

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

**Wednesday, 23 April 2014 at 10:30**

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

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### **AGENDA**

- |    |  |         |
|----|--|---------|
| 1  | Minutes of the previous meeting held on 17 March 2014  | 3 - 8   |
| 2  | Apologies for Absence  |         |
| 3  | Declarations of Interests by Members and Officers:- (see note below)<br>(a) Disclosable Pecuniary Interests<br>(b) Private Interests (pecuniary and non-pecuniary) |         |
| 4  | Children Missing Education Strategy  | 9 - 22  |
| 5  | Proposal to consult on the closure of Bassetlaw Learning Centre  | 23 - 28 |
| 6  | Revisions to the National Curriculum in England  | 29 - 38 |
| 7  | The National School Food Plan in Nottinghamshire   | 39 - 44 |
| 8  | Nottinghamshire Children's Trust Early Help Development Plan 2013-16 Update  | 45 - 48 |
| 9  | Under 16 Home to School Transport and Post 16 Transport Policy 2014-15   | 49 - 54 |
| 10 | Mattersey and Winthorpe Community Primary Schools - proposals for the delivery of early years education  | 55 - 68 |
| 11 | Work Programme   | 69 - 72 |

## **Notes**

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

Customer Services Centre 0300 500 80 80

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

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

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

Meeting CHILDREN & YOUNG PEOPLE'S COMMITTEE

Date 17<sup>th</sup> March 2014 (commencing at 10.30am)

**Membership**

Persons absent are marked with an 'A'

**COUNCILLORS**

John Peck JP (Chairman)

Liz Plant (Vice-Chairman)

	John Allin	Sue Saddington
	Boyd Elliott	Martin Suthers OBE
	Kate Foale	Jacky Williams
	Alice Grice	John Wilmott
A	Keith Longdon	
	Ex-officio (non-voting)	
A	Alan Rhodes	

**CO-OPTED MEMBERS (NON-VOTING)**

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

**OFFICERS IN ATTENDANCE**

Sara Allmond	Policy, Planning and Corporate Services
Steve Edwards	Children, Families and Cultural Services
Chris Harrison	Children, Families and Cultural Services
Derek Higton	Children, Families and Cultural Services
Laurence Jones	Children, Families and Cultural Services
Anthony May	Children, Families and Cultural Services
Philippa Milbourne	Children, Families and Cultural Services
John Slater	Children, Families and Cultural Services
Chris Warren	Children, Families and Cultural Services

**MEMBERSHIP**

Councillor Martin Suthers OBE had been appointed to the Committee in place of Councillor Philip Owen for this meeting only.

## **MINUTES OF THE LAST MEETING**

The minutes of the meeting held on 13 January 2014, having been circulated to all Members, were taken as read and were confirmed and signed by the Chairman.

## **APOLOGIES FOR ABSENCE**

An apology for absence was received from Councillor Keith Longdon (medical/illness).

## **DECLARATIONS OF INTEREST**

Councillor Martin Suthers OBE declared a private interest in item 5 – proposed restructure of the Young People's Service from 1 October 2014 – response to petitions as he was a governor at Toot Hill School who were the landlord of the youth centre based there which was one of the centres listed in the report.

## **OFSTED FRAMEWORK FOR INSPECTIONS OF SERVICES FOR CHILDREN IN NEED OF HELP AND PROTECTION, CHILDREN LOOKED AFTER AND CARE LEAVERS AND REVIEWS OF LOCAL SAFEGUARDING CHILDREN BOARDS**

Anthony May gave a presentation on the Ofsted framework and responded to questions and comments from Members.

## **RESOLVED 2014/019**

That the information provided on the current Ofsted inspection regime and the preparation activity for a future Ofsted inspection be noted.

## **PROPOSED RESTRUCTURE OF THE YOUNG PEOPLE'S SERVICE FROM 1 OCTOBER 2014 – RESPONSE TO PETITIONS**

Chris Warren presented the report and responded to questions and comments from Members.

A recorded vote was requested, the votes were as follows:-

### **FOR**

John Allin  
Kate Foale  
Alice Grice

John Peck  
Liz Plant  
John Wilmott

### **AGAINST**

Boyd Elliott  
Sue Saddington

Martin Suthers OBE  
Jackie Williams

There were no abstentions.

#### **RESOLVED 2014/020**

That the proposed mitigated actions set out in paragraphs 6 – 11 of the report be approved.

#### **UPDATE ON A REVISED OPERATING MODEL FOR NOTTINGHAMSHIRE CHILDREN'S SERVICES**

Derek Higton presented the report and responded to questions and comments from Members.

#### **RESOLVED 2014/021**

- 1) That the progress described in the report be noted.
- 2) That the interim senior management structure for 2014/15 be approved.
- 3) That the revised Departmental purpose, principles and outcomes be approved.
- 4) That a further update report be received by Committee in June 2014.

#### **FINALISED PERFORMANCE FIGURES FOR NOTTINGHAMSHIRE SCHOOLS AND ACADEMIES – SUMMER 2013**

John Slater presented the report and responded to questions and comments from Members.

#### **RESOLVED 2014/022**

That the achievements of Nottinghamshire's schools and young people in Key Stage assessments in 2012/13 be noted.

#### **NOTTINGHAMSHIRE SCHOOL ADMISSION ARRANGEMENTS 2015-2016**

John Slater introduced the report and responded to questions and comments from Members.

#### **RESOLVED 2014/023**

That Nottinghamshire County Council determines the proposed admission arrangements for 2015-2016, as detailed in appendix 1 of the report, including:

- published admission numbers as detailed in Section 1 of the arrangements
- admission oversubscription criteria for community and voluntary controlled schools in Section 2
- Nottinghamshire County Council's coordinated schemes in Section 3
- catchment area changes outlined in Section 4 of the arrangements. In order to ensure fairness for all families resident on this new development and in the previously unallocated areas of land, these changes will take immediate effect.

## **THE EARLY YEARS PLAN**

Derek Higon introduced the report and responded to questions and comments from Members.

### **RESOLVED 2014/024**

That the Early Years Plan be recommended to Policy Committee for approval at its meeting on 2 April 2014.

## **NATIONAL MINIMUM FOSTERING ALLOWANCES AND FEES TO FOSTER CARERS**

Steve Edwards introduced the report and responded to questions and comments from Members.

### **RESOLVED 2014/025**

- 1) That Nottinghamshire County Council pays it foster carers a weekly fostering allowance, at the national minimum rates prescribed by the Department for Education, as detailed in paragraph 9 of the report.
- 2) That Nottinghamshire County Council introduces changed business practices to improve its efficiency in the making of payments to foster carers.
- 3) That Nottinghamshire County Council introduces a fee paid scheme (11plus) with effect from 1 April 2014.

## **FINANCIAL SUPPORT FOR STUDENTS IN POST-16 EDUCATION**

John Slater introduced the report and responded to questions and comments from Members.

### **RESOLVED 2014/026**

That during the year 1 April 2014 – 31 March 2015 Regulation 3 (1) of The Local Education Authority (Post-Compulsory Education Awards) (Amendment) (England) Regulations 2000 shall not apply in Nottinghamshire County Council and that in consequence the County Council will have no powers to make post-compulsory education awards to post-16 students entering new courses in schools or in further or higher education in 2014/15 in any circumstances.

## **SEND POLICY AND PROVISION – PROPOSED RESTRUCTURE OF THE ASSESSMENT AND COMMISSIONING TEAMS AND EDUCATIONAL PSYCHOLOGY SERVICE**

John Slater introduced the report and responded to questions and comments from Members.

## **RESOLVED 2014/027**

That the proposed new staffing structure for Special Educational Needs and Disability (SEND) Policy and Provision be approved with effect from April 2014.

## **SUPPORT TO SCHOOLS SERVICE – PROPOSED RESTRUCTURE OF THE EDUCATION IMPROVEMENT TEAM**

John Slater introduced the report and responded to questions and comments from Members.

## **RESOLVED 2014/028**

That the proposed staffing restructure for the Education Improvement team be approved with effect from 1 April 2014 including:

- the relocation of Governing Body Services from the Business Development and Support Service to the Education Improvement Team;
- the relocation of aspects of the Achievement and Equality team, as described in paragraph 9 of the report, into the Education Improvement Team;
- the establishment of a third Looked After Children (LAC) Achievement Officer post;
- the disestablishment of the Advisor for Special Educational Needs and Disability (SEND) and Elective Home Education Consultation posts;
- the relocation of the Adviser Post for Behaviour and Attendance into SEND Policy and Provision.

## **CHANGES TO THE STAFFING ESTABLISHMENT IN EARLY HELP SERVICES**

Laurence Jones introduced the report and responded to questions and comments from Members.

A recorded vote was requested, the votes were as follows:-

### **FOR**

John Allin  
Kate Foale  
Alice Grice

John Peck  
Liz Plant  
John Wilmott

### **AGAINST**

Boyd Elliott  
Sue Saddington

Martin Suthers OBE  
Jackie Williams

There were no abstentions.

**RESOLVED 2014/29**

That the changes to the staffing establishment of the Early Help Services, as detailed in the report, be approved.

**WORK PROGRAMME**

**RESOLVED 2014/030**

That the Committee's work programme be noted.

The meeting closed at 12.31 pm

**CHAIRMAN**

M\_17Mar2014



**23 April 2014****Agenda Item: 4****REPORT OF THE SERVICE DIRECTOR, EDUCATION STANDARDS AND  
INCLUSION****CHILDREN MISSING EDUCATION STRATEGY****Purpose of the Report**

1. To invite the Committee to comment on the Department's proposed Children Missing Education (CME) Strategy (attached as **Appendix A**) and recommend it to Policy Committee for approval at its meeting on 7 May 2014.
2. The CME Strategy is designed to ensure the County Council fulfils its statutory duties to provide education for all Nottinghamshire children and young people. The strategy is intended to guide the work of local authority officers, schools and other agencies in the procedures and practices to track, monitor and maintain contact with children and young people at risk of or already missing education to ensure that vulnerable children and young people remain on a school roll and 'known' to relevant professionals.

**Information and Advice**

3. The Council is committed to ensuring that every child and young person of statutory school age is on a school roll, with the exception of those children and young people who are electively home educated.
4. The vast majority of children and young people engage positively with school, attend regularly and are actively encouraged to do so by their parents and carers. It is vulnerable young people who are most likely not to attend school. The numbers overall are relatively small and the Council recognises the responsibility to identify these vulnerable children and young people individually to ensure that the Council's resources are targeted on those who need them most.
5. Children and young people who do not access school or appropriate alternative education are deemed to be vulnerable and their risk is increased as they continue to be without a school place.
6. The Children Act 2004 places a duty on all agencies to work together to promote the welfare of children and share information. In order to fulfil this duty, the implementation of the County Council's CME strategy is led by the Service Director

for Education, Standards and Inclusion. This strategy (attached as **Appendix A**) and accompanying Action Plan (**Appendix B**) outlines the Council's strategic responsibility for children missing education (CME). A culture of shared responsibility is essential where all staff, whether school based or directly employed within one of the County Council's teams, has a duty to be alert to children who are not on a roll or attending school. Consultation with schools is currently being undertaken and further feedback will be sought when the strategy is directly mediated with all schools at the summer term headteacher briefings led by the Education Improvement Service.

7. All Council officers responsible for a particular vulnerable group have been tasked to review their current practice to develop a shared and systematic system to identify children and young people who are at risk of failing to access appropriate education or becoming 'unknown'. The strategy also aims to develop cross departmental systems to identify children and young people who are on a school roll but not attending school. These are sometimes referred to as 'grey exclusions'.

### **Other Options Considered**

8. The County Council remains statutorily responsible to ensure that all children and young people of statutory school age access full time education. Therefore, there has been no consideration given to developing a strategy based other than that every school aged child should be on a school roll with the exception of those who are electively home educated.

