Nottinghamshire County Council

Children and Young People's Committee

Monday, 21 March 2016 at 10:30

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

AGENDA

1	Minutes of the last meeting held on 22 February 2016	3 - 6
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	Performance Figures for Nottinghamshire Schools, Academies and Colleges - Academic Year 2014-15	7 - 36
5	Integration of Children's Disability Service and SEND Staffing Structures	37 - 52
6	Children's Social Care Transformation Programme - Fostering Services Restructure	53 - 60
7	National Minimum Fostering Allowances and Fees for Foster Carers	61 - 72
8	Block Purchase of Children's Residential Placements Contracts	73 - 76
9	Social Work Support Officers - Pilot Extension	77 - 82
10	National Children and Adult Services Conference 2016	83 - 86
11	Local Authority Governor Appointments and Re-Appointments to School Governing Bodies	87 - 90

12 Work Programme 91 - 94

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 Alison Fawley (Tel. 0115 993 2534) or a colleague in Democratic Services prior to the meeting.

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

(5) This agenda and its associated reports are available to view online via an online calendar - http://www.nottinghamshire.gov.uk/dms/Meetings.aspx

Nottinghamshire County Council

minutes

Meeting	CHILDREN & YOUNG PEOPLE'S COMMITTEE
Date	22 February 2016 (commencing at 10.30am)

Membership
Persons absent are marked with an 'A'

COUNCILLORS

John Peck JP (Chairman)
Liz Plant (Vice-Chairman)
Kate Foale (Vice-Chairman)

John Allin
Boyd Elliott
Alice Grice
Keith Longdon
Philip Owen
Sue Saddington
Andy Sissons
John Wilmott

Ex-officio (non-voting)
A Alan Rhodes

CO-OPTED MEMBERS (NON-VOTING)

A Ms Gail Neill
Mr David Richards JP

OFFICERS IN ATTENDANCE

Steve Edwards	Children, Families and Cultural Services
Jon Hawketts	Children, Families and Cultural Services
Derek Higton	Children, Families and Cultural Services
Mary Kiely	Children, Families and Cultural Services
Pip Milbourne	Children, Families and Cultural Services
Colin Pettigrew	Children, Families and Cultural Services
Alison Fawley	Resources
Jen Sheriston	Resources

MINUTES OF THE LAST MEETING

The minutes of the meeting held on 18 January 2016, having been circulated to all Members, were taken as read and were confirmed and were signed by the Chair.

APOLOGIES FOR ABSENCE

None.

DECLARATIONS OF INTEREST

None.

REGIONAL SCHOOLS COMMISSIONER (RSC)

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

During the debate on the item Councillor Philip Owen moved an amendment to the recommendation which was seconded by Councillor Sue Saddington. After discussion the amendment was put to the vote and was carried and is set out in resolution 2016/009 below.

RESOLVED 2016/009

1) That the cancellation of the arrangement for the Regional Schools Commissioner to attend the Children and Young People's Committee by the RSC be noted.

2) That the invitation to the Lead Member to attend the formal termly meetings between the RSC and senior officers be extended to a member from the opposition groups to support the Chair and that regular reports be provided to the Children and Young People's Committee.

PERFORMANCE REPORTING (QUARTER 3 2015-16) – SERVICES FOR CHILDREN AND YOUNG PEOPLE

The Chair introduced the report and lead officers responded to questions and comments from Members.

RESOLVED 2016/010

That the performance of the Council's services for children and young people during the period 1 October 2015 - 31 December 2015 be noted.

NOTTINGHAMSHIRE SCHOOL ADMISSION ARRANGEMENTS 2017-18

RESOLVED 2016/011

That Nottinghamshire County Council determined that proposed admission arrangements for 2017-18 as detailed in Appendix 1 including:

1) Published admission arrangements as listed in section 1 of the arrangements

2) Admission oversubscription criteria for community and voluntary controlled schools in section 2
3) Nottinghamshire County Council's coordinated schemes in section 3.

SCHOOLS FORUM AND EDUCATION TRUST BOARD OFFICER GROUP REPORT

RESOLVED 2016/012

1) That the legal status, composition, constitution and recent work of the Schools Forum be noted.

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

WORK PROGRAMME

RESOLVED 2016/013

That the Committee's work programme be noted.

The meeting closed at 11.10am

CHAIRMAN

Nottinghamshire County Council

Report to Children and Young People's Committee

21 March 2016

Agenda Item: 4

REPORT OF THE ACTING SERVICE DIRECTOR, EDUCATION STANDARDS AND INCLUSION

PERFORMANCE FIGURES FOR NOTTINGHAMSHIRE SCHOOLS, ACADEMIES AND COLLEGES – ACADEMIC YEAR 2014/15

Purpose of the Report

1. To inform Members of the achievements of young people attending Nottinghamshire schools, academies and colleges in Key Stage assessments in 2014/15.

2. The report also provides Members with an analysis of the final outcomes at Key Stage 2 in 2015 and outlines the actions currently being undertaken by the Support to Schools Service as well as those planned for 2016-2017. Members are also asked to consider the recommendations in the light of both the Local Authority's Education Improvement Strategy and the Statutory Guidance to Local Authorities for Schools Causing Concern (January 2015). The report is particularly relevant to Members who are currently school governors as it recommends that they focus sharply on the impact of actions undertaken in school to raise attainment and progress for all pupils.

Information and Advice

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

Key Stage	Age	Expected level of attainment	Method of assessment
Early Years Foundation Stage Profile	3-5	A 'Good Level of Development' – reaching at least expected in all early learning goals in all prime areas and in the specific areas of literacy and mathematics	Teacher Assessed
Key Stage 1	5-7	Level 2+	Teacher Assessed
Key Stage 2	7-11	Level 4+	Test / Teacher Assessed

Key Stage 4 (GCSE and equivalent qualifications)	14-16	5+ A*-C grades including GCSE English and mathematics English Baccalaureate	Test
Key Stage 5 (GCE A level and equivalent qualifications)	16-18	Average point score per candidate and per exam entry together with threshold pass rates	Test

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

5. For each measure the performance of Nottinghamshire is benchmarked against the England average and that of the Council's children's services statistical neighbours, where available. Nottinghamshire's statistical neighbours changed in October 2014 and are:

   1. Derbyshire
   2. Staffordshire
   3. Lancashire
   4. Worcestershire
   5. Cumbria
   6. Northamptonshire
   7. Essex
   8. Kent
   9. Cheshire West and Chester
   10. Warwickshire

6. The statistical neighbour average is based on the same methodology as used in the local authority interactive tool (LAIT) in that outcomes for each LA are averaged to create a statistical neighbour figure (as opposed to a weighted average). This will have the effect of treating each LA as having an equal population as opposed to a weighted average which takes into account population size. The statistical neighbour average excludes Nottinghamshire results.

Early Years Foundation Stage Profile

7. In 2015, 65.3% of Nottinghamshire pupils achieved a good level of development (reaching at least expected in all early learning goals in all prime areas and in the specific areas of literacy and mathematics). This represents an increase of 3.6% points on the 61.7% reported in 2014.

8. Comparisons nationally over the same period show a 5.9% point increase (to 66.3% of pupils achieving this measure) and 6.2% point increase against statistical neighbours (to 67.6%).

9. The County's overall ranking against statistical neighbours has fallen from 4th (where 1st is best) to 9th (out of 11 positions) over the two years. A similar fall was witnessed

nationally with Nottinghamshire now placed 84th amongst all 151 LAs nationally (52nd in 2014).

10. All districts increased in this measure with Gedling district witnessing the greatest increase of 7.1% points (to 70.1%) between the years.

11. With regard to closing the gap of pupils who are eligible for free school meals (FSM) and their peers, 2015 results show a slight widening of the gap to 27.6 (from 27.1 in 2014). 2015 data shows that 41.0% of FSM pupils achieved a good level of development which is a 2.0% point increase on 2014. 68.6% of non-FSM pupils achieved this measure in 2015 which is a 2.5% point increase on 2014.

12. Nationally the FSM / non-FSM gap stands at 18 percentage points. This represents a narrowing of the gap compared to the 19 point gap reported in 2014.

13. Nationally in 2015, 51% of FSM pupils achieved a good level of development (a 6% point increase from 2014), compared with 69% of non-FSM pupils (a 5% point increase on 2014) achieving the measure.

14. 2015 headline figures for Nottinghamshire are:

	Nottinghamshire			**National**			**Statistical Neighbours**		
	2015	2014	Difference	2015	2014	Difference	2015	2014	Difference
Good Level of Development (GLD)	65.3%	61.7%	↑ 3.6%	66.3%	60.4%	↑ 5.9%	67.6%	61.4%	↑ 6.2%

Key Stage 1

15. Since 2005 (when reporting changed to teacher assessments), at Level 2 or above (the expected level for 7 year olds), Nottinghamshire has remained consistently around the national averages in all KS1 subjects.

16. Reported figures show that the LA has witnessed a slight increase in reading (1.0% point increase), writing (1.1% point) and mathematics (0.4% point) at Level 2+ from 2014.

17. Comparisons against national averages place Nottinghamshire slightly above in reading (when rounded). Outcomes in writing and mathematics are below the national average by 1% point in both subjects.

18. The County's overall ranking against statistical neighbours shows a fall in position in all subjects. Outcomes in reading are ranked joint 9th (out of 11 positions, where 1st is best) from 7th in 2014. In writing, the County is ranked 9th (from 6th in 2014) and 11th (from 7th in 2014) in mathematics.

19. Comparisons nationally out of all 151 LAs show the County's position has remained relatively static in reading, ranked 80th (79th in 2014), but witnessed a decline in writing (81st from 66th in 2014) and mathematics (95th from 63rd in 2014).

20. At the expected level (Level 2+), 2015 headline figures for Nottinghamshire are:

	Nottinghamshire			National			Statistical Neighbours		
	2015	2014	Difference	2015	2014	Difference	2015	2014	Difference
Reading	89.8%	88.8%	↑ 1.0%	90.0%	90.0%	- 0.0%	91.2%	90.6%	↑ 0.6%
Writing	86.8%	85.7%	↑ 1.1%	88.0%	86.0%	↑ 2.0%	88.3%	87.1%	↑ 1.2%
Mathematics	92.4%	92.0%	↑ 0.4%	93.0%	92.0%	↑ 1.0%	93.6%	92.9%	↑ 0.7%

Key Stage 2

21. At the end of primary education, young people (typically aged 11 years) are assessed against the standards of the national curriculum through a combination of tests and teacher assessments. A new reporting arrangement was introduced in 2013. English was no longer reported and a new grammar, punctuation and spelling test was introduced. Pupils continue to sit reading and mathematics tests but writing tests were abolished in 2012 to be replaced by teacher assessments.

22. Pupils at the end of Key Stage 2 are expected to achieve level 4 and to have made at least two levels of progress between their prior attainment at Key Stage 1 (typically aged 7 years) and Key Stage 2 outcomes. Level 4b (sometimes referred to as a 'good level 4') refers to a test mark which is in the upper two-thirds of the level 4 mark range. Level 4b results are only reported for test subjects (reading, mathematics and grammar, punctuation and spelling). The information in this report is based on results which have been checked by schools as part of the Performance Tables checking exercise and are considered final published results.

Key Stage 2 Analysis

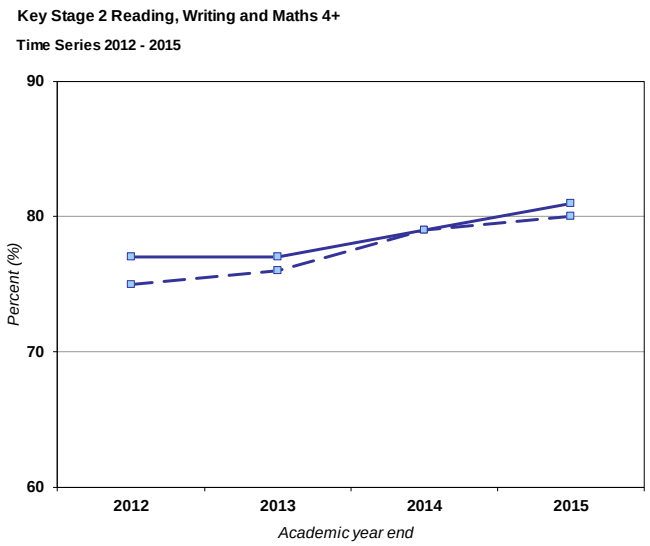
23. Since 2008, achievements at level 4 or above (the expected level for 11 year olds) have remained above or in line with national averages. Members will recall that the final published data for 2014 showed that the rate of improvement made across Nottinghamshire schools had slowed in comparison to national and statistical neighbours.

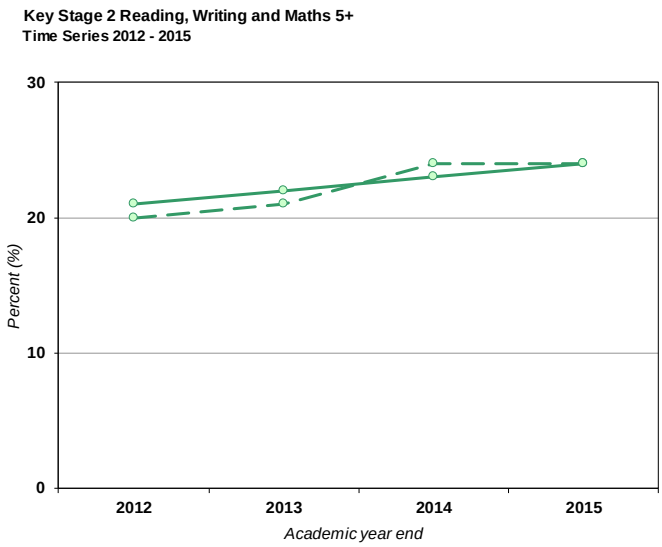
24. 2015 final data shows that in grammar, punctuation and spelling, writing and combined reading, writing and mathematics outcomes in Nottinghamshire schools between 2014 and 2015 increased at a faster rate than witnessed nationally. All other subjects (reading and mathematics) increased at the same rate.

25. At the expected level (level 4+) all subjects with the exception of grammar, punctuation and maths are now in-line or above the national average. While grammar, punctuation and spelling are below the national average, 2015 data shows the subject is one percentage point below national whereas in 2014 it was two points below.

26. The table attached as **Appendix 1** shows the rate of improvement across Nottinghamshire and national for the years 2014 and 2015. The 'Notts. vs National' columns show the gap narrowing in 2015. Where Nottinghamshire was in line or below the average in the majority of areas in 2014, it is now in line on most measures.

27. The charts below demonstrate the reduction in the gap between Nottinghamshire and national in the combined measure of reading (test), writing (teacher assessed) and mathematics (test). A pupil must have achieved the required standard in all three subjects to be counted as having met the performance measure.





		2012	2013	2014	2015
4+ R,W,M	Nottinghamshire	77.0	77.0	79.0	81.0
	National	75.0	76.0	79.0	80.0
5+ R,W,M	Nottinghamshire	21.0	22.0	23.0	24.0
	National	20.0	21.0	24.0	24.0

28. The County's overall rankings against statistical neighbours show an improvement in the majority of subject areas. At the expected level, the rank for grammar, punctuation and spelling, and reading has improved from 6th to 5th (out of 11 places when including Nottinghamshire; 1st is best), writing has improved from 6th to 4th and mathematics has remained static at 3rd place. The combined measure of reading, writing and mathematics has also improved to 4th (from 5th in 2014).

29. Comparisons to all local authorities (LAs) nationally place Nottinghamshire 83rd (out of 151 LAs nationally; 1st is best) for grammar, punctuation and spelling (91st in 2014), reading 64th (no change from 2014), writing 72nd (from 81st in 2014), mathematics 59th (from 53rd in 2014) and 65th in combined reading, writing and mathematics (from 69th in 2014).

Analysis by gender

30. Analysis by gender in all subjects at level 4 or above, shows that girls continue to outperform boys. In combined reading, writing and mathematics in 2015, 77% of boys achieved this outcome compared to 84% of girls, representing a 7 percentage point gap between the genders. This represents a narrowing of the gender gap from 10 percentage points reported in 2014.

31. Comparisons between 2014 and 2015 show that boys increased 3 percentage points in combined reading, writing and mathematics at level 4 or above, which is more than the increase witnessed nationally, while girls remain static on this measure but remain above the national average.

32. Comparisons nationally show that in all subjects at level 4 or above, boys are either in line with or below the national average where girls are in line or above. The tables below show analysis by gender against national averages for 2014 and 2015.

Boys

	Nottinghamshire				*National*				*Notts vs. National*			
	2015	2014	Difference		2015	2014	Difference		2015		2014	
% Level 4 or above												
GPS	76	70	↑	6	77	72	↑	5	↓	-1	↓	-2
Reading	87	86	↑	1	88	87	↑	1	↓	-1	↓	-1
Writing TA	83	80	↑	3	83	81	↑	2	↔	0	↓	-1
Maths	87	86	↑	1	87	86	↑	1	↔	0	↔	0
R,W,M	77	74	↑	3	78	76	↑	2	↓	-1	↓	-2
% making 2 or more levels progress												
Reading	90	91	↓	-1	90	90	↔	0	↔	0	↑	1
Writing TA	93	91	↑	2	93	92	↑	1	↔	0	↓	-1
Maths	90	89	↑	1	90	90	↔	0	↔	0	↓	-1

Girls

	Nottinghamshire				*National*				*Notts vs. National*			
	2015	2014	Difference		2015	2014	Difference		2015		2014	
% Level 4 or above												
GPS	85	81	↑	4	85	81	↑	4	↔	0	↔	0
Reading	92	91	↑	1	92	91	↑	1	↔	0	↔	0
Writing TA	92	91	↑	1	91	90	↑	1	↑	1	↑	1
Maths	88	87	↑	1	87	86	↑	1	↑	1	↑	1
R,W,M	84	84	↔	0	83	82	↑	1	↑	1	↑	2
% making 2 or more levels progress												
Reading	92	91	↑	1	92	91	↑	1	↔	0	↔	0
Writing TA	95	94	↑	1	96	95	↑	1	↓	-1	↓	-1
Maths	90	90	↔	0	89	89	↔	0	↑	1	↑	1

Analysis by ethnicity

33. Analysis by ethnic groups shows that 79% of pupils from a Black and minority ethnic group (BME) achieved level 4 or above in combined reading, writing and mathematics which is less than the outcomes of pupils from a white British background (81%).

34. All ethnic groups nationally (with the exception of Chinese pupils, which remained static) witnessed an increase between 2014 and 2015 although most minority groups in Nottinghamshire witnessed a decline.

