

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

**Monday, 11 February 2013 at 10:30**

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

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### **AGENDA**

- |   |  |         |
|---|--|---------|
| 1 | Apologies for Absence  |         |
| 2 | Declarations of Interests by Members and Officers:- (see note below)<br>(a) Disclosable Pecuniary Interests<br>(b) Private Interests (pecuniary and non-pecuniary) |         |
| 3 | Minutes of the previous meeting held on 14 January 2013  | 3 - 6   |
| 4 | Performance Reporting (Quarter 3 2012/13) - Services for Children and Young People   | 7 - 16  |
| 5 | Schools with an Increase in School Places of 25% or More: Outcome of Published Statutory Notices   | 17 - 34 |
| 6 | Every Child a Reader, Reading Recovery and the Switch-on Reading Evaluation Project  | 35 - 44 |
| 7 | Troubled Families Programme Update   | 45 - 54 |

### **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:-

- (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 14 January 2013 (commencing at 10.30 am)

## Membership

Persons absent are marked with 'A'

## COUNCILLORS

Philip Owen (Chairman)  
Allen Clarke  
Michael J Cox  
Sybil Fielding  
Keith Longdon  
Geoff Merry  
John Peck JP  
Sue Saddington  
S Smedley MBE JP  
Lynn Sykes  
Liz Yates

A Ex-officio (non-voting)  
Mrs Kay Cutts

## CO-OPTED MEMBERS (NON-VOTING)

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

## OTHER MEMBERS IN ATTENDANCE

Mel Shepherd MBE

## OFFICERS IN ATTENDANCE

Sara Allmond	Policy, Planning and Corporate Services
Steve Edwards	Service Director, Children, Families and Cultural Services
John Slater	Service Director, Children, Families and Cultural Services
Philippa Milbourne	Children, Families and Cultural Services

## **MEMBERSHIP**

It was reported that Councillor Geoff Merry had been appointed in place of Councillor Bob Cross.

## **APOLOGIES FOR ABSENCE**

Apologies for absence had been received Mr David Richards and Mr John Rudd

## **DECLARATIONS OF INTEREST**

None.

## **MINUTES OF THE LAST MEETING HELD ON 3 DECEMBER 2012**

### **RESOLVED: 2013/001**

The minutes of the previous meeting of the Committee held on 3 December 2012, having been circulated to all Members, were taken as read and were confirmed and signed by the Chairman.

## **WORK PROGRAMME**

### **RESOLVED: 2013/002**

That the programme of work for future meetings of the committee be noted.

## **CONFIRMATION OF NATIONALLY VERIFIED KEY STAGE 2 RESULTS**

John Slater attended and responded to Members' questions and comments on the Key Stage 2 results for Nottinghamshire primary schools.

### **RESOLVED: 2013/003**

To note the final, nationally validated overall position of Nottinghamshire primary schools in the 2012 Key Stage 2 National Curriculum tests.

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

### **RESOLVED: 2013/004**

1. That the 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 October to 31 December 2012, as listed in paragraph 7 of the report, be noted.
2. That the nomination and appointment of Local Authority governors to reconstituted governing bodies, as listed in paragraph 8 of the report, be noted.

## **OFFICER GROUP REPORT: NOTTINGHAMSHIRE CHILDREN'S TRUST**

Steve Edwards attended and responded to Members' questions on the Nottinghamshire Children's Trust.

### **RESOLVED: 2013/005**

That the overview of the activities and performance of Nottinghamshire Children's Trust between April and November 2012, including an update on the work of Locality Management Groups, be noted.

The meeting closed at 10.55 am.

**CHAIRMAN**



**11 February 2013****Agenda Item: 4****REPORT OF THE CORPORATE DIRECTOR FOR CHILDREN, FAMILIES AND  
CULTURAL SERVICES****PERFORMANCE REPORTING (QUARTER 3 2012/13) – 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 during the period 1 September – 31 December 2012.

**Information and Advice**

2. At the meeting on 16 July 2012, the Committee agreed to receive a quarterly report, which reviews performance across the full range of services provided to children and young people. These reports will normally be presented to the meetings in September, November, February and May, and will be in addition to other reports that may be presented to the Committee from time to time providing detailed performance-related information about specific initiatives, projects or services.

**Performance Reporting for 2012/13**

3. As agreed at the meeting on 16 July 2012, quantitative performance reporting to the Committee will be measured via 38 key performance indicators (KPIs), which cover the full range of services to children and young people. For each KPI, current performance will be compared to the national average and that of the Council's statistical neighbours, where this data is available. The list will include a number of KPIs that reflect priorities within the Council's Strategic Plan, and which will also therefore be reported to the Policy Committee. Equally, relevant KPIs will also be included in periodic performance reports to the Early Years and Young People's Sub Committee.
4. Although it was agreed that performance be reported on a quarterly basis, the Committee acknowledged that not all of the 38 KPIs are equally sensitive to quarterly fluctuation. For example, education performance indicators are largely annually based, such as pupil attainment at different Key Stages. In accepting that KPIs will not always change from one quarter to the next, it was agreed that the most up-to-date information will be provided for each KPI. A table summarising the different types of KPI, and their respective sensitivity to fluctuation, is provided at **Appendix 1**.
5. The performance data for Quarter 3 2012/13, as described above, is set out in the table at **Appendix 2**. In addition to the comparison against the national average and statistical neighbours, the report also provides a basic trend analysis to indicate whether

performance against each of the indicators has improved (+), declined (-), or remained the same (=) over the current reporting period.

### **Other Options Considered**

6. 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**

7. 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**

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

### **RECOMMENDATION/S**

- 1) That the Committee notes the performance of the Council's services for children and young people during the period 1 September to 31 December 2012.

**Anthony May**  
**Corporate Director for Children, Families and Cultural Services**

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

Jon Hawketts  
Senior Executive Officer  
T: 0115 9773696  
E: jon.hawketts @nottsc.gov.uk

### **Constitutional Comments**

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

### **Financial Comments (KLA 28/01/13)**

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

### **Background Papers**

None.



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

All.

C0175



## APPENDIX 1

The table below summarises the different types of KPI that will be reported to the Children and Young People's Committee, together with any analysis of how/when the data will be refreshed during 2012/13.

2012/13												
Apr-12	May-12	Jun-12	Jul-12	Aug-12	Sep-12	Oct-12	Nov-12	Dec-12	Jan-13	Feb-13	Mar-13	
Quarter 1				Quarter 2				Quarter 3				Quarter 4
2011/12 academic year (Sep-11 to Aug-12)					2012/13 academic year (Sep-12 to Aug-13)							
2012/13 Quarter 1 Report (published Aug 2012)				2012/13 Quarter 2 Report (published Nov 2012)				2012/13 Quarter 3 Report (published Feb 2013)				2012/13 Annual Report (published Jul 2013)
12/13 Q1 average				12/13 Q2 average				12/13 Q3 average				12/13 Q4 average
												12/13 annual average
<b>Quarterly reporting: average performance</b>												
e.g. Initial assessments for children's social care carried out within timescales % of re-referrals to children's social care %age of looked after children with 3 or more placements in any one year % young people in years 12-14 not in education or training												
<b>Quarterly reporting: snapshot performance on a defined day in quarter</b>												
e.g. Participation in Education and Work Based Learning in academic years 12-14 % of children's centres achieving good or better in Ofsted inspections												
12/13 Q1 performance				12/13 Q1-Q2 performance				12/13 Q1-Q3 performance				12/13 annual performance (=Q1-Q4)
e.g. Numbers of young people engaged in positive activities delivered by the Young People's Service												
11/12 annual performance (=Q1-Q4)				12/13 Q1 performance				12/13 Q1-Q2 performance				12/13 Q1-Q3 performance
e.g. First-time entrants to the youth justice system												
11/12 annual performance				11/12 annual performance				11/12 annual performance				12/13 annual performance
e.g. %age of care leavers in suitable accommodation												
<b>Academic year reporting: annual reporting</b>												
e.g. % pupils achieving level 4 in both English and mathematics at age 11 Achievement of 5+ A-C GCSE or equivalent including English and mathematics Early years foundation stage attainment % A level entries at A* - E grades / A* - B grades Attainment gap at age 16 between Free School Meal pupils and the rest												
10/11 results (confirmed)				11/12 results (provisional)				11/12 results (provisional) (some confirmed)				11/12 results (all confirmed)
<b>Academic year termly reporting: data available one term in arrears</b>												
e.g. Number of primary schools in an Ofsted category Number of secondary schools in an Ofsted category												
11/12 spring term				11/12 spring term				11/12 summer term				12/13 autumn term

Note: There are a small number of indicators that do not fit these categories, e.g. child poverty, teenage conceptions, which are published with a delay of 2 years and 15 months respectively and during the middle of the business year, not at the end.

In all cases, the performance information reported to Committee will be based upon the latest available data.