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

9. Members will wish to be assured that the Council's statutory duty to provide full time education for all children and young people of statutory school age is being properly fulfilled.

### **Statutory and Policy Implications**

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

### **RECOMMENDATION/S**

That:

- 1) That the Committee comments on the proposed Children Missing Education Strategy and recommends it to Policy Committee for approval at its meeting on 5 May 2014, with further consultation with schools and other stakeholders to be undertaken during the Summer term 2014.
- 2) a further report be brought to this Committee which gives Members feedback from the consultation with schools and reports on the impact of the strategy in reducing the numbers of children missing education.

**John Slater**  
**Service Director, Education Standards and Inclusion**

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

John Slater  
Service Director for Education, Standards and Inclusion  
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**Constitutional Comments (LM 03/04/14)**

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

**Financial Comments (KLA 04/04/14)**

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

**Background Papers and Published Documents**

None.

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

All.

C0399



## **Appendix A**

### **Children Missing Education Strategy**

**April 2014**

#### **Purpose of the CME Strategy**

This strategy is designed to enable the County Council to fulfil its statutory duties in relation to education provision and the safeguarding and welfare of vulnerable children. It is intended to guide the work of local authority officers, schools and other agencies in the procedures and practices to be followed in order to track, monitor and maintain contact with children and young people at risk of or already missing education. This will prevent vulnerable children and young people becoming 'unknown' to relevant professionals and therefore becoming even more high risk.

#### **Context**

The relevant DfE guidance which governs this area of work is the Statutory Guidance on Identifying Children not Receiving a Suitable Education 2012. Ofsted has also published guidance on children missing out on education as well as having a clear focus on the subject within the Ofsted Inspection Framework.

Children and young people who do not access school or appropriate alternative education are deemed to be vulnerable and their risk is increased as they continue to be without a school place. Safeguarding children and young people continues to be a key shared responsibility of the LA with schools and other external partners. High quality education provides children and young people with the necessary skills, knowledge and understanding as well as vital social and emotional skills to prepare for a confident future.

Nottinghamshire County Council is committed to the development of a strategic and coordinated strategy to ensure that every child and young person is 'known' and is accessing education appropriately. This requires all staff to be alert to situations which might indicate that a child or young person may not be on the roll of a school or attending appropriate alternative education. This demands a culture of shared responsibility where all staff, whatever their role, remain alert to children who are not on a roll or attending school

#### **Underpinning principle**

The Council is committed to ensuring that every child and young person of statutory school age is on a school roll, with the exception of those children and young people who are electively home educated.

## **Why should children and young people be on a school roll?**

All children and young people of statutory school age are legally required to be on a school roll and to access full time education unless there is a medical reason that makes this inappropriate or they are being formally electively home educated. Schools are responsible for keeping children and young people safe during the school day and have the knowledge, expertise and resources to ensure that children and young people access their educational entitlement to fulfil their potential within the aspirational contexts of school.

For a small minority of children and young people, the 'traditional' school setting may not be appropriate for all or part of their experience. However, it is important that the school remains the commissioner of any externally provided education or support and accepts responsibility for the outcomes of the provision they have commissioned. This quality assurance is the best guarantee that children and young people can have of receiving appropriate education that equips each young person with the necessary skills for the future and keeps them safe.

### **Current situation**

Nottinghamshire County Council has an officer whose sole duty is to monitor and track children missing from education. This officer sits within the Safeguarding an Independent Review group and is responsible particularly for:

- Children and young people whose whereabouts are unknown but who are on a school roll
- Children and young people whose whereabouts are known but who are not on a school roll i.e. moved into the area

There is clear policy and protocol agreed with schools to ensure that CME are identified and reported to the Local Authority. The CME officer works in partnership with other CME officers across the country and with partner agencies to ensure that school aged children are located and supported to return to school. The CME officer and Fair Access officer have an agreed protocol to ensure that once a CME is identified, a school place is secured quickly through the Fair Access protocol. There has been significant investment in raising school and academic awareness of the CME process through formal communication, newsletters and safeguarding board training. Schools are therefore regularly updated and are aware of their responsibilities to ensure accurate information is shared. Officers are prepared to challenge schools which remove children and young people improperly or illegally from their roll or will not accept pupils onto their roll who need to join them.

### **Who are the children and young people at risk of missing education?**

The vast majority of children and young people engage positively with school, attend regularly and are actively encouraged to do so by their parents and carers. It is vulnerable young people who are most likely not to attend school. The numbers overall are relatively small and Nottinghamshire County Council recognises their responsibility to identify these vulnerable children and young people individually to ensure that the Council's resources are targeted on those who need them most.

The Children Act 2004 places a duty on all agencies to work together to promote the welfare of children and share information. In order to implement the requirements of the County Council's CME strategy, the County Council has nominated a Service Director to ensure that the work of a wide range of professionals is brought together to do all that is possible to prevent individuals or groups of young people becoming 'not known' to appropriate professionals and therefore passing from the Council's protection.

### **What has the County Council been doing?**

The Council has recognised that keeping children on a school roll and accessing their education entitlement is a key part of keeping children safe. As a result, a wide range of professionals has been brought together under the leadership of the Service Director with responsibility for Education, Standards and Inclusion to review current practice, share good practice and identify gaps through which children and young people can fall. The Council recognises the commitment and good practice that can currently be identified but also acknowledges that there has been insufficient sharing of knowledge, information and data.

Under the leadership of the Admissions of Vulnerable Children Group, chaired by the Service Director, approaches and systems have been discussed and shared so that inconsistencies can be identified. All officers responsible for a particular vulnerable group have been tasked to review their current practice in relation to knowing who their children are and to begin to develop at team level, a system to identify children and young people who are at risk of failing to access appropriate support or become 'unknown'. This will inform the development of a departmental action plan, to be shared with schools and other key partners, that aims to develop new ways of working across services and partners. The effective sharing of information to identify children and young people at risk of becoming "unknown" will allow services to take appropriate action to re-engage these children and young people with school or other alternative provision. The list of children and young people who are most likely to be subject to this strategy are listed in Appendix A (i). This list also shows the officer responsible for each of these vulnerable groups of children and young people

## **Appendix A (i)**

### **Coordinator of the Virtual School**

- Looked After Children
- Looked After Children placed out of Nottinghamshire
- Other LA Looked After Children placed within Nottinghamshire
- Children on the edge of care
- Asylum seeking children in dispute over age assessments

### **Fair Access officer**

- Children on a school roll but not in full time education
- Children without a school place accessing interim NCC provision
- Fair Access pupils
- Children educated other than at school
- Children on roll of a school receiving NCC funded provision to ensure continued access to education
- Children out of school
- Children on managed moves
- Children who are known to be on part time provision
- Children leaving Elective Home Education seeking a school place

### **Children Missing Education Officer**

- Children whose whereabouts are unknown but are on a school roll
- Children whose whereabouts are known but who are not on a school roll (i.e. moved into the area)

### **Youth Justice Coordinator**

- Young offenders
- Young people in custody
- Young people on remand



### **Targeted Support**

- Gypsy, Roma and Traveller (GRT) families not engaged with education
- Young people receiving education in FE settings dropping in and out
- New or returning Travellers to Nottinghamshire without a school place
- Eastern European migrants without a school place

### **Locality Coordinators for health related education**

- Pregnant young girls and young mothers
- Children without a school place accessing health related education

### **Educational Psychologists and other Special Educational Needs and Disabilities (SEND) Officers**

- Children with SEND accessing alternative provision within Nottinghamshire
- Children with SEND accessing provision outside of Nottinghamshire
- Children with SEND with a statement
- SEND children with a statement or Education, Health and Care Plan (EHCP) receiving Elective Home Education
- Primary aged children who have been permanently excluded
- Children on roll at Pupil Referral Units
- Children in Year 12 accessing post 16 alternative provision

### **Early years and Early Intervention Officers**

- Vulnerable 2,3,4 year olds not accessing funded provision

### **Children's Social Care Officers**

- Children in need and children on child protection plans
- Children and young people who are hospitalised long term
- Children at risk of sexual exploitation, human trafficking, female genital mutilation (FGM), forced marriage
- Children in homes experiencing domestic violence

- Young carers
- Children and young people who self-harm and/or misuse illegal drugs and alcohol

**Data, Policy and Provision Officers**

- Children not transitioning between key stages

## Appendix B

### Children Missing Education (CME) Action Plan

Develop a cross service strategic approach to children missing education in partnership with families, schools and other stakeholders		
Actions to be completed in 2014/15 (also include actions from the Council's Annual Delivery Plan)	Responsible Officer	Timescale
<p>Develop a corporate culture where senior officers are supportive of colleagues at all levels who challenge schools in regard to inclusion and appropriate provision for the most vulnerable groups. This will include challenge to official and unofficial exclusion and inappropriate removal from a school roll.</p> <ul style="list-style-type: none"><li>• Corporate Director to include a commitment to retaining vulnerable children and young people on school roll and to avoid 'grey' and illegal exclusion and removal from roll in summer term letter to all Nottinghamshire headteachers and chief executives of all relevant academy chains (Anthony May)</li><li>• Lead Service Director to brief Senior Members on the issues involved and the actions necessary to deliver upon CME policy (John Slater)</li><li>• Governor Services to develop the knowledge and understanding of the CME policy through a Director's Report Autumn term 2014 (John Slater and Leonie Meikle)</li></ul>	Anthony May	April 2014 – on going

Develop a cross service strategic approach to children missing education in partnership with families, schools and other stakeholders		
Actions to be completed in 2014/15 (also include actions from the Council's Annual Delivery Plan)	Responsible Officer	Timescale
<p>Develop a CME strategy in consultation with key partners including schools and families.</p> <ul style="list-style-type: none"> <li>• Consultation on strategy with internal key officers across services including Children, Families and Cultural Services leadership team (March 2014)</li> <li>• Consultation with all head teachers at HT Briefings (Summer term)</li> <li>• Consultation with the Primary, Special and Secondary Trust Boards (Summer term)</li> <li>• Consultation with the Dioceses (Summer term)</li> <li>• Consultation with Elected Members (Summer term)</li> <li>• Seek approval for the strategy by a formal political process (April 2014)</li> </ul>	John Slater	August 2014
<p>Relevant services to develop a priority within their service plan that focuses on their service responsibility for CME to identify how their service is contributing to ensuring that every school aged child is accessing full time education or appropriate alternative provision.</p> <ul style="list-style-type: none"> <li>• Quality Assurance and Improvement (Jon Hawketts)</li> <li>• Targeted Support and Youth Justice (Laurence Jones)</li> <li>• Admissions and Fair Access (Marion Clay)</li> <li>• Children's Social Care (Steve Edwards)</li> </ul>	John Slater	April 2014

Develop a cross service strategic approach to children missing education in partnership with families, schools and other stakeholders		
Actions to be completed in 2014/15 (also include actions from the Council's Annual Delivery Plan)	Responsible Officer	Timescale
<p>Develop clear guidance to schools to ensure that all schools are aware of their responsibility to provide full time education for all pupils including those who are challenging, accessing an alternative curriculum or who are ill or pregnant.</p> <ul style="list-style-type: none"> <li>• Draft guidelines for schools (Karen Hughman and Denis McCarthy)</li> <li>• Write to all schools with the advice (John Slater)</li> <li>• Incorporate the advice into the HT Briefing session (John Slater and Marion Clay)</li> </ul>	John Slater	May 2014
<p>Review Child Protection plans and Children in Need plans to identify any child or young person who is not on a school roll or not attending school.</p> <ul style="list-style-type: none"> <li>• Ensure that Targeted Support is working in partnership with Social Workers to ensure the child has a school place and is attending school</li> <li>• Develop a systemic process whereby Social Workers at Child Protection and Children in Need reviews report attendance and refer to Targeted Support or the Fair Access officer to mediate a school roll</li> </ul>	Steve Edwards	May 2014
<p>Group Managers and Team Managers with responsibility for any vulnerable group to review their practice to ensure that every child or young person is appropriately tracked and supported back to full time education or alternative provision with this information shared across services and with schools appropriately.</p> <ul style="list-style-type: none"> <li>• Develop a robust tracking system easily accessible by all teams to monitor and track children and young people appropriately</li> </ul>	All Group Managers and Team manager for Information and Data (Bev Cameron)	July 2014