35. The greatest improvement was made by pupils from an Irish background (although the number of pupils is small at 15) who, at combined reading, writing and mathematics at level 4 or above, increased 16 percentage points to 87% (13 pupils) meeting this measure. This is three percentage points above the national average for this group.

36. The widest positive gap in attainment between Nottinghamshire schools and the national average for the group was with Gypsy/Roma pupils (although again numbers are small – 9 pupils) where 67% (6 pupils) of pupils from this group achieved level 4 or above in combined reading, writing and mathematics. This is 37% points above the national average for this group (30%).

37. The widest negative gap was seen in pupils from any other Asian background. 72% of pupils in Nottinghamshire schools from this background achieved the combined measure which is 12% points below the national average for this group. This group was also below the national average in 2014.

38. The table overleaf shows outcomes in combined reading, writing and mathematics at level 4 or above by ethnic group and includes actual numbers of pupils in each ethnic group.

% Level 4 or above R,W,M	Nottinghamshire Pupils 2015	Nottinghamshire Pupils 2014	Nottinghamshire Outcome 2015	Nottinghamshire Outcome 2014	Nottinghamshire Difference	National 2015	National 2014	National Difference	Notts vs. National 2015	Notts vs. National 2014
White	7,594	7,353	81	78	↑ 3	80	79	↑ 1	↑ 1	↓ -1
White British	7,328	7,084	81	79	↑ 2	81	79	↑ 2	↔ 0	↔ 0
Irish	15	14	87	71	↑ 16	84	83	↑ 1	↑ 3	↓ -12
Traveller of Irish Heritage	x	x	x	x	x	44	38	↑ 6	x	x
Gypsy/Romany	9	19	67	63	↑ 4	30	29	↑ 1	↑ 37	↑ 34
Any other White background	239	234	74	69	↑ 5	73	71	↑ 2	↑ 1	↓ -2
Mixed	352	304	83	85	↓ -2	81	80	↑ 1	↑ 2	↑ 5
White and Black Caribbean	126	111	84	84	↔ 0	77	75	↑ 2	↑ 7	↑ 9
White and Black African	30	22	77	86	↓ -9	81	80	↑ 1	↓ -4	↑ 6
White and Asian	61	62	92	90	↑ 2	85	83	↑ 2	↑ 7	↑ 7
Any other mixed background	135	109	79	82	↓ -3	82	81	↑ 1	↓ -3	↑ 1
Asian	199	218	81	83	↓ -2	81	80	↑ 1	↔ 0	↑ 3
Indian	62	78	81	88	↓ -7	87	86	↑ 1	↓ -6	↑ 2
Pakistani	80	81	85	78	↑ 7	77	75	↑ 2	↑ 8	↑ 3
Bangladeshi	11	15	91	100	↓ -9	83	81	↑ 2	↑ 8	↑ 19
Any other Asian background	46	44	72	75	↓ -3	84	83	↑ 1	↓ -12	↓ -8
Black	61	62	75	84	↓ -9	79	76	↑ 3	↓ -4	↑ 8
Black Caribbean	23	12	74	83	↓ -9	75	73	↑ 2	↓ -1	↑ 10
Black African	29	31	72	84	↓ -12	81	78	↑ 3	↓ -9	↑ 6
Any other Black background	9	19	89	84	↑ 5	76	74	↑ 2	↑ 13	↑ 10
Chinese	20	24	90	92	↓ -2	88	88	↔ 0	↑ 2	↑ 4
Any other ethnic group	37	32	65	66	↓ -1	76	73	↑ 3	↓ -11	↓ -7

X = figures suppressed as cohort is below 5
Pupils where the ethnicity is unknown, not obtained or refused are excluded from the above table

Analysis by free school meal

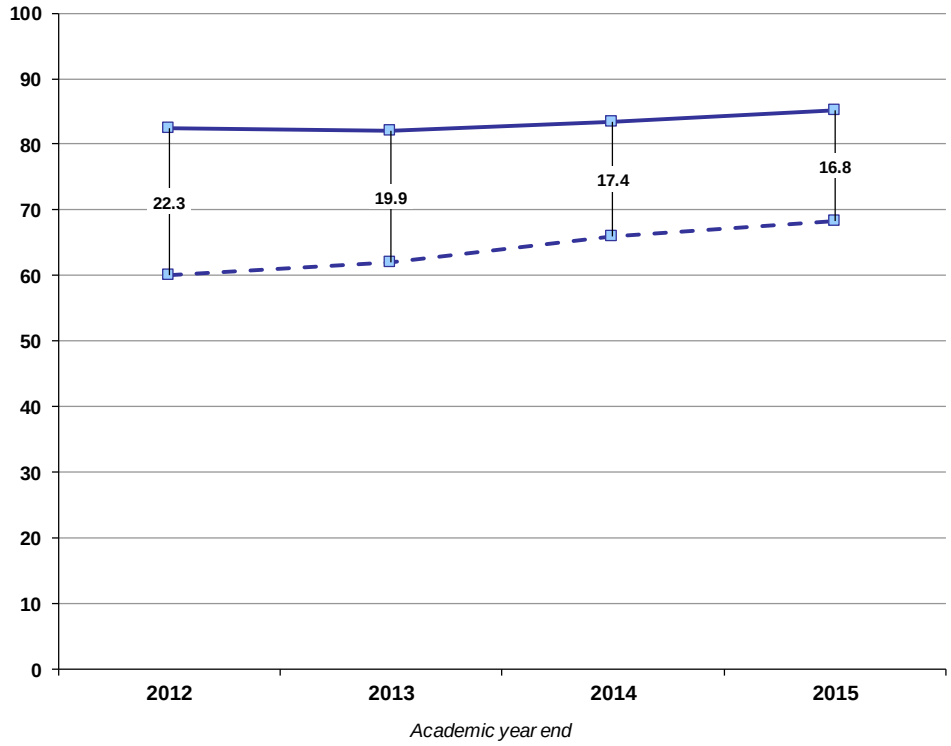
39. The free school meal (for pupils eligible at any point in the past 6 years – FSM6) gap has narrowed in 2015 for the fourth year running. Final figures show that, at level 4 or above in combined reading, writing and mathematics, 68.4% of FSM6 pupils achieved this measure compared to 85.2% who were not FSM6, representing a gap of 16.8 percentage points. This is a 0.6 percentage point decrease from the 17.4 gap reported in 2014.

40. 2015 final results show that FSM6 pupils witnessed the greatest increase in those achieving level 4 or above in reading, writing and mathematics (2.4 percentage points increase on 2014 to 68.4%) vs those who were not FSM6 (1.8 percentage point increase to 85.2%).

41. Comparisons against a provisional national figure place Nottinghamshire 2.8 percentage points above the national gap. Nationally the gap reduced 2 percentage points (to 14% points) between 2014 and 2015.

42. The chart overleaf shows the attainment in combined reading, writing and mathematics at level 4 or above for FSM6 / non-FSM6 pupils and the attainment gap between the two cohorts.

FSM6 / Non-FSM6 gap within Nottinghamshire
Percentage of pupils achieving Level 4 or above in combined reading, writing and maths



	2012	2013	2014	2015
Non-FSM6	82.5	82.0	83.4	85.2
FSM6	60.2	62.1	66.0	68.4
GAP	22.3	19.9	17.4	16.8

43. The final data in relation to the attainment of Looked After Children (LAC) at the end of statutory assessment points has not yet been released by the DfE. This data is expected in April and will be reported through the Corporate Parenting Sub-Committee.

Schools at risk of coasting and schools below minimum standards

44. Final data for Nottinghamshire schools show there are 14 schools below the government's minimum performance floor standards (two academies, 12 maintained). An additional school was below this measure but has since closed so is therefore excluded from these figures. This is where fewer than 65% of pupils achieve Level 4+ in combined reading, writing and mathematics and where these pupils have also made progress below the national medians in terms of expected levels of progress in reading, writing and mathematics.

45. 2014 data shows there were 16 schools below the floor standards. Of the 14 schools below floor in 2015, only one of these was below floor in 2014.

46. 2015 is the second of three years' worth of data which will be used to identify coasting schools. Coasting schools are those schools where fewer than 85% of

pupils fail to achieve Level 4+ in combined reading, writing and mathematics and are below the national medians for progress for three consecutive years. These schools are considered coasting as they are failing to push each pupil to reach their full potential.

47. Data from 2014 and 2015 suggests that 20 Nottinghamshire schools were below the coasting schools threshold (5 of these were below floor standard schools in 2015) in both years and are therefore at risk of being classed as coasting in 2016. These schools would then be required to produce a clear plan for improvement. The Regional Schools Commissioner, together with her local elected head teacher board, will assess whether the school has a credible plan and will be supported to improve. Those that cannot will be turned into sponsor led academies.

48. Of these 20 schools at risk of being classed as coasting in 2016:

- Three are academy schools (two academy sponsor led and one academy convertor schools)
- Four are church schools (three Church of England and one Catholic)
- Four are junior schools

49. Analysis by district data shows that each district, with the exception of Rushcliffe, had schools below the coasting schools' threshold in both 2014 and 2015. Mansfield schools had the highest proportion of schools below this threshold (7 out of 30 schools, 23%) followed by Ashfield schools (4 out of 32, 13%).

Nottinghamshire's School Improvement Strategy

50. Nottinghamshire's School Improvement Strategy is in line with the Nottinghamshire Schools Policy which aims to ensure that every school in the County is at least a good school. The strategy is underpinned by partnership work with all schools, irrespective of governance, Teaching School Alliances (TSAs), National Leaders of Education (NLEs), Local Leaders of Education (LLEs), Partnership Leaders (PLs) and other education providers, around a shared vision and commitment to raise standards for all pupils and to close the gap in relation to disadvantaged groups. The detailed strategy is outlined in the 'School Improvement Strategy' March 2014, which was revised in January 2015 in response to the revised Statutory guidance to LAs for Schools Causing Concern (January 2015).

51. There are currently nine highly experienced school improvement advisers within the Support to Schools Service. These advisers are deployed to schools in adverse Ofsted categories, and schools judged to require improvement. Advisers also support schools at risk of being in an Ofsted category of concern and at risk of requiring improvement. In addition, the advisers quality assure good and outstanding schools on a rolling programme to ensure that these schools are maintaining their high quality provision.

52. The changes to the School Improvement Strategy have ensured that governing bodies are informed directly, by the Support to Schools Service, when performance data indicates that a school is at risk of requiring improvement or at risk of being in an Ofsted category of concern at the next inspection, if rapid action is not taken by

school leaders to improve attainment and progress. Governors also receive a letter, sent directly to the chair of governors, when a school improvement adviser has been allocated to support and challenge a school. This ensures that the full governing body is made aware that they will receive termly reports on the progress that the school is making. This enables the governors to ask focussed questions to hold senior leaders at the school to account for driving and securing improvement at the school

53. At the time of writing this report, the service and key partners are currently providing support to:

- 20 schools at risk of an adverse Ofsted category at their next Ofsted inspection
- 32 schools at risk of requiring improvement at their next Ofsted inspection
- 22 schools that are not securely good, or are experiencing short term challenges
- 2 academies which choose to buy back LA support (secondary)
- health check (watching brief) visits following RAISEonline data review to schools with low value added: 21 schools in autumn term 2014; 2 schools in spring 2015
- quality assurance visits to good and outstanding schools: 14 schools in autumn term 2015; 31 schools in spring 2015.

54. In addition, all advisers contribute to the planning, delivery and evaluation of the service's sold offer to schools. The impact of courses and training offered through the sold service is analysed through evaluation sheets for all training events. The 1,911 course evaluations submitted so far, since September 2015, show 96% of evaluations graded the training as very useful or useful and only 4% found the training to be of no use.

55. Support for schools causing concern is brokered by the team managers with the relevant Teaching School Alliance (TSA). In relation to schools not in membership of an alliance, their support is brokered directly with partners by team managers. At present, there are seven TSAs in the County, which provide support to schools to Nottinghamshire: Torch TSA (Toothill Academy), Redhill Teaching School Alliance, Trent Valley (Tuxford Academy), Minster; Cotgrave Candleby Lane; George Spencer Academy; and The Nottingham Catholic Teaching School Alliance.

56. The key role of the adviser in these high and medium risk schools is to monitor the impact of this support in improving the quality of leadership, teaching and learning as well as the outcomes for all pupils and to hold the school being supported to account. The advisers will also raise concerns about any support that is not appropriately impacting on improvement, although such concerns are rare.

Schools causing concern; statutory guidance for local authorities (DfE January 2015)

57. In January 2015, the DfE revised its statutory guidance for local authorities for Schools Causing Concern. This statutory guidance clarifies the circumstances which the DfE believes would qualify for intervention on the grounds of the "breakdown in

the way in which the school is managed or governed". In particular it states that evidence of such a breakdown could be:

- high governor turnover
- a significant, unexplained change to the constitution
- the governing body having an excessive involvement in the day to day running of the school.

58. This guidance advises the situations that could indicate a failure of governance that may prejudice standards. In relation to maintained schools, the Local Authority is advised to investigate and intervene if necessary, through the issuing of a warning notice where there are concerns. LAs are also advised that warning notices should be issued to governing bodies who do not implement an external review of the use and impact of the Pupil Premium if advised by Ofsted following an inspection.

59. In addition, the statutory guidance also includes a separate section entitled "non-statutory guidance relating to governance". This section outlines that local authorities should be actively attempting to prevent schools from becoming "eligible for intervention" by ensuring that governors are well trained, have the necessary skills and have in place "appropriate" systems for monitoring the quality of governance.

60. This statutory guidance confirms the responsibility for the outcome of academies with the Secretary of State for Education although LAs are advised to raise concerns about an academy's performance with the Regional Schools Commissioner.

61. A specific variation to the LA Education Improvement Strategy to raise standards in Key Stage 2, and particularly in 2015/16, is attached as **Appendix 2** and has been updated to indicate the actions taken, which have supported the improvements in outcomes reported above.

Key Stage 4 (GCSE and equivalent qualifications)

62. Information regarding the achievements of young people in GCSE and equivalent qualifications is based on final data collated for the 2015 Secondary School Performance Tables.

63. Governance within the secondary phase has continued to change in line with national policy as more schools have academised. In 2011, there were 15 secondary academies; in 2015 there were 41 secondary academies. It should be noted that academies are responsible for their own school improvement and raising standards.

64. There were significant and multiple changes to Key Stage 4 in 2014. Changes included the grade for the first entry in English Baccalaureate subjects (English, mathematics, science, history, geography, languages) being counted in performance measures as opposed to best grade used historically.

65. There were also changes to vocational qualifications in both the number of courses included in performance measures and their qualification weighting / value. Qualifications are now capped at a maximum size of one GCSE. BTEC qualifications for example, previously counting for the equivalent of two / four GCSEs, are now

capped at one. Only two vocational qualifications can be counted in performance measures where previously this was not restricted.

66. Syllabus changes also occurred with exams now at the end of the course rather than a modular based assessment. Also subjects such as GCSE English / English Language have seen changes to the weighting of coursework with written exams now counting for 60% (previously this was 40%).

67. Changes in 2015 included the expansion of the first entry policy which now covers all qualifications.

68. After witnessing year on year improvements between 2005 and 2013 in the government's preferred indicator of 5 or more GCSEs (or equivalent) at grades A*-C including GCSE English and mathematics, results for 2014 witnessed a fall potentially as a result of these changes described above.

69. 2015 final results show a further decline of one percentage point (to 57% of pupils achieving 5 or more GCSEs (or equivalent) at grades A*-C including GCSE English and mathematics). This is an improvement on the provisional data reported in October 2015 which showed 55.4% of young people achieving this measure (a fall of 2.6% from 2014).

70. A decline was also witnessed in the percentage of pupils achieving the English Baccalaureate (A*-C grades in English, mathematics, two science subjects, a humanities and a language) which witnessed a 2.7% point fall to 22.6%.

71. Nationally there was a 0.4% point increase to 53.8% of pupils in all schools achieving 5+ A*-C including English and mathematics and outcomes remained static between the years at 22.9% for the English Baccalaureate.

72. Comparisons against statistical neighbours show an increase of one percentage point (to 57.6%) for 5+ A*-C including English and mathematics and a slight increase of 0.6% points (to 23.9%) for the English Baccalaureate.

73. The County's overall ranking against statistical neighbours shows a decline in both measures. The rank for 5+ A*-C including English and mathematics has fallen from 4th in 2014 to 7th in 2015 (although this represents an improvement of 1 place from provisional data) and for the English Baccalaureate from 4th to 7th.

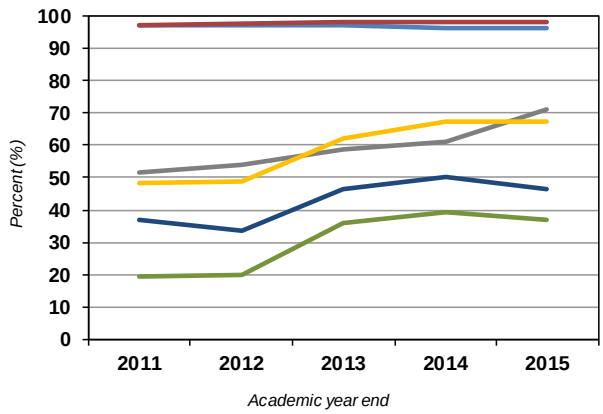
74. The County's position nationally in both these measures has fallen. In 5+ A*-C including English and mathematics the ranking has dropped 19 places to 79th (from 60th in 2014) and the English Baccalaureate has fallen 27 places to 86th (from 59th).

75. Entries and outcomes in English Baccalaureate subjects are important for schools in 2016 when there will be greater challenge around the attainment 8 and progress 8 measures. The attainment 8 measure, set to replace 5+ A*-C including English and mathematics as the government's main measure of attainment together with progress 8, relies heavily on the entries in English Baccalaureate subjects (five out of the eight subjects will be English Baccalaureate based).

76. The percentage of pupils entering key subjects between 2014 and 2015 shows an increase in science subjects (61.1% to 70.9%) but a fall in languages (50.1% to 46.2%). Humanities subjects have remained relatively static (67.1% to 67.4%) between the years.

Percentage of pupils entering each component of the English Baccalaureate

	2011	2012	2013	2014	2015
English	97.0	97.3	97.3	96.2	96.4
Maths	97.0	97.9	98.2	98.4	98.0
Science	51.6	54.1	58.9	61.1	70.9
Humanities	48.3	48.7	62.3	67.1	67.4
Language	37.1	33.5	46.4	50.1	46.2
All components	19.5	20.0	36.0	39.1	37.0



77. Final data for Nottinghamshire schools show there are 8 schools below the government's minimum performance floor standards (all academies). This is where fewer than 40% of pupils achieve 5+ A*-C including English and mathematics and below the national medians in terms of pupils making the expected levels of progress in English and mathematics.