## Services for Children and Young People: Performance at 2012/13 Quarter 3

For Nottinghamshire, the performance data available at the end of 2012/13 Quarter 3 (October - December) is reported. The most recent available data for national average and statistical neighbours is reported where available, for comparison. 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) = cumulative data, so not comparable to previous value

Priority	Performance Indicator	Nottinghamshire			National Average	Statistical Neighbours
		Reporting Period	Current Value	Previous Value		
<b>A: Continue to improve our work to keep children and young people safe</b>	AP01 Initial assessments for Children's Social Care carried out within timescales	Q3 2012/13	82.9% (-)	86.5% (Q2 2012/13)	77.4% (11/12)	77.6% (11/12)
	AP02 Core assessments for Children's Social Care carried out within timescales	Q3 2012/13	84.3% (+)	82.4% (Q2 2012/13)	75.5% (11/12)	75.3% (11/12)
	AP03 Percentage of child protection cases reviewed within timescale	Q3 2012/13	99.6% (+)	99.5% (Q2 2012/13)	96.7% (11/12)	97.0% (11/12)
	AP04 Re-referrals to Children's Social Care	Q3 2012/13 (Oct & Nov)	25.5% (+)	26.7% (Q2 2012/13)	26.1% (11/12)	24.0% (11/12)
	AP05 Children who are subject to a child protection plan for 2 years or more	Q3 2012/13	3.3% (+)	6.6% (Q2 2012/13)	5.6% (11/12)	5.3% (11/12)
	AP06 Children becoming the subject of a child protection plan on more than one occasion	Q3 2012/13	22.2% (-)	12.5% (Q2 2012/13)	13.8% (11/12)	14.5% (11/12)
	<i>AP07 New adoption indicator – in line with the national indicator set, the adoption service is developing its reporting of the time period (in days) from being looked after to being placed, and the time period (in days) from placement order to matching panel (target within 7 months). Data validation process currently in progress.</i>					
	AP08 Percentage of Children's Social Care quality audits assessed as adequate or better	Q3 2012/13	85% (+)	84% (Q2 2012/13)	-	-
	AP09 Looked after children with 3 or more placements in any one year	Q3 2012/13	6.9% (+)	7.2% (Q2 2012/13)	10.7% (10/11)	9.5% (10/11)
	AP10 Percentage of looked after children cases reviewed within timescale	Q3 2012/13	97.0% (+)	85.0% (2011/12)	90.5% (10/11)	90.1% (10/11)
	AP11 Percentage of care leavers in suitable accommodation	2011/12	82.7% (-) (p)	98.0% (2010/11)	90.0% (10/11)	86.1% (10/11)
<b>B: Continue to improve how well children and young people achieve in schools and colleges</b>	BP01 Pupils achieving Level 4 in both English & mathematics at age 11	2011/12 (academic)	81.6% (+)	77.4% (2010/11 academic)	80.0% (11/12)	79.9% (p) (11/12)
	BP02 Achievement of 5 or more A*-C grades at GCSE or equivalent (inc. English & mathematics)	2011/12 (academic)	60.6% (+)	57.6% (2010/11 academic)	59.4% (11/12)	57.8% (p) (11/12)
	BP03a Primary schools judged by Ofsted as having good or outstanding standards of behaviour	2011/12 (academic)	93.0% (-)	93.3% (2010/11 academic)	93.9% (11/12)	93.6% (11/12)
	BP03b Secondary schools judged by Ofsted as having good/outstanding standards of behaviour	2011/12 (academic)	68.3% (-)	70.5% (2010/11 academic)	84.4% (11/12)	85.8% (11/12)
	BP04a Number of primary schools in an Ofsted category - by term	June 2012 (snapshot)	8 (-) (p)	7 (March 2012)	-	-

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Priority	Performance Indicator	Nottinghamshire			National Average	Statistical Neighbours
		Reporting Period	Current Value	Previous Value		
	BP04b Number of secondary schools in an Ofsted category - by term	June 2012 (snapshot)	1 (+) (p)	3 (March 2012)	-	-
	BP05 Early years foundation stage attainment	2011/12 (academic)	64.0% (+)	56.0% (2010/11 academic)	64.0% (11/12)	65.1% (11/12)
	BP06 Percentage of young people who have attained a full Level 3 qualification by 19	2010/11 (academic)	47.3% (+)	45.1% (2009/10 academic)	53.0% (10/11)	52.1% (10/11)
	BP07 Participation in education, employment and training in academic years 12-14	Q3 2012/13	89.7% (+)	86.1% (Q2 2012/13)	-	-
	BP08a Percentage of A level entries at A*-E grades	2011/12 (academic)	97.5% (+)	97.2% (2010/11 academic)	98.6% (11/12)	-
	BP08b Percentage of A level entries at A*-B grades	2011/12 (academic)	43.4% (+)	43.1% (2010/11 academic)	52.9% (11/12)	-
<b>C: Reduce the gap in educational achievement for all ages</b>	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% (2010/11 academic)	21.3% (09/10)	23.6% (09/10)
	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% (p)	-	-	-
	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% (2010/11 academic)	27.6% (09/10)	33.3% (09/10)
	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% (2010/11 academic)	0.07% (10/11)	0.09% (10/11)
	CP04 Percentage of overall absence in primary, secondary and special schools	2010/11 (academic)	5.67% (+)	5.84% (2009/10 academic)	5.8% (10/11)	5.7% (10/11)
	CP05 Percentage of young people who have not attained a Level 2 qualification in English & mathematics 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	New indicator – first publication of local authority level data due summer 2013				
	CP06 Percentage of young people in Years 12-14 not in education, employment or training	Q3 2012/13	2.6% (+)	2.7% (Q2 2012/13)	6.1% (10/11)	5.9% (10/11)

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Where Nottinghamshire performance meets or exceeds national performance, this is highlighted by the emboldened boxes.

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Priority	Performance Indicator	Nottinghamshire			National Average	Statistical Neighbours
		Reporting Period	Current Value	Previous Value		
<b>D: Improve children and young people's health and well-being</b>	DP01 Dependent children in households whose income is below 60% of the national average	2009/10	17.1% (+)	17.5% (2008/09)	20.6% (09/10)	-
	DP02 Numbers exiting substance misuse treatment in a planned manner	Q2 2012/13	87% (=)	87% (Q1 2012/13)	79% (12/13 Q2)	-
	DP03 Under 18 conception rate (per thousand females aged 15-17)	2009/10	32.9 (+)	34.6 (2008/09)	35.4 (09/10)	36.0 (09/10)
<b>E: Continue to improve our early intervention services so that children, young people and families in the greatest need receive appropriate support</b>	EP01a Children's Centres reaching families in greatest need: focused population registered	Q3 2012/13	76% (+)	74% (Q2 2012/13)	-	-
	EP01b Children's Centres reaching families in greatest need: focused population seen	Q3 2012/13	51% (n/a)	42% (Q2 2012/13)	-	-
	EP02 First time entrants to the Youth Justice System aged 10-17 (per 100,000)	Q2 2012/13	224 (n/a)	107 (Q1 2011/12)	-	-
	EP03 Numbers of children and young people engaged in positive activities delivered by the Young People's Service	Q3 2012/13	19,200 (n/a)	11,271 (Q2 2012/13)	-	-
	EP04 Percentage of children's centres achieving good or better in Ofsted inspections	Q3 2012/13	80% (=)	80% (Q2 2012/13)	-	-
	EP05a Breastfeeding prevalence at 6-8 weeks, incl. mixed feeding methods (Notts NHS)	Q2 2012/13	39.8% (+)	38.2% (Q1 2012/13)	46.9% (11/12)	36.9% (11/12)
	EP05b Breastfeeding prevalence at 6-8 weeks, incl. mixed feeding methods (Bassetlaw NHS)	Q3 2012/13	37.3% (+)	34.7% (Q2 2012/13)		





**11 February 2013****Agenda Item: 5****REPORT OF THE SERVICE DIRECTOR, EDUCATION STANDARDS AND  
INCLUSION****SCHOOLS WITH AN INCREASE IN SCHOOL PLACES OF 25% OR MORE:  
OUTCOME 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 2013 to:-
  - expand Dalestorth Community Primary School in Sutton-in-Ashfield 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 Arnold Mill Community Primary School in Arnold in newly built premises on its existing site, thereby increasing the school's net capacity by a further 75 permanent pupil places; consequently this will formally increase the school's PAN from 40 to 45
  - expand St Peter's Church of England VA Primary School in Mansfield 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 PAN from 30 to 45
  - expand Holy Trinity Catholic VA Primary School in Newark in newly built premises on its existing site, thereby increasing the school's net capacity by a further 90 permanent pupil places; consequently this will formally increase the school's PAN from 30 to 45.

**Information and Advice**

2. Formal proposals were agreed by the Children & Young People's Committee at its meeting on 3 December 2012 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 5 December 2012 relating to the proposals affecting Dalestorth, Arnold Mill and St. Peter's CE Primary Schools

- on 6 December 2012 relating to the Holy Trinity 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 2 January and 3 January 2013 respectively and during their publication period no representations were received relating to the Dalestorth, Arnold Mill and Holy Trinity proposals.
4. A petition containing 119 signatures was received during the St. Peter's statutory notice representation period petitioning the County Council not to expand St. Peter's Church of England Primary School in Mansfield by 105 permanent pupil places in newly built premises on the school's existing site.
5. Also submitted with the above petition was a document that raises concerns and issues about the proposed expansion of St. Peter's Primary School. A copy of this document is available as a Background Paper. This document and the above mentioned petition have been submitted as an 'Open Letter'.
6. Account has been taken of all the concerns and issues raised within the above document. The County Council's response to this formal objection is attached as **Appendix 1**, which includes the wording of the original document submitted.
7. 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 2013.
8. In endorsing the proposal to expand St. Peter's CE Primary School, it should be noted that despite the opposition of interested parties, the County Council has a statutory duty to increase available school places in the immediate locality of St. Peter's Primary where there is evidence that some families are travelling 2.7 miles to access an alternative school place. As this is above the statutory walking distance for children in Reception to Year 3, it reinforces the need to increase the availability of school places in the area around St. Peter's Primary.
9. 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 i.e. by 5 and 6 March 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

10. 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 2013.