## Develop a cross service strategic approach to children missing education in partnership with families, schools and other stakeholders

Actions to be completed in 2014/15 (also include actions from the Council's Annual Delivery Plan)	Responsible Officer	Timescale
<ul style="list-style-type: none"> <li>• Ensure the electronic tracking system developed at team level captures whether the child is accessing full time education, on a school roll, on a school roll accessing alternative provision, not on a school roll but accessing education, including whether this is full time or not. This tracker should also incorporate the data that a child protection inspection will require. This data is average attendance, Statemented/School Action Plus, and receiving suitable education. In addition, for current and former LAC, expected levels of progress and number of schools attended are recorded.</li> <li>• Develop a secure way of internal teams exchanging pupil level information electronically and securely across teams and with schools</li> <li>• Develop information sharing protocols to facilitate appropriate sharing of information with schools and external partners</li> </ul>		
<p>Develop a key monthly monitoring meeting, chaired by the Service Director and attended by all CFCS Group Managers to monitor their relevant teams' CME data to identify children at risk, analyse trends and patterns related to particular areas and/or schools and to report action taken with those identified.</p> <ul style="list-style-type: none"> <li>• Agree monthly dates starting March 2014</li> <li>• Report monthly to the CFCSLT via the regular performance reporting system</li> </ul>	Service Director and CFCS Group Managers	March 2014 and monthly thereafter

**23 April 2014****Agenda Item: 5****REPORT OF THE SERVICE DIRECTOR, EDUCATION STANDARDS AND  
INCLUSION****PROPOSAL TO CONSULT ON THE CLOSURE OF BASSETLAW LEARNING  
CENTRE****Purpose of the Report**

1. To seek approval to consult on a proposal to close the Pupil Referral Unit (PRU) known as Bassetlaw Learning Centre with effect from 31 December 2014, and that a further report on the outcome of the consultation and which recommends a course of action be submitted to this Committee on 14 July 2014.

**Information and Advice****Context**

2. Following the review of Social Emotional and Behaviour Difficulties (SEBD) arrangements in Nottinghamshire, a new strategy entitled '5 Steps to Collective Responsibility' was published and agreed by the County Council in November 2012.
3. Since that date a considerable amount of collaborative effort by schools and the County Council has resulted in a number of new arrangements being established. Some notable outcomes are that:
  - funding is being devolved to behaviour partnerships to support local initiatives and partnership working
  - a framework for monitoring and evaluating alternative provision is available to schools
  - a service for primary schools has been established to support schools where behaviour is challenging and places at risk
  - the number of permanent exclusions issued in academic year 2012-2013 has reduced by 22% compared to the previous year. In 2013-2014 the number has further reduced with 36 currently excluded compared to 56 by the end of February last year, a 36% reduction to date
  - the role of Pupil Referral Units has been redefined and three separate schools were established in April 2013, each with a management committee.
4. In line with national developments through the successful implementation of the SEBD Review, the County Council has led a process of progressively devolving resources to partnerships of schools to encourage collective responsibility and reinforce other positive processes (such as fair access and managed moves). This has led to schools increasingly retaining responsibility for young people at risk of permanent exclusion and

resulted in a significant reduction in permanent exclusions. This has also led to less places being required in our learning centres, as confirmed in our planning with the majority of school partnerships.

### **Rationale for the proposal to close Bassetlaw Learning Centre**

5. Bassetlaw Learning Centre, which serves the north of the County (Bassetlaw and Newark and Sherwood Districts), is located in Worksop and with effect from the start of the Summer term is commissioned to provide 25 places for pupils who have been permanently excluded from school, or who are currently not in other schools as a result of their behaviour. It is designated as a Pupil Referral Unit (PRU) and as such is subject to inspection by Ofsted.
6. At present eight of the pupils on roll at Bassetlaw Learning Centre are presenting significant challenges to the Centre and because of their particular needs will be placed in more specialist provision by the end of this academic year. In addition, in September 2014 the majority of pupils on roll will be year 11 and will be placed out of the Centre in alternative provision, which could result in the number of pupils attending on site to be as low as three. This is summarised below:
  - 11 x Year 11 due to leave on 27 June 2014
  - 11 x Year 10 will attend commissioned alternative provision in September 2014, supported by Bassetlaw Learning Centre
  - 8 x Complex Learners requiring SEBD Provision away from Bassetlaw Learning Centre
  - 3 x KS3 learners remaining at Bassetlaw Learning Centre.
7. Overall it is considered that Bassetlaw Learning Centre does not represent value for money with regard to the cost of pupil placements and the outcomes for learners. The current cost per place at £30,373 per pupil is significantly higher than the national average of £15,000.
8. It is therefore proposed to consult on a proposal to close Bassetlaw Learning Centre and approval for this is sought from the Children and Young People's Committee.
9. It is currently not possible to admit pupils to Bassetlaw Learning Centre due to the complex needs of pupils currently on roll and arrangements are in hand to arrange meetings with schools, preferably through existing partnerships to discuss this situation in more detail. This will provide an opportunity to talk about funding which is available to meet the needs of learners with complex SEBD, as well as funding which will be released if the Bassetlaw Learning Centre closes. Those pupils who are currently attending Bassetlaw Learning Centre will remain on roll.
10. Across Nottinghamshire partnerships are taking greater responsibility for making local arrangements for children and young people with SEBD which has involved the devolution of resources to partnerships of schools and a reduction in the number of places commissioned at each of the learning centres.
11. Partnerships served by Bassetlaw Learning Centre are indicating, through agreed Memoranda of Understanding (MoU) that they are working towards;
  - Newark Town 0 places by June 2015
  - Bassetlaw East 3 places (1 place currently filled by a Complex Learner)



- Outwood Academies 12.74 (0 permanent exclusions since November 2013)  
*(5 Complex Learners from the Outwood Academies on roll, which if transferred out of Bassetlaw LC will leave only 1 year 8 learner attending Bassetlaw LC plus 7 year 11 learners attending Alternative Provision, who will finish their statutory education in June 2015)*
- 12. Sherwood District Schools (The Dukeries Academy, Joseph Whitaker School and The Minster School) have indicated in earlier meetings that they are not intending to commission places at Bassetlaw Learning Centre in the future, once the current learners have left. We are currently completing meetings with these schools.
- 13. The projected learner numbers on roll for September 2014, which will be at an all-time low are:
 

- KS3	3
- KS4 (Year 10)	0
- KS4 (Year 11)	11
<b>Total</b>	<b>14</b>
- 14. The most recent evaluation of Bassetlaw Learning Centre was undertaken in December 2013 and highlighted the need for action to be undertaken in order to improve standards. Staff are making strenuous efforts to address the priorities for improvement with support from the Local Authority.
- 15. In September 2014 there will be a temporary Head of Centre, one Teacher, four Specialist Teaching Assistants (STAs) for a maximum number of 14 pupils, of whom 11 will be in alternative provision with pastoral support. Alternative provision is commissioned in a setting other than in a school. In addition there are two business support staff.
- 16. Staffing costs for Bassetlaw Learning Centre in the 2013/2014 financial year were £760,688.
- 17. The annual charge levied by Landscape and Cleaning Services is £47,255 plus ground maintenance at £2,568. A Site Manager and two cleaners have been appointed to provide a service to Bassetlaw Learning Centre. Additional site costs attributed to Bassetlaw Learning Centre are £36,250.
- 18. There is currently no charge from Schools Catering for meals provided on site.

## Other Options Considered

- 19. In seeking approval to consult on closure only one alternative option has been considered, which is to keep Bassetlaw Learning Centre open and admit pupils from partnerships willing to fund this arrangement. The majority of partnerships have confirmed that they do not wish to request places over and above those currently on roll. In addition the reduction of staff and the momentum of change being generated through the implementation of the SEBD strategy, reinforces the view that it is more appropriate to invest time and funding in collaborating with schools and other providers to develop local provision in each district.

## Reasons for Recommendations

20. The rationale to propose to consult on the closure of Bassetlaw Learning Centre is based upon four principal issues:
- the low numbers requiring provision on site
  - the high cost per PRU place at £30,373 per pupil, which is significantly higher than the national average of £15,000
  - the new model of collaborative working across partnerships in the north of the County will remove the need to commission sufficient places for Bassetlaw Learning Centre to remain viable
  - Bassetlaw Learning Centre does not represent value for money in terms of the outcomes achieved by pupils

## Statutory and Policy Implications

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

## Implications for Service Users

22. Service users are pupils who have been or are at risk of permanent exclusion and schools who are managing their challenging behaviour. Action will be taken to explore on an individual basis arrangements for alternative provision for those pupils who would have ordinarily been admitted to Bassetlaw Learning Centre due to the need to prevent or because of a permanent exclusion.
23. This will be through one of three pathways:
- localised provision developed with each school behaviour and attendance partnership or in some cases with individual schools
  - provision developed with school partnerships for those learners with complex SEBD
  - alternative provision for key stage 4 learners
24. A consultation and communication strategy will be developed in line with statutory processes relating to the closure of a school.

## Financial Implications

25. The closure of Bassetlaw Learning Centre will release revenue and capital resources which will be reinvested in the north of the County to support partnership developments. This will ensure that appropriate provision for learners with SEBD is in place.
26. The release of resources/cash to partnerships would be in two phases:

**Phase 1:** in the Summer term 2014 cash released through a staffing reduction and the implementation of a new staffing structure effective from 1 April 2014 will be released to partnerships and schools as and when the Memorandum of Understanding is agreed and signed. In the Autumn term 2014, teacher numbers will reduce and further redundancies

will have been realised. This would enable the release of cash to partnerships. The total amount for phase 1 is £312,446

**Phase 2:** in the Spring term 2015 any learners who have not returned to mainstream education will require alternative education, for which the Local Authority will retain resources. The balance of resources available to be devolved to partnerships or individual schools up to the end of financial year 2014 – 2015 is £83,628

27. It is intended that the total resources available for partnerships by the end of 2014/15 financial year is £396,074

### **Public Sector Equality Duty Implications**

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

### **Safeguarding of Children and Vulnerable Adults Implications**

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

### **Human Resources Implications**

30. Subject to the outcome of the consultation process, any decision to close Bassetlaw Learning Centre will be addressed in line with HR policies and procedures, including consultation with the recognised trade unions.

## **RECOMMENDATION**

That:

- 1) approval be given to consult on the proposal to close Bassetlaw Learning Centre with effect from 31 December 2014.
- 2) a further report be submitted to this Committee on 14 July 2014 on the outcome of the consultation which recommends a course of action.

**John Slater**  
**Service Director, Education Standards and Inclusion**

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

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### **Constitutional Comments (LM 03/04/14)**

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

## **Financial Comments (KLA 04/04/14)**

32. The financial implications of the proposals for consultation are set out in paragraphs 25 to 27 above.

## **Background Papers and Published Documents**

- Review of arrangements for children and young people with social, emotional and behavioural difficulties (SEBD) in Nottinghamshire - report to Children & Young People's Committee on 5 November 2012.
- An update on Nottinghamshire's strategy for pupils with social emotional and behavioural difficulties (SEBD) – '5 steps to collective responsibility' - report to Children & Young People's Committee on 16 September 2013.
- Specialist provision for children with social, emotional and behavioural difficulties (SEBD): options and recommendations - report to Children & Young People's Committee on 10 February 2014.

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

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

All.