78. 2014 data shows there were four schools below the floor standards although one school has since closed as a result of academy sponsorship. Of these three which are still open all three are below the floor standard in 2015.

79. 2015 is the second of three years' worth of data which will be used to identify coasting schools. Coasting schools are those schools where fewer than 60% of pupils achieve 5+ A*-C including English and mathematics and in addition, the proportion of pupils making expected progress in English and mathematics has been below the national medians for three consecutive years.

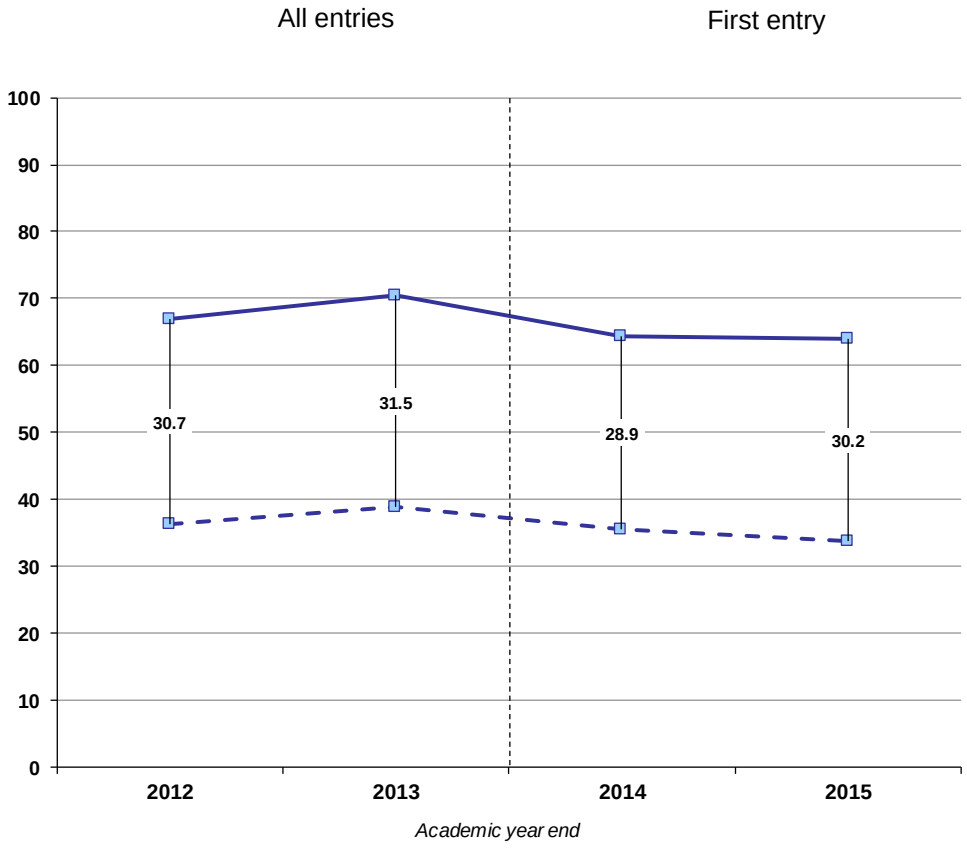
80. 2014 and 2015 data suggests that 15 schools are currently falling below the coasting schools threshold (all apart from one are academies). If these schools are below the threshold for a third year they will be 'coasting'.

81. Final figures show a widening of the gap for pupils who were eligible for free school meals at any point in the past 6 years (FSM6) against other pupils in Nottinghamshire schools. In 2015, 33.8% of FSM6 pupils achieved 5+ A*-C grades including GCSE English and mathematics compared to 64.0% who were not FSM6. The FSM6 gap for the LA is 30.2 percentage points which represents a widening of the gap (1.3 percentage points) from 28.9 percentage points reported in 2014.

82. Final national data from NCER (National Consortium for Examination Results) suggests that nationally the gap has widened more than seen in Nottinghamshire. 37.0% of FSM6 pupils nationally achieved the measure against 64.4% who were not FSM6. The FSM6 gap nationally is 27.4 percentage points which represents a

widening of the gap (1.4 percentage points) compared to 26.0 percentage points reported in 2014.

Percentage of pupils achieving 5+ A*-C including English and mathematics by FSM6 status together with the gap



83. 2015 headline figures for Nottinghamshire are:

	Nottinghamshire			National			Statistical Neighbours		
	2015	2014	Difference	2015	2014	Difference	2015	2014	Difference
5+ A*-C (inc. English & maths)	57.0%	58.0%	↓ 1.0%	53.8%	53.4%	↑ 0.4%	57.6%	56.6%	↑ 1.0%
English Baccalaureate	22.6%	25.3%	↓ 2.7%	22.9%	22.9%	- 0.0%	23.9%	23.3%	↑ 0.6%

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

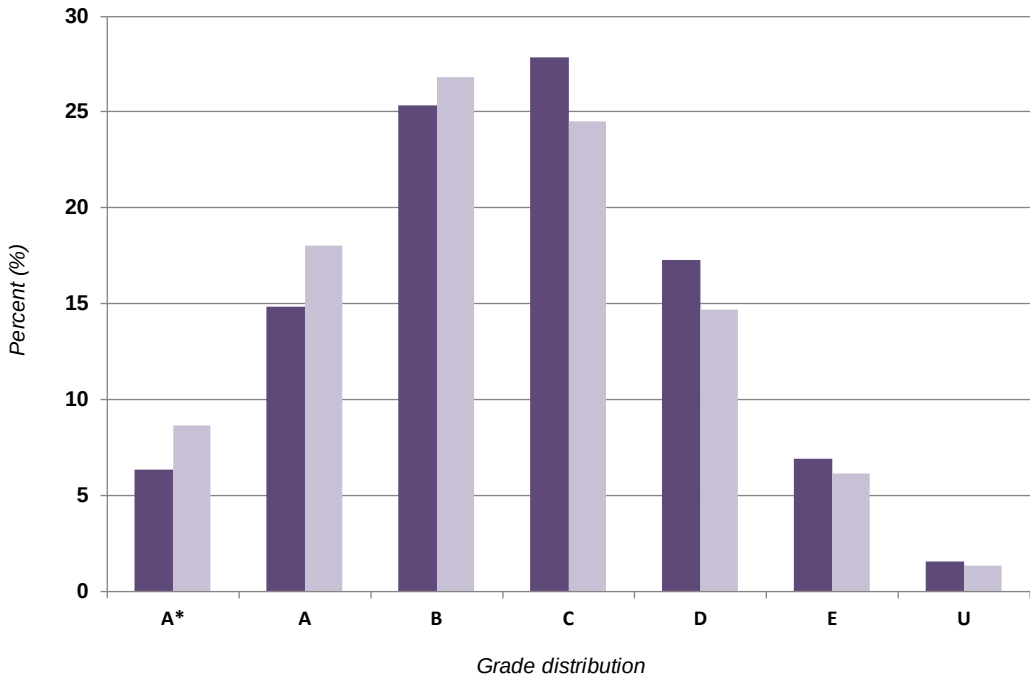
84. Information regarding the achievements of young people in GCE A/AS and other Level 3 qualifications is based on final data collated for the 2015 Secondary School Performance Tables.

85. Final data shows the overall pass rate in Nottinghamshire sixth forms remains unchanged. In 2015 98.4% of full A-level entries were at grades E or above. This compares to 98.8% nationally, an increase of 0.2% points from 2014.

86. 46.5% of A-level qualification entries in sixth forms achieved a pass at grades A*-B. This represents a 2.0% point fall on 2014 final data. Nationally over the same period there was a slight increase (0.4% point to 53.4%) in this measure.

87. 6.3% of A-level entries were awarded an A* grade. This remains unchanged from 2014. Nationally 8.6% of entries were at this grade.

Percentage of A-level entries by grade awarded in Nottinghamshire sixth forms in 2015 (final)



	A*	A	B	C	D	E	U
Nottinghamshire	6.3	14.8	25.4	27.8	17.2	6.9	1.6
National (inc. colleges)	8.6	18.0	26.8	24.5	14.7	6.1	1.3

88. Newark and Sherwood district witnessed the greatest increase in all these measures compared with other districts. 1 in 10 entries (10.9%) in Newark sixth forms achieved an A* grade (a 5.5% point increase on 2014) which is the highest outcome amongst all districts.

89. The average point score (APS) per entry which incorporates all Level 3 qualifications and represents the average grade per exam shows a slight fall on 2014. In 2015 the APS per entry was 208.5 (including colleges) which is just below an average grade C at full A-level (a 0.2 point fall from 2014). The APS per entry in sixth forms only shows a point score of 211.4 for 2015 (a 0.9 point fall from 2014) which is just above an average grade C at full A-level.

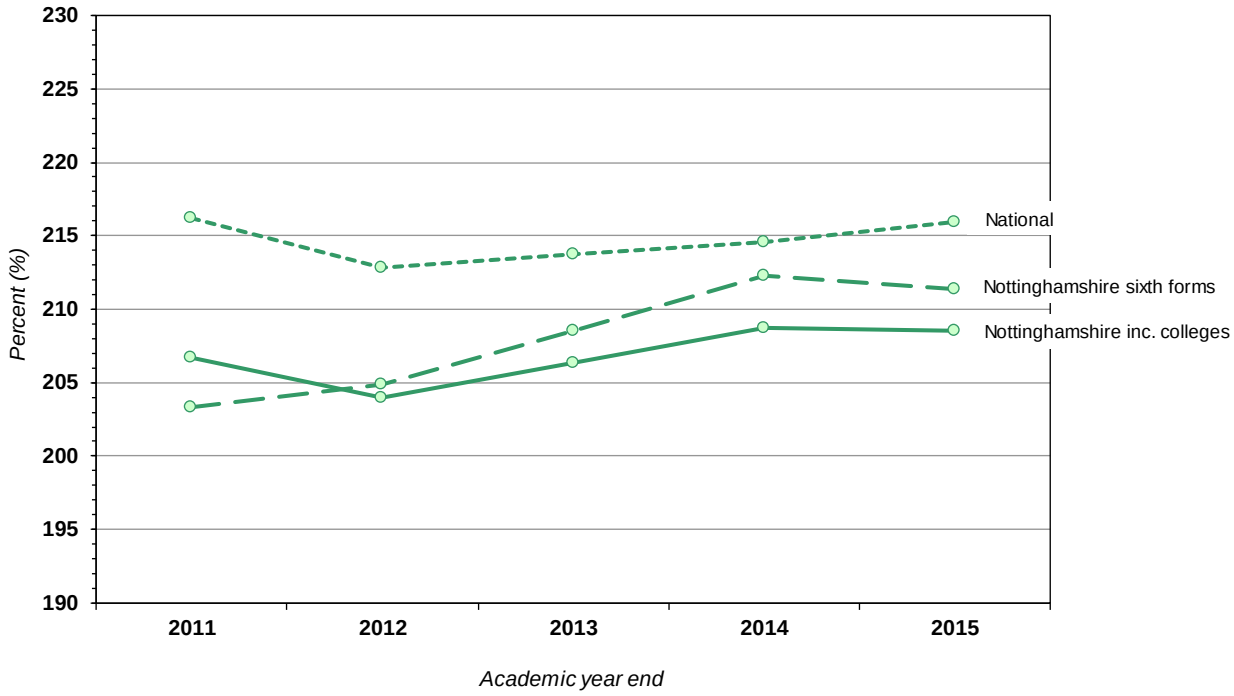
90. The APS per entry score for all centres (including colleges) nationally is 215.9 (an increase of 1.3 on 2014) and for statistical neighbours is 212.1 (a 1.5 point increase on 2014).

91. The County's overall ranking against statistical neighbours shows a fall of 1 place to 9th (from 8th in 2014). For sixth forms only the county's position is 6th which

represents no change on 2014. The County's position nationally against all 151 LAs has fallen to 111th (from 95th in 2014) when including colleges.

92. The chart below shows the improvement over time (2011 to 2015) comparing Nottinghamshire sixth forms to the Nottinghamshire and national average when data includes colleges.

Average point score per entry 2015 (final)



93. 2015 headline figures for Nottinghamshire are:

	Nottinghamshire			National			Statistical Neighbours		
	2015	2014	Difference	2015	2014	Difference	2015	2014	Difference
Entry pass rate (A*-E) (Sixth forms only)	98.4%	98.4%	▪ 0.0%	98.8%	98.6%	↑ 0.2%	-	-	
Entry pass rate (A*-B) (Sixth forms only)	46.5%	48.5%	↓ 2.0%	53.4%	53.0%	↑ 0.4%	-	-	
Entry pass rate (A*) (Sixth forms only)	6.3%	6.3%	▪ 0.0%	8.6%	8.6%	▪ 0.0%	-	-	
APS per entry (including colleges)	208.5	208.7	↓ 0.2	215.9	214.6	↑ 1.3	212.1	210.6	↑ 1.5
APS per entry (Sixth forms only)	211.4	212.3	↓ 0.9	215.7	214.8	↑ 0.9	212.5	212.7	↓ 0.2

Other Options Considered

94. This is a report outlining local outcomes against national and statistical neighbour benchmarks. No other option is appropriate.

95. Other options have not been considered as the advised actions reflect the LA's schools causing concern strategy which has been fully consulted on with all schools and other relevant stakeholders and has been reviewed in the light of the most recent 'Schools causing concern statutory guidance for LAs'.

Reason/s for Recommendation/s

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

97. Ensuring every child in Nottinghamshire achieves their potential within their primary education is essential to secure a firm foundation of essential skills that underpin the secondary curriculum and ensures that, on completing statutory education, each child has the necessary knowledge, skills and understanding to become a responsible citizen within society with the confidence and skills to ensure economic independence.

Statutory and Policy Implications

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

Crime and Disorder Implications

99. Crime and disorder implications have been considered in the writing of this report. Pupils who become disenfranchised from education as a result of poor attainment and progress are at risk of involvement in criminal activity. Therefore ensuring that every child accesses high quality education and is able to succeed plays a significant role in reducing their likelihood to engage in crime and disorder.

Financial Implications

100. No additional funding is requested by this report. The service's budget and structure has been confirmed by Committee on 17 March 2014 and the further development of the sold service to schools will ensure that the Education Improvement Service continues to be able to support and challenge Nottinghamshire schools.

Human Rights Implications

101. Article 26 of the Universal Declaration of Human Rights identifies access to education as a right. In addition, this article incorporates the 'full development of the human personality and confirms that education should engender tolerance and friendship among all nations' racial or religious groups'.

102. The report also reflects the current focus on the role and responsibility of education to promote British values.

RECOMMENDATION/S

That:

1) the achievements of young people attending Nottinghamshire schools and academies in Key Stage assessments be noted.
2) the analysis of the final outcomes at Key Stage 2 be noted
3) the additional actions undertaken by the Support to Schools Service from January 2015 to address the issues raised by the relative decline in outcomes at Key Stage 2 as well as those planned for 2016-2017 be endorsed
4) the supporting documents entitled Education Improvement Strategy (**Appendix 2**) and the Statutory Guidance to Local Authorities for Schools Causing Concern (January 2015) be noted
5) the Committee endorses the approach of encouraging school governors to ensure a sharp focus on reviewing 'impact' rather than completion of actions when reviewing and evaluating the school's development plan.

Marion Clay
Acting Service Director, Education Standards and Inclusion

For any enquiries about this report please contact:

William Hurst
Senior Performance Business Partner
Performance, Intelligence and Policy
Resources Department
T: 0115 9774831
E: william.hurst@nottscc.gov.uk

Linda Foster
Acting Group Manager, Support to Schools Service
T: 0115 9773736
E: linda.foster@nottscc.gov.uk

Constitutional Comments (LM 19/02/16)

103. The recommendations in the report fall within the Terms of reference of the Children and Young People's Committee.

Financial Comments (SS 22/02/16)

104. The financial implications of the report are contained within paragraph 100 above.

Background Papers and Published Documents

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

Schools Causing Concern - Statutory Guidance for Local Authorities: January 2015

Support to Schools Service – proposed restructure of the Education Improvement Team - report to Children and Young People's Committee on 17 March 2014
http://ws43-0029.nottscc.gov.uk/dmsadmin/Meetings/tabid/70/ctl/ViewMeetingPublic/mid/397/Meeting/3079/Committee/482/Default.aspx

Electoral Division(s) and Member(s) Affected

All.

C0794

APPENDIX 1

	Nottinghamshire				*National*				*Statistical Neighbours*				*Notts vs. National*				*Notts vs. Stat. N.*			
	2015	2014	Difference		2015	2014	Difference		2015	2014	Difference		2015		2014		2015		2014	
% Level 4 or above																				
GPS	80	75	↑	5	81	77	↑	4	80	76	↑	4	↓	-1	↓	-2	↔	0	↓	-1
Reading	90	89	↑	1	90	89	↑	1	90	90	↑	1	↔	0	↔	0	↔	0	↓	-1
Writing TA	87	85	↑	2	87	86	↑	1	87	86	↑	1	↔	0	↓	-1	↔	0	↓	-1
Maths	88	87	↑	1	87	86	↑	1	87	86	↑	1	↑	1	↑	1	↑	1	↑	1
R,W,M	81	79	↑	2	80	79	↑	1	80	79	↑	1	↑	1	↔	0	↑	1	↔	0
% Level 4B or above																				
GPS	73	66	↑	7	73	68	↑	5	73	68	↑	5	↔	0	↓	-2	↔	0	↓	-2
Reading	80	78	↑	2	81	78	↑	3	81	79	↑	2	↓	-1	↔	0	↓	-1	↓	-1
Maths	77	76	↑	1	77	76	↑	1	77	76	↑	1	↔	0	↔	0	↔	0	↔	0
R,W,M	69	67	↑	2	69	67	↑	2	70	68	↑	2	↔	0	↔	0	↓	-1	↓	-1
% Level 5 or above																				
GPS	55	50	↑	5	56	52	↑	4	55	52	↑	3	↓	-1	↓	-2	↔	0	↓	-2
Reading	48	49	↓	-1	49	50	↓	-1	50	52	↓	-2	↓	-1	↓	-1	↓	-2	↓	-3
Writing TA	35	32	↑	3	36	33	↑	3	37	35	↑	2	↓	-1	↓	-1	↓	-2	↓	-3
Maths	42	41	↑	1	42	42	↔	0	42	42	↓	0	↔	0	↓	-1	↔	0	↓	-1
R,W,M	24	23	↑	1	24	24	↔	0	24	24	↔	0	↔	0	↓	-1	↔	0	↓	-1
% making 2 or more levels progress																				
Reading	91	91	↔	0	91	91	↔	0	91	91	↔	0	↔	0	↔	0	↔	0	↔	0
Writing TA	94	93	↑	1	94	93	↑	1	94	93	↑	1	↔	0	↔	0	↔	0	↔	0
Maths	90	89	↑	1	90	90	↔	0	89	89	↔	0	↔	0	↓	-1	↑	1	↔	0

GPS refers to grammar, punctuation and spelling tests
R,W,M refers to combined results in all the three of reading (test), writing (teacher assessed), maths (test).