## **Reasons for Recommendations**

11. 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 2013).

## **Statutory and Policy Implications**

12. 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.

## **Implications for Service Users**

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

## **Financial Implications**

14. The capital funding for these developments has already been secured from the Basic Need Programme. A report providing details of the latest estimated costs was considered and approved by the Finance and Property Committee on 17 December 2012.

## **Equalities Implications**

15. Children will be able to access school places locally. Any new build schemes will meet requirements for disabled access and special needs.
16. As part of the process of making decisions and changing policy, public authorities are required by law to think about the need to:
  - Eliminate unlawful discrimination, harassment and victimisation
  - Advance equality of opportunity between people who share protected characteristics (as defined by equalities legislation) and those who do not
  - Foster good relations between people who share protected characteristics and those who do not.
17. Equality Impact Assessments (EIAs) are a means by which a public authority can assess the potential impact that proposed decisions/changes to policy could have on the community and those with protected characteristics. They may also identify potential ways to reduce any impact that a decision / policy change could have. If it is not possible to reduce the impact, the EIA can explain why. Decision makers must understand the potential implications of their decisions on people with protected characteristics.
18. An EIA 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**

19. 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**

20. Parental preference will continue to be facilitated.

### **Safeguarding of Children Implications**

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

### **Human Resources Implications**

22. 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**

23. 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 2013/14, Committee conditionally agrees to the implementation of the proposals with effect from 1 September 2013 to significantly increase:-
  - the number of pupil places at Dalestorth 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 Arnold Mill Primary School from 240 places to 315 places, and to raise the school's PAN from 40 to 45
  - the number of pupil places at St. Peter's 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 Holy Trinity Catholic Primary School from 210 places to 300 places, and to raise the school's PAN from 30 to 45

subject to planning permission being granted under the provisions of Regulation 3 of the Town and Country Planning General Regulations 1992 by 31 August 2013.

**John Slater**  
**Service Director, Education Standards and Inclusion**  
**For any enquiries about this report please contact:**

Dalestorth Primary School:  
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### **Constitutional Comments (LM 23/01/13)**

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

### **Financial Comments (KLA 23/01/13)**

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

### **Background Papers**

- 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 3 December 2012 (published)
- 2) Latest Estimated Cost: Schools Basic Need Programme 2013 - report to Finance and Property Committee on 17 December 2012 (published)
- 3) The Complete Proposals referred to in the published Section 19 Notices
- 4) Equality Impact Assessment
- 5) Open letter dated 2 January 2013 (including petition and document raising concerns and issues) received during the St. Peter's CE Primary School's statutory notice representation period.

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**

Sutton-in-Ashfield North:	Councillor Jason Zadrozny
Arnold North:	Councillors Gerald Clarke and Carol Pepper
Mansfield East:	Councillors Bob Cross and Martin Wright
Newark West:	Councillor Keith Girling

C0170







Appendix a

Section 19 Notice on the possible expansion of Pupil Places at St. Peter's Church of England Primary School in Mansfield.

Reasons for Objection to the proposal

1 **Consultation.**

- 1 The proposed 50% expansion of pupil places at St. Peter's Church of England Primary School in Mansfield will necessitate the physical capacity the school to be increased by 105 pupils to accommodate these additional places the County Council are legally required to publicise a full statutory public consultation as the increase is 25% more than the existing school capacity and hence a statutory notice under section 19 (1) of (EIA) 2006 is required ensuring the whole community who might be affected by the proposed increase are afforded the opportunity to comment and object in structured and auditable manner this has not been done.

**NCC response**

- *Full details about the outcome of the formal consultation process were provided in a report to the Children and Young People's (CYP) Committee on 3 December 2012*
  - *The recommendations within the above report were approved and as such, a Section 19 Notice was subsequently published on Wednesday 5 December 2012*
  - *Copies of the Section 19 Notice were displayed on the school gate, inside the school, the community centre, and copies were sent to the Brunts, Queen Elizabeth and the Samworth Academy families of schools. A copy was also displayed within Mansfield Library and published in the Mansfield Chad on Wednesday 5 December 2012*
  - *Everyone had opportunity to object/comment by letter, e-mail or if unable to write in, were able to attend a drop-in session which was held at the school on Wednesday 10 October 2012. The communication of the proposed basic need expansion at St Peter's has been the same as all other Basic Need proposals across the County that have required consultation*
  - *The outcome of the Notice's 4 week representation period is fully detailed in the report submitted to CYP Committee on 11 February 2013*
  - *This consultation process adheres to the Education and Inspections Act 2006 and that of The School Organisation (Prescribed Alterations to maintained Schools) (England) Regulations 2007 (as amended).*
- 2 The County Council being cognisant of the fact that this School is the only Christian faith based school in the area with no defined catchment area have not used all available and appropriate means to effectively and inclusively consult with the local people of the Mansfield area and other interested parties so that

they could give their views. The county council are apparently unable to advise on who they were consulting with and neither were they able to advise on the proposed number of interested parties from whom they were seeking views for a school that has no particular catchment area and one which is faith based, the "Community" is a large church to reach a wholly inadequate attempt has been made to seek there views in there haste to foster an inappropriate solution to a perceived problem which is not proven at this particular school.

### **NCC response**

- *The 'statutory' consultees and other appropriate interested parties are detailed in the report to CYP Committee on 3 December 2012. Consultees were interested parties such as local county councillors, the Southwell Diocese, The Catholic Diocese, Mansfield District Council, Derbyshire County Council (as a strategic neighbour), the Queen Elizabeth/ Brunts/Samworth Families of Schools (primary and secondary), the local community. In addition, trade unions were also consulted*
- *The Southwell Diocese has confirmed that the consultation process adopted as part of the proposed expansion at St Peter's mirrors that of expansions in other Church of England schools.*

- 3 There is no guarantee that all existing parents and the community at large have been consulted with as the documentation and consultation has not been managed in a controlled manner with a complete audit trail that the County Council officers can verify and there warrants a formal notice to be issued under section 19 (1) of the (EIA) 2006.

### **NCC response**

- *It is not possible to guarantee that every individual member of the community has been consulted. However, the 'community' was given an opportunity to engage with the consultation process*
- *Sufficient copies (approx 500) of NCC's consultation leaflet were hand-delivered to the school on or around 21 Sept 2012 and a request was made for them to circulate a copy to each child on roll at the school, member of staff and school governor*
- *Additional copies were also provided to the school for circulating via local amenities i.e. Church, Community Centre, shops.*

- 4 The methodology for the formal consultation is fundamentally flawed as there is considerable confusion in the leaflet regarding who has a right to express a view, it is unclear as to anonymity, there is no formal definition of the "wider community" or "interested parties" (A faith based school has a wide and varied number of individuals who may seek to express a view) and the proposed method of collection of views by the County council has the potential to be flawed in that it seeks views by several different uncontrolled methods both verbally and in writing and Cabinet and committee members should be formally made aware of this as part of this consultation process.

### **NCC response**

- *The processes used in the consultation are based on Department for Education guidelines and common practice amongst other local authorities. The consultation leaflet was approved for circulation and based on similarly produced documents.*
- 5 The alleged “meeting” held on the 10th October 2012 at which there were Two Number yet to be determined draft design proposals put forward by the design team which the architect manually amended during the session, had no formal structure to it nor did it in anyway have any formal way of garnering views from interested parties who by virtue of late notification or no notification by the County Council may have been absent and completely unaware about the principle of providing extra places at St. Peter’s Church of England Primary School in Mansfield.

### **NCC response**

- *There was a meeting held as a drop in session which allowed interested parties to give their views and ask questions. There is no legal requirement to offer an opportunity to look at draft plans at this event, but as is the practice within Nottinghamshire, early working drafts were displayed at this session. This was an educational consultation and questions related to the expansion of the school were responded to by the Area Officer, headteacher and governors. Questions relating to planning and design could not be answered as this was not a planning consultation and the plans had, in any case, not been finalised.*
- 6 At the Drop in session held on the 10th October 2012 the representatives of the school governors, the teaching staff and the county council were either unable or unwilling to answer all questions raised by interested parties and in fact gave many contradicting statements about the proposal.

### **NCC response**

- *All educational questions were responded to by either NCC officers, the school or governors. Following this event, NCC officers, as well as the Southwell Diocese and school, received a request for written responses to 42 questions from one consultee and a further 11 questions from a second consultee. Written responses were sent to both*
  - *NCC officers responded appropriately to any other questions except planning issues that were raised because this fell within the remit of the planners and therefore needed raising within the planning consultation process.*
- 7 From the onset of this proposal the views of the parents and interested parties at large were not properly sought by the governors or the diocese prior to ratifying the decision to move forward.

