Children, Families and Cultural Services, the Chair of the Adult Social Care and Health Committee and the Corporate Director for Adult Social Care, Health and Public Protection will also attend the conference.

Reason/s for Recommendation/s

6. It is recommended that approval is given for attendance at the conference so that the County Council's representatives can consider issues that are vital to councillors, senior officers, policymakers and service managers with responsibilities for children's services and adult social care in the statutory, voluntary and private sector. It is also an important opportunity for networking with partners and MPs in related fields.

Statutory and Policy Implications

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

Financial Implications

8. The cost of attendance at the conference is £450 plus VAT per person. Two or three nights' accommodation will also be necessary. An estimate from the conference information suggests a hotel within reasonable walking distance from the conference centre will be in the region of £100-£130 per person per night for bed and breakfast.
9. The costs of attendance for the Chair of the Children and Young People's Committee would be met from the Member Training Budget.

RECOMMENDATION/S

That:

- 1) approval is given for the Chair of the Children and Young People's Committee to attend the National Children and Adult Services Conference at the Harrogate International Centre, from 16 -18 October 2013, together with any necessary travel and accommodation arrangements.
- 2) the Committee receives a report from the Corporate Director for Children, Families and Cultural Services on the outcomes of the conference.

Anthony May

Corporate Director for Children, Families and Cultural Services

For any enquiries about this report please contact:

Philippa Milbourne
Business Support Assistant
T: 0115 9773570
E: philippa.milbourne@nottsgov.uk

Constitutional Comments (LM 22/07/13)

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

Financial Comments (KLA 26/07/13)

11. The financial implications of the report are set out in paragraphs 8 & 9 above.

Background Papers and Published Documents

Invitation to attend the conference from the Local Government Association.

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.

C0261

16 September 2013**Agenda Item: 16**

REPORT OF THE SERVICE DIRECTOR, YOUTH, FAMILIES AND CULTURE

MEMBERS' VISIT TO THE OUTDOOR AND ENVIRONMENTAL EDUCATION RESIDENTIAL CENTRES

Purpose of the Report

1. This report seeks approval for a visit by Members to two Outdoor and Environmental Education residential centres on 20 September 2013.

Information and Advice

2. The County Council's Outdoor and Environmental Education Service provides a range of education support to schools and other groups working with young people including two residential outdoor education centres. From time to time Members have been invited to view the work of the Service.
3. This proposed visit is to the residential centres at Hagg Farm and St Michael's, both located in the Peak District National Park in Derbyshire. Members will have the opportunity to view the centres and see pupils involved in environmental and outdoor activities. Lunch and refreshments will be provided.
4. A particular invitation will be extended to those Members who have not seen the work of the centres first hand. The visit will aim to illustrate the quality and value of this provision in extending and enriching classroom based learning, in developing pupils' understanding of sustainability themes, personal and social skills, self-confidence, working independently, taking responsibilities, self-esteem and motivation for learning.

Other Options Considered

5. No other options were considered.

Reason/s for Recommendation/s

6. It is useful that Members understand the unique nature of this provision, which links directly with pupils' curriculum and is highly valued by schools and other groups from Nottinghamshire.

Statutory and Policy Implications

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

Financial Implications

8. The anticipated cost of the visit will be about £250. This will cover transport, lunch and refreshments and will be dependent on the final numbers attending which will be known by the deadline of 9 September 2013. Costs will be met from the Outdoor and Environmental Education Service budget.

Crime and Disorder Implications

9. Learning experiences at the centres contribute to pupils' personal and social education and the development of respect for themselves and others.

RECOMMENDATION/S

- 1) That approval be given for a visit by Members to the two Outdoor and Environmental Education residential centres on 20 September 2013.

Derek Higton
Service Director, Youth, Families and Culture

For any enquiries about this report please contact:

Phil Baker
Team Manager, Outdoor and Environmental Education/Head of Centre, Hagg Farm Outdoor Education Centre
T: 01433 651594
E: phil.baker@nottsc.gov.uk

Constitutional Comments (LM 02/09/13)

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

Financial Comments (KLA 25/07/13)

11. The financial implications of the report are set out in paragraph 8 above.

Background Papers and Published Documents

None.

Electoral Division(s) and Member(s) Affected

All.

C0263

16 September 2013**Agenda Item: 17****REPORT OF CORPORATE DIRECTOR, POLICY, PLANNING AND
CORPORATE SERVICES****WORK PROGRAMME****Purpose of the Report**

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

Information and Advice

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

Other Options Considered

4. None.

Reason for Recommendation

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

Statutory and Policy Implications

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

RECOMMENDATION

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

Jayne Francis-Ward
Corporate Director, Policy, Planning and Corporate Services

For any enquiries about this report please contact:

Sara Allmond
Democratic Services Officer
T: 0115 9772794

Constitutional Comments (HD)

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

Financial Comments (PS)

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

Background Papers

None

Electoral Division(s) and Member(s) Affected

All.