A strategy to raise standards at key stage 2

1. If Nottinghamshire is to secure improved outcomes at the end of key stage 2, all schools must continue to focus on high quality first teaching, using accurate tracking data to identify individuals and groups of pupils who would benefit from personalised high quality intervention. The effective use of the Pupil Premium Grant should also ensure that more vulnerable pupils access enriched provision which impacts positively on attainment and progress.

2. The Education Improvement Service reviews the impact of the service on a yearly basis and revises its improvement plan to ensure a focus on outcomes and impact. This plan is underpinned by key strategic actions to ensure whole school improvement and not just a focus on Year 6. However, given the outcomes at key stage 2 in 2014, additional actions were identified to focus the attention of all partners on improved outcomes for all primary aged pupils, and particularly those in year 6.

3. To this end, the group manager for the Support to Schools Service wrote to all headteachers in community primary schools and primary academies in February 2015, to share the key challenges following the publication of final 2014 key stage 2 data. A separate letter was also sent by the group manager to primary schools whose outcomes had fallen below the floor target. In addition, the service director wrote to all Teaching School Alliance headteachers to ensure their continued focus on improving the outcomes of pupils at key stage 2 in their alliance primary schools. In all three letters, specific advice was provided to ensure that pupils were identified and targeted with additional provision. Copies of these letters were sent to chairs of governors to ensure that they too were able to hold schools to account for the progress and outcomes of all pupils.

4. Following the analyses of the 2014 key stage 2 outcomes, NCC's School Improvement Strategy for 2014-2015 focussed on additional actions with specific concentration on the outcomes at the end of year 6 and the improvement of leadership and governance, as well as teaching and learning. The additional actions taken in 2014-2015 and outlined in below have been a significant factor in Nottinghamshire outcomes for Reading, Writing and Maths combined at L4+ increasing at a faster rate than national to 81% (1% above national)

Key actions taken to improve outcomes at key stage 2 in 2015

5. The revision of the School Improvement Strategy, to incorporate the advice to Local Authorities in relation to governing bodies effectively holding headteachers to account, has ensured a stronger focus on ensuring good and outstanding governance. Actions have included:

   - ensuring LA clerks are appropriately skilled to support their governing bodies. Clerks have received specific briefings from an education improvement service (EIS) team manager on the school improvement strategy and the role of clerks in supporting governors

   - providing workshops on Ofsted and Closing the Gap at the annual Governing Body Conference

- including articles in governors' newsletters on the School Improvement Strategy and on the key messages from the LA analysis of KS2 outcomes

- the appointment and deployment of Nottinghamshire support governors to increase the support available to governing bodies requiring improvement. The team manager for governor services convenes termly development meetings for the support governors. The meeting is also attended by National Leaders of governance (NLGs)

- provision of a Governance Review service to evaluate the performance of governing bodies in schools judged to require improvement by Ofsted. This has also been offered as a sold service to good schools where governing bodies or advisers have concerns. The reviews provide governing bodies with specific improvement targets and an action plan for improvement where required

- clarification around the use of Warning Notices and implementation of Interim Executive Boards (IEB). Where IEBs have been put in place, rapid improvements have been made in all aspects of the school's provision, including leadership at all levels, as well as in pupils' outcomes. The deployment of an experienced clerk has been essential to success.

6. The review and further development of elements of the County's governing body services to ensure that LA governors are effectively monitored in relation to their impact on school improvement (i.e. holding the headteacher to account for pupil outcomes, impact of the pupil premium). Actions have included:

- training session for LA clerks at the mid-term briefing on their role in supporting the School Improvement Strategy, including their role in alerting governing body services, via a concerns form, to any issues with a governing body that might impact on their ability to hold schools to account, such as no discussions by the governing body on the performance of disadvantaged pupils or lack of due regard to safeguarding

- clerks' briefings to ensure governors complete their annual self-evaluation with examples of impact and evidence sources listed – again alerting governing body services if schools are unable to comply

- increased monitoring of governing bodies in relation to governor turnover and recruitment difficulties. A recruitment and retention group meets termly and receives reports on membership statistics and studies trends in membership of different stakeholder groups

- the use of the 'one stop shop', a charity supported by the DFE, to recruit new governors. An effective working relationship has been built up with this group which is improving the LA's ability to support governing bodies to recruit to vacancies

- a sold offer to governors that has been refocused on governors' role in securing and maintaining school improvement (i.e. ensuring that LA governors in particular

have a clear understanding of what ‘good’ and ‘outstanding’ governance is and their essential role in monitoring ‘impact’ rather than actions completed)

- a specific CPD provision for governors is now part of the EIS sold service offer and includes elements to enable governors to hold schools to account effectively including:
    - Understanding data and assessment without levels (the new assessment being implemented in 2015-16)
    - Moving governance to good and outstanding
    - Monitoring effectively
    - Roles and responsibilities

- improved induction for new clerks.

7. All school improvement advisers allocated to schools in 2014-2015 consistently provided support and challenge to schools to ensure a focus by leaders, teachers and governing bodies on securing improvements in the 2015 outcomes at key stage 2. This included:

- monitoring of year 6 pupils on track to achieve level 4 in 2 of reading, writing, mathematics but not all 3

- incorporating a focus on year 6 into partnership support plans, if not already identified

- ensuring that the development and action plans in all schools causing concern, clearly identified the monitoring of pupil outcomes in relation to being on track to achieve Level 4 in all 3 strands at the end of year 6

- Virtual School data was reviewed and monitored to ensure that any looked after children (LAC) in year 6 with the potential to achieve Level 4 in all 3 strands had access to one-to-one tuition

- Achievement and Equality consultants worked directly with schools causing concern to identify year 6 pupils who had English as an additional language (EAL) and who were on track to achieve 2 of the 3 strands. One-to-one support was mediated.

8. Actions focusing on the outcomes of disadvantaged pupils, as outlined in the County Council’s Closing the educational attainment Gap Strategy, included:

- the identification of FSM6 pupils in year 6 who were on track to achieve Level 4 in 2 of reading, writing, mathematics but not all 3

- advice was given to schools on the effective use of the pupil premium to secure good outcomes for FSM pupils in all 3 areas of the curriculum

- pupil premium reviews were carried out in a number of schools in which the performance of pupils, eligible for free school meals at any time in the last 6 years (FSM6), was too low. Reports were provided for governing bodies to summarise strengths and weaknesses in provision. Recommendations for improvement were also reported.

9. Headteacher briefings, conferences and meetings included a sharp focus on raising attainment and securing good progress through effective leadership. Specific actions included:

- advice on effective strategies to close the attainment gap at the Spring 2015 headteacher and senior leader briefings

- further analysis of the outcomes of 2014 key stage 2 outcomes was used to inform the planning of workshops with key challenges threaded through all sessions. Effective use of data to identify individual pupils for targeted learning was a particularly effective strategy threaded through these sessions. It was employed by all schools attending

- the effective use of LA Leadership and Management reviews in schools where impact of improvement was not evidenced after one term of partnership support

- the appropriate use of support plans within the appraisal process for headteachers has been mediated in a timely manner and after one term if leadership was not impacting positively on school improvement
    - Use of clear, objective criteria has led to a significant increase in the number of Leadership and Management reviews. There have been three times as many reviews in 2014-2015, compared with the previous year. (7 compared with 2 in 2013-2014)
    - Reviews have enabled the EIS to identify and effectively support governors to challenge weak leadership when present through robust use of school's appraisal policies.
    - Significant and rapid changes in leadership have taken place in all schools reviewed

- the impact of partnership support and any emerging leadership concerns have been shared with the chairs of governors
    - all adviser reports have been copied to the Chair of Governors as well as being sent to the headteacher
    - governors have been invited to termly review meetings as a matter of course

- the effective use of an on-site Partnership Focus Group (PFG) has been used in several schools to bring together LA officers from a range of support services. Meetings have involved the headteacher and the chair of governors in ensuring that all agencies focus on the impact of their shared and separate action plans, thus avoiding duplication or fragmentation of support.

10. Medium term strategies have been incorporated within the revised School Improvement Strategy and focussed on the further strengthening of partnership working across the authority. Specific actions included:

- termly reviews of known partnerships with TSAs, NLEs, LLEs, PLs and other stakeholders in each supported school ensured a continued focus on the 'impact' of support on improving attainment and progress across the County

- joint TSA and Support to Schools Service meetings have been held each term to share field knowledge about Schools Causing Concern (SCC) to improve the capacity of TSAs to respond speedily to requests for specific support

11. There has been a key focus on consolidating the role of the LA in securing accurate data as a result of the centralisation of data within Corporate Services. This has ensured that:

- required data sets have been agreed and commissioned

- termly data strategy group meetings have been established and have ensured that data to support and challenge schools to improve has been readily available for all stakeholders

- the Fischer Family Trust Aspire contract has been renewed and all schools have been advised to buy into FFT Aspire at the spring term headteacher briefings in 2015, again in the autumn term briefings and at a number of familiarisation networks held to inform schools of the benefits of the data supplied by FFT. As a result many schools have bought into this data set which provides:
    - support for setting appropriate, challenging, evidenced based end of Key Stage targets for individual pupils, which can be aggregated up to cohort and whole school targets
    - detailed evaluative reports on the attainment and progress of cohorts and groups of pupils to inform planning for improvement

- school partnerships including TSAs have been encouraged through senior leader briefings and FFT workshops to set up 'FFT Collaborate' which enables them to identify strong and weak schools in their collaborations and set up appropriate support strategies. At least 1 TSA and 1 partnership, each working with between 30 and 50 schools are now using FFT Collaborate

- the LA has also commissioned from FFT, data for specific groups of schools to enable more effective analysis of school outcomes. (e.g. small schools). This has enabled school improvement advisers to provide more bespoke support and challenge to these schools.

Securing sustained improvements in 2015-2016

12. In 2015 to 2016, the successful elements of this additional key stage 2 strategy have been incorporated into the Support to Schools Service plans to further raise standards of attainment and progress and close the educational attainment gaps. The sold offer continues to focus primarily on national developments such as the new primary curriculum and changes within statutory assessment (assessing without levels).

- A highly focused CPD offer has been constructed to meet the most significant needs of schools. These have been identified through deep analysis of Nottinghamshire school outcomes both by the LA and by Ofsted analysis of data on the outcomes for three disadvantaged groups – pupils eligible for free school meals at any time in the last 6 years (FSM6); looked after children (LAC) and those with English as an additional language (EAL). The focus on improving outcomes for these 3 groups is known as the East Midlands Challenge

- A comprehensive pupil premium toolkit has been developed as part of the Closing the Gap Strategy. This is being rolled out to all schools through focussed training

opportunities within the sold offer to schools. The toolkit will be promoted to all schools at the spring term headteacher briefings 2016

- Team managers within the Support to Schools Service have worked closely with TSAs and have agreed a coherent, cohesive continuing professional development (CPD) offer for schools. All relevant advertising materials for the TSAs' CPD, linked to the cohesive offer, is distributed through the LA to all primary schools. The cohesive offer covers training to improve provision in English (including grammar, punctuation and spelling), mathematics and leadership development

- The cohesive offer has been further strengthened in the spring term 2016 through the addition of a readiness for learning element, which brings together key features required to support schools with Closing the educational attainment Gap

- The Education Improvement Service and 2 TSAs are developing an English Hub to work alongside the 2 existing TSA led maths Hubs, using funding from the sold service to seed the development of the Hub into a self-sustaining offer
    - TSAs are now delivering much of the specific subject knowledge required by the new National Curriculum. In particular the Maths Hubs have provided highly effective CDP and support for schools to understand the changes to the maths curriculum, especially in how to deepen pupil understanding.

- EIAs are more pro-active in directing schools to seek support from TSAs
    - EIS will actively promote the TSAs and the use of subject specialist leaders of education (SLEs) to provide coaching for teachers in 2015-2016

- data has been used to identify good practice in relation to the teaching of early phonics at Foundation and key stage 1 and grammar, punctuation and spelling
    - the CPD offer has been further enhanced to include a sharp focus on underpinning subject knowledge such as basic numeracy, the teaching of early phonics and the effective teaching of grammar, punctuation and spelling, particularly at key stage 2 and the teaching of inference when reading
    - There is now an additional offer around Early years which is being developed between TSAs and the LA Early Years' Service based on an analysis of data
    - HMI has provided training for schools with Early Years provision that requires improvement on 'Getting to Good in the Early years'

- A considerable amount of EIS time has been devoted to the development of effective practice across all Nottinghamshire primary schools in 2015-2016 to ensure that 'assessing without levels' is embedded across the county in preparation for September 2016 when 'assessment using national curriculum levels of attainment' ends.
    - The LA has undertaken a substantial lead in preparing schools for 'assessment without levels' (AWL). There have been briefing sessions in the termly headteacher briefings, from spring 2015 to date
    - 5 Senior Leader Conferences have been held to date, bringing leading national experts to update headteachers and senior leaders on the latest developments in AWL
    - A headteacher consultation group is in place to identify, develop and share best practice
    - AWL networks are running every term in 2015-2016 across the county to develop best practice and share this with schools

- A series of ‘Hot Topic’ briefings for governors on the implications of the new curriculum and AWL is running in the spring term 2016 and will continue next term

- The acting group manager for the Support to Schools Service is actively working with team managers in the service, with senior leaders in the other 8 LAs comprising the East Midlands and TSAs to develop a co-ordinated response to the East Midlands Challenge. This will include the identification of high performing statistical neighbours and the organisation of good practice visits to early years’ settings, schools, TSAs, FE providers and universities to research effective strategies to raise the attainment and improve the progress of FSM6, EAL and LAC children in all key stages. These visits will take place in the summer term 2016 and will inform the improvement plans for 2016- 2017.

Nottinghamshire County Council

Report to Children and Young People's Committee

21 March 2016

Agenda Item: 5

REPORT OF THE SERVICE DIRECTORS OF CHILDREN'S SOCIAL CARE; YOUTH, FAMILIES & CULTURE; AND EDUCATION STANDARDS & INCLUSION

INTEGRATION OF CHILDREN'S DISABILITY SERVICE (CDS) AND SPECIAL EDUCATIONAL NEEDS & DISABILITIES (SEND) STAFFING STRUCTURES

Purpose of the Report

1. This report seeks approval for the integration of Children's Disability Service (CDS) and Special Educational Needs & Disabilities (SEND) staffing structures.

Information and Advice

2. The integration of Children's Disability Service (CDS) and Special Educational Needs & Disabilities (SEND) staffing structures forms part of the Improving Outcomes for Children and Young People with Disabilities Project.

3. The purpose of the Improving Outcomes for Children and Young People with Disabilities Project is to establish an integrated disability service for children and young people with a disability (aged 0-25 years) that is high quality and value for money. The project aims to identify areas for joint working to improve the experience for children, young people and their families, reduce duplication, share resources and identify efficiencies across Social Care, Education and Community Health Services.

4. This has been driven by consultation with families from 2014 onwards which has told us that families want:

   - Better advice/information about *what services are available*
   - Better advice/information on *local options and activities* and *how to access them*
   - More advice and support on *specific* areas, particularly Autism
   - More *face-to-face advice/* support
   - Access to the right services at the right time
   - To stop having to keep repeating their story to different professionals.

5. In the Council, services that support children and young people with disabilities are currently delivered across two service divisions. These are Special Educational Needs and Disabilities (SEND) Policy and Provision in Education Standards and Inclusion and the Children's Disability Service (CDS) in Children's Social Care. The integration agenda has provided the opportunity to explore the ways in which a more holistic approach to assessing

and supporting these children and young people through more joined up and integrated working between these teams and departments can be developed.

6. The proposal aims to:

- ensure children, young people and families get the support they need at the right time
- ensure children, young people and families do not have to repeat their story to numerous professionals
- facilitate a phased approach to integration with health services
- reduce duplication and identify efficiencies
- contribute to a savings target of £450,000 (as outlined in the Option for Change consultation reference B07).

7. This proposal has fed into the 2016 budget process (Options for Change reference B07).

Work Undertaken

8. The structures review has included eight teams from within Children's Disability Services (CDS) and Special Educational Needs and Disabilities (SEND) as follows:

CDS:
- Occupational Therapy (OT)
- Home Care, Sitting and Befriending
- Short Breaks and Personalisation
- Play for Disabled Children Team.

SEND:
- Schools and Families Specialist Services (SFSS)
- Assessment Team
- Commissioning Team
- Educational Psychology Service.

9. The project team has:

- Met with Team, Service and Group Managers to discuss ideas for future direction of travel and to understand the key issues involved
- Worked with senior colleagues within HR, finance and service management to establish a true picture of the current staffing structure
- Undertaken Lean+[1] Reviews of the Short Breaks and Personalisation Team and SEND Assessment Team (including all processes involved with the Education Health & Care (EHC) Plan process) to understand how these teams currently operate
- Undertaken an activity analysis of all staff within the Short Breaks and Personalisation Team, SEND Assessment Team and SEND Commissioning Team to build a picture of what key tasks the teams spend their time doing
- Analysed existing service user consultation feedback and case study examples of children, young people and families who have accessed the services

[1] A Lean+ Review focusses on detailing all of the aspects of the processes of an area with a view to making these processes as customer focused and efficient as possible.

- Analysed current demand and modelled structure options to ensure that adequate staff capacity is retained
- Consulted with the staff team affected from 2nd December 2015 – 18th January 2016. This included two staff consultation events and an online consultation survey.

10. In addition to the changes proposed in this report, as a further phase, work will be undertaken to review Occupational Therapy; Play for Disabled Children; and Homecare, Sitting and Befriending teams. This will also form part of the review of the whole service following implementation to ensure that the proposal meets its objectives.

11. The Educational Psychology Service, Schools & Families Specialist Service (SFSS) and Special Schools Lead will remain within Education, Standards and Inclusion and will also be subject to further review.