C0400

**23 April 2014****Agenda Item: 6****REPORT OF THE SERVICE DIRECTOR, EDUCATION, STANDARDS &  
INCLUSION****REVISIONS TO THE NATIONAL CURRICULUM IN ENGLAND****Purpose of the Report**

1. This is a follow up report to that received by Members at the September 2013 meeting of this Committee, which described Government proposals to the National Curriculum in England and associated changes in testing arrangements. This report for noting feeds back to Members the key features of the new Curriculum, and the views of the representatives of Nottinghamshire primary headteachers who have discussed their schools' response at the Primary Trust Board.

**Information and Advice**

2. There is a clear shift of emphasis in the National Curriculum materials for both the primary and secondary phases. The new Curriculum exclusively describes what is to be taught; there is a deliberate silence on methodology and pedagogy. Teachers are not instructed or advised on how the Curriculum is to be taught. This development is in line with a shift of emphasis in the approach of Ofsted. Her Majesty's Chief Inspector, Michael Wilshaw, has made clear that there are no longer to be prescriptions about which styles of teaching and learning work best. For example, for several years, Her Majesty's Inspectors (HMI) have overtly favoured 'active' learning where pupils are expected to participate in lessons through group work where they are meant to make personal and group responses to some kind of challenge set by their teacher. 'Passive' learning, where a teacher 'dominates' in the classroom, was less likely to receive a good or better rating for the quality of teaching judgement. HMI are now expected to judge whether learning has taken place, whatever teaching methods are used. This approach is strongly commended in the new National Curriculum. The new Curriculum, therefore, sets out much shorter programmes of study, with emphasis upon content.
3. A notable emphasis is placed within the documentation of Government upon the shift of school improvement away from either Government itself or local authority leadership to school-led improvement, or 'system leadership'. The documentation emphasises that schools are invited to seek improvement through alliances with other schools, particularly the 345 'Teaching Schools' which are being given direct Government funding to lead on improvement. A further £2 million has been allocated nationally to help Teaching Schools to support schools in their alliances and beyond to plan for the National Curriculum changes. There is no funding for local authorities. The role of headteachers

as national and local leaders of education (NLEs and LLEs) is highlighted. Nottinghamshire has been at the forefront of promoting this partnership approach to school improvement in recent years. The County has six Teaching Schools, more than any other local authority in the East Midlands. The early formation of the Raising Achievements Networks (RANs) in Nottinghamshire has anticipated effectively this switch to system leadership. This was because there was locally a recognition that the capacity and expertise to provide support to schools which most needed it was, rightly, sited within schools themselves. The primary headteachers broadly welcomed this approach and accept that learning alliances, including limited companies such as those in Mansfield and Rushcliffe locally, form an important part of the future development of the system. However, primary headteachers continue to value the role of the Local Authority as the system enters a period of further transition.

4. The new Curriculum stresses subject knowledge and focuses priority upon English, mathematics, science and computing. In mathematics, the Curriculum sets out high age-related expectations, which openly reflect those demanded in 'high performing jurisdictions' such as Singapore and Massachusetts. For example, children are expected to know multiplication tables up to 12 times 12 by the end of Year 4 (age 9 years). In English, there is much greater emphasis on grammar, spelling and punctuation, with higher expectation upon spelling accuracy at an earlier age. Primary headteachers have broadly welcomed these changes. However, there was some concern expressed about how attainment was to be measured between key stages now that attainment targets are to be removed. Additionally, headteachers were concerned that some of the Department for Education (DfE) support and audit tools, set out in the documentation, were not yet fully operative online. The localised approach to funding from Government is, however, coming into operation. For example, the Rushcliffe Learning Alliance, a limited company now comprising most of the primary schools in Rushcliffe, has been awarded £26,000 to promote understanding of the new Curriculum. The primary headteachers of the Education Board have yet to take advantage of support and training opportunities provided by the National College for School Leadership, which is based in Nottingham. However, they expected they would do so. They did plan to attend the Curriculum Conference being provided by the Education Improvement Service (EIS) of the Local Authority.
5. The new Curriculum has changes in science which, again, reflect the greater precision associated with the teaching of the subject at all levels in high-performing jurisdictions, such as Singapore and Shanghai. In computing, a new and much-emphasised development involves the introduction of coding. Pupils at Key Stage 3 (age 11-14 years) will be taught how to use a range of programming languages. Government regards the lack of such teaching to be a serious weakness of the currently required learning in the Information Technology (IT) Curriculum. A new Master Computer Teachers (MCT) Programme is to be launched to train teachers in the new requirements of the Computing Curriculum.
6. In other subjects there is a return to emphases which many would regard as 'traditional'. For example, in history, there will be a requirement to teach chronologically across both Key Stages 2 and 3, rather than choose periods of particular interest. In geography, there will be greater emphasis upon location knowledge and field work. All primary schools will be required to teach a modern foreign language at Key Stage 2 (age 7-11 years) and there will be a requirement to study foreign literature at Key Stage 3 (age 11-

14 years), where there will also be greater emphasis on the accuracy of grammar and vocabulary. In design and technology, there is a new requirement to teach cooking to all pupils at Key Stage 3 and a requirement to teach electronics at the same stage. In music, there will be greater emphasis upon both music-making at all levels and greater discrimination expected from pupils in their response to listening to the music of others. In physical education and sport, there is particular emphasis upon being physically active and strong support for competitive sport. Dance is a requirement for the first time at Key Stage 3. The links between school and community and club sports are to be encouraged.

7. Government has chosen to place emphasis in the new Curriculum upon citizenship. This will include a greater focus on children and young people understanding the political systems and how democracy works, particularly in the United Kingdom. It will, for the first time, be a requirement that all children be provided with the opportunity to perform voluntary work in their community. All secondary schools will be required to teach personal financial education.
8. The timetable for the introduction of the new National Curriculum is as follows:
  - September 2014: the first teaching of National Curriculum except for Years 2 and 6 for English, mathematics and science and Key Stage 4 (age 14-16 years) for English, mathematics and science
  - May 2015: the final Key Stage 2 tests based on the previous Curriculum
  - September 2015: the first teaching of new GCSEs in English language, English literature, mathematics and science
  - May 2016: the first new stage Key Stage 2 tests in English, mathematics and science
  - Summer 2017: the first examinations of new GCSEs in English language, English literature, mathematics and science.
9. Religious Education continues to be a statutory requirement in all 4 Key Stages and in school sixth forms. Sex and relationships education is a requirement in Key Stages 3 and 4, all as at present.
10. As explained in the previous report to this Committee in September 2013, the Education Improvement Service is seeking to coordinate support across the various partnerships locally to ensure the new programmes for study are implemented appropriately. This support continues to be highly valued by primary headteachers and their staff.
11. **Appendix 1** of this report consists of a series of hyperlinks which may be helpful to Members who wish to view the new Curriculum in more detail.

## Other Options Considered

12. This is a report to summarise to Members the final version of the new National Curriculum and report back the response of representatives of primary headteachers to these changes. No other option is appropriate.



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

13. Members will wish to note the report so that they are aware of significant changes in the content of the National Curriculum and how its implementation is being supported.

## **Statutory and Policy Implications**

14. 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**

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

## **Crime and Disorder Implications**

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

## **RECOMMENDATION/S**

- 1) That the changed content of the National Curriculum and the timetable for its introduction into schools be noted.

**John Slater**

**Service Director: Education Standards and Inclusion**

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## **Constitutional Comments**

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



### **Financial Comments (KLA 25/02/14)**

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

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

DfE webpages on National Curriculum Consultation

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

Proposed revisions to the National Curriculum in England – report to Children and Young People’s Committee on 16 September 2013

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

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

All.

C0385



Elizabeth Truss, Parliamentary Under-Secretary of State (education and childcare)  
Speech at:

<http://www.education.gov.uk/inthenews/speeches/a00222888/felcom>

Subject associations and publishers developing new materials:

<http://www.besa.org.uk/home>, <http://www.publishers.org.uk/>

Teacher Development Trust's 'good CPD' guide:

<http://goodcpdguide.com/>

National College - online resources to help schools plan curriculum change:

<http://www.education.gov.uk/nationalcollege/leadingcurriculumdevelopmentresource>

Reena Keeble on leading change in her school:

<http://www.youtube.com/watch?v=trfAzeifaY>

Programmes of study and links to resources:

<https://www.gov.uk/government/publications/national-curriculum-in-england-mathematics-programmes-of-study>

NCETM new micro-site:

<https://www.ncetm.org.uk/resources/40851>

Debbie Morgan (NCETM):

[http://www.youtube.com/watch?v=l4aDZEZaF\\_A](http://www.youtube.com/watch?v=l4aDZEZaF_A)

Andrew Carter:

<http://www.youtube.com/watch?v=WSMkgNu3ptw>

Helen Drury:

[http://community.tes.co.uk/national\\_curriculum\\_2014/b/mathematics1/archive/2013/12/13/secondary-maths-in-the-national-curriculum-by-dr-helen-drury.aspx](http://community.tes.co.uk/national_curriculum_2014/b/mathematics1/archive/2013/12/13/secondary-maths-in-the-national-curriculum-by-dr-helen-drury.aspx)

### English

Programmes of study and links to resources:

<https://www.gov.uk/government/publications/national-curriculum-in-england-english-programmes-of-study>

Expert group: National Literacy Trust hosting a free planning tool:

[http://www.literacytrust.org.uk/schools\\_teaching/curriculum](http://www.literacytrust.org.uk/schools_teaching/curriculum)

Phonics programmes and resources:

<http://www.education.gov.uk/schools/teachingandlearning/pedagogy/phonics/b00198579>

<http://www.education.gov.uk/schools/teachingandlearning/pedagogy/a00191791/match-funding-for-systematic-synthetic-phonics-products-and-training>

Article from James Clements:

[http://community.tes.co.uk/national\\_curriculum\\_2014/b/english/archive/2013/12/05/english-in-the-national-curriculum-by-james-clements.aspx](http://community.tes.co.uk/national_curriculum_2014/b/english/archive/2013/12/05/english-in-the-national-curriculum-by-james-clements.aspx)

## Science

Programmes of study and links to resources:

<https://www.gov.uk/government/publications/national-curriculum-in-england-science-programmes-of-study>

STEM centre:

[www.nationalstemcentre.org.uk/primaryscience](http://www.nationalstemcentre.org.uk/primaryscience)

Expert group materials:

<http://www.nationalstemcentre.org.uk/stem-in-context/support-for-science-ITE>

Pauline Hoyle podcast:

[http://community.tes.co.uk/national\\_curriculum\\_2014/b/science/archive/2013/12/05/watch-pauline-hoyle-on-the-science-curriculum.aspx](http://community.tes.co.uk/national_curriculum_2014/b/science/archive/2013/12/05/watch-pauline-hoyle-on-the-science-curriculum.aspx)

## Computing

Programmes of study and links to resources:

<https://www.gov.uk/government/publications/national-curriculum-in-england-computing-programmes-of-study>

Computing at school (CAS) network:

<http://www.computingschool.org.uk/>

Expert group resources:

<https://sites.google.com/site/primaryictitt/>

<https://docs.google.com/viewer?a=v&pid=sites&srcid=ZGVmYXVsdGRvbWFpbnxwcmItYXJ5aWN0aXR0fGd4OjE2ZTMzM2Y1NTM0ZjdiNTE>

<https://sites.google.com/site/primaryictitt/home/research>

£1.1m scheme for supporting primary teachers - extended Master Computer Teachers programme

<http://www.codecademy.com/schools/curriculum>

## History

Programmes of study and links to resources:

<https://www.gov.uk/government/publications/national-curriculum-in-england-history-programmes-of-study>

Free expert group materials to be available at:

[www.history.org.uk](http://www.history.org.uk)

National Archives:

<http://www.nationalarchives.gov.uk/victorians/ViewSection.aspx>

Free school trips:

<http://www.english-heritage.org.uk/education>

First World War battlefield tours: <http://www.ioe.ac.uk/research/87073.html>

## Geography

Programmes of study and links to resources:

<https://www.gov.uk/government/publications/national-curriculum-in-england-geography-programmes-of-study>

Expert group materials:

Range of overview pieces, on pedagogy and thinking geographically; guidance on locational, map work, fieldwork

<http://geognc.wordpress.com>

## Languages

Programmes of study and links to resources:

<https://www.gov.uk/government/publications/national-curriculum-in-england-languages-programmes-of-study>

Linda Dupret podcast:

<http://www.youtube.com/watch?v=nKPcpJtfKhI>

Expert group overview of materials hosted at:

[http://www.all-languages.org.uk/support/resources/primary\\_resources](http://www.all-languages.org.uk/support/resources/primary_resources)

### **Design & Technology**

Programmes of study and links to resources:

<https://www.gov.uk/government/publications/national-curriculum-in-england-design-and-technology-programmes-of-study>

### **DATA and expert group**

Annotated guide to the KS 1-3 programmes of study and six principles for guiding and evaluating practice, with examples and questions to prompt reflection

<https://www.data.org.uk/for-education/curriculum/dt-national-curriculum-for-england-2014/>

Andy Mitchell podcast:

[https://www.youtube.com/watch?feature=player\\_embedded&v=5AVo8M64Cr8](https://www.youtube.com/watch?feature=player_embedded&v=5AVo8M64Cr8)

### **Music**

Programmes of study and links to resources:

<https://www.gov.uk/government/publications/national-curriculum-in-england-music-programmes-of-study>

Music hubs:

<http://www.artscouncil.org.uk/funding/our-investment/funding-programmes/music-education-hubs/>

Expert group materials available at:

[www.teachingmusic.org.uk](http://www.teachingmusic.org.uk)

### **PE/Sport**

Programmes of study and links to resources:

<https://www.gov.uk/government/publications/national-curriculum-in-england-physical-education-programmes-of-study>

Expert group materials on the AfPE website:

<http://www.afpe.org.uk/advice-on-new-national-curriculum>

Primary sport premium (information, examples and useful links to organisations):

<https://www.gov.uk/government/policies/getting-more-people-playing-sport/supporting-pages/school-pe-and-sport-funding>

### **Art & Design**

Programmes of study and links to resources:

<https://www.gov.uk/government/publications/national-curriculum-in-england-art-and-design-programmes-of-study>

New open-source expert group materials on the subject association's site, covering resources and an audit tool for schools:

<http://www.nsead.org/curriculum-resources/resources.aspx>

### **Citizenship**

Programmes of study and links to resources:

<https://www.gov.uk/government/publications/national-curriculum-in-england-citizenship-programmes-of-study>

Free materials:

<https://www.teachingcitizenship.org.uk/resource/act-guidance-support-revised-national-curriculum-citizenship-2014>

Free personal financial education materials:

<http://www.pfeg.org/>

**Reference Library**

[www.gov.uk/dfe/nationalcurriculum](http://www.gov.uk/dfe/nationalcurriculum) - final PoS and links to funded resources

**National curriculum contacts:**

[Jim.magee@education.gsi.gov.uk](mailto:Jim.magee@education.gsi.gov.uk)

[Gillian.machin@education.gsi.gov.uk](mailto:Gillian.machin@education.gsi.gov.uk)

[Vince.jubb@education.gsi.gov.uk](mailto:Vince.jubb@education.gsi.gov.uk)

**Main national curriculum page:**

<https://www.gov.uk/government/collections/national-curriculum>

**National curriculum information sheet:**

<https://www.gov.uk/government/publications/national-curriculum-and-assessment-information-for-schools>

**DfE TES page:**

[http://community.tes.co.uk/national\\_curriculum\\_2014/b/default.aspx](http://community.tes.co.uk/national_curriculum_2014/b/default.aspx)

**23 April 2014****Agenda Item: 7****REPORT OF SERVICE DIRECTOR, TRANSPORT, PROPERTY &  
ENVIRONMENT****THE NATIONAL SCHOOL FOOD PLAN****Purpose of the Report**

1. This report provides information to the Committee on the recent development and introduction of the National School Food Plan and the actions required to deliver the Plan in Nottinghamshire.

**Information and Advice**

2. The Environment and Resources Department provides a school meals service to a number of primary and secondary schools and academies across the County. 94% of primary schools and academies and 56% of secondary schools and academies buy back their catering service from the County Council.
3. A number of schools and academies have chosen to either manage the catering services directly themselves (27) or procure an arrangement with a private sector catering provider (5).
4. The responsibility for the delivery of the National School Food Plan sits with schools. However, with NCC being the largest catering provider, the schools catering team will have a major role in supporting schools to support the implementation of the National School Food Plan.

**Background**

5. Henry Dimbleby and John Vincent, founders of the LEON restaurant chain, were appointed by the Secretary of State for Education in 2012 to look at the issues and concerns that had been raised nationally over a number of years in respect of school food. Their findings identified that the quality of food had improved enormously since Jamie Oliver's intervention in 2005 and there was clear and measurable improvements in the nutritional quality of most food and a reduction in the sale of "junk" food. It should be noted that the nutritional standards for school meals introduced in 2010 are based around compliance with minimum and maximums allowed across 15 nutrients balanced over a 15 day (3 week) cycle.

6. The School Food Plan by Messrs Dimbleby and Vincent also concluded that the best schools incorporate food education, such as cooking, growing vegetables and even animal husbandry, into their curriculum and also those that promote the service are able to achieve a financially viable operation.
7. The report referred to above recommends the following key actions in order to improve school meals:
  - incorporating cooking into the curriculum for Key Stages 1 to 3
  - training head teachers in food and nutrition
  - replace the existing nutritional food standards with a food based standards approach
  - Public Health England to promote policies which improve children's diets in schools
  - Ofsted inspectors to consider the way a school promotes healthy lifestyles
  - ensure small schools are fairly funded in the provision of school food
  - increase meal take up in junior and secondary schools
  - set up financially sufficient breakfast clubs
  - develop a website to share best practice
  - improve the image of school food
  - improve the skills of the school food workforce
  - introduce Universal Free School Meals to all Key Stage 1 pupils from 1 September 2014.

## **Nottinghamshire County Council Challenges**

### **Universal Free School Meals for Key Stage 1 pupils**

8. The impact of this initiative in Nottinghamshire is extremely significant. Although meal numbers served have increased over the past five years, the overall take up in primary schools is currently 45%. This includes both paid and free meal numbers measured against a total on roll figure. Currently free meals take up is approximately 80% against the entitlement. It should be noted this assumes an average for the year and that every pupil attends school every day. Based on an estimated 85% take-up by pupils in Key Stage 1, this will result in an additional 10,000 to 12,000 extra meals per day which equates to an overall take up of 75% in primary schools after the introduction of Universal Free School Meals.
9. Assessment consultations have now taken place with schools and the common concerns raised are lack of available dining space, adequacy of equipment, increased costs of lunchtime supervision, extra furniture requirements and possible changes to school timetables to allow for two sittings.
10. Installing additional equipment has an impact on the gas or electricity supply, changes in kitchen ventilation systems and potential asbestos removal, all of which is extremely costly.
11. Whilst the priority will be to increase the working hours of current staff there will be a requirement to recruit and train an additional 50 full time equivalent workforce to cater for increased take up in school meal numbers.



12. Nottinghamshire's capital funding allowance is £1.7m; this is available to support the additional infrastructure requirements and excludes funding available separately for voluntary aided and academy schools. First year revenue funding allocations have been announced by the Government at £2.30 a meal, representing the national average cost of providing a school meal. This allowance is expected to cover the average school meal prices as well as incidental expenditure such as cutlery, seating and other associated costs.
13. A number of projects have been initially identified based on existing kitchen capacity and projected increase in meal number. However, these exceed the capital available therefore detailed studies are underway to produce a priority list for those schools where no other alternatives other than to carry out building work are possible. Whilst a principle of delivering a service from self-sufficient individual kitchens is by far the long term financially and customer preferred option, this unlikely to be achievable within the timescale requirements of service delivery i.e. 1 September 2014.
14. Maintained schools with a self-managed service have been contacted to request information on their potential requirements so that these can be considered against the same criteria being developed to prioritise the capital allocation.

## **Capital Funding**

15. The Committee should note that whilst the provision of free school meals for Key Stage 1 pupils will result in a welcome increase in take up levels, a significant number of school kitchens will not be able to accommodate the increased demand due to their size. In some schools there are no school kitchens, and there is little or no room for extension. Capacity is also constrained by the size of school halls/dining areas and kitchen equipment.
16. The amount of capital funding provided by the Government for infrastructure improvements is limited and will not therefore be sufficient to create the extra capacity required in every school which has a significant increase in meal numbers. As the school meals service is delivered under the remit of the Personnel Committee, the proposed expenditure has been allocated against the 2014/15 Personnel Capital Programme; however Members of the Children and Young People's Committee should be aware of the allocation proposals as set out below.
17. It is proposed to adopt the following principles for the allocation of the funding for infrastructure improvements:
  - i. All Nottinghamshire schools (with the exception of voluntary aided schools and academies) will be eligible for funding support where it is deemed essential to meet the increased demand.
  - ii. Wherever appropriate and possible, agreement will be reached with schools for a separate dining session for Key Stage 1 pupils to accommodate increased take up.
  - iii. Extension of kitchens or school halls will only be considered when other viable options have been voted out on grounds of cost, viability and timing.

iv. Highest priority will be to allow school kitchens to remain self-sufficient in producing meals by investing in new kitchen equipment/layout subject to the project feasibility assessment.

18. Additional options being considered are equipping existing primary school kitchens currently working under capacity to provide meals for other schools and working with County Enterprise Foods to produce easily transportable bulk food items thereby reducing kitchen production requirements. The service will also be discussing requirement with suppliers to increase number of food deliveries to reduce the impact on existing storage facilities particularly in relation to fridges and freezers.

### **Other Food Plan Action Requirements**

19. The change from meeting the 15 nutrition requirements based food provision to a food based standard approach will not impact on the existing menu provision and existing food provision will comply.
20. Support is currently provided by the schools catering service to schools delivering curriculum based cooking activities to pupils as and when required.
21. Announcements are due shortly on the successful tenderers engaged in delivering the promotional initiative for increasing take-up in junior and secondary schools. Nottinghamshire has indicated an expression of interest in supporting two of the potential consortium bids currently being considered.
22. The Committee should also be aware that as all Key Stage 1 pupils will be entitled to free school meals, schools are concerned that parents of pupils entitled to a free meal will no longer register, thereby impacting on the school premium funding they receive. It will therefore be important to continue to raise awareness and support a registration process in order to safeguard existing funding streams to schools.

### **Conclusion**

23. Delivering the National School Food Plan represents a significant and unprecedented challenge to the schools catering service. Colleagues from CFCS and Property Services are engaged in the preliminary planning process and will assist in ensuring its successful delivery.

### **Other Options Considered**

24. None.

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

25. With 94% of primary schools obtaining their catering service from the County Council, the service has a key role in supporting schools with the delivery of the infrastructure required by the National School Food Plan.

## **Statutory and Policy Implications**

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

## **RECOMMENDATION**

- 1) That the information on the recent development and introduction of the National School Food Plan and the actions required to deliver the Plan in Nottinghamshire be noted.

**Jas Hundal**

**Service Director, Transport, Property and Environment**

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## **Constitutional Comments**

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

## **Financial Comments (TMR 24/02/2014)**

28. The financial implications are set out in the report.

## **Background Papers and Published Documents**

The School Food Plan [www.schoolfoodplan.com](http://www.schoolfoodplan.com)

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

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

All.

C0373



**23 April 2014****Agenda Item: 8****REPORT OF THE SERVICE DIRECTOR, YOUTH, FAMILIES AND CULTURE****NOTTINGHAMSHIRE CHILDREN'S TRUST EARLY HELP DEVELOPMENT  
PLAN 2013 – 2016: UPDATE****Purpose of the Report**

1. To provide an update to the Children and Young People's Committee on progress in implementing the Nottinghamshire Children's Trust Early Help Development Plan 2013 – 2016.