### **NCC response**

- *There is no statutory obligation for governors or the Southwell Diocese to seek the views of parents or interested parties until the governing body has formally considered and subsequently agreed in principle to explore the proposal further.*

- 8 The governors have procrastinated in their response to reasonable and legally bound requests for information to allow an informed view to be made about this proposal by interested parties and the community at large.

#### **NCC response**

- *Unable to comment.*

## **2 Rationale Behind the Recommendation**

- 1 It is wholly inappropriate to include this school into any geographical / regional or area data on the basis that it has no defined catchment area furthermore the County Councils own projected demand figures prove that in its current form with a net capacity of 210 pupils the following **SURPLUSES** exist.

2012/2013 there is a surplus of places of 17

2013/2014 there is a surplus of places of 12

2014/2015 there is a surplus of places of 11

2015/2016 there is a surplus of places of 9

2016/2017 there is a surplus of places of 7

Therefore the projection methodology to assess the demand by the county councils own research proves there is no proven demand at this school.

#### **NCC response**

- *As a voluntary aided school, St Peter's serves the Southwell Diocese and therefore provides places for children who are drawn from an area far wider than a maintained school. Its contribution to the area's provision of places is as important as any other school in the area*
- *Church of England schools do not offer just faith places and do endeavour to serve local communities*
- *The projected demand for places suggests a small, but decreasing, surplus of places at Key Stage 2 in the school over the coming few years; the demand for places at first admissions (Key Stage 1) is actually growing*
- *Projection methodology must also be placed in the context of rapidly increasing numbers of primary age children nationally and locally. Parents have the right to express preferences for whichever schools they choose and St Peter's cannot be regarded in isolation from the rest of the area's provision, particularly as the Southwell Diocese is keen to extend the provision of Church of England places*
- *The latest (draft) projections data currently being produced reflect the increasing popularity of St Peter's and show that demand for places at the school exceeds supply from September 2014 onwards*
- *The Expansion Regulations 4.32 states and recommends that proposals to expand good schools should be approved.*

- 2 The County Council and the Diocese are at odds as to the certainty of the location of the proposal which for correctness is N 053°07.454' W 001°09.855 the school is conveniently referred to as either East or South Mansfield to support an unproven case.

**NCC response**

- *There is no disagreement between the County Council or Southwell Diocese. The school sits in the Mansfield East ward in the south of Mansfield.*
- 3 This solution does not solve the predicted problem of a shortfall of 100 plus place in the area from 2014 onwards and proves the need for a new school to be created by 2017 which better future proofs this part of the community.

**NCC response**

- *It is correct to state that an expanded St Peter's will not, on its own, solve the shortfall of places in the area. As such three other Mansfield schools are expanding for September 2013 (Sutton Road Primary, Berry Hill Primary, King Edward Primary). Four other schools are planned to be rebuilt at higher capacity as part of the Priority Schools Building Programme, for September 2015, in order to provide increased availability and diversity of place provision across Mansfield (Abbey Primary, Mansfield Primary Academy, Wainwright Academy, Rosebrook Primary).*
- 4 This proposal is potentially unlawful under the provisions of the School Premises Regulations 2012.

**NCC response**

- *The objectors offer no reason within this document as to why they see the proposal to be unlawful under the School Premises Regulations 2012.*

**3 Implications for parents and future parents of the school.**

- 1 This proposal will result in a loss of inclusion by the creation of a separate annex building.

**NCC response**

- *Many schools currently operate within separate buildings on a school site and still create and maintain a unified inclusive and cohesive school culture.*
- 2 This proposal will result in the loss of a whole school community for example it will no longer be possible to gather all together in the existing hall for worship assembly performances etc which under this proposal sees no expansion.

**NCC response**

- *The school has two halls that sit side by side separated by a moveable partition. When the partition is opened, the school hall is sufficient for a 315 place primary school.*

- 3 The integration of year groups in Key stage 2 will lead to the creation of elitism.

**NCC response**

- *Many schools within Nottinghamshire and beyond effectively manage mixed age classes which at best can provide a rich learning environment.*

4 **Financial implications.**

- 1 The proposals do not represent value for money for the whole lifecycle cost of the new asset.

**NCC response**

- *The objectors offer no evidence to support their claim on lifecycle costs. The new building will be designed to NCC lifecycle standards and the Education Funding Agency PSBP (Priority Schools Building Programme) output specification.*
- 2 The EMPA frameworks are not the most economically advantage procurement route in this current economic climate tender price indexes have dramatically lowered since the creation of the frameworks.

**NCC response**

- *The EMPA (East Midlands Property Alliance) framework is an OJEU (Official Journal of the European Community) compliant Construction Procurement framework. The framework allows advice and support up-front at zero cost to the Council from the contractor. Costs are agreed to a target cost, based on specified and designed work packages tendered by the contractor within their approved supply chain and not to tender price indexes, as the objectors indicate. The price indexes are only used internally by NCC when compiling their initial feasibility budget. The framework is designed to encourage collaborative working with shared 'pain and gain'. Final costs are based on the actual built cost.*
- 3 The professional services contracts have not been competitively market tested.

**NCC response**

- *If this refers to Property professional services, then these contracts are OJEU compliant through Scape (Scape System Build Ltd) managed frameworks. In some instances NCC may well use other OJEU compliant frameworks managed by other local or central government agencies.*
- 4 Modular buildings have a significantly higher cost in use profile over the lifetime of the building and are not future proof spaces and the principle weathering elements namely the roof and windows only have a 20 year life cycle.

**NCC response**

- *Modular buildings will be compliant with Building Regulations, which amongst other factors, covers the energy efficiency of the build; therefore these modern modular buildings are scoped and designed to be efficient in use*



- *The lifecycle of the building has been briefed to comply with the Education Funding Agency's PSBP output specification of October 2012. The roof will be on a 20 to 30 year life cycle and the windows on a 25 year cycle.*

## 5 **Equalities Implications**

- 1 The culture and ethos of the school will be fundamentally changed by the introduction of more pupils who do not necessarily come from a faith based background giving rise to the potential risk of unlawful discrimination within the pupil and parent population.

### **NCC response**

- *The Southwell Diocese has confirmed that St Peter's School was not created to provide a school exclusively for children from a Christian or other faith background. The school, Diocese and governing body comply with the Schools Admissions Code and the law when determining their admission arrangements and oversubscription criteria which in itself ensures equality and fairness.*

## 6 **Human Resource Implications.**

- 1 The governors are not willing to make lasting and binding commitments that the appropriate levels of teaching staff will be utilised in order to preserve a ratio of at least one fully qualified member of teaching staff to every 30 pupils for all years groups and therefore the county can not guarantee that funding from the increase to the school budget triggered by an increase number of pupils will be utilised appropriately for the education of the children.

### **NCC response**

- *The school has always complied with the law and DfE guidance when managing/organising class sizes and staff: pupil ratios. The school will experience a period of transition which could result in smaller classes rather than larger during the early years of the expansion. A school with a PAN of 45 invariably organises with classes of 30 throughout and there is no reason to believe that St Peter's will do anything different. The recommended size of a KS2 class is 30 and Infant Class Size is 30.*
- 2 The Governors when asked the question what is the proposed increase in staff numbers and at what grade the response is: "any newly created positions would be advertised at the correct grades pertinent to the post at the time of advertising"

### **NCC response**

- *This is a school issue which the governing body will address at the appropriate time.*
- 3 On the question What is the proposed ratio of full time teaching staff to pupils per class year the Governors response is:

"Current government guidelines are 1 teacher per 30 pupils in Key Stage 1. The structure of staffing in school is very adult rich with at least 1 teacher being supported by a Teaching Assistant every morning. A full time Care Assistant is employed in Reception, Year 1 and Year 2. **What the staffing structure will specifically be in the future cannot be guaranteed.**

however it is **hoped** that the ‘adult rich’ culture currently enjoyed by pupils at the school can be continued.”

**NCC response**

- *Again, this is a school issue which the governing body will address at the appropriate time.*

**7 Crime & disorder issues.**

- 1 Increased class sizes will increase the likelihood and probability of the risk of increasing disorder in the school environment.

**NCC response**

- *There would be no reason to expect an increase of crime or disorder within the school environment from 5 to 7 year olds and therefore the LA would consider there would be no crime and disorder implications.*
- 2 The increased number of pupils will give rise to a significant increase in the likelihood for crime particularly vehicular related in the surrounding neighbourhood.

**NCC response**

- *Any increase in vehicular activity as a result of the increase in numbers is a planning matter. All schools have a travel plan which encourages parents to walk children to school where possible.*

**8 Human Rights Implications.**

- 1 The admissions policy seeks to ensure that those pupils from a faith based family receive priority over geographical location of pupils with no prescribed catchment area and there being significant evidence that there is no increased demand for faith based pupils the cultural balance will fundamentally change within the school and will fundamentally impede upon the human rights of the Christian faith based pupils.

**NCC response**

- *As stated in the response to Section 5, the Southwell Diocese has confirmed that St Peter’s School was not created to provide a school exclusively for children from a Christian or other faith background. The school, Diocese and governing body comply with the Schools Admissions Code and the law when determining their admission arrangements and oversubscription criteria which in itself ensures equality and fairness.*

**9 Safeguarding of children Implications.**

- 1 The two number designs displayed at the drop in session pose a number of safeguarding issues and owing to the absence of one firm proposal prevents further comment.