12. For clarification the CDS Social Work Team was outside the scope of this project and will remain in Children's Social Care.

Key findings

13. Analysis of service user data in May 2015 illustrated that of the 1,868 children recorded as accessing CDS services, 1,239 (66%) are also recorded as accessing SEND services. Whilst some movement has been made to join up these services for young people through an EHC Plan, there is still some progress to be made to ensure that children with disabilities receive a truly holistic approach to their support needs.

14. This is further fragmented by the fact that the teams have variable data recording systems and do not record on the same case recording database. This makes it difficult for professionals to know which other teams are working with the child and what support that child is already receiving. This also leads to the possibility that work is duplicated, most notably through some of the assessment and casework aspects of the support that teams provide, as well as the commissioning process.

15. Analysis of commissioning contracts has highlighted that teams establish and arrange contracts and placements with providers in isolation from each other and the department does not therefore gain the best value for money from these providers.

16. Current spans of control across the two service areas are variable. As a result of the restructure there will be a revision to job descriptions to reflect any new posts being created and any changes in roles and responsibilities. This will be subject to the agreed job evaluation processes.

The Proposal

17. This report proposes a structural redesign to create an Integrated Disability Service for children and young people with disabilities aged 0-25 years and their families.

18. A copy of the current structure chart for SEND and CDS along with the proposed structure chart for the Integrated Disability Service are attached as **Appendices 1, 2 and 3**.

19. The new structure includes a reduction of 23.46 fte posts which will be disestablished from the department. However the new structure also includes an increase/development of 15.35 fte posts. This is detailed in **Appendix 4**. This means that the service currently has a surplus of 8.11 fte posts, although the service does currently have 5.85 fte vacancies.

20. To support the integration, it has been identified that a common case recording and reporting system is required and work is underway to enable all teams to record on one system. To support this, budget has been identified to fund a temporary Performance Business Partner within the Policy, Intelligence and Performance Team on a 12 month fixed term basis. This purpose of the post would be to support and develop the data requirements of the new service. This post will also facilitate work which will explore the opportunities for data integration with health services for phase 2 of the programme.

21. The anticipated financial savings associated with this restructure are circa £450,000, which is broken down below:

	2016/17 £	2017/18 £	2018/19 £	TOTAL £
Expected savings	174,798	24,602	246,270	**445,670**

22. The timings of the savings are based on the disestablishment of existing vacancies for 2016/17, the removal of 1 fte post in 2017/18, and cessation of pay protection in 2018/19.

23. This financial target is part of the Option for Change process and was considered at the Full Council budget meeting on 25th February 2016. Feedback from the 2016/17 budget consultation shows that 68% of respondents agree with this proposal.

Benefits & risks of the proposal

24. The proposal creates the following benefits:

- Continues to recognise the needs of children and young people with a disability as requiring distinct and specialised support needs with a skilled and disability specific workforce
- Families will have one consistent initial contact point for making enquiries about accessing disability services
- Ensures that families who may be eligible for a service are offered a home visit during their first contact to the service
- Assessors will meet the child and family on every occasion, supporting the development of a person centred plan, and will consider the full range of disability services which they may be eligible for
- Allows support to be built holistically around the needs of the child and family
- Aligns all colleagues providing direct support to schools to be structured under the Support to Schools group
- Reduces the amount of duplication of work, particularly around assessment and commissioning
- Aligns the way for the second phase of the project which aims to integrate these services further with health
- Brings the spans of control into line with the rest of the department.

25. The following risks are associated with this proposal:

- Perceived loss of relationship between the new Integrated Disability Service and those colleagues that transfer to Education Standards and Inclusion or remain in Social Care Service. Effective pathways between these and all relevant services will be established to maintain effective working relationships

Transition to the new services

26. To support the transition to the new service detailed plans will be developed with managers and staff to cover:

- **Workforce development** – to make sure that people have the skills and knowledge to deliver services
- **Skills sharing** – to recognise that the new service will bring together practitioners and managers who are highly skilled with specialist knowledge and diverse experiences and build upon this
- **Case transition** – it will take time for existing caseloads to move to the relevant team and work to be replaced so that the new service is operating as described. To build a transition plan for existing caseloads to move to the relevant team based on best practice to ensure a carefully planned change that is not detrimental to service users.

Other Options Considered

27. Consideration has been given to the different staffing and structural options available and this model is felt to provide the best quality and overall value.

Reason/s for Recommendation/s

28. Develops an integrated in-house approach to support children and young people with disabilities and their families, which will pave the way for integration with health disability services under phase 2 of the Improving Outcomes for Children and Young People with Disabilities project, in line with the national direction of travel.

29. Structuring the Integrated Disability Service with the Service Director of Youth, Families and Culture will strengthen the offer for families already available in the directorate.

Statutory and Policy Implications

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

Financial Implications

31. This proposal will achieve an anticipated savings target of £445,670 over a three year period by 2018/19.

Human Resources Implications

32. The affected staff teams and recognised trade unions have been consulted on these proposals. New and amended posts will be subject to the agreed job evaluation processes. The proposed structure will be populated using the Council's enabling process.

Safeguarding of Children and Adults at Risk Implications

33. Staff within the Integrated Disability Service will receive tailored training alongside their current workforce development offer in order to ensure that they are fully able to support children and young people and identify any safeguarding needs.

Implications for Service Users

34. Children, young people and families will receive support that is child focused and holistic with a focus on early intervention and prevention to support families and reduce any escalations to social care services. Systems will be in place to reduce the amount of times a family has to share their stories with professionals.

Ways of Working Implications

35. Adequate team space will be required for the new Integrated Disability Service to ensure colleagues have a suitable base and are able to develop relationships with new colleagues accordingly.

RECOMMENDATION

1) That the integration of Children's Disability Service (CDS) and Special Educational Needs & Disabilities (SEND) staffing structures into a new Integrated Disability Service be approved. This includes the disestablishment of 23.46 fte posts and the establishment of 15.35 fte posts.

Steve Edwards
Service Director, Children's Social Care

Derek Higton
Service Director, Youth, Families & Culture

Marion Clay
Service Director, Education Standards & Inclusion

For any enquiries about this report please contact:

Amy Gittins
Project Manager, Programme & Projects Team
T: 0115 977 2376
E: amy.gittins@nottscc.gov.uk

Constitutional Comments (LM 29/01/16)

36. The recommendations in the report fall within the Terms of Reference of the Children and Young People's Committee.

Financial Comments (SAS 29/01/16)

37. The financial implications of the report are contained within paragraph 31 above.

Background Papers and Published Documents

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

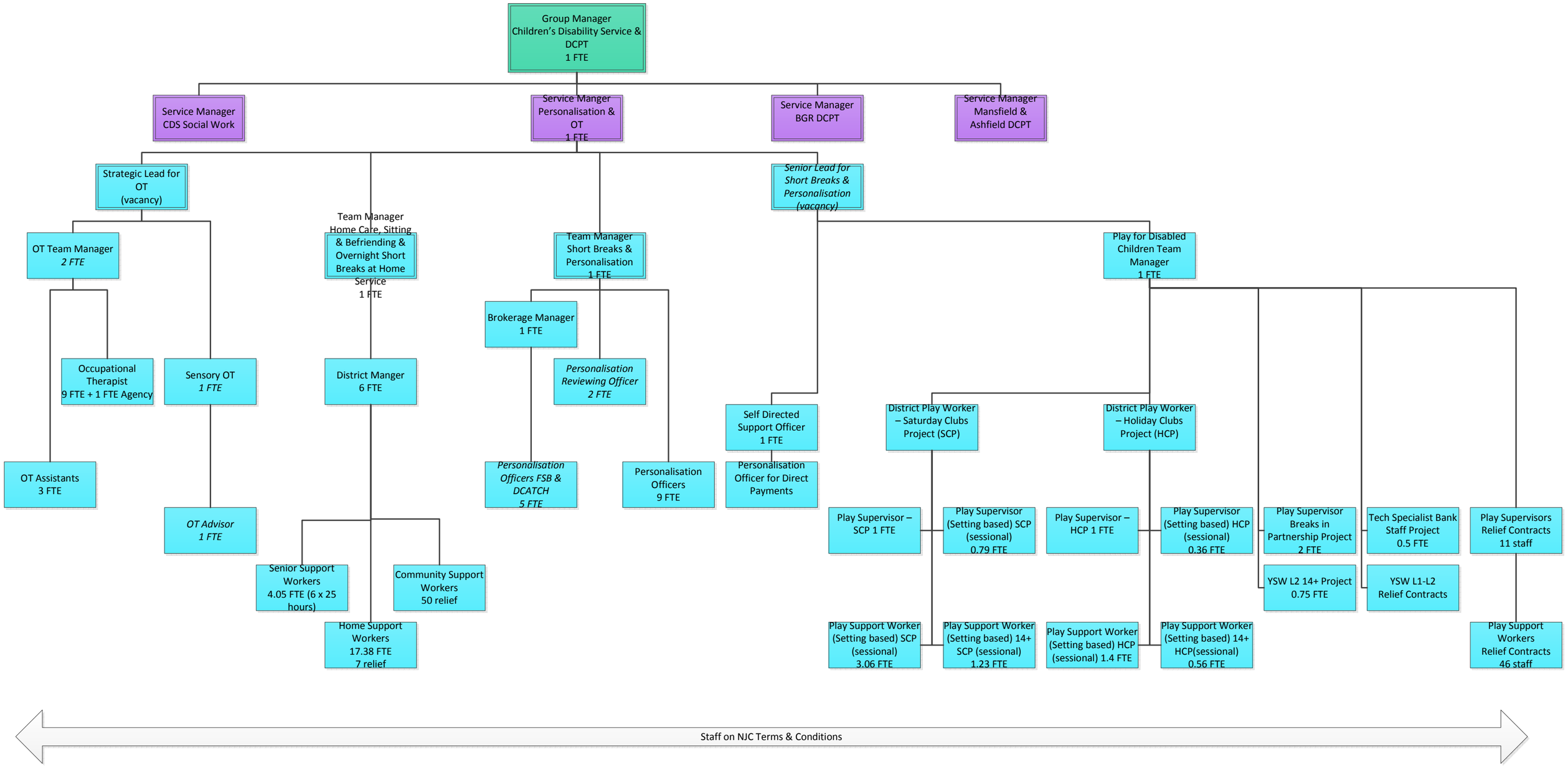
Option for Change consultation reference B07

Electoral Division(s) and Member(s) Affected

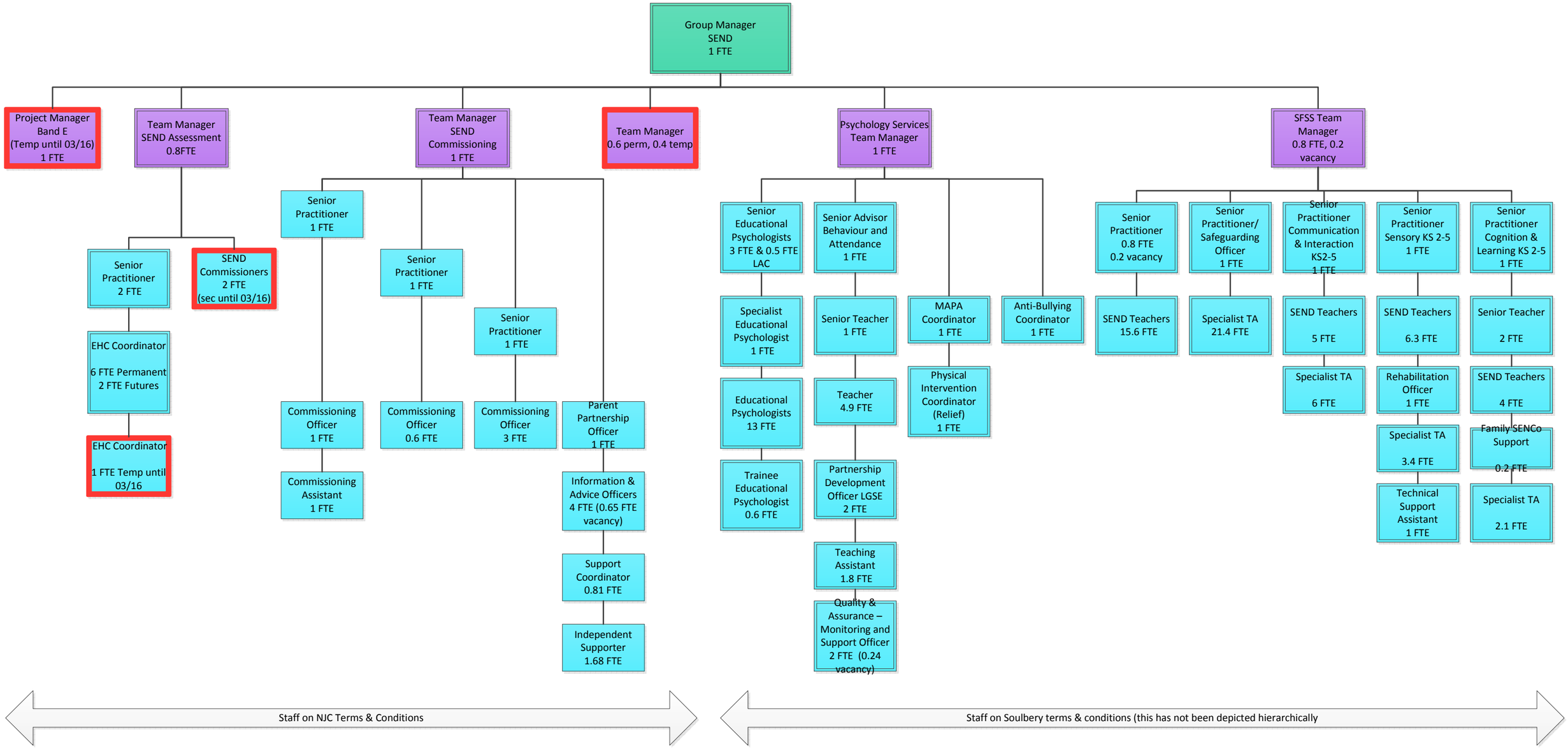
All.

C0772

Current Structure: Children's Disability Service (CDS)



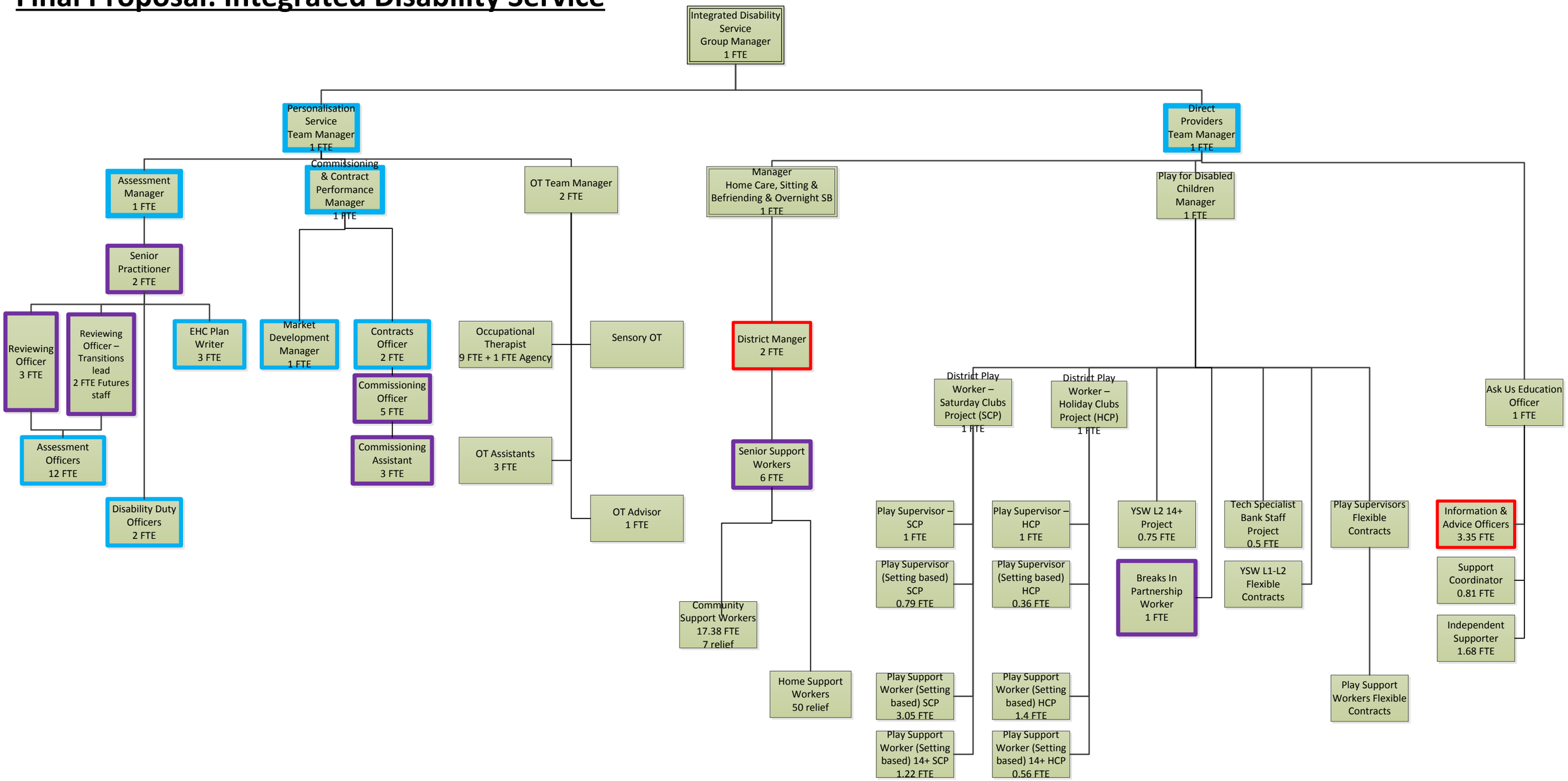
Current Structure: SEND Policy & Provision



Key

Temporary Staff

Final Proposal: Integrated Disability Service



Key

New job description

Job description revised

Reduction to current posts

Appendix 4 – A list of posts to be disestablished and established

Posts to be disestablished (23.46fte total):

- 1 FTE Strategic Lead for OT (Band E) – *current vacancy*
- 1 FTE Senior Lead for Short Breaks & Personalisation – *current vacancy*
- 0.81 FTE Team Manager (Band E) – *1fte current vacancy*
- 1 FTE SEND Commissioning Senior Practitioner (Band E) – *current vacancy*
- 1 FTE SEND Commissioning Senior Practitioner (Band D)
- 1 FTE SEND Commissioning Senior Practitioner (Band C)
- 1 FTE Short Breaks Team Manager (Band D)
- 1 FTE Brokerage Manager (Band C)
- 6 FTE EHC Coordinator (Band C)
- 4 FTE Manager Community Support Services (Band B)
- 1 FTE Self Directed Support Officer (Band A)
- 3 FTE Personalisation Officer (grade 5) – *1.2fte current vacancy*
- 1 FTE Breaks in Partnership Project Officers (grade 4)
- 0.65 FTE Information & Advice Officer (grade 4) – *current vacancy*

Posts to be established (15.35fte total):

- 1.95 FTE Senior Home Support Worker (grade subject to job evaluation)
- 3 FTE EHC Plan Writers (grade subject to job evaluation)
- 1 FTE Reviewing Officers (grade subject to job evaluation)
- 2 FTE Contracts Officer (grade subject to job evaluation)
- 1 FTE Market Development Manager (grade subject to job evaluation)
- 2 FTE Commissioning Assistant (grade subject to job evaluation)
- 2 FTE Disability Duty Desk Officers (grade subject to job evaluation)
- 1 FTE Assessment Manager (grade subject to job evaluation)
- 1 FTE Commissioning & Performance Manager (grade subject to job evaluation)
- 0.4 FTE Commissioning Officer (grade subject to job evaluation)

Nottinghamshire County Council

Report to Children and Young People's Committee

21 March 2016

Agenda Item: 6

REPORT OF THE SERVICE DIRECTOR FOR CHILDREN'S SOCIAL CARE

CHILDREN'S SOCIAL CARE TRANSFORMATION PROGRAMME – FOSTERING SERVICES RESTRUCTURE

Purpose of the Report

1. This report seeks approval of the proposed Fostering Services staffing model, as set out in **Appendix 1**.

Information and Advice

Fostering Services Review

2. Following a rapid increase in the numbers of looked after children from 2008 until 2012, during which time caseloads rose and staffing resources increased accordingly, foster placement numbers have stabilised. Although the demand for older children continues to be significant, the number of children under the age of 4 years has decreased due to an increase in Special Guardianship Orders and more availability of potential adoptive parents.