**Information and Advice**

2. The Early Help Development Plan has aligned key strategies across the Nottinghamshire Children's Trust and acts as an umbrella for existing work that is underway through the Child Poverty, Early Years and Closing the Educational Gap strategies, including the language for life strategy.
3. The Plan was developed to improve the multi-agency early help offer to children, young people and families across Nottinghamshire and was approved by Policy Committee in October 2013. There is an increased emphasis on early help within Working Together to Safeguard Children 2013, and it is also a key focus within the revised Ofsted framework for inspecting services for children in need of help and protection, children looked after and care leavers.
4. The Plan aims to ensure all agencies across the Children's Trust coordinate their early help activities to provide an integrated and seamless service to children and families.
5. The Plan is overseen by the Early Help Executive and reports to the Nottinghamshire Children's Trust.
6. Nottinghamshire has adopted Professor Munro's definition of early help, meaning help provided early in the life of a child and early in the emergence of a problem. The Plan has been developed in line with Nottinghamshire Pathway to Provision which supports practitioners to appropriately identify the support needs of children and families.
7. The Plan has developed and identified a number of key actions to ensure that the multi-agency early help offer is effective, high quality and easily accessible: progress is measured against those actions.

## Progress to Date

8. The Plan has a number of work streams and progress on each of these is detailed below:
9. **Improving Access:** A review of the Early Help Unit (the Unit was established in September 2013) has been completed with recommendations being built into the transition plan that will support the alignment of the unit with the Multi Agency Safeguarding Hub (MASH) from 1 April 2014. The network of Joint Access Teams (JATs) has been reviewed following a period of consultation and has been replaced by Complex Case Resolution meetings (CCRM). CCRMs will provide a mechanism for the management of complex cases which are often referred to as “stuck” cases. Alongside this activity the current ‘step-down’ process for families who are no longer in need of support from Children’s Social Care has been clarified and strengthened to enable families to continue to receive appropriate levels of support from early help services.
10. **Assessment:** the Common Assessment Framework (CAF) has been re-worked to simplify its use to ensure children, young people and families have swift access to the most appropriate early help service. The Reworked CAF form is now known as the Early Help Assessment Form (EHAF) and there is an implementation plan for its roll out to all practitioners in the children’s workforce. It is intended that with a simplified method for holistically assessing the needs of vulnerable children and young people, more families will receive the early support they need and thus prevent them from needing more specialist interventions.
11. **Workforce:** a workforce development plan has been established incorporating occupational standards for early help practitioners to ensure the workforce is appropriately skilled and experienced to support families who do not meet the threshold for Children’s Social Care. The plan will be brought before Committee for approval at a forthcoming meeting.
12. **Children’s Health Services:** plans to enable health services such as GP practices to be young people friendly are being developed and work has started to align and integrate commissioning related activity for Health Visiting, School Nursing, Family Nurse Partnership and Children’s Centres to identify opportunities to strengthen the commissioning and delivery of public health services.
13. **Vulnerable Groups:** a Children Missing Education (CME) Strategy has been developed with a supporting action plan to ensure service provision is prioritised to meet the needs of the most vulnerable children and young people.
14. **Performance and Quality Assurance:** an Early Help dataset has been developed with key performance indicators to enable managers to gather robust performance data. The intelligence from the dataset will inform service improvements and standardise reporting for early help and children’s social care in line with Ofsted expectations. This will be achieved via the newly formed Early Help Improvement Groups (EHIGs). The EHIGs provide locality leadership for the early help agenda in a defined area. The three localities are North (Bassetlaw and Newark & Sherwood), West (Mansfield and Ashfield) and South (Broxtowe, Gedling and Rushcliffe). They are chaired by Group Managers in the Early

Help Service; the groups will bring together a core group of managers and practitioners to co-ordinate activity and improve the early help service offer.

15. **Resourcing:** research into evidence based programmes which use effective approaches has been commissioned and a Knowledge Transfer partnership has been established with Nottingham Trent University.
16. **Early Years:** an early years plan has been developed and will be presented to the Policy Committee for approval on 2 April 2014. The plan aims to ensure young children have the best start in life through access to quality early years provision.
17. In summary, there has been a significant amount of activity to implement the Early Help Development Plan since its approval in the Autumn of 2014, to ensure children, young people and families receive the support they need as quickly as possible and enables families to move seamlessly between services when appropriate, having timely access to early help services.

### **Other Options Considered**

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

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

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

### **Statutory and Policy Implications**

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

### **Implications for Service Users**

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

### **Safeguarding of Children and Vulnerable Adults Implications**

22. The Children's Trust workforce supports vulnerable children and young people. In some instances the cases are complex with some safeguarding concerns which do not meet the threshold for statutory Social Care assessment and intervention. The Early Help

Development Plan strengthens the arrangements for working together and improves the tracking of outcomes for children and young people.

## **RECOMMENDATION/S**

- 1) That the update on the Nottinghamshire Children's Trust Early Help Development Plan 2013-2016 be noted.

**Derek Higton**  
**Service Director, Youth, Families and Culture**

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## **Constitutional Comments**

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

## **Financial Comments (KLA 04/04/14)**

24. There are no financial implications arising from this report.

## **Background Papers and Published Documents**

Nottinghamshire Children's Trust Early Help Development Plan 2013-2016 – report to Policy Committee on 16 October 2013

Working Together to Safeguard Children 2013 – DfE March 2013

Framework and evaluation schedule for the inspections of services for children in need of help and protection, children looked after and care leavers – Ofsted December 2013

<http://www.ofsted.gov.uk/resources/framework-and-evaluation-schedule-for-inspection-of-services-for-children-need-of-help-and-protectio>

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

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

All.

C0403



23 April 2014

Agenda Item: 9

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

### **UNDER-16 HOME TO SCHOOL TRANSPORT POLICY 2014 AND POST-16 TRANSPORT POLICY 2014/2015**

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

1. The purpose of this report is to invite the Committee to comment on the proposed amendments to the following and recommend the revised policies to Policy Committee for approval at its meeting on 7 May 2014:
  - a) Under-16 Home to School Transport Policy 2014
  - b) Post-16 Transport Policy 2014/2015.

#### **Information and Advice**

2. Nottinghamshire County Council is required to publish its Under-16 Home to School Transport Policy and the Post-16 Transport Policy in accordance with the Education and Inspections Act 2006 which built on provisions in the 1996 Act. Where amendments are proposed, these must be subject to consultation and the agreed new policy published by 31 May each year. The proposed amendments to the policies are outlined below. Copies of the proposed policies are available as background papers.

#### **Under-16 Home to School Transport Policy 2014**

3. The Under-16 Home to School Transport Policy sets out the County Council's provision of school transport services and travel assistance for pupils aged 4-16 years. It sets out the criteria for:
  - eligibility for travel assistance
  - how parents/carers may apply
  - how decisions are made
  - the type of assistance that may be available
  - how parents/carers may appeal against decisions they are unhappy with.

4. The Under-16 Home to School Transport Policy has the following amendments.
- a. Travel entitlements for pupils identified with Social, Emotional and Behavioural Difficulties (SEBD)  
With the introduction of new educational placement arrangements for children with SEBD within Nottinghamshire, the policy has been amended to reflect these changes. Appendix C has been added; this articulates the entitlements for children with SEBD attending alternative provision.
- b. Independent Travel Training  
Nottinghamshire County Council's Independent Travel Training Programme was introduced to schools and colleges in Nottinghamshire in September 2013. The Home to School Transport Policy has been amended to reflect the introduction of this programme.
- c. Discretionary provision - Moving home and temporary accommodation
- The discretionary provision for protecting travel entitlements for pupils moving home in Year 6 has been removed. Pupils who move home in Year 6 and remain at the catchment primary school for their old address will not be entitled to travel assistance.
  - Children of families who move into temporary accommodation for reasons outside their control will continue to receive travel assistance for up to a period of six months. The policy has been changed to restrict this assistance to a maximum of 25 miles travelling distance and 75 minutes travelling time.
- d. Current practice  
The following amendments have been made to clarify current practice:
- The Council will not provide travel assistance for transition visits to new schools.
  - The Council will only provide transport on medical grounds for children attending their catchment or designated school.
  - The Council will not provide travel assistance to/from enrichment activities, homework clubs and revision sessions.
  - The Council will not provide travel assistance for children who are taken ill at school.
  - The term "catchment area" when used in the policy has been clarified to indicate the catchment area as defined by Nottinghamshire County Council not by a school or other educational establishment.
- e. Travel assistance to preferred schools  
Following a decision made by Nottinghamshire County Council's Policy Committee on 18 September 2013, the roll out of the Discretionary Travel Scheme for secondary age pupils attending a preferred school was ceased. The policy has been amended to reflect this decision.

## **Post-16 Transport Policy 2014/2015 Academic Year**

5. The Post-16 Transport Policy consists of a travel scheme which aims to enable post-16 students to access education. The scheme is available to all Nottinghamshire County residents who meet the qualifying criteria. Where the County Council determines that student has a special transport need this will be provided.
6. The Post-16 Transport Policy for the Academic Year 2014/2015 has the following amendments.
  - a. Travel Assistance – Half Fare Pass  
Eligible students may purchase a pass which entitles the user to travel at half adult fare. The price of the half fare pass has remained at £99 for over 15 years. The cost of the pass will increase to £120 from September 2014.
  - b. Travel Assistance – Travel Grant  
Nottinghamshire County Council provides a Travel Grant to support Post 16 students who have either no access to public transport (e.g. live in a rural location) or whose course is offered at their nearest college/school which may be outside the Nottinghamshire border. From September 2014 the policy will be changed to restrict this assistance to a maximum of 25 miles travelling distance and 75 minutes travelling time.
  - c. Students with special transport needs – Independent Travel Training  
Nottinghamshire County Council's Independent Travel Training Programme was introduced to schools and colleges in Nottinghamshire in September 2013. The Home to School Transport Policy has been amended to reflect the introduction of this programme.
  - d. Students with special transport needs – Current practice  
The following amendments have been made to clarify current practise
    - The definition of full time study has been clarified more fully; students must be attending a full time course of a minimum of 540 guided learning hours per year over a period of at least 30 weeks.
    - The Council will not provide travel assistance for students who are taken ill at school/college.

## **Consultation process and responses**

7. Public consultation on the changes to the Under-16 Home to School Transport Policy and the Post-16 Transport Policy were undertaken from Monday 3 February 2014 to Sunday 2 March 2014. The current policies together with a summary of changes were available on the Nottinghamshire County Council website during the consultation period.
8. Additional engagement on the amendments to the policies was undertaken prior to and during the public consultation period with key stakeholders which included Nottinghamshire Schools, Nottinghamshire Colleges and neighbouring councils.

9. Written responses were invited to the proposals outlined in the consultation. Eight responses were received by the closing date of the consultation, two of which were from schools, Toot Hill and Outwood Academy Portland, and six responses from parents.

### **Summary of key issues raised**

10. The key issues in the correspondence received were:
- Cessation of the preferred travel scheme for secondary age pupils – 6 responses.
  - Travel to faith schools – 2 responses.
  - No home to school transport for enrichment activities – 1 response.
  - Rise in the cost of Post-16 travel – 1 response.
  - Restriction of Post-16 travel assistance to nearest establishment – 1 response.

### **Other Options Considered**

11. The option to make no changes to the Under-16 Home to School Transport Policy and the Post-16 Transport Policy was rejected as modest proposals are considered necessary in the interests of transparency, to clarify existing practice or to bring specific provisions in to alignment, e.g.: with regard to maximum travel times or distances. The increased fee for Post -16 passes is proposed in view of the rising cost of provision since their introduction. The option to freeze the fee was discounted as being unrealistic in light of the budget challenge faced by the Council. Proposals for a higher increase were discounted in recognition of the financial climate for service users.