### **NCC response**

- *The safeguarding issues have not been detailed in this question. However the design is compliant with NCC policy on the requirements of safeguarding which is a priority in all buildings on school sites.*

## **10 Impacts for Sustainability and the Environment.**

- 1 This proposal results in loss of valuable playing field and outside play facilities, the latest Ofsted report has highlighted areas for improvement include the need to provide "outdoor activities that match those taking place indoors so that children's learning is promoted equally well in both areas" and furthermore Section 10 of the School Premises Regulations 2012 states:

"Suitable outdoor space must be provided in order to enable:

A) Physical education to be provided to pupils in accordance with the school curriculum; and

B) Pupils to play outside."

When the proposals are set against the minimum design standards they are significantly deficient in provision of "suitable" open space.

### **NCC response**

- *The minimum standards referred to are advisory only. The provision and use of outdoor space will be enhanced by the construction of the MUGA (Multi Use Games Area). The Section 77 (Consent under the Schools Standard and Framework Act 1998 to dispose, or change the use of school playing fields) application will determine this but is not available at this time.*
  - *The proposed MUGA will also enable the outdoor and indoor activities to match. Currently, some of the indoor activities cannot be carried out outside if the weather is inclement (grass doesn't allow this as well as a MUGA).*
- 2 The proposed development will lead to the loss of all or part of a playing field, and would prejudice its use, and should not be permitted because it would permanently reduce the opportunities for participation in sporting activities. Government planning policy and the policies of Sport England have recognised the importance of such activities to the social and economic well-being of the country and Sport England have already expressed their concerns to the county council about the proposal with The main area of concern being the desire to provide new hard play area as a replacement for the loss created by the proposal to construct the additional classrooms on part of the existing hard court/play area.

### **NCC response**

- *Though there will be a loss of some grassed area the realignment of the playing fields and the addition of the MUGA will ultimately allow better usage of the playing field area in differing weather conditions*

- *Sport England has been consulted on this and their comments taken into account within the design, they will also be consulted as a part of the Planning process.*

C0170a

11 February 2013

**Agenda Item: 6**

## **REPORT OF THE SERVICE DIRECTOR, EDUCATION STANDARDS AND INCLUSION**

### **EVERY CHILD A READER, READING RECOVERY AND THE SWITCH-ON READING EVALUATION PROJECT FUNDED BY THE EDUCATION ENDOWMENT FOUNDATION (EEF)**

#### **Purpose of the Report**

1. The purpose of this report is to provide information to Committee members about the positive impact of the Every Child a Reader (ECaR) initiative in Nottinghamshire including the impact of Reading Recovery in 2011-2012 and the success in gaining a grant of £70,000 from the Education Endowment Foundation (EEF) to trial and evaluate an in-house reading intervention for the most vulnerable underachieving pupils as they transfer to secondary school.

#### **Information and Advice**

##### **The impact of Reading Recovery**

2. During 2011-2012 over 300 five and six year olds across 32 Nottinghamshire primary schools benefited from a series of Reading Recovery lessons. Almost 9 out of 10 of these children progressed from being the lowest achievers in their age group to working at nationally expected outcomes. The ECaR initiative with Reading Recovery at its heart has consistently achieved higher than national outcomes in each of the past four years. 16 new schools have committed to ECaR in 2012-2013. They currently have a 0.6 full time equivalent teacher training to be a Reading Recovery teacher. This teacher is working to accelerate the progress of the most vulnerable underachieving children as well as improving the teaching of reading and writing across the school. Four schools have already been recruited to ECaR for 2013-2014.
3. Two case studies of successful outcomes through ECaR and Reading Recovery in Nottinghamshire schools are attached as **Appendices 1 and 2**.

##### **Support from the Education Endowment Foundation**

4. Nottinghamshire's School Improvement Team successfully bid to the Education Endowment Foundation for £70,000 to fund a research project to establish the effectiveness of an in-house reading intervention – Switch-on Reading for the lowest achieving pupils in Year 7. Switch-on Reading is a one-to-one Teaching Assistant (TA)

led intervention based on the teaching and learning principles of the Reading Recovery. It has been developed by Nottinghamshire's Every Child a Reader Teacher Leaders, Jose Coles and Paula Burrell.

5. This project is now up and running with 86 secondary school staff trained to implement the initiative in 18 Nottinghamshire secondary schools spread across the County. Almost 300 pupils will be supported across two phases of intervention. The project is being externally evaluated by Birmingham University. It is hoped that EEF will support Nottinghamshire to extend this work in 2013-2014.

### **Other Options Considered**

6. The report is for noting only.

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

7. The report is for noting only.

### **Statutory and Policy Implications**

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

### **RECOMMENDATION/S**

That the Committee:

- 1) notes the ongoing success of Every Child a Reader and Reading Recovery
- 2) notes Nottinghamshire's success in being awarded £70,000 from the Education Endowment Foundation.

**John Slater**

**Service Director, Education Standards and Inclusion**

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

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### **Constitutional Comments**

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

**Financial Comments (KLA 28/01/13)**

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

**Background Papers**

None.

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

All.

C0173



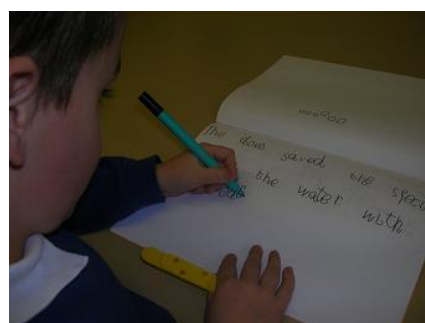


Jamie was nearly six when he began a series of Reading Recovery lessons at Langold Dyscarr Primary School. His Year 1 class teacher was very concerned about his lack of progress in reading. His reading age was only 4 years 10 months and he was only able to read the simplest books at Reading Recovery Book Level 1. When reading, he would sound out each letter and was unable to read any whole words. After just 11 weeks of daily Reading Recovery lessons he was back on track for his age. He had made super fast progress moving from Book Level 1 to Book Level 17 in less than 50 lessons.

Jamie lives with his father in a single parent family and is in receipt of free school meals. He was initially a very withdrawn and quiet, almost non-speaking child within the classroom, seldom offering a contribution in a group setting and although he would attempt to write, his letters all had the same spacing, and many were incorrectly formed with no attention to punctuation or capital letters, and he wrote with a downward slope of 45 degrees.

After a short time of settling into his Reading Recovery lessons Jamie very soon began to make fast progress through the book levels. His limited vocabulary and his interest in the Reading Recovery books expanded as he gained confidence and self-esteem from his reading success.

**I've liked everything; the books,  
the letters and your room. Jamie**



It was a pleasure to see Jamie learn by manipulating the plastic letters from the very earliest stages, using various strategies to gain independence in reading for meaning, and thinking "on the run" about structure whilst decoding and re-reading at his errors, all of which he can now do.

Jamie consistently worked hard throughout his lessons. His success was supported by Dad at home by homework being completed every night. His cut-up sentence and familiar books were returned to school each day giving Jamie ownership of his achievement.

I am sure Jamie will take his learning with him through school. He has been supported to make life-changing achievements possible for his future.

“Jamie is bringing his learning back into the classroom and applying his strategies. I have now lost him from my Letters and Sounds group as he has moved up!” **TA**

“Since being on the programme Jamie’s self confidence exudes into everything in the classroom.” **Class Teacher**

The school were so proud of Jamie’s achievement that they entered him for an Institute of Education Award in July 2012. Jamie won the Writer of the Year in his age group and was awarded £100 of Book Tokens which the school have helped him to spend over a period of time



3 months after finishing his Reading Recovery lessons Jamie had gone on to make a staggering further 11 months reading progress, giving him a reading age of 8 years 3 months, making him a high achiever in his peer group. It is hoped that he may go on to achieve National Curriculum Level 3 in reading at the end of Key Stage One.

Anne Harrison  
Reading Recovery Teacher, Langold Dyscarr Primary School



# Every Child a Reader and Reading Recovery at Abbey Hill Primary School

## Reading Recovery:

- is a personalized, teacher led, literacy intervention for children in Key Stage 1 who are struggling to learn to read and write.
- is aimed at the lowest achieving children in year 1 and 2. These children are usually unable to read the simplest of books and often unable to write their own name.
- is a short term intervention (usually between 15 and 20 weeks)
- children receive daily lessons, by a trained Reading Recovery teacher, on a one-to-one basis so that teaching can be tailored to individual children's needs.

The aim of Reading Recovery is that children 'catch-up' with their peers and reach age related levels in reading and writing by the end of their series of lessons.

At Abbey Hill after Reading Recovery,  
89% of the children supported are able to read  
and write at an age appropriate level.

Most children go from this,  
level 1 text...

I am a cat.



to this, level 16 text...