3. As conditions within Fostering Services are therefore relatively stable, a workstream has been set up to review the service, with a view to making staffing structures and processes as efficient and sustainable as possible without affecting the standard of provision, thus generating cashable and other benefits. This paper describes the proposed staffing structure for Fostering Services.

4. The proposed staffing structure will reduce the overall Fostering Service establishment by 4 FTE (full-time equivalent) posts and is summarised below:

   a. A reduction from seven teams to five teams. This will include three locality teams (North, Central and South) which will align with the strategic locality model. The Fostering Futures team will remain as it is. A new Countywide Team will be created, to include responsibilities such as home-finding, recruitment, and placement support which apply to all localities. The Countywide Team will also bring together Contract Care, Family & Friends and training.

   b. A reduction from 7.5 FTE Team Managers to 6 FTE Team Managers, which will generate a saving of £74,135[1].

[1] See structure chart (Appendix 1) for Team Manager allocation.

c. An initial reduction of 5 FTE Supervising Social Workers (from 40 FTE to 35 FTE), which will generate a saving of £202,455. This reduction will be made by deleting existing vacancies.

d. A further reduction of 4.5 FTE Supervising Social Worker posts following the introduction of Social Work Support Officers. This will be reviewed in July 2016 and will be subject to the Social Work Support Officer posts creating sufficient additional capacity. This would save a further £182,210.

e. The creation of two Independent Reviewing Officer (IRO) posts will underpin an impartial review process, and will mirror practice in other 'Good' rated local authorities. The IROs will also absorb some existing Team Manager duties, which will support the reduction in Team Manager posts. This will cost a further £46,047, the cost of one post, as budget has already been set aside for one IRO. These posts will report in to the Service Manager.

f. Creation of 5 FTE Social Work Support Officers to provide support to Supervising Social Workers – this will cost £123,010. The Social Work Support Officer role is based on the Social Work Support Officer role, which is currently being piloted in Children's Social Care. The Social Work Support Officers will report directly to Team Managers, and will perform all appropriate tasks for which a Social Work qualification is not required. The Social Work Support Officer role is salary grade 4.

5. This proposal will effect a total saving of £289,743, which is 4.45% of the current Fostering Services budget. The proposed structure chart is attached as **Appendix 1**.

6. The reduction of 1.5 FTE Team Managers and 5 FTE Supervising Social Worker posts will be managed by not filling vacancies and will not result in any compulsory redundancies. The remainder will be deleted by not filling vacancies as they arise, following a review to check that the proposed structure retains sufficient capacity.

Consultation

7. Stakeholders were consulted over a period of 30 days from 21/10/2015 until 25/11/2015. A wide range of responses were received. The key themes centred on anxiety from Foster Carers over perceived reductions in support, and from Fostering colleagues regarding the risk of destabilising the service due to reduced progression opportunities, increased caseloads, and the resultant decrease in staff morale.

8. In response to concerns, initial timescales have been revised so that only 5 FTE Supervising Social Worker posts will be initially deleted, instead of 9.5 as originally proposed. The remainder will be subject to the Social Work Support Officer posts creating sufficient additional capacity, which will be reviewed in July 2016.

9. A summary of the consultation responses is attached as **Appendix 2**.

Risks

10. There is a risk that reducing the number of Supervising Social Workers will reduce the support available to Foster Carers, and that this may result in Foster Carers leaving the

Council. In practice, the inclusion of Social Work Support Officers in the model will reduce the amount of time Supervising Social Workers spend on administrative tasks and therefore should increase their capacity to spend time with Foster Carers and the children and young people they care for.

11. The potential for increased caseloads for Supervising Social Workers will be managed by:

(a) reducing Supervising Social Worker posts gradually, over the next 12-18 months, and (b) providing extra support in the form of Social Work Support Officers.

12. The average full-time Supervising Social Worker caseload in Nottinghamshire is 11.5 households[2]. It is calculated that following the reduction of 5 FTE Supervising Social Workers in April 2016 average caseloads will increase to 13 households, and following the further reduction of 4.5 FTE Supervising Social Workers, average caseloads will increase to 15 households. This is comparable to other local authorities[3] and will be supported by the introduction of the five Social Work Support Officer posts.

Other Options Considered

13. Two other options were considered, which would have achieved savings but either proposed too few staff to achieve a sustainable model, or required new fostering roles to be created. The proposed option is seen to be the most effective way of achieving savings whilst retaining a safe and effective service.

Reason/s for Recommendation/s

14. The staffing model proposed will deliver significant savings as part of the Provider Services project, whilst continuing to provide an excellent service to Foster Carers, their families, and the children and young people they care for.

Statutory and Policy Implications

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

Financial Implications

16. The new staffing model will deliver savings of £289,743 and will contribute towards the Provider Services Option for Change savings target of £3.127m (2016/17 – 2018/19).

[2] This figure includes Foster Carer assessments.

[3] Beecham & Ogilvie (2007) report average caseloads of between 7-22 households in a study of Local Authorities Foster Carer support.

HR Implications (MR 28/01/16)

17. The affected staff teams and recognised trade unions have been consulted on these proposals. The proposed post reductions will be achieved by deleting vacant posts.

RECOMMENDATION/S

1) That the proposed Fostering Services staffing model, as set out in **Appendix 1**, is approved.

Steve Edwards
Service Director, Children's Social Care

For any enquiries about this report please contact:

Tara Pasque
Project Manager, Programmes & Projects Team
T: 0115 977 2329
E: tara.pasque@nottscc.gov.uk

Constitutional Comments (SLB 03/03/16)

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

Financial Comments (SAS 08/03/16)

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

Background Papers and Published Documents

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

Beecham, J & Sinclair, I (2007) Cost & Outcomes in Children's Social Care: Messages from Research

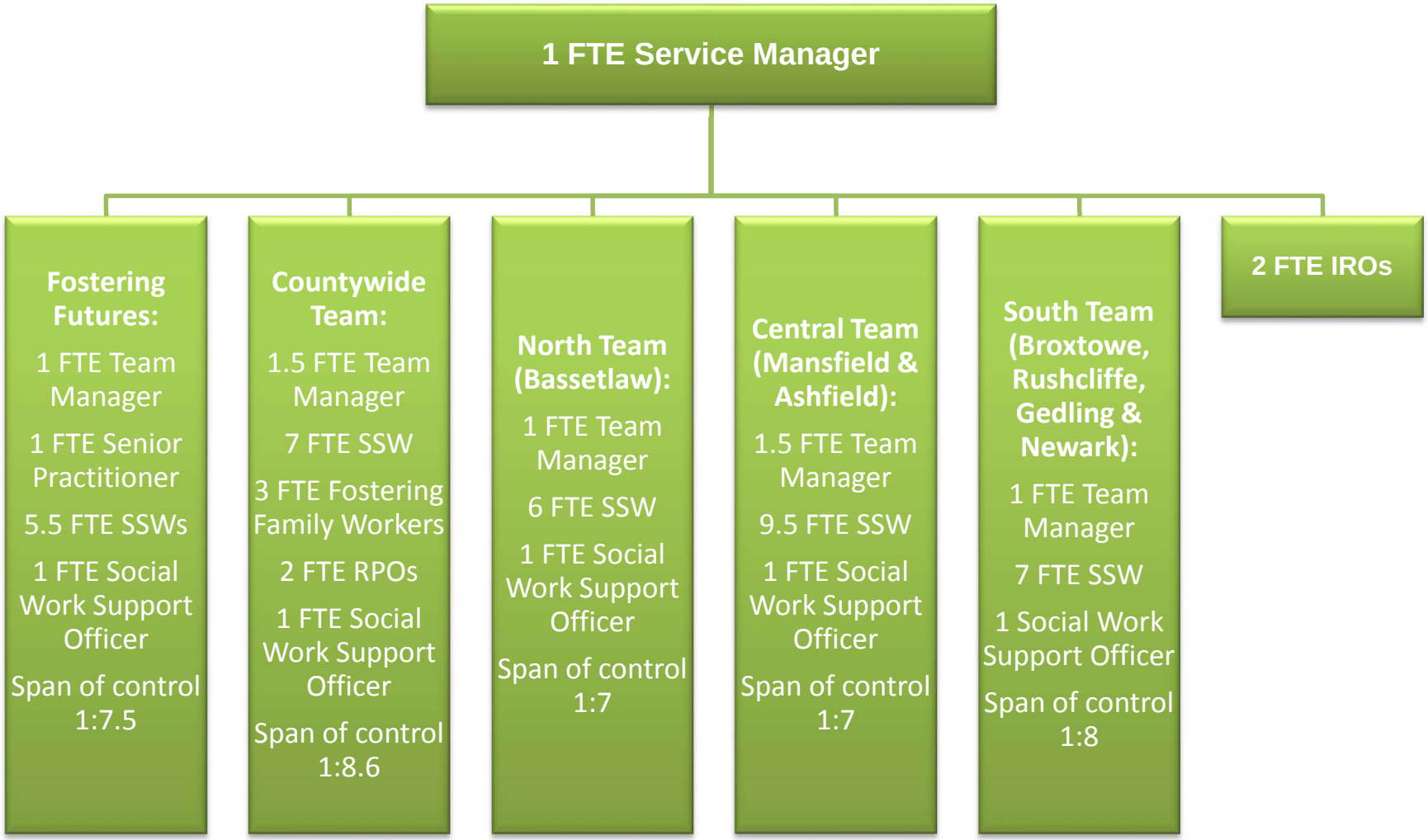
Electoral Division(s) and Member(s) Affected

All.

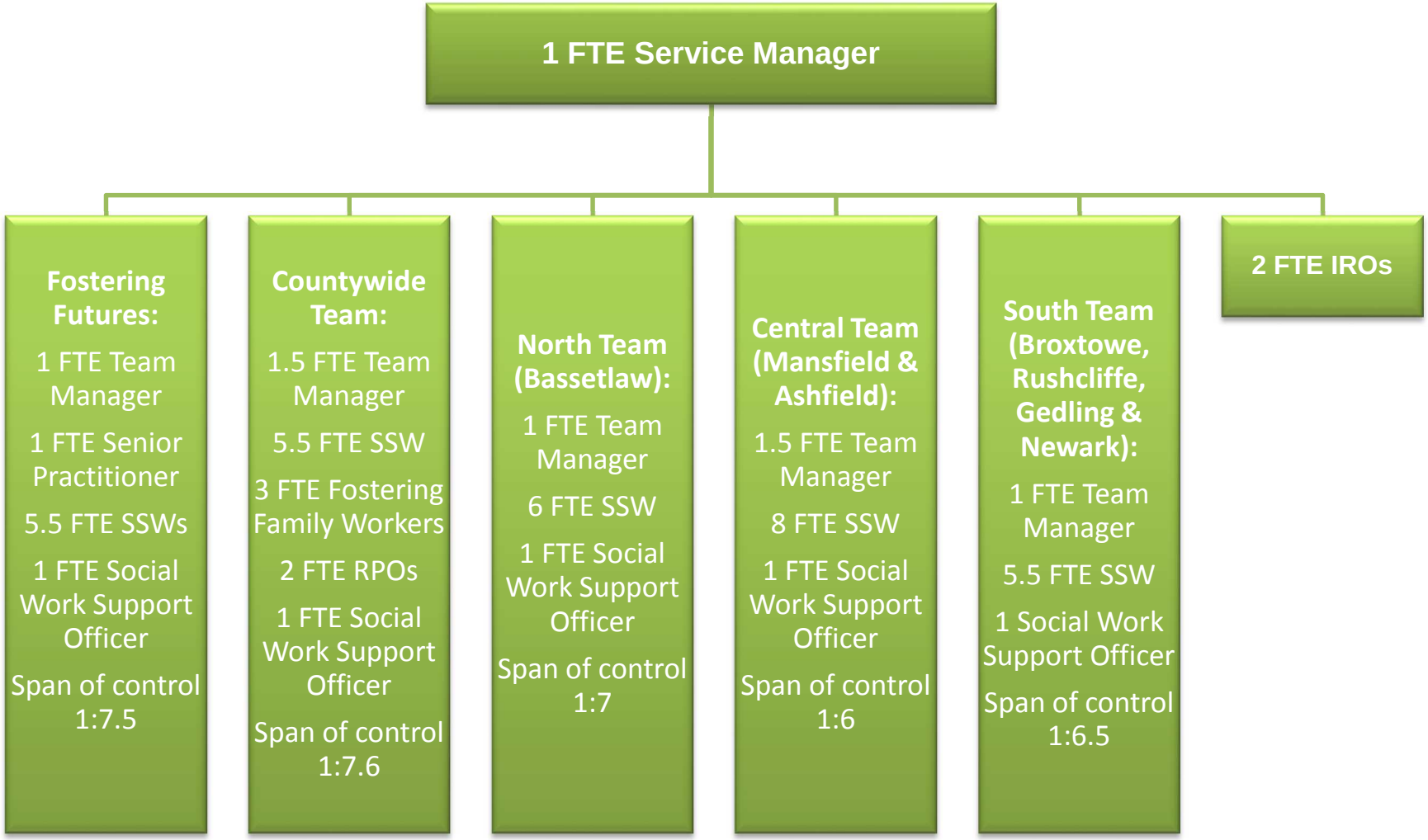
C0789

Appendix 1

Proposed Interim Fostering Services Structure



Proposed Fostering Service Structure (Post Interim)



Appendix 2 – Consultation summary

Approximately 50 Fostering Services colleagues and 375 fostering households were targeted by direct email or letter in the consultation, although responses could have also come from outside this demographic as the consultation paper was available to the public on the Council website.

Carers and staff were also invited to face-to-face briefing sessions with the Group Manager and Service Manager. Three events were arranged for staff, and three for Foster Carers.

The consultation was open from 21st October 2015 to 25th November 2015 (35 days).

62 responses were received in total, of which 23 (37%) were NCC Employees and 39 (63%) were Foster Carers.

The response rate was therefore approximately 14% of the target demographic.

Consultation questions

As well as some demographic questions, respondents were asked:

1. **Will the proposed structure sustain service delivery?**

   Of 60 responses to this question, 51 respondents thought that the new structure **would not** be able to sustain service delivery. 7 respondents were unsure, and 2 respondents thought that the model **would** sustain service delivery.

2. **How will the proposed structure impact on service delivery?**

   Of 62 responses to this question, 55 respondents felt that the proposed structure would have a negative impact on service delivery, 5 respondents felt there would be no impact, and 2 respondents were unsure of the impact.

3. **To suggest other ways that the Council could work differently in order to maintain the service delivery with less staff?**

   Some carers expressed interest in the Mockingbird Family Model[1] which is currently being trialled across the country in seven local authorities, and is based on a community fostering approach.

   Interest was also expressed in relying more on e-communications from emails for newsletters and magazines, to using Skype as opposed to face to face supervision.

Council response:

Following concerns raised during the consultation regarding reduced SSW capacity and the possible impact on Foster Carers, their families, and the children and young people they care for, the initial proposal has been amended. It is now proposed that 5 SSW posts will be deleted from April 1st 2016, and that these will come from deleting unfilled vacancies. A review will take place later in the year to assess the impact of Fostering Support Officers on capacity, and a decision will then be made as to whether further SSW posts can be deleted.

[1] http://mockingbirdsociety.org/index.php/what-we-do/mockingbird-family-model

Nottinghamshire County Council

Report to Children and Young People's Committee

21 March 2016

Agenda Item: 7

REPORT OF THE SERVICE DIRECTOR, CHILDREN'S SOCIAL CARE

NATIONAL MINIMUM FOSTERING ALLOWANCES AND FEES TO FOSTER CARERS

Purpose of the Report

1. This report proposes that Nottinghamshire County Council continues to pay its foster carers the National Minimum Fostering Allowances, at the rates prescribed by the Department for Education. Allowances are payments made by the Local Authority, to its foster carers, for the living costs of fostered children as detailed in **Appendix 1**.

2. This report also proposes that Nottinghamshire County Council simplifies the way in which it makes its payments for the specific or additional living costs of fostered children by paying the National Minimum Fostering Allowance plus a weekly supplement of £10 for each fostered child as detailed in **Appendix 2**.

Information and Advice

3. The Children Act 2004 (Section 49) introduced new powers for the Government to compel local authorities to pay foster carers at prescribed rates.

4. On 27 July 2006, the Department for Education and Skills (DfES) announced the recommended rates for the National Minimum Fostering Allowances for Foster Carers. These rates were effective from 1 April 2007. The Council has previously agreed to pay these recommended rates each year since 2007. Prior to March 2011 other additional/specific fostering allowances, and fees to foster carers, were annually inflated by the rate of inflation as determined by the County Council.