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

12. It is a requirement that the local authority reviews the Under-16 Home to School Transport Policy and the Post-16 Transport Policy each year. The two policies have been reviewed and amended for the reasons stated in the report. The proposed policies meet the statutory requirements of the local authority to provide transport to pupils and students in Nottinghamshire.

### **Statutory and Policy Implications**

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

### **Implications for service users**

14. Students applying for Post-16 travel assistance will be charged at the new rate of £120 for the half fare pass from September 2014.
15. Students applying for a Post-16 Travel grant from September 2014 will have the new restrictions applied to this grant. The grant will only be considered in exceptional circumstances and will only be considered where they are attending the nearest

school/college to their home address. The distance travelled will be restricted to a maximum of 25 miles travelling distance and 75 minutes travelling time.

### **Financial implications**

16. There are no anticipated additional costs relating to the proposed changes to the Under-16 Home to School Transport Policy and the Post-16 Transport Policy.

### **Public Sector Equality Duty Implications**

17. As part of the process of making decisions and changing policy, public authorities are required by law to think about the need to:
  - Eliminate unlawful discrimination, harassment and victimisation.
  - Advance equality of opportunity between people who share protected characteristics (as defined by equalities legislation) and those who do not.
  - Foster good relations between people who share protected characteristics and those who do not.
18. Equality Impact Assessments (EIAs) are a means by which a public authority can assess the potential impact that proposed decisions / changes to policy could have on the community and those with protected characteristics. They may also identify potential ways to reduce any impact that a decision / policy change could have. If it is not possible to reduce the impact, the EIA can explain why. Decision makers must understand the potential implications of their decisions on people with protected characteristics.
19. An EIA has been undertaken and is available as a background paper. Decision makers must give due regard to the implications for protected groups when considering this report.

### **Human Rights Implications**

20. The provisions of the Equality Act 2010 and the European Convention on Human Rights are recognised throughout and in particular in sections relating to Special Educational Needs and Disability.

## **RECOMMENDATION/S**

That:

- 1) the Committee comments on the proposed amendments to the Under-16 Home to School Transport Policy 2014 and recommends the revised policy to Policy Committee for approval at its meeting on 7 May 2014.
- 2) the Committee comments on the proposed amendments to the Post-16 Transport Policy 2014/2015 and recommends the revised policy to Policy Committee for approval at its meeting on 7 May 2014.

**John Slater**  
**Service Director, Education Standards and Inclusion**

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**Constitutional Comments (LM 25/03/14)**

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

**Financial Comments (KLA 04/04/14)**

22. The financial implications of the report are set out in paragraph 16 above.

**Background Papers and Published Documents**

Under 16 Home to School Transport Policy 2014  
Post 16 Transport Policy 2014/2015  
Equality Impact Assessment

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

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

All.

C0398

**23 April 2014****Agenda Item: 10****REPORT OF THE SERVICE DIRECTOR, EDUCATION STANDARDS AND  
INCLUSION****MATTERSEY AND WINTHORPE COMMUNITY PRIMARY SCHOOLS:  
PROPOSALS FOR THE DELIVERY OF EARLY YEARS EDUCATION PLACES  
- CONSULTATION OUTCOMES****Purpose of the Report**

1. This report provides Committee with the outcomes of formal consultation about the proposals to provide early years places at the above-named schools from September 2014.
2. It also seeks approval to publish statutory notices as required under the provisions of Section 19 of the Education and Inspections Act 2006 (EIA 2006) to formally lower the schools' age range from 5-11 to 3-11 years also from September 2014.

**Information and Advice**

3. At its meeting on 10 February 2014, Committee gave its approval for the formal consultation with the staff, governors, pupils and parents/carers of Mattersey and Winthorpe Primary Schools, local communities and other interested parties about the proposals referred to in this report.
4. Members may recall that these proposals will provide early years places in rural communities currently without such provision and increase opportunities for parental choice. They will also support the schools' aims to provide continuous education from ages 3 through to 11 years.

**Consultation**

5. Consultation leaflets concerning each separate proposal were circulated to all the staff, governors and parents/carers of pupils at the schools concerned to explain the rationale for the proposals and to give them the opportunity to make any comments about what was being proposed.
6. Copies of the leaflets were also sent out to the wider community including residents adjoining the schools' sites where appropriate, other schools in the localities, the Members of Parliament and local County Councillors, Diocesan Authorities, the local district councils, and other interested parties.

7. The consultation periods for each proposal ran from 12 February to 4 April 2014 and written responses were invited either by the reply form provided, via the County Council's website or by electronic mail. The attached **Appendices 1 & 2** summarise the number of responses received and the various comments, issues and concerns that were raised and expressed.
8. The governors of Winthorpe Primary also held a public meeting at their school during the above-mentioned consultation period on 26 February. This meeting for interested parties was well attended and provided an opportunity for the governors' proposal to be explained in more detail.
9. The headteachers, staff and governing bodies of Mattersey Primary and Winthorpe Primary are supportive of the proposal affecting their respective school.
10. The Pupil School Councils of each of the above schools were consulted and are similarly supportive of early years places being provided at their respective schools.
11. In summary, the main issues arising from respondents opposing each respective proposal are:-
  - i) Mattersey Primary:
    - other existing alternative early years providers would provide parents with more choice
  - ii) Winthorpe Primary:
    - the possible disruption to existing pupils' education if mixed age classes were created
    - the capacity of the school allegedly being too small to cater for early years places being provided
    - the needs of younger children potentially not being met if they are placed with older pupils
12. In comparison to the above issues, the main comments in support of each respective proposal can be summarised as:-
  - i) Mattersey Primary:
    - there is a consensus of support for the proposal to proceed
    - there is an alleged inadequacy of local public transport that prevents families from being able to access alternative early years provision
    - the provision of early years places would be an asset not only to the school but also to the local community.
  - ii) Winthorpe Primary:
    - providing local early years places increases the opportunity for parental preference and helps reduce the potential number of car journeys to alternative providers



- there is support from the staff and governors concerning the proposal to establish early years places at their school
  - there would be continuity of education in one setting for children from the age of 3 years.
13. Account has been taken of all the comments received during the consultation period concerning each of the proposals referred to in this report. It is difficult to predict with absolute certainty how the respective proposals will impact on local infrastructure because the overall take-up of places in any setting is predicated by a number of factors including parental choice and birth rates.
14. On balance, it is therefore recommended that the proposals referred to in this report concerning Mattersey and Winthorpe Primary Schools should proceed.

### **Statutory Notice**

15. If Committee agrees to the recommendation within this report, under the provisions of the EIA 2006, following formal consultation the County Council is required to publish a Section 19 Notice where it is proposed to lower the age limit of admission to a community school by one year or more.

### **Other Options Considered**

16. As previously reported, the closure during December 2013 of a local pre-school playgroup in Mattersey has reduced parental choice for early years provision. The only other feasible option available to the school for parents who wish their children to receive early years education between the ages of 3-4 years is to send them to alternative early years providers outside of the village.
17. There is currently no early years provision within the Winthorpe community and the nearest alternative provider is located one and a half miles away from the school.

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

18. The proposals outlined in this report are perceived as being in the best interests of both schools and their respective communities.

### **Statutory and Policy Implications**

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

### **Implications for Service Users**

20. Children and families will have access to early years education in their immediate locality.

## **Financial Implications**

21. Any variation to the numbers of children attending the school through this proposed change to the admission arrangements will be reflected in the school's budget through the Early Years Single Funding Formula, and funded by the Education Funding Agency through the Dedicated Schools Grant.

## **Public Sector Equality Duty Implications**

22. If approval was to subsequently be given for these proposals to proceed, the proposals will ensure the availability of an early years education place for all children whose parents wish them to have one.
23. Equal opportunities issues for staff will be addressed within an agreed enabling document which will follow an agreed standard format.
24. Prior to requesting any formal approval for the implementation of the proposals referred to in this report, consideration will be given to undertaking Equality Impact Assessments in due course.

## **Human Resources Implications**

25. If, as a result of these proposals, additional staffing is required in school to ensure the effective delivery of the early years education proposed, both schools will use appropriate recruitment and selection procedures when making appointments.

## **Crime and Disorder Implications**

26. Appropriate consideration has been given to the Crime and Disorder Act 1998. It is the view of the County Council that these early years places proposals do not pose a significant risk to increasing criminal activity within the locality of the two schools.

## **Human Rights Implications**

27. Parental preference will be facilitated.

## **Implications for Sustainability and the Environment**

28. By providing local early years education places, the need for travelling to alternative providers by car can be reduced.

## **RECOMMENDATIONS**

That:-

- 1) Committee notes and considers the outcome of formal consultation with staff, governors, pupils, parents/carers, local community and other interested parties about the proposals referred to in this report;

- 2) Committee agrees to the publication of statutory notices, under the provisions of Section 19 of the EIA 2006, for the proposals to:-
- establish 10 full-time equivalent (20 part-time) early years places within the existing premises of Mattersey Community Primary School and lower the school's age range from 5-11 to 3-11 years with effect from 8 September 2014 and
  - establish 5 full-time equivalent (10 part-time) early years places within the existing premises of Winthorpe Community Primary School and lower the school's age range from 5-11 to 3-11 years with effect from 8 September 2014;
- 3) a further report be submitted to this Committee on the outcome of the four week representation period of the County Council's published Section 19 Notices with recommendations for action.

**John Slater**  
**Service Director, Education Standards and Inclusion**

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

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#### **Constitutional Comments (LM 03/04/14)**

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

#### **Financial Comments (KLA 04/04/14)**

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

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

- 1) Mattersey and Winthorpe Community Primary Schools:  
Proposals for the Delivery of Early Years Education Places - report to Children and Young People's Committee on 10 February 2014 (previously published)
- 2) The respective consultation leaflets for parents/carers, staff, governors and other interested parties concerning the proposed early years places at Mattersey and Winthorpe Primary Schools (circulated from 12 February 2014)

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

## **Electoral Divisions and Members Affected**

Misterton: Councillor Liz Yates  
Collingham: Councillor Maureen Dobson

C0401

## APPENDIX 1

### Proposed provision of Early Years Education Places at Mattersey Community Primary School

#### Consultation Responses Analysis:

Number of consultation documents distributed approximately 200

Status of Respondent	No. of responses received Agreed	No. of responses received Disagreed	No. of responses received Didn't Know
Parent/Carer	13	0	0
Governor	7	1	0
Staff	8	2	0
Pupil	0	0	0
Other	5	0	0
Unknown	1	0	0
<b>TOTALS</b>	<b>34</b>	<b>3</b>	<b>0</b>
Where reply forms indicated more than one type of respondent, only one has been included in the table above using a priority order of 'parent/carers', 'governor', 'staff' and then 'pupil/other'.			

## **Comments/Issues/Points raised within Written/Electronic/On-line responses:**

### **The decision making process**

- It is felt the proposed early years places will be a valuable asset to the school and the community.
- Opinion expressed that no other provider would give the same quality of education.
- Opinion expressed that as the school is the centre of learning in Mattersey, it is the right place to be used to maintain high standards.
- Opinion expressed that the village is crying out for a nursery setting.
- Comment made that early years provision is something parents/carers have wanted for a long time.
- In disagreeing with the proposed early years provision at Mattersey Primary, opinion expressed that continuing to use alternative providers would seem to give parents greater choice. There is allegedly already a 3-11 school nearby.
- In supporting the proposal, comment made that it will benefit parents with older children if younger siblings can go to the same school. It was also felt it will benefit the early years children as they will already be settled into the school environment and be familiar with the surroundings, making their transition easier.
- Opinion expressed that to only continue to use alternative providers could mean that children from the village have other facilities available.
- Comment made that to continue the viability of Mattersey Primary it would be helpful if children are familiar with the school and hopefully parents willing to send them into the main school when they reach Primary level.
- In opposing the proposal, comments made that there are alternative early years providers allegedly in very close proximity to Mattersey Primary.
- Concern expressed that Nottinghamshire County Council cannot provide projections of children in order to provide reassurance that other providers would not be adversely affected by the proposed early years places at Mattersey.
- In disagreeing with the proposed early years places, a local primary school headteacher was very concerned that their school had not been contacted by

either the County Council or Mattersey Primary prior to the consultation being initiated.