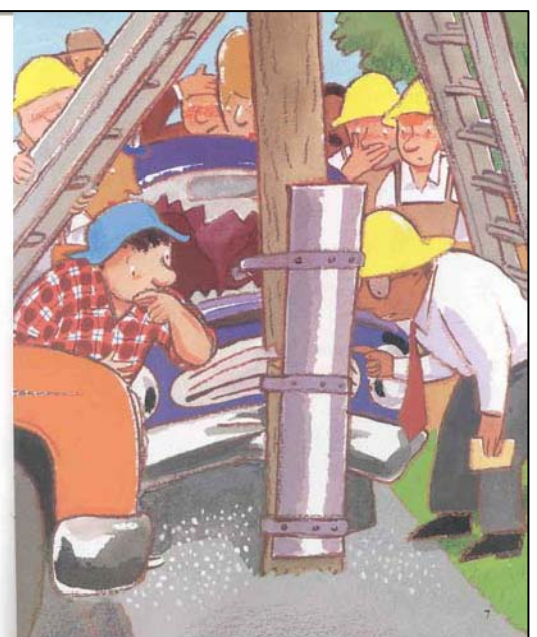
**In just weeks!**

This is more progress  
than most children make  
in a whole year.

Toby stopped, and BJ jumped down  
to have a look at the car.  
"Mm-mm," said BJ.  
"The car must have been  
going very fast.  
The pole is cracked  
and it could fall over."

"The power has been turned off,"  
said the policewoman.

"I don't like the look of this job,  
Toby," said BJ,  
as he got back into the tow truck.  
"That pole could move  
when we pull the car away."



# The wider impact of ECaR

**The benefits of Abbey Hill becoming an Every Child a Reader school, have reached more than just the children who receive Reading Recovery lessons**

## Staff training

- all teachers and teaching assistants have been actively encouraged to observe a Reading Recovery lesson and discuss the good practice they have seen
- teachers and teaching assistants have had significant training on how to teach reading, including a full INSET day lead by the Reading Recovery teacher
- teachers, teaching assistants and volunteers have been trained on 'how to teach reading at Abbey Hill' and individual record sheets have been introduced to support the praise and prompt teaching sequence. This has facilitated a shift from hearing readers to teaching reading
- there has been an increased expectation in how frequently teachers are reading with children, and all children now read to the class teacher at least once a week
- three teaching assistants have been trained in 'Switch-on' by the Reading Recovery teacher, so that a reading intervention based on the principles of Reading Recovery is being delivered by TA's for children struggling with their reading in Key Stage 2
- phonics development work has been undertaken to ensure there is a coherent and systematic approach to phonics teaching across school. This includes development of assessment and tracking systems, observation of phonics teaching throughout school, sharing of good practice in phonics teaching. Staff have been put into groups for peer observations

## Monitoring progress

- staff have been trained on how to make a more accurate assessment of reading through the use of running records
- reading interventions are closely monitored and progress is reported regularly
- more rigorous tracking systems have been developed which track the Book Bands children are reading and this has helped teachers quickly identify, any children who are not making good progress
- regular discussions are held between the class teacher and the Reading Recovery teacher regarding extra support required for any children not making at least good levels of progress.

## Other developments

- book corners have been created in each classroom to help promote a culture of reading for pleasure. Appropriate and engaging books were selected for each class to ensure appropriate interest and level of text.
- a significant number of new reading books have been purchased for home reading. These new reading books are far more appealing than the old outdated ones and children are much more enthusiastic about reading them.
- KS2 children have been trained on how to be Reading Buddies
- Drop Everything And Read (DEAR) was introduced across school
- parent workshops have been run for Key Stage 1 parents, in an attempt to support parents help their children with reading at home.



**Reading Buddies in action!**

# The impact of ECaR and Reading Recovery on standards

## Impact on KS1 results

Table 1 shows that the percentage of children achieving a level 2c or above in reading and writing at the end of Key Stage 1. 2010- 2011 was the first year that Abbey Hill became an ECaR school and although it must be acknowledged that cohorts vary enormously from year to year the dramatic increases from 2010 to 2012 can in part be attributed to ECaR.

Table 1 - End of KS1 outcomes of 2c and above (all children)

Reading			Writing		
2010	2011	2012	2010	2011	2012
53.8%	78.3%	94%	57.7%	82.6%	94%

## Impact on closing the gap for Free School Meals

Table 2 illustrates the gap in attainment at the end of Key Stage 1, between children who receive free school meals and children who do not. In 2012, the gap has narrowed in reading by almost 30% from the 2010 figure and in writing by more than 20%. Once again, some of this narrowing of the gap can be attributed to the success of ECaR.

Table 2 - End of KS1 outcomes of 2c and above - Narrowing the Free School Meals gap

Group	Reading			Writing		
	2010	2011	2012	2010	2011	2012
Free School Meals	33.3%	75%	90.9%	41.7%	75%	90.9%
Non-Free School Meals	71.4%	85.7%	100%	71.4%	100%	100%
Gap	-38.1%	-10.7%	-9.1%	-29.8%	- 25%	-9.1%

**Impact on Year 1 phonics check** – in July 2012 72.4% of the Year 1 children passed the Government's phonic check compared to 58% nationally and 56% in Nottinghamshire.

## Impact on OfSTED outcome

In November 2012 OfSTED commented that, "The teaching of reading is particularly good and young pupils benefit from outstanding one-to-one support.

## Recent developments include:

- REW (Read Every Wednesday) in KS1 where parents are welcomed into classrooms before the bell goes to read with their children
- end of the day story sessions in all classes
- comics ordered for class book corners
- lunchtime story sessions every term
- Abbey Hill Book week - including whole school induction into the local library, an author visit, a reading at home reading competition and a book sale
- levelling of real books into Book Bands to widen reading choice
- pupil questionnaires - good evidence to suggest that a reading culture is starting to emerge with the majority of children enjoying reading and listening to stories. Evidence that reading strategies for problem solving unknown words is filtering through.
- literacy volunteers parent workshop run with our 'hard to reach' parents - reading focus on talking to your child and sharing books

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**11 February 2013****Agenda Item: 7**

## **REPORT OF THE SERVICE DIRECTOR, CHILDREN'S SOCIAL CARE**

### **TROUBLED FAMILIES PROGRAMME UPDATE**

#### **Purpose of the Report**

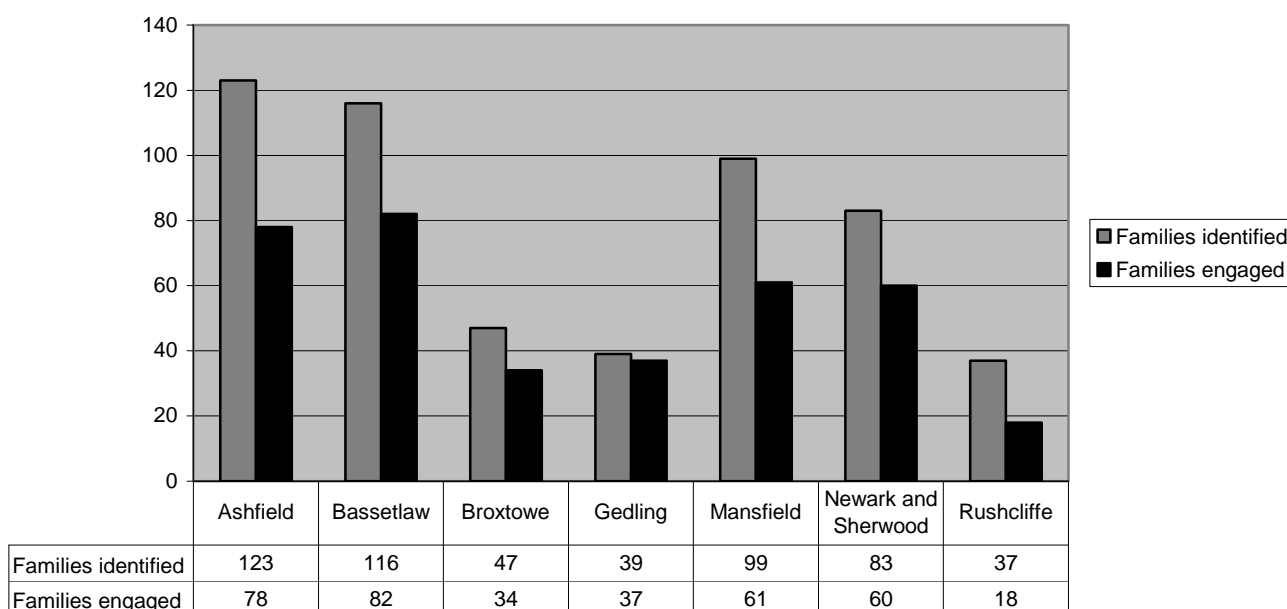
1. The purpose of this report is to update the Children and Young People's Committee on the progress of the Troubled Families Programme in Nottinghamshire.