CHILDREN & YOUNG PEOPLE'S COMMITTEE - WORK PROGRAMME 2013-14

<u>Report Title</u>	<u>Brief summary of agenda item</u>	<u>Lead Officer</u>
14 October 2013		
Introduction to services presentation	Health joint commissioning hub	Kate Allen
Consultation on admission arrangements 2015/16		John Slater
Policy Statement for Schools		John Slater
Provisional performance figures for Nottinghamshire schools and academies – Summer 2013		John Slater
Quality assurance framework for children's services		Steve Edwards
Annie Holgate Community Infant & Nursery and Annie Holgate Community Junior Schools – outcome of published Section 11 and 15 Notices: School Adjudicator's decision		John Slater
Revised CFCS operating model	For approval	Anthony May
Outside bodies report - Futures		Derek Higton
Outside bodies report - SACRE		John Slater
Nottinghamshire Local Welfare Assistance Scheme	Six monthly report	
Work Programme		Anthony May
11 November 2013		
Performance reporting (Quarter 2 2013/14) – Services for Children and Young People	Quarterly performance report	Anthony May
Nottinghamshire Safeguarding Children Board annual report 2012/13	Annual report	Steve Edwards
New Children, Young People and Families Plan 2014-16 priorities and draft actions		Derek Higton
Children's Social Care Health Check		Steve Edwards
Staying Put Policy		Steve Edwards
Update on the 2013 Nottinghamshire Outstanding Achievement for Youth Awards	Annual update report	Derek Higton
Authority governor appointments and reappointments and Local Authority appointments to school governing bodies	Quarterly report on appointments made	John Slater
National Children and Adult Services Conference 2013 – report back on outcomes		Anthony May
Work Programme	Page 115 of 118	Anthony May

<u>Report Title</u>	<u>Brief summary of agenda item</u>	<u>Lead Officer</u>
9 December 2013		
Nottinghamshire Child and Family Poverty Strategy annual performance report	Annual update	Derek Higton
A Strategy for Closing the Educational Gaps in Nottinghamshire – analysis of outcomes/six month review	Six monthly review report	John Slater
School Capital Programme progress report		Jon Hawketts
Achieving 2 year olds free early education entitlement - update		Derek Higton
Public Health Nursing for children, young people and families		Kate Allen
Work Programme		Anthony May
13 January 2014		
Child Sexual Exploitation Action Plan	Progress report	Steve Edwards
Rota Visits	Six monthly report	Steve Edwards
Locality Visits	Six-monthly report	Steve Edwards
Work Programme		Anthony May
10 February 2014		
Performance reporting (Quarter 3 2013/14) – Services for Children and Young People	Quarterly performance report	Anthony May
Proposal on the closure of Daybrook Learning Centre – outcome of consultation	For decision	John Slater
Authority governor appointments and reappointments and Local Authority appointments to school governing bodies	Quarterly report on appointments made	John Slater
Work Programme		Anthony May
17 March 2014		
Locality Visits	Six-monthly report	Steve Edwards
Nottinghamshire School Admission Arrangements 2015/16	For determination	John Slater
Financial support to students in post 16 education	Annual determination	John Slater
National Minimum Fostering Allowances	Annual determination	Steve Edwards
Young People's Board	Six monthly officer group report	Derek Higton
Work Programme		Anthony May
23 April 2014		
Under 16 Home to School Transport 2014 and Post 16 Transport Policy 2014/15	Annual determination Page 116 of 118	John Slater

<u>Report Title</u>	<u>Brief summary of agenda item</u>	<u>Lead Officer</u>
Nottinghamshire Local Welfare Assistance Scheme	Six monthly report	
Work Programme		Anthony May
19 May 2014		
Performance reporting 2013/14) – Services for Children and Young People	Annual performance report	Anthony May
Exceptional payments for school clothing and footwear allowance 2014/15	Annual determination	John Slater
Rota Visits	Six monthly report	Steve Edwards
Authority governor appointments and reappointments and Local Authority appointments to school governing bodies	Quarterly report on appointments made	John Slater
Outside bodies report	Futures; SACRE	Derek Higton
Work Programme		Anthony May
16 June 2014		
Nottinghamshire Children's Trust (incl Locality Management groups)	Annual officer group report	
Work Programme		Anthony May
14 July 2014		
A Strategy for Closing the Educational Gaps in Nottinghamshire – six month review	Six monthly review report	John Slater
Work Programme		Anthony May
To be placed		
Overview of School Capital Projects and Basic Need		Jon Hawketts
Locality Visits review		Steve Edwards
Permanent and fixed term exclusions		John Slater
New Children, Young People & Families Plan 2014-16		
Arrangements for implementation of single access to children's social care		Steve Edwards
Progress on implementation of One Plan assessment for children & young people with SEN		John Slater
Development of budget saving proposals		Anthony May
Accountabilities in education		John Slater
Looked After Children - context		Steve Edwards
Arrangements for educational attendance – developments with Nottingham City		Derek Higton

<u>Report Title</u>	<u>Brief summary of agenda item</u>	<u>Lead Officer</u>
Review of Multi-Agency Safeguarding Hub including Early Help Dataset	Review after first 9 months of operation	Anthony May/Steve Edwards
Proposed revision to the National Curriculum in England – report back on views of headteachers		John Slater
Schools Forum	Annual officer group report	Anthony May
Education Trust Board	Annual officer group report	Anthony May