5. Nottinghamshire currently pays its foster carers a weekly allowance and makes available other additional and specific allowances to pay for disturbance costs (where a child is placed with a foster carer with less than twenty four hours' notice), immediate clothing and school uniform costs and additional costs in meeting the individual needs of particular fostered children.

6. The report proposes that Nottinghamshire County Council continues to pay its foster carers the National Minimum Fostering Allowances, at the rates prescribed by the Department for Education. These allowances are payments made by the Local Authority, to its foster carers, to cover the costs involved in looking after a fostered child. Nottinghamshire currently pays its foster carers a weekly allowance of £126 (for a child aged 0-4 years),

£139 (for a child aged 5-10 years), £159 (for a child aged 11-15 years) and £185 (for a child aged 16-17 years).

7. The Department for Education has yet to announce the National Minimum Fostering Allowance rates for 2016/17. The Council has a legal requirement to pay the rates as prescribed by the Department for Education. It has been usual for allowances to be increased by the inflationary rate as determined by the consumer price index.

8. This report proposes that the Council makes changes to the way in which it pays for the specific or additional living costs of fostered children. The current system requires a request to be made for a specific or additional cost and a process of authorisation and payment then follows. Each request costs the authority £58 to £72 in officer and administration time. By simplifying the process, and adding a weekly fostering supplement of £10 to the weekly fostering allowance, efficiency in officer and administration time will be achieved.

9. The weekly fostering supplement will also ensure consistency and a greater level of fairness and equity than is currently evidenced. It is accepted that all children's needs are not equal and, within the changes proposed, there will still be provision for exceptionality to be applied and for exceptional payments to be made.

10. One area of challenge is the Council's response to requests for holiday allowances. There are 375 approved foster households within Nottinghamshire and there is a continuum of economic diversity within this community. With this diversity come different expectations of the type of holidays foster carers take. This report proposes that the Council makes available a lump sum of money available for a fostered child's holiday. The Council, as the corporate parent, needs to assert the amount which it can, in the current economic climate, afford to pay for the children in its care. The foster carer, as the public parent, needs to be clear as to the provision that is available. Historically, the ability for discretionary decision making has created some inequities and some feelings of disquiet for both foster carers and officers within the Council.

11. The proposal, to change the way in which the Council makes payments for the specific and additional living costs of fostered children, is not a budget reducing proposal. The proposal involves the redistribution of existing budget provision. If the proposal is accepted, the efficiency for the Council will be in reduced officer and administration costs.

12. The proposal for change has been consulted upon with the foster carer and staff communities. The feedback is mixed. Some of the feedback evidences a lack of understanding about the impact of the proposals. Most welcome a simplified payment system. Some are concerned about some of the intended provision - holiday grants in particular. If the proposal is agreed, a range of learning and promotional events will be provided for foster carers and staff to inform them of the changes and their impact.

13. 869 children were looked after by the Local Authority as at 19 January 2016. Of these 869 children, 433 were placed with a Nottinghamshire foster carer. Nottinghamshire's fostering service is the Local Authority's largest internal provider of placements for looked after children and 48.6% of all the children in the care of the Local Authority are living with a foster carer approved by Nottinghamshire. 68% of all the children in foster care are living

with a foster carer approved by Nottinghamshire compared with 32% with an independent fostering provider.

14. Foster carers approved by the Council provide a best value care placement when compared with other care providers. An internal fostering placement costs the Local Authority £293 per week less than a fostering placement purchased in the independent fostering sector.

Other Options Considered

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

16. The option to maintain the status quo in respect of specific and additional living costs for fostered children, with tighter control over the amount and authorisation activity, has been considered. However, in the context of the Council's continuous commitment to being an equitable and efficient corporate parent and aligned to the strategic direction of the Council (the delegation of decision making at the lowest managerial level possible), this option was dismissed.

17. The risks involved in making changes have been fully addressed in all the options considered. There is a low level of risk that some foster carers may feel dissatisfied with a change in their terms and conditions and may transfer to another fostering provider. This is considered to be a low risk as evidenced by the authority's excellent record in retaining foster carers and in attracting foster carers approved by other fostering providers to transfer to Nottinghamshire.

Reason/s for Recommendation/s

18. The Local Authority is required by law to pay its foster carers the National Minimum Fostering Allowances. Payment of the National Minimum Fostering Allowances ensures the Local Authority's compliance with Section 49, Children Act 2004. Whilst the Local Authority has a duty to maintain a child apart from the provision of accommodation (s22B Children Act 1989), and legally has to pay the National Minimum Fostering Allowances, it has discretion as to the way in which it pays for the specific and additional living costs of fostered children.

Statutory and Policy Implications

19. 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.

Financial Implications

20. The changes to fostering allowances proposed in **Appendix 2** will be contained within the existing fostering payments budget.

RECOMMENDATIONS

That:

1) Nottinghamshire County Council pays its foster carers a weekly fostering allowance, at the national minimum rates, as prescribed by the Department for Education.

2) Nottinghamshire County Council changes the way it pays its foster carers for the specific and additional living costs for fostered children as detailed in **Appendix 2**.

Steve Edwards
Service Director, Children's Social Care

For any enquiries about this report please contact:

Jayne Austin
Service Manager, Fostering Service
T: 0115 9774154
E: jayne.austin@nottscc.gov.uk

Constitutional Comments (SLB 03/03/16)

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

Financial Comments (SAS 09/03/16)

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

Background Papers and Published Documents

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

Fostering Payments Consultation – Proposal for Changes to Allowances and Fees, February 2016. [1]

Electoral Division(s) and Member(s) Affected

All.

C0798

[1] http://site.nottinghamshire.gov.uk/thecouncil/democracy/have-your-say/consultations/

Appendix 1

National Minimum Allowances rates 2015/16

Location	Babies (rate per week)	Pre-Primary (rate per week)	Primary (rate per week)	Age 11-15 yrs (rate per week)	Age 16+ yrs (rate per week)
London	£142	£145	£163	£184	£216
South East	£136	£140	£156	£177	£208
Rest of UK	£123	£126	£139	£159	£185

- Please note it is the 'Rest of UK' rate which applies to Nottinghamshire
- Nottinghamshire County Council also pays the Pre-Primary rate for Babies

Appendix 2

Changes to Additional Allowance Payments

Basic Fostering Allowance

By law, the Council has to pay a national minimum fostering allowance. This amount is determined and subject to annual change by the Department for Education. At the time of writing, the updated rates for the 2016/17 financial year have not been released. Therefore, the current rates are used in the table below.

Age Group (yrs)	Basic Fostering Allowance
0-4	£126
5-10	£139
11-15	£159
16+	£185

Skills Payments

It is proposed that the Council maintains its current fee structure for skills payments, with the same criteria for progression between levels. Due to re-distributing budget from elsewhere, it is possible to slightly increase skills fees for Levels 2, 3 and 4.

The only change to the current system is that going forward, new carers and current carers who are not yet Level 4 carers will, on progressing to Level 4, receive a reduced skills fee if they are looking after a child aged 0-4 yrs. The revised skills offer is shown in the table below.

Age Group (yrs)	Level 1	Level 2	Level 3	Level 4
0-4	£0 (no change)	£22 (£0.25 per week increase)	£44	Current Level 4 Carers: £108 (£2.00 per week increase) Future Level 4 Carers: £88 (£18.00 per week decrease)
5-10	£0 (no change)	£22 (£0.25 per week increase)	£44 (£0.50 per week increase)	£108 (£2.00 per week increase)
11-15	£0 (no change)	£22 (£0.25 per week increase)	£44 (£0.50 per week increase)	£108 (£2.00 per week increase)
16+	£0 (no change	£22 (£0.25 per week increase)	£44 (£0.50 per week increase)	£108 (£2.00 per week increase)

In summary:

- Level 1 carers will not receive a skills fee – no change from current policy
- Level 2 carers skills fee will increase by £0.25 per week
- Level 3 carers skills fee will increase by £0.50 per week
- Current Level 4 carers skills fee will increase by £2.00 per week – Future Level 4 carers will also receive this increase, unless they are caring for a child aged 0-4 years, where they will receive a skills fee of £88 per week.

New Fostering Supplement

Each fostering household will receive £10 per week per child in placement in addition to the basic fostering allowance. This will be funded from within the existing fostering payments budget.

Maintained Additional Allowances

The following additional allowances will be kept with the same amounts / terms and conditions as the current system:

- Birthday allowance at 1x basic fostering allowance received automatically 3 weeks in advance as per the current arrangement
- Festivity allowance at 1x basic fostering allowance
- Large Family Transport Allowance at £43.50 per week for eligible carers
- Babysitting allowance at £3.50 per hour for eligible carers.

The following additional allowances will also be maintained but with different terms and conditions and /or maximum amounts available. Changes made are explained below.

Holiday allowance

The new holiday allowance for each age group is shown in the table below. All carers will continue to receive this in the same way they do now.

Age Band (years)	Current Holiday Allowance	New Holiday Allowance
0-4	£252	£250
5-10	£278	£300
11-15	£318	£350
16+	£370	£400

Immediate Clothing

The Immediate Clothing Allowance will be re-named Emergency Clothing Allowance**.** The standard Emergency Clothing Allowance will be £50 per child, with provision to pay up to £100 per child if required. Any claim above £50 will require receipts to be processed.

Age Band (yrs)	Current Maximum Immediate Clothing Allowance	New Emergency Clothing Allowance
0-4	£222	£100
5-10	£292	£100
11-15	£336	£100
16+	£366	£100

Equipment

The new guidelines will state that a support grant will be available to equip new carers with equipment needed to care for ages of children and young people they are approved to care for. This grant will be capped at £500. The expectation going forward is that carers will make arrangements to replace own equipment once they are established. Current arrangements made to replace cot mattresses and car seats will be maintained.

The current policy states *'when foster carers need help from the department with essential items for a child (e.g. pram, cot, buggy, fireguard etc.) their supervising social worker will assist with the request. Grants (which are benchmarked to high street prices are paid directly for the purchase of essential items. The Fostering Team Manager's agreement for these purchases* ***must be must be given prior to making or confirming the purchase'***

Exceptional Payments

The Council will continue to have some provision available to provide additional financial support in exceptional circumstances. This exceptionality is not designed to replace additional allowances that will no longer be available. Instances could include but are not exclusively limited to: residential school trips, school bursaries and educational equipment. If carers believe they require exceptional financial support, they are to discuss this with their supervising social worker in first instance.

Ceased Additional Allowances

The following additional allowances will no longer be available for carers to claim. Expenditure on these allowances will be re-distributed to pay for the fostering supplement, which all carers will receive and to pay for the slight increase in skills fees.

Activities (including cookery ingredients) – currently a maximum of £16 per week

This is to cover the costs for activities for a child with additional needs to promote social / physical wellbeing; or to give additional cultural support

Activity allowance for Support Carers – currently a maximum of £31.80 per child support care placement

This is to cover the costs of activities for children in support care placements

School uniform allowance – currently between a maximum of £222 and £366 per academic year

This allowance is to pay for essential uniform when a child moves to a new school, starts a new academic year or has had an exceptional growth spurt.

The amount paid depends on the child's particular needs but the maximum amount paid in any one year is the same as the immediate clothing allowance

Clothing allowance – currently paid at no more than half of the immediate clothing allowance as a one off grant

This allowance is used to pay for cultural needs; heavy wear and tear, children with disabilities; poor self-image; fast growers; unusual size or children and young people with destructive behaviour.

Additional Holiday Allowance – currently a maximum of £750 per child per year

In exceptional circumstances, additional holiday costs that cannot be met from the annual holiday allowance will be considered by the Group Manager. The Group Manager's agreement to pay an additional holiday cost must be sought prior to making or confirming holiday plans

Personal Needs allowance (including hair and skin care) – currently a maximum of £10.55 per child per week

This allowance pays for specific skin and hair care products for a child; a child with a need for spectacles/ contact lenses or equipment for a disabled child

Disturbance allowance – currently a one off payment of £31.80

This allowance is only paid when a placement is made with less than 24 hours' notice

Dietary – currently a maximum of £10.50 per week

This allowance pays for food related to a child's culture; diets for children with disabilities; extra vitamins; food for children with diabetes; vegetarian diet and food for weight management

Excessive wear and tear on home – currently a maximum of £13.20 per week

This allowance covers extra laundry costs as a result of incontinence, bed wetting, vomiting which is excessive for a child of their age, wear and tear on bedding, furniture and decorations.

With regards to excessive wear and tear on the home, if a child or young person has caused wilful damage to household equipment or property that is not covered by household insurance, the fostering service will continue to support carers to meet the financial costs of this. This is consistent with current arrangements in place

Additional household expenses (including mobile phones, extra heating etc.) – currently a maximum of £13.20 per week for heating and £5.30 per week for telephone allowance

This allowance covers extra heating costs (e.g. for children with asthma), extra telephone costs and additional household equipment

Prom – a maximum one off payment of £206

This allowance is available for prom events

Hospitality – currently a maximum payment of £5.30 per week

This allowance covers hospitality for a child's family and friends/ social worker

Mileage

Mileage included within the weekly fee will increase from 20 miles per week (80 miles per 4 weeks) to 25 miles per week (100 miles per 4 weeks). The current volunteer mileage rate of 45p per mile will continue to be paid for mileage above 25 miles per week. The cost of public transport for agreed travel will also continue to be reimbursed as it is currently.

Nottinghamshire County Council

Report to Children and Young People's Committee

21 March 2016

Agenda Item: 8

REPORT OF THE SERVICE DIRECTOR, CHILDREN'S SOCIAL CARE

BLOCK PURCHASE OF CHILDREN'S RESIDENTIAL PLACEMENTS CONTRACTS

Purpose of the Report

1. To up-date Committee regarding the progress of the block purchase of children's residential placements contracts.

Information and Advice

2. Nottinghamshire County Council has a block contract with Castle Care and G4S, trading as Homes 2 Inspire, to provide 24 beds with 20 beds expected to be in the County boundary, and at least 50% being in the north of the County.

3. The Council currently has seven young people placed with Castle Care, who have existing children's homes in Nottinghamshire. Castle Care have sufficient capacity to fulfil their contractual obligations to provide the required number of beds within Nottinghamshire.

4. Homes 2 Inspire at present only have one home in the County, Evans House (three bed home), and none in north Nottinghamshire. However, they are providing the Council with local beds at homes based in Nottingham City, and outside of Nottinghamshire which are paid for on the block rate.

5. Homes 2 Inspire had identified properties in Kirkby and Nuthall, but these are no longer options. A planning application for a property in Worksop has been granted and Homes 2 Inspire are now following up on the actions to exchange and complete on the property with a view to it being open in July 2016. Potential properties identified in Mansfield and Newark have subsequently been ruled out due to their actual location in the district, or due to them being prohibitive due to costs in being converted to children's homes. Homes 2 Inspire have purchased a property in Nottingham City, which is anticipated to be open in May 2016 and will be a five bed children's home.

6. An action plan is being developed for Homes 2 Inspire with clear timescales by which to open homes in the County and resolute action will be taken should they fail to comply. It has been recently announced that G4S are selling off their children's services and further information is being sought from them as to how this recent development may impact on the Council's contract with them.

7. Overall, the block contact is delivering budget savings, and demonstrates the strategic intention to place Nottinghamshire Looked After Children within County boundaries and it is envisaged that the contract will lead to savings of approximately £800,000 by 2017. However, Homes 2 Inspire are failing to provide sufficient provision in the County, which means they are in breach of the contract and they will be subject to a formal action plan to make required improvements to set timescales.

Other Options Considered

8. The report is for noting only.

Reason/s for Recommendation/s

9. The report is for noting only.

Statutory and Policy Implications

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

Financial Implications

11. There are significant financial savings to the Council from this contract award as highlighted in paragraph 7.

Safeguarding of Children and Adults at Risk Implications

12. Young people will be better safeguarded via local placements with reductions associated in both Child Sexual Exploitation and Missing episodes.

Implications for Service Users

13. The County Council will deliver better outcomes for Looked After Children when they are placed in County.

14. There will be service user involvement via the Children in Care Council to monitor and evaluate this contract.

RECOMMENDATION/S

1) That progress on the block purchase of children's residential placement contracts be noted.

Steve Edwards
Service Director, Children's Social Care

For any enquiries about this report please contact:

Shelagh Mitchell
Group Manager, Access to Resources
T: 0115 9774169
E: shelagh.mitchell@nottscc.gov.uk

Constitutional Comments

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

Financial Comments (SS 04/02/16)

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

Background Papers and Published Documents

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

Block purchase of residential care for children with Social, Emotional and Behavioural Difficulties (SEBD) – report to Children and Young People's Committee on 21 September 2015 (previously published)

Electoral Division(s) and Member(s) Affected

All.

C0788

Nottinghamshire County Council

Report to Children and Young People's Committee

21 March 2016

Agenda Item: 9

REPORT OF THE SERVICE DIRECTOR, CHILDREN'S SOCIAL CARE

SOCIAL WORK SUPPORT OFFICERS – PILOT EXTENSION

Purpose of the report

1. The purpose of this report is to approve the extension of the Social Work Support Officer pilot until 31 March 2017, and note the £300,000 of funding requested from the Council's contingency budget.

Information and advice

2. The recruitment and retention of qualified Child Protection social workers and team managers is a national issue, resulting in Councils across the UK spending millions on high cost agency staff. In the last five years, agency spend has increased in Nottinghamshire's Children's Social Care by 22%, with the majority of this spend in the frontline child protection teams. In addition to the financial cost, high numbers of agency staff creates instability within teams and means that vulnerable young people and families may have many changes of social worker.

3. The Council has undertaken a number of initiatives to improve the recruitment and retention of staff, including the Social Work Support Officer (SWSO) pilot, which was introduced in spring 2015 to evaluate the deployment of a new role within front-line social work teams. The pilot was based on the 'Reclaiming Social Work' model of child protection, which was successfully pioneered in Hackney and praised in the Munro Report[1].

4. The SWSO pilot aimed to free up social work capacity and was based on the following success criteria:

   a) social workers will be able to spend more time with the children and families they are supporting
   b) improved outcomes for children
   c) improved morale of social workers, which will improve retention rates and create a more stable workforce
   d) improved throughput of social work cases
   e) reduced spend on agency social workers.

5. The model has been running for approximately one year in four social care teams: Bassetlaw District Child Protection Team (DCPT), the Looked After Children (LAC)

[1] The Munro Review of Child Protection: Final Report, A Child –Centred System, May 2011.

team, Children's Disability Service (CDS) frontline social work team and Broxtowe & Rushcliffe DCPTs.