#### **Information and Advice**

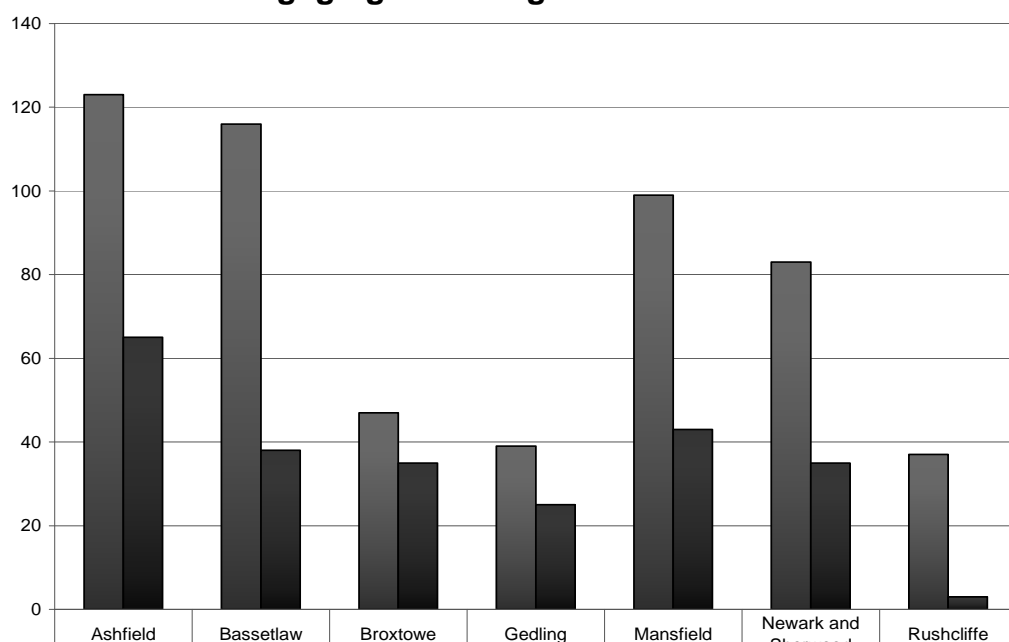
2. The Troubled Families Programme is a national three year programme which is targeted at the most difficult to engage children, young people and their families. The Programme is funded by central government on a payment by results basis which is focussed on three outcomes:
  - reducing criminal activity and anti-social behaviour in children and young people
  - improving school attendance in children and young people
  - encouraging parents into work.
3. On an individual level these concerns can manifest themselves in issues such as struggling to find work and worries about benefits, risk of losing your home, neighbour complaints and struggling to get children to school. These can be exacerbated by having numerous professionals/agencies making contact with individual families which adds to the pressure experienced.
4. The indicative figure for Nottinghamshire provided by the Department for Communities and Local Government (DCLG) is 1,580 troubled families.
5. On 16 July 2012, the Children and Young People's Committee approved the delivery structure for the Troubled Families Programme in Nottinghamshire. All posts have been recruited to and the new teams are now operational.
6. Nottinghamshire has identified 544 families to work with in Year 1 of the Programme. Recognising the demands of this task, and the need for identification of families to become successfully mainstreamed across a two-tier Council system, we have appointed a Programme Officer who is responsible for leading on data management and performance and who will be developing district models for identifying Troubled Families which will enable us to identify the 790 families with whom we will work in Year 2 of the Programme.

7. We are delivering the Troubled Families Programme through local Supporting Families Teams which comprise our expanded Family Intervention Project and new District Co-ordinator posts. All 544 families have an allocated keyworker and over 75% thus far have successfully engaged with the Programme. Of the remaining families, these have either refused a service or have moved out of area.
8. Data collection and analysis is being co-ordinated by the County Council Research and Analytical Unit. Data sets indicate that within Nottinghamshire Troubled Families are distributed as follows:

**Number of Families Engaged in Nottinghamshire**

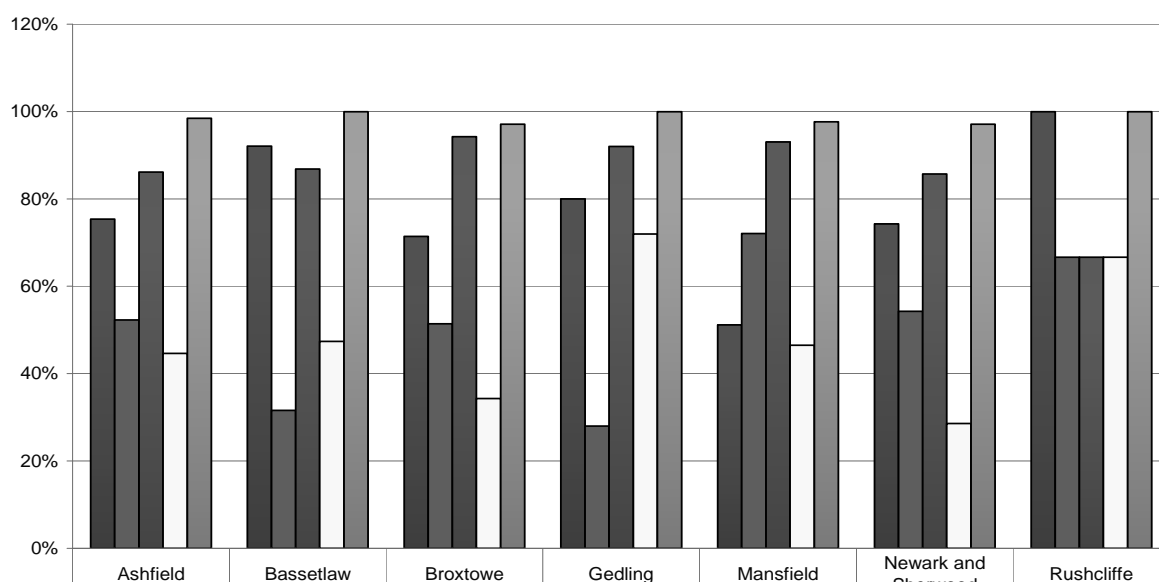


### Families Engaging with Programme



Families identified	123	116	47	39	99	83	37
Monitoring Forms Completed (PbR)	65	38	35	25	43	35	3

### District Profiles of Troubled Families



Education %	75%	92%	71%	80%	51%	74%	100%
Crime / ASB %	52%	32%	51%	28%	72%	54%	67%
Employment %	86%	87%	94%	92%	93%	86%	67%
Known to Social Care %	45%	47%	34%	72%	47%	29%	67%
Local Criteria %	98%	100%	97%	100%	98%	97%	100%



9. For the Payment by Results criteria the most prevalent issues by district are:
- Ashfield – Employment (86%)
  - Bassetlaw – Education (92%)
  - Broxtowe – Employment (94%)
  - Gedling – Employment (92%)
  - Mansfield – Employment (93%)
  - Newark & Sherwood – Employment (86%)
  - Rushcliffe – Education (100%)
10. The two factors which affect the majority of families are children whose school attendance is less than 85% and adults within the families receiving out of work benefits. Partnerships with Targeted Support and Working Links have been crucial in delivering support to these families. Ninety families are being referred to the Working Links Programme which delivers services to develop social, educational and work-related skills and assist in adults returning to employment. This is funded by the European Social Fund and is a separate Programme to the Troubled Families Programme. A case study is attached as **Appendix 1**, illustrating the work of the Troubled Families Programme and how it can achieve success with families.
11. The Supporting Families Programme contains two levels of worker - District Co-ordinators who are the lead professional for the identified families and who co-ordinate a Care Plan for each individual family, using existing County and District Resources; and Family Intervention Key Workers who undertake intensive programmes of work with Targeted Families. The Programme uses the same Family Assessments and Action Plans as Targeted Support to ensure consistency across the Children, Families and Cultural Services department. A detailed Process Chart, documenting the work undertaken with families is attached at **Appendix 2**. The Process document has been submitted to the National Troubled Families Team who gave positive feedback. The methodology is based on evidence from social research.
12. Within Nottinghamshire we have utilised the positive partnership relationships we have with our district councils and have based our teams within the seven district Anti Social Behaviour (ASB) Hubs with the aim of improving communication and co-working with ASB Officers, Housing and Environmental Health; therefore affording us a range of sanctions should these be required.
13. Governance for the project is being provided by the Troubled Families Executive Group; chaired by an Executive Director from Gedling District Council and supported by a range of partners including District Council Chief Executives; Senior Police, Probation and Health Commissioners. The Executive Group report to the Nottinghamshire Children's Trust Executive Board and the Safer Nottinghamshire Board.
14. The Care Works system is being used for recording and performance reporting. This is being supported by Targeted Support and mirrors their recording system. Nottinghamshire County Council IT Services are working closely with district councils to ensure that systems are secure and where possible compatible.



15. A communications plan is in place and a web-page for the Troubled Families Programme is already set up on the Nottinghamshire County Council web-site. A leaflet has been developed to inform families about the service. We have recently undertaken a series of district conferences to develop district team plans and ensure all local partners are aware of the Programme and its criteria.
16. The Troubled Families Programme in Nottinghamshire is committed to working closely with service users to understand their experience of the services they have been offered and to improve communications and outcomes for families. A Service User Consultation Group is being developed in each district and the pilot for this will be in Newark and Sherwood beginning in March 2013.
17. The first round of performance reporting to the Department for Communities and Local Government took place in January 2013 when we confirmed the numbers of families engaged on the Programme and an indicative figure for the payment by results claim. The inherent time lag in achieving results (e.g. showing improved school attendance over three consecutive terms) means there is a considerable delay before we can point to results, at both local and national level, that demonstrate the impact the Troubled Families Programme is having in turning families around. The first opportunity to claim for results achieved with our families will be in June 2013 when we anticipate we will be claiming for a maximum of 50 families. Claims can then be made six-monthly thereafter (January and July) until the final chance to make claims in May 2015.
18. A full performance report on the Troubled Families Programme will be brought to the Children and Young People's Committee in April 2013.

#### **Other Options Considered**

19. The report is for noting only.

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

20. The report is for noting only.

#### **Statutory and Policy Implications**

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

#### **RECOMMENDATION/S**

- 1) That the progress of the Troubled Families Programme in Nottinghamshire be noted.