- In opposing the proposal, concern expressed by another local primary school headteacher that providing early years places at Mattersey Primary could potentially have a detrimental effect on the requirement for places at other settings in the locality.

### **Financial issues**

- Comment made that the previous early years provider in Mattersey became unable to offer places for financial reasons; the school offering EYP is highly desirable as it will offer a seamless education experience for children in the village from age 3 to age 11. This will encourage parents/carers to send their children to Mattersey when they are rising 5.

### **Building and site related issues**

- Opinion expressed that the school already has excellent facilities and resources to provide Early Years places; many pupils have younger siblings who would benefit greatly from the proposed provision. It is well placed with regard to facilities, resources, reputation (Ofsted rated Good), location, access for local residents, reinforcing the sense of community.
- Comment made that having an early years setting on school premises will hopefully secure the on-going continuity of Mattersey school.
- Opinions expressed that it would be of vital importance and more beneficial for children to have continuity and stability from pre-school provision to primary education in the same school setting. This would make the transition easier and would help the children's progress.
- Opinion expressed that Mattersey Primary is well resourced and fully equipped in readiness for the provision of early years places.

### **Pupil, Curriculum and Community related issues**

- Opinions expressed that the young children of Mattersey village are missing out on vital early years experience and important early education opportunities, as there is no local provision currently.
- Concern expressed that many 3 year olds are not getting the start in life they deserve.
- In opposing the proposal, opinion expressed that alternative providers offer a good standard of education for early years children.
- Opinion expressed that other early years providers are allegedly not full and there is sufficient capacity within them.

- Opinions expressed that this would benefit those parents living locally who have young children but no means of transport to take them elsewhere. Alternative providers are only accessible to families with transport as this is a small rural setting.
- Comments made that most parents rely on inadequate public transport and cannot reasonably get their children to other local providers as it is quite a long walk with very young children to other providers.
- Opinion expressed that Mattersey Thorpe is an area of deprivation with very poor public transport, isolating many residents.
- Comment made that Mattersey is a rural setting and other 'alternative providers' would only be accessible for local families if they had transport.
- In supporting the proposed early years provision, a parent living in a neighbouring village commented that there are allegedly no primary schools with nursery provision nearby. The nearest pre-schools are in a neighbouring local authority and were all private.
- It is believed that the proposal would not only bring vital pre-school education to young children in the surrounding area, but also give those children an early start in sampling the healthy and balanced menu the school offers.
- Opinion expressed that the proposed early years provision would offer continuity for local children i.e. getting the young children to integrate with siblings and familiar surroundings, eases them into the education system.
- It is believed that it would be beneficial to the children and their families to be able to attend the school that siblings attend.
- Comment made that it would help the younger children become used to school.
- Belief that it is essential that village children can benefit from local pre-primary education so that they are not disadvantaged to those in town/city locations.
- Comment made of being aware of the remote location of Mattersey and the social isolation and deprivation of Mattersey Thorpe in particular. Opinion then expressed that the provision of early years education at the school will be inclusive to both parents and their children, which will benefit them as they progress through their school life.
- In supporting the proposal, comment made that anything which utilises school facilities in an isolated community and ensures longevity of primary education in Mattersey seems to be a good thing.



## APPENDIX 2

### Proposed provision of Early Years Education Places at Winthorpe Community Primary School

#### Consultation Responses Analysis:

Number of consultation documents distributed approximately 200

	No. of responses received  Agreed	No. of responses received  Disagreed	No. of responses received  Didn't Know
Parent/Carer	11	10	1
Governor	0	0	0
Staff	3	0	0
Pupil	0	0	0
Other	6	1	0
<b>TOTALS</b>	<b>20</b>	<b>11</b>	<b>1</b>
Where reply forms indicated more than one type of respondent, only one has been included in the table above using a priority order of 'parent/carers', 'governor', 'staff' and then 'pupil/other'.			

## **Comments/Issues/Points raised within Written/Electronic/On-line responses:**

### **The decision making process**

- Although agreeing with the concept of providing early years places, feeling expressed of not being able to make an informed decision either way due to not knowing where the places would be located in the school.
- In opposing the proposal, comment made that there are allegedly numerous alternative early years providers in the area.
- Feeling of disappointment expressed that the consultation would expire prior to knowing whether a place in Winthorpe Primary's Reception class had been offered to their child. It was felt this did not give parents/carers adequate time to make an informed view about the proposed early years provision.

### **Financial Issues**

- In opposing the proposed early years places, feeling expressed of not being convinced that the financial argument weighs up against the potential loss of the how the school is currently run.

### **Staffing matters**

- In supporting the proposed early years provision, feeling expressed it would help children settle into school life quicker and would be beneficial to their well-being. It would also help staff know the children better from the start giving a better understanding of their learning needs and make the children feel more secure in the school environment.
- In opposing the proposal, parental concerns raised about the potential effect a mixed age Reception class would have on existing teaching staff, citing the differing developmental and educational needs of younger and older children.

### **Building and site related issues**

- Opinion expressed of being overall in favour of providing early years places at Winthorpe Primary but with some concerns about its impact on pupils in the school's Foundation 2 class, as they will allegedly be in the same room.
- In opposing the proposed early years proposal, the following parental opinions expressed with concerns about:

- The current school premises allegedly being too small to accommodate even a small number of extra children.
  - The early years children will be expected to fit in too much with the current routines and expectations of the school, and will not benefit from a more play-based, nurturing, age-appropriate experience
  - Not feeling confident that the staff will provide the warm, caring and nurturing relationships this age group requires
  - Did not think expecting all children to attend all 5 morning sessions is helpful or developmentally appropriate
  - That if before and after school care provided through existing resources - concerned that younger children will be 'lost' and needs not properly met when placed with a group across the 4-11 age range
  - Also being concerned about the impact on Reception class of 10 younger children joining their already busy classroom, and that the presence of these younger children (with their different needs) will be a 'distraction' to the task of helping Reception children settle into a formal education environment.
- In opposing the proposal, opinions expressed that the early years provision should be provided in another building and with a separate playground.
  - Comment made that having a separate building for the early years provision could also benefit After School and Breakfast Clubs.

### **Pupil, Curriculum and Community related issues**

- In strongly disagreeing with the early years proposal, comments made that the intimacy and focus given to Winthorpe Primary's Reception Year is one of the jewels of the school and is allegedly why many parents/carers choose the school.
- Comment made that the provision of early years should be an option at Winthorpe Primary but only if a separate class/area is provided.
- In supporting the proposal, feeling expressed that it will give parents/carers more options as well as more opportunities for the school as a whole.
- Opinions expressed there was allegedly inadequate parking around Winthorpe Primary already, citing this situation would get worse if more children attended the school through the proposed early years places.
- Comment made in support of the proposed early years provision citing that for the respondent's own children, had the places been previously provided it would have made transition into a main school setting so much easier and less traumatic.

- Comment made of there currently being no nursery provision in the Winthorpe village.
- In opposing the proposed early years places, parental comments made that they had chosen Winthorpe Primary for the excellent standards it has in its Reception class and the low numbers of children in it.
- Feeling expressed there would be considerable benefit for children, both emotionally and intellectually, from early years provision becoming available at Winthorpe Primary.
- Feeling expressed that the proposed early years places would be a better foundation education for children and that they would be beneficial and contribute to the school and community as a whole.
- Opinion expressed that the provision of early years places would be more convenient for parents/carers who have older children within the main school.
- Feeling expressed that a foundation unit would complement the transition from foundation and into reception. It was also felt that children will be more prepared for reception as they will be used to the environment and routine.
- In supporting the proposal, comment made that it would benefit families by enabling them to have their children all in one place.
- In opposing the proposal, concerns raised and opinions expressed about the potential impact of providing early years places at Winthorpe Primary, citing that this could have a detrimental effect on the school's long term viability if future parents/carers choose not to send their children to mixed age classes at the school.
- Feeling expressed of being keen that Winthorpe Primary does not rush into providing early years places and takes time to thoroughly research and understand what the key factors were for parents/carers selecting their school in the past.
- In supporting the proposal, comment made that using alternative early years places at other schools means having to transfer children back to Winthorpe Primary at the appropriate age.
- Opinion expressed that using alternative early years providers gives a lack of continuity for a child's education in one setting, leading to possible transitional problems.
- Comment made of allegedly not being able to find any Ofsted outstanding schools that have nursery and Reception age children being taught together.

23 April 2014

Agenda Item: 11

## **REPORT OF CORPORATE DIRECTOR, POLICY, PLANNING AND CORPORATE SERVICES**

### **WORK PROGRAMME**

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

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

#### **Information and Advice**

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

#### **Other Options Considered**

4. None.

#### **Reason for Recommendation**

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

## **Statutory and Policy Implications**

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

## **RECOMMENDATION**

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

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

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

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Democratic Services Officer  
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## **Constitutional Comments (HD)**

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

## **Financial Comments (PS)**

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

## **Background Papers**

None

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

All.

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

<b><u>Report Title</u></b>	<b><u>Brief summary of agenda item</u></b>	<b><u>Lead Officer</u></b>
<b>19 May 2014</b>		
Performance reporting (Quarter 4 2013/14) – Services for Children and Young People	Annual performance report	Anthony May
Children's Social Work Health Check - update		Steve Edwards
Looked After Children Placements Commissioning Strategy		Steve Edwards
Nottinghamshire children's services quality assurance framework – outcomes/performance report	Six-monthly report	Derek Higton
School Places and Capital Strategy		John Slater
Raising the Participation Age (RPA) Plan update		John Slater
Exceptional payments for school clothing and footwear allowance 2014/15	Annual determination	John Slater
Troubled Families Programme update		Derek Higton
Youth Justice Plan 2014-15		Derek Higton
Participation Strategy		Derek Higton
Healthy Child Programme	For noting	Kate Allen
Authority governor appointments and reappointments and Local Authority appointments to school governing bodies	Quarterly report on appointments made	John Slater
Work Programme		Anthony May
<b>16 June 2014</b>		
Quality assurance of alternative provision for permanently excluded pupils		John Slater
Nottinghamshire Child and Family Poverty Strategy annual performance report	Annual update	Derek Higton
Nottinghamshire Children's Trust (incl Locality Management Groups & CYPF Plan action/implementation plan)	Annual officer group report	
Achieving 2 year olds free early education entitlement - update		Derek Higton
Update on a revised operating model for Nottinghamshire children's services		Anthony May
Progress report on Nottinghamshire Music Education Hub		Derek Higton

<b><u>Report Title</u></b>	<b><u>Brief summary of agenda item</u></b>	<b><u>Lead Officer</u></b>
and response to Ofsted survey 'Music in Schools: what music hubs must do'		
Business Support Review	For consideration and referral to Policy Committee for approval	Anthony May
Work Programme		Anthony May
<b>14 July 2014</b>		
A Strategy for Closing the Educational Gaps in Nottinghamshire – six month review	Six monthly review report	John Slater
Schools Capital Programme progress report	Six monthly progress report	Derek Higton
Child Sexual Exploitation Action Plan - update		Steve Edwards
Outcome of consultation on proposal to close Bassetlaw Learning Centre		John Slater
Rota Visits	Six monthly report	Steve Edwards
Outside bodies report - Futures	Annual report	Derek Higton
Outside bodies report - SACRE	Annual report	John Slater
Work Programme		Anthony May
<b>To be placed</b>		
Locality Visits review		Steve Edwards
Locality Visits	Six-monthly reports	Steve Edwards
Multi-Agency Safeguarding Hub – information sharing		Steve Edwards
CAMHS commissioning plan		Kate Allen
Work of the Family Nurse Partnership		Derek Higton
Young People's Board	Presentation by young people	Derek Higton