Progress to Date

6. The SWSO pilot has evidenced progress towards four of the five success criteria, as summarised below, however, it is too early to say whether it has contributed to a reduction in agency spend:

   a) the consensus from social workers is that their time spent on administrative tasks has reduced by between 10-20% on average, which has enabled them to spend more time on report writing and case recording
   b) the SWSO role has improved workload management and the quantity of work completed within the required timescales
   c) the majority of social workers feel that they have more time for direct work with families
   d) social workers have reported a better work/life balance
   e) positive and supportive comments have been received from partners and other professionals
   f) staff morale has improved, with 72% of social workers in the pilot describing themselves as 'happy' in the recent workforce health check, compared to 36% in the non-pilot teams
   g) staff turnover has reduced by 41% in the pilot teams, compared to a 142% increase in the non-pilot teams. Additionally, over this period, 44% of the leavers in the pilot teams moved internally within the organisation, compared to only 19% in the non-pilot teams, who had 81% external leavers
   h) sickness absence has reduced by 33% in the pilot teams, compared to a 32% increase in the non-pilot teams
   i) the proportion of child protection cases open for over 12 months has reduced from 21% at 31 March 2015 to 13% at 31 December 2015. Conversely, in the non-pilot teams, the proportion of child protection cases open for over 12 months has increased from 14% at 31 March 2015 to 17% at 31 December 2015.

Proposed Extension

7. It is proposed that the SWSO model is continued in the current pilot teams from 1 April 2016, initially for a further 12 months to allow for further monitoring and evaluation. During this time, the pilot will also be rolled out in a phased approach to the other four DCPTs. Phase 1 is planned from 1 April 2016 and will include Mansfield and Ashfield DCPTs. Phase 2 is planned within 12 months and will include Newark and Gedling DCPTs.

8. The proposed model from 1 April 2016 is detailed in **Table 1**. There are currently 19 full-time equivalent (FTE) SWSO posts and two FTE Senior SWSOs. The expansion would require a net increase of two FTE SWSO posts, as some of the existing posts will be reallocated to Ashfield and Mansfield DCPTs.

Table 1

Team	Number of SWSOs (FTE)
Current Pilot Teams	
Children's Disability Service Fieldwork	3
DCPT Bassetlaw	4
DCPT Broxtowe, Rushcliffe	3
Looked After Children	5
Phase 1 Extension	
DCPT Ashfield	3
DCPT Mansfield	3
Line Management	
Senior SWSOs	2

Other Options Considered

9. The SWSO pilot could cease on 31 March 2016, although some staff would be subject to the relevant notice periods. However, the pilot has demonstrated many positive outcomes and is expected to improve recruitment and retention of social workers in Nottinghamshire. Additionally, if the SWSO role was removed, a period of reduced throughput would be expected as working practices would need to adjust. Staff morale would also be negatively impacted.

Reason/s for Recommendation/s

10. The SWSO pilot has demonstrated many positive outcomes as detailed in **paragraph 6**. Therefore, an extension of the pilot is recommended, to further monitor its impact on agency spend and the recruitment and retention of Social Work staff.

Statutory and Policy Implications

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

Financial Implications

12. The projected cost of a 12 month extension to the SWSO pilot is £575,000.

13. Although this is an invest to save initiative, the SWSO pilot will not be cost neutral by 31 March 2017. A contribution of £300,000 from the Council's contingency budget is therefore requested. This will be considered by Finance and Property Committee on 21 March 2016.

14. If the pilot does not deliver the anticipated invest to save savings, this may result in an overspend on the Children’s Social Care budget, which will be reported as part of the monthly budget monitoring process.

15. If the SWSO role was extended beyond 12 months, it is anticipated that it could contribute to a further reduction in agency spend, although it may still not be cost neutral. Additionally, over time, there may be the potential to reduce the number of Social Worker posts, as the skills mix of the workforce changes.

16. The effectiveness of this investment will be monitored through a range of measures, including the monthly budget monitoring. If monitoring of the SWSO pilot indicates that progress is not being made to reduce spend on agency staff, the pilot will need to be re-evaluated and potentially cease.

HR Implications (BC 25.2.16)

17. Staff currently in SWSO roles will be offered an extension to their temporary contract in line with the Council's procedure regarding fixed term contracts.

Implications for Service Users

18. The SWSO role provides increased support for Social Workers and positively impacts on the service provided to children and their families.

RECOMMENDATIONS

That:

1) the Social Work Support Officer pilot is extended until 31 March 2017.
2) Committee notes the £300,000 of funding requested from the Council's contingency budget, which is subject to approval by the Finance and Property Committee.

Steve Edwards
Service Director, Children's Social Care

For any enquiries about this report please contact:

Helen Lester
Programme Manager
T: 0115 977 4383
E: helen.lester@nottscc.gov.uk

Constitutional Comments (SMG 02/03/16)

19. The Committee has the responsibility for approval of departmental staffing structures as required. The proposals in this report fall within the remit of this Committee.

20. The Employment Procedure Rules provide that the report to Committee include the required advice and HR comments and that the recognised trade unions be consulted on all proposed changes to staffing structures (and any views given should be fully considered prior to a decision being made).

Financial Comments (SS 04/03/16)

21. The financial implications of the report are contained within paragraphs 12 – 16 above.

Background Papers and Published Documents

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

Children's Social Care Transformation Programme – Social Work Support Officer Pilot update – report to Children and Young People's Committee on 16 November 2015.
http://ws43-0029.nottscc.gov.uk/dmsadmin/Meetings/tabid/70/ctl/ViewMeetingPublic/mid/397/Meeting/3555/Committee/482/Default.aspx

Electoral Division(s) and Member(s) Affected

All.

C0799

Nottinghamshire County Council

Report to Children and Young People's Committee

21 March 2016

Agenda Item: 10

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

NATIONAL CHILDREN AND ADULT SERVICES CONFERENCE 2016

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 in Manchester from 2nd to 4th November 2016 and for a report on the outcomes to be brought to the Committee following the conference.

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 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.

4. Approval was given by the Adult Social Care and Health Committee on 7th March 2016 for the Chair of the Adult Social Care and Health Committee to also attend the conference. The Corporate Director of Children, Families and Cultural Services and the Corporate Director of Adult Social Care, Health and Public Protection will also be attending the conference.

Reason/s for Recommendation/s

5. 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 adult social care and children's services 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

6. 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

7. 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 venue will cost a minimum of £60 per person per night for bed and breakfast.

8. 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 in Manchester from 2nd to 4th November 2016, together with any necessary travel and accommodation arrangements.

2) the Committee receives a report on the outcomes of the conference.

Colin Pettigrew
Corporate Director, Children, Families and Cultural Services

For any enquiries about this report please contact:

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

Constitutional Comments (SLB 05/02/16)

9. In accordance with Schedule 2 of the Councillors Allowances Scheme and the Council's Travel and Accommodation Policy, Children and Young People's Committee is the appropriate body to consider the content of this report.

Financial Comments (SS 10/02/16)

10. The financial implications of the report are contained within paragraphs 7 and 8 above.

Background Papers and Published Documents

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

http://www.adass.org.uk/ncasc2016/

Electoral Division(s) and Member(s) Affected

All.

C0777

Nottinghamshire County Council

Report to Children and Young People's Committee

21 March 2016

Agenda Item: 11

REPORT OF THE ACTING SERVICE DIRECTOR, EDUCATION STANDARDS AND INCLUSION

LOCAL AUTHORITY GOVERNOR APPOINTMENTS AND REAPPOINTMENTS TO SCHOOL GOVERNING BODIES

Purpose of the Report

1. To note that all Nottinghamshire maintained school governing bodies have reconstituted to a skills-based model of governance and are now responsible for the appointment of Local Authority (LA) governors.

2. To note the appointment of Local Authority (LA) governors to school governing bodies for the period 1 June 2015 to 4 February 2016.

3. To seek clarification as to whether or not the Committee wishes to continue to receive quarterly reports on LA governor appointments made by school governing bodies.

Information and Advice

4. Under the School Governance (Constitution) (England) Regulations 2012, as amended by the School Governance (Constitution and Federations) (England) (Amendment) Regulations 2014, governing bodies of maintained schools were required to reconstitute to a skills-based model of governance by September 2015, and are allowed one LA governor on the reconstituted governing body. For this model of governance, governing bodies may set eligibility criteria for, and appoint, the Local Authority governor.

5. All Nottinghamshire school governing bodies have reconstituted under a skills model of governance. This means the Corporate Director for Children, Families and Cultural Services, who appointed Authority governors on behalf of the County Council, is no longer responsible for the appointment of LA governors as school governing bodies are the appointing bodies.

6. Under these Regulations the County Council is responsible for nominating individuals as prospective governors. Nominations are made by the County Council, in accordance with the eligibility criteria provided by the governing body, and are then considered by the School Governor Co-ordinators appointed by the governing body. When nominating new governors or re-nominating existing governors, the County Council must consider the skills and experience the governing body needs in order to be effective.

7. The nomination/re-nomination role is currently undertaken by Cllr Liz Plant and Cllr Kate Foale, on behalf of the County Council. It should be noted that the regulations allow a governing body to reject the governor nominated if they feel that person does not meet their eligibility criteria.

8. The Committees receive quarterly reports on LA governor appointments and this report includes appointments made by governing bodies during the period 1 June 2015 to 4 February 2016.

Local Authority governor nominations and appointments to reconstituted governing bodies

9. Local Authority governors nominated by the County Council and appointed by school governing bodies during the period 1 June 2015 to 4 February 2016 are as follows:

ASHFIELD	
Beardall Fields Primary and Nursery	Mrs Lisa Hay
Fountaindale Special	Mrs Jennifer Petherbridge
Underwood CofE (VC) Primary	Mr Liam Russell
Westwood Infant and Nursery	Mr Robin Horton
BASSETLAW	
Beckingham Primary	Mrs Sarah Bowes
Everton Primary	Mr Anthony Stewart Hercock
North Wheatley CofE VC Primary	Mrs Maria Cocksedge
St Peters CofE VA Primary	Mr Alan Trevor Hickman
BROXOWE	
Bramcote CofE (VA) Primary	Councillor Timothy Paul Brindley
Brookhill Leys Primary and Nursery	Mr Martin Burton
Kimberley Primary	Mrs Elizabeth Louisa Marshall
Springbank Primary	Councillor Keith Longdon
Trowell Church of England Voluntary Controlled Primary	Mrs Diane Mason
Wadsworth Fields Primary	Mr Terence Dennis Kerry
GEDLING	
Arnold Mill Primary	Mrs Anne Georgiana Richards
Lambley Primary	Mr Lawrence Maurice Milbourn
Parkdale Primary	Mr Dennis Jones
Stanhope Primary	Mrs Dilys Vowles
MANSFIELD	
Berry Hill Primary and Nursery	Mr Ian Pearce
Farmilo Primary	Councillor Darren Langton
Forest Town Primary	Mrs Valerie Vasper
High Oakham Primary	Mrs Dianne Stendall
NEWARK	
All Saints Anglican Methodist Primary	Mrs Ali Cameron

Caunton Dean Hole CofE (VC) Primary	Mrs Jane Wood
Edwinstowe St Mary's CofE (VA)	Mr Ian Catchpole
John Hunt Primary and Nursery	Miss Susan Angood
Lake View Primary and Nursery	Mrs Rhona Hicks
Ollerton Forest View Junior	Mr Stephen David Powell
Ravenshead C of E Voluntary Controlled	Councillor Colin James Powell
The Kite Federation	Mrs Susan Margaret Sinclair
The Muskham Primary	Ms Anne Allsop
RUSHCLIFFE	
Bunny CofE Primary	Mrs Maria Webb
The Acorn Federation	Mrs Gill Lane
Willoughby Primary	Mrs Gretta Edley

Other Options Considered

10. Nottinghamshire County Council's strategy for recruiting and retaining school governors includes the re-appointment of existing governors. The County Council sees many advantages in retaining experienced governors and actively seeks to encourage governors approaching their end of term of office to stand again either in the same school or in a different school. The appointments made ensure the retention and supply of experienced governors.

Statutory and Policy Implications

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

Public Sector Equality Duty Implications

12. All existing Local Authority governors approaching the end of their term of office have had the opportunity to put themselves forward for re-nomination.

RECOMMENDATION/S

That the Committee:

1) notes that all Nottinghamshire maintained school governing bodies have reconstituted to a skills-based model of governance and are now responsible for the appointment of Local Authority governors.

2) notes the appointment of Local Authority governors to school governing bodies during the period 1 June 2015 to 4 February 2016, as listed in paragraph 9.

3) agrees to continue to receive quarterly reports on Local Authority governor appointments made by school governing bodies.

Marion Clay
Acting Service Director, Education Standards and Inclusion

For any enquiries about this report please contact:

Leonie Meikle
Team Manager, Governor Services
T: 07843 502867
E: leonie.meikle@nottscc.gov.uk

Constitutional Comments (SMG 17/02/16)

13. The proposals set out in this report fall within the remit of this Committee.

Financial Comments (SS 17/02/16)

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

Background Papers and Published Documents

None.

Electoral Division(s) and Member(s) Affected

Hucknall	Cllr Alice Grice and Cllr John Wilkinson
Sutton in Ashfield East	Cllr Steve Carroll
Selston	Cllr David Martin
Misterton	Cllr Liz Yates
Tuxford	Cllr John Ogle
Bramcote and Stapleford	Cllr Stan Heptinstall MBE and Cllr Jacky Williams
Eastwood	Cllr Keith Longdon
Kimberley and Trowell	Cllr Ken Rigby
Arnold South	Cllr Pauline Allan and Cllr Michael Payne
Calverton	Cllr Boyd Elliott
Carlton West	Cllr Darrell Pulk and Cllr Jim Creamer
Mansfield South	Cllr Stephen Garner and Cllr Andy Sissons
Mansfield West	Cllr Darren Langton and Cllr Diane Meale
Mansfield East	Cllr Alan Bell and Cllr Colleen Harwood
Farndon & Muskham	Cllr Susan Saddington
Southwell and Caunton	Cllr Bruce Laughton
Rufford	Cllr John Peck
Balderton	Cllr Keith Walker
Blidworth	Cllr Yvonne Woodhead
Ollerton	Cllr Mike Pringle
Newstead	Cllr Christopher Barnfather
Ruddington	Cllr Reg Adair
Cotgrave	Cllr Richard Butler
Keyworth	Cllr John Cottee

C0791

Nottinghamshire County Council

Report to Children and Young People's Committee

21 March 2016

Agenda Item: 12

REPORT OF CORPORATE DIRECTOR, RESOURCES

WORK PROGRAMME

Purpose of the Report

1. To consider the Committee's work programme for 2016.

Information and Advice

2. The County Council requires each committee to maintain a work programme. The work programme will assist the management of the committee's agenda, the scheduling of the committee's business and forward planning. The work programme will be updated and reviewed at each pre-agenda meeting and committee meeting. Any member of the committee is able to suggest items for possible inclusion.

3. The attached work programme has been drafted in consultation with the Chairman and Vice-Chairman, and includes items which can be anticipated at the present time. Other items will be added to the programme as they are identified.

4. As part of the transparency introduced by the new committee arrangements, committees are expected to review day to day operational decisions made by officers using their delegated powers. It is anticipated that the committee will wish to commission periodic reports on such decisions. The committee is therefore requested to identify activities on which it would like to receive reports for inclusion in the work programme. It may be that the presentations about activities in the committee's remit will help to inform this.

Other Options Considered

4. None.

Reason for Recommendation

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

Statutory and Policy Implications

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

RECOMMENDATION

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

Jayne Francis-Ward
Corporate Director, Resources

For any enquiries about this report please contact:

Alison Fawley
Democratic Services Officer
T: 0115 993 2534
E: alison.fawley@nottscc.gov.uk

Constitutional Comments (HD)

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

Financial Comments (NS)

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

Background Papers

None

Electoral Division(s) and Member(s) Affected

All.

CHILDREN & YOUNG PEOPLE'S COMMITTEE - WORK PROGRAMME 2015-16

REPORT TITLE	BRIEF SUMMARY OF AGENDA ITEM	LEAD OFFICER
25 April 2016		
School Capital Programme progress report	Six month update report	Jas Hundal
SEND Reform Grant proposals		Derek Higton
Children, Young People and Families Plan 2016-18	For noting and recommendation to Policy Committee	Derek Higton
Principal Child and Family Social Worker - annual report 2015		Steve Edwards
Under 16 Home to School Transport Policy and Post-16 Transport Policy – academic year 2016/17	Annual determination For noting and recommendation to Policy Committee	Marion Clay
Children's Services Health Check Survey 2016		Derek Higton
Realignment of established posts and disestablishment of posts in Children's Residential Services	For decision	Steve Edwards
Children's social care reform – letter from Edward Timpson MP		Colin Pettigrew
23 May 2016		
Performance reporting (2015/16) – Services for Children and Young People	Annual performance report	Celia Morris
Exceptional payments for school clothing and footwear 2016/17	Annual determination	Marion Clay
A Strategy for Closing the Educational Gaps in Nottinghamshire	Six monthly review report	Marion Clay
Review of Schools Swimming Service offer – recommendations		Derek Higton
Revised offer for arts and music services for young people		Derek Higton
Troubled Families update	For information	Derek Higton
Local Authority governor appointments and re-appointments to school governing bodies	Quarterly report on appointments made	Marion Clay
20 June 2016		
Looked After Children and Care Leavers Strategy 2015-18 – progress report	Annual report	Steve Edwards
Nottinghamshire Childcare Sufficiency Assessment 2016		Derek Higton
Children & Young People's Mental Health & Wellbeing	Six-monthly report	Kate Allen

REPORT TITLE	BRIEF SUMMARY OF AGENDA ITEM	LEAD OFFICER
Transformation Plan		
Local Authority governor appointments and re-appointments to school governing bodies	Quarterly report on appointments made	Marion Clay
18 July 2016		
Youth Justice Plan 2016-17	For noting and recommendation to Full Council	Derek Higton
Child Sexual Exploitation and Children Missing from Home and Care: annual report 2015/16		Steve Edwards
Nottinghamshire Code of Conduct for issuing fines for pupil absences – impact of amendment to threshold		Derek Higton
Members' visit to Outdoor & Environmental Education residential centres	For decision	Derek Higton
Rota visits to children's homes – April and May 2016	Six monthly report	Steve Edwards
School Capital Programme progress report	Six month update report	Jas Hundal
Early Help Service restructure		Derek Higton