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

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

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E: [dawn.godfrey@nottsc.gov.uk](mailto:dawn.godfrey@nottsc.gov.uk)

**Constitutional Comments**

22. As this report is for noting only, no Constitutional comments are required.

**Financial Comments (KLA 18/01/13)**

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

**Background Papers**

Troubled Families Programme: report to Children and Young People's Committee on 16 July 2013 (published)  
Supporting Families Leaflet (published)

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.

C0171

## **Appendix 1**

### **Case Study – from Family Intervention Worker**

#### **Family Composition**

- Unemployed female parent aged 41
- Unemployed male parent (who is not the birth father of any of the children)
- An older son who was no longer living in the family home
- Unemployed son of 18
- School age son of 15
- School age daughter of 13

#### **Issues identified with family**

- The family had experienced varying degrees of domestic abuse (verbal and physical chastisement.) from both parents
- the children also verbally and physically abused each other
- Rules and Boundaries were non existent within the household
- Regular heavy drinking took place which the entire family joined in except for the daughter
- One tenancy had already been lost and the family had moved to a private landlord
- Boy (15) disappearing for days and associating with inappropriate adults
- Refusal to attend school by boy (15)
- Refusal to accept parental responsibility
- No acceptable role models

There had been many reported incidents of ASB and offending behaviour including:

- Violence inside and outside of property
- Heavy historical use of alcohol associated with fighting within the family
- Groups of people drinking alcohol in the property and on the streets

#### **Partners involved in this family**

- Police
- Education
- Children's Social Care
- Connexions
- Drugs/alcohol (FACE IT)
- St John's Church Youth and Community Group
- YOS
- Health

### **Tools/powers used**

- Family behaviour contract that identified the targets for each family member and the commitment from the Programme to deliver services/support and sanctions identified
- Safe 'house' for boy (15) instigated
- Supported re-entry into education, identification of suitable and acceptable course
- Introduction of constructive leisure activity
- Mother encouraged to take a positive stance at progress of boy (15)
- Incentives/Rewards for continual engagement with the project

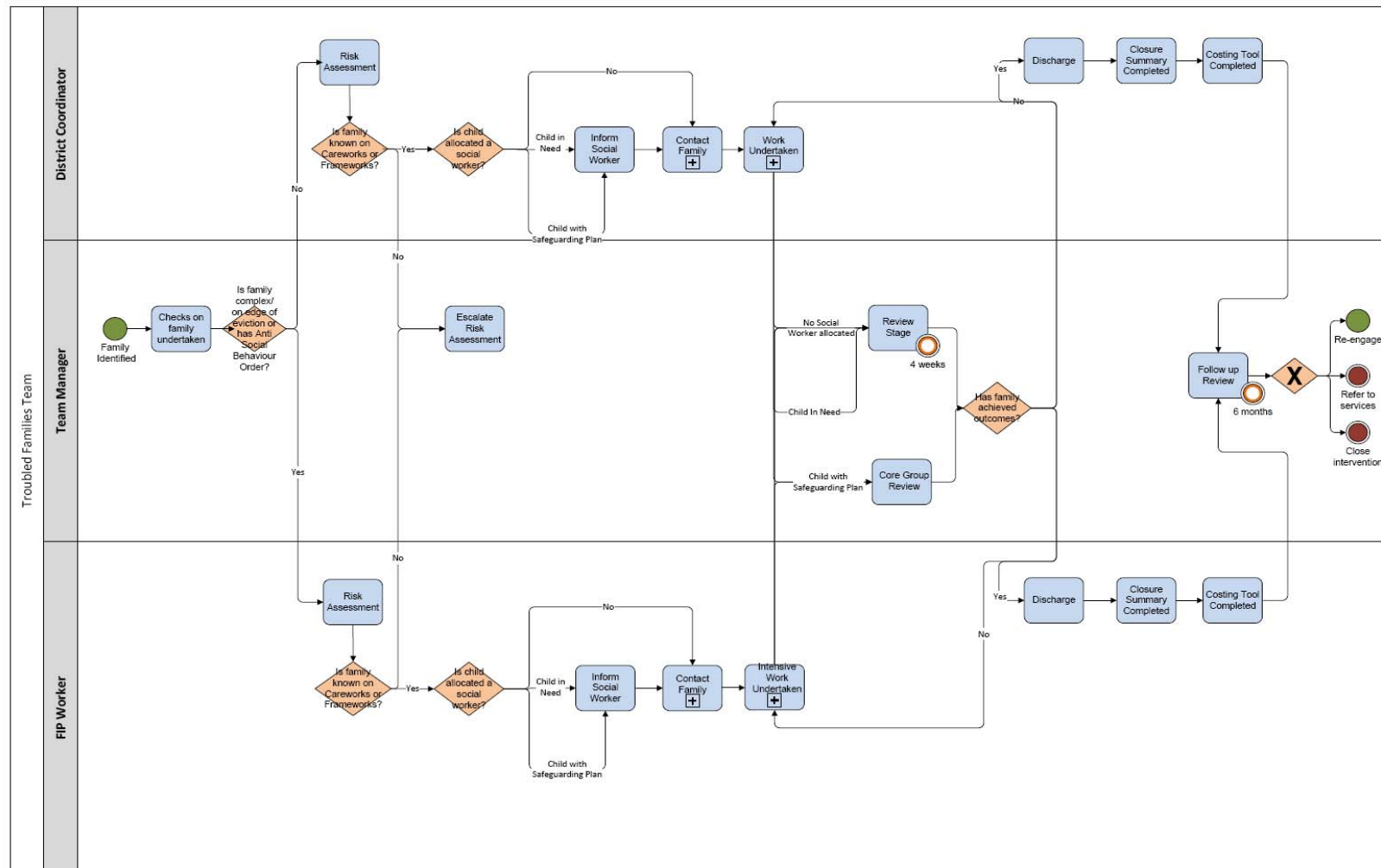
### **Outcomes**

- Boy (15) has gained a place at local college studying Media
- Mother became increasingly proud of her son and accompanied him to all Programme reviews
- Boy (15) now attends local youth group and takes an active part in fund raising for the trips, himself winning a talent competition, and no longer associates with offending peers
- The household limits its drinking habits and therefore their violent behaviour is also limited
- The family retained their tenancy
- There have been no reported issues in relation to the daughter (13) who maintained her place in mainstream education
- Work continues with adults re. worklessness issues

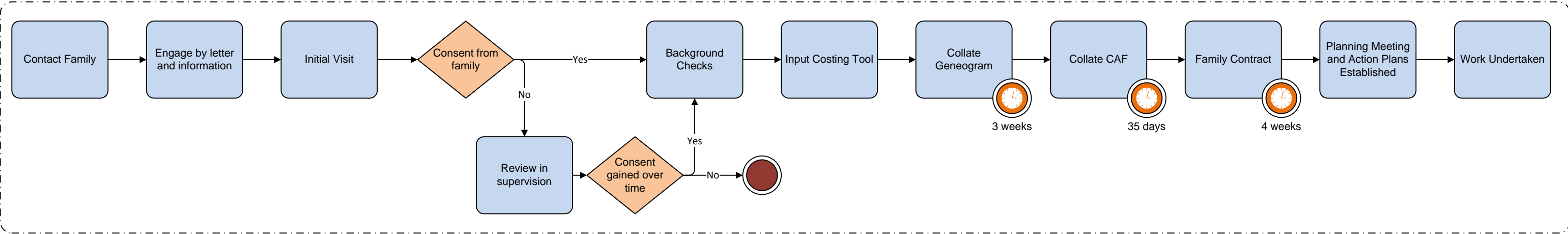
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# Troubled Families Project

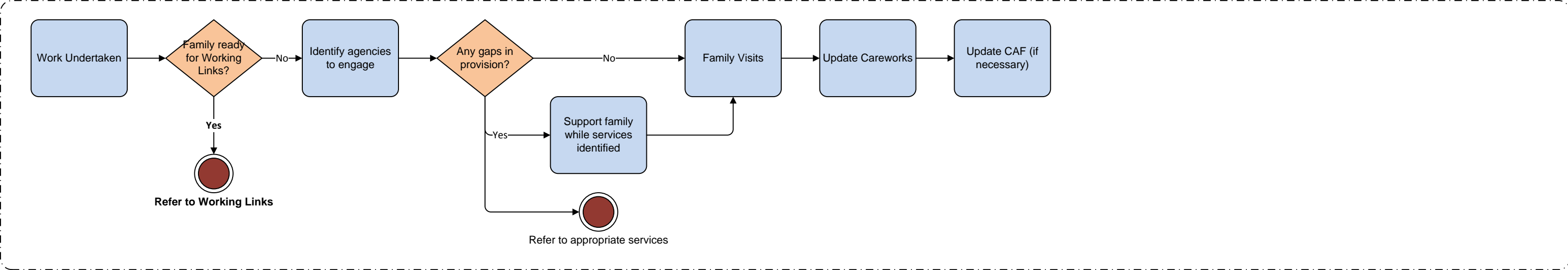
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Approved by:	
Date:	27/09/2012
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# Contact Family (In depth)



# Work Undertaken by District Coordinator (In depth)



# Intensive Work Undertaken by FIP Worker (In depth)

