

Children and Young People's Committee

Monday, 09 February 2015 at 10:30

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

AGENDA

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|----|--|---------|
| 1 | Minutes of the last meeting held on 12 January 2015 | 3 - 6 |
| 2 | Apologies for Absence | |
| 3 | Declarations of Interests by Members and Officers:- (see note below)
(a) Disclosable Pecuniary Interests
(b) Private Interests (pecuniary and non-pecuniary) | |
| 4 | Performance Reporting (Quarter 3 2014-15) services for children and young people | 7 - 16 |
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| 9 | The Local Authority's response to the British Values agenda including extremism and radicalisation | 43 - 50 |
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Notes

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

Customer Services Centre 0300 500 80 80

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

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

- (4) Councillors are reminded that Committee and Sub-Committee papers, with the exception of those which contain Exempt or Confidential Information, may be recycled.
- (5) This agenda and its associated reports are available to view online via an online calendar - <http://www.nottinghamshire.gov.uk/dms/Meetings.aspx>

Meeting CHILDREN & YOUNG PEOPLE'S COMMITTEE

Date 12 January 2015 (commencing at 10.30am)

Membership

Persons absent are marked with an 'A'

COUNCILLORS

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

John Allin
Boyd Elliott
Alice Grice
Keith Longdon

Philip Owen
Sue Saddington
Gail Turner
John Wilmott

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

Kate Allen	Public Health Department
Paul Davies	Policy, Planning and Corporate Services
Steve Edwards	Children, Families and Cultural Services
Derek Higon	Children, Families and Cultural Services
Anthony May	Children, Families and Cultural Services
Philippa Milbourne	Children, Families and Cultural Services
Jill Norman	Children, Families and Cultural Services
John Slater	Children, Families and Cultural Services

MINUTES OF THE LAST MEETING

The minutes of the meeting held on 8 December 2014, having been circulated to all Members, were taken as read and were confirmed and signed by the Chairman.

CHILD SEXUAL EXPLOITATION

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

RESOLVED 2015/001

- 1) That progress made regarding developments in the response to child sexual exploitation in Nottinghamshire be noted.
- 2) That a further report be submitted to the Children and Young People's Committee in six months.

DELIVERING DIFFERENTLY – DEVELOPMENT OF THE SHORT BREAKS AND PERSONALISATION SERVICE IN THE CHILDREN'S DISABILITY SERVICE AND ESTABLISHMENT OF POSTS

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

RESOLVED 2015/002

- 1) That progress made in the Children's Disability Service towards personalisation and a community support focus model of service delivery be noted.
- 2) That approval be given to the establishment of the following posts in the Short Breaks and Personalisation Service:

- 1 fte Team Manager
- 2 fte Personalisation Reviewing Officers
- 4 fte Personalisation Officers

AGENDA ORDER

The Committee agreed to change the order of the agenda, in order to consider the following item next.

PROVISION OF FUNDING FOR ADAPTATIONS TO A SERVICE USER'S FAMILY HOME THAT EXCEED THE MANDATORY DISABLED FACILITIES GRANT

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

RESOLVED 2015/003

That funding of £28,973 be approved to top up the statutory Disabled Facilities Grant of £30,000 approved by Bassetlaw District Council for an adaptation to a service user's family home.

NOTTINGHAMSHIRE CHILD AND ADOLESCENT MENTAL HEALTH SERVICES (CAMHS) PATHWAY REVIEW UPDATE

Kate Allen introduced the report and responded to questions and comments from Members.

RESOLVED 2015/004

- 1) That the findings from the review of the Nottinghamshire CAMHS Pathway, the resulting recommendations and the expected benefits of the proposed new CAMHS model be noted.
- 2) That the next steps required for approval and implementation of the proposed CAMHS model be noted.
- 3) That the work planned and underway to promote mental resilience and prevent mental health problems in children and young people in Nottinghamshire be noted.
- 4) That the proposal be noted to hold a Nottinghamshire CAMHS Summit early in 2015, to develop a co-ordinated response to the recommendation of the House of Commons Health Committee report, *Children and adolescents' mental health and CAMHS*.

TROUBLED FAMILIES PROGRAMME IN NOTTINGHAMSHIRE - UPDATE

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

RESOLVED 2015/005

- 1) That the development of the Troubled Families programme in Nottinghamshire and the inclusion of Nottinghamshire as an early adopter in phase two of the Troubled Families programme be noted.
- 2) That the establishment of a Business Support Assistant (Scale 4) post to collate data required for the next phase of the Troubled Families programme be approved.

FINANCIAL SUPPORT FOR STUDENTS IN POST-16 EDUCATION

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

RESOLVED 2015/006

That Committee supports the proposals in the report and recommends that Policy Committee, at its meeting on 11 February 2015, determines that during the year 1 April 2015 – 31 March 2016, Regulation 3 (1) of The Local Education Authority (Post-Compulsory Education Awards) (Amendment) (England) Regulations 2000

shall not apply to 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 2015/16 in any circumstances, other than for those children and young people for whom the Council acts as corporate parent.

WORK PROGRAMME

RESOLVED 2015/007

That the Committee's work programme be noted.

The meeting closed at 11.55am

CHAIRMAN

9 February 2015**Agenda Item: 04****REPORT OF THE CORPORATE DIRECTOR , POLICY PLANNING AND
CORPORATE SERVICES****PERFORMANCE REPORTING (QUARTER 3 – 2014/15) - SERVICES FOR
CHILDREN AND YOUNG PEOPLE****Purpose of the Report**

1. The purpose of this report is to provide the Committee with a summary of the performance of the Council's services for children and young people between 1 October and 31 December 2014.

Information and Advice**Performance Reporting for 2014/15**

2. This report forms the third quarterly performance report for 2014/15, reporting on performance for the 2014/15 financial year.
3. At its meeting on 16 July 2012, the Committee agreed to receive a report each quarter, reviewing performance across the full range of services provided to children and young people. Quarterly reports would be in addition to other reports that might be presented to the Committee from time to time, providing detailed performance-related information about specific initiatives, projects or services. As agreed at this meeting, quantitative performance reporting to the Committee is measured via key performance indicators (KPIs), which cover the full range of services to children and young people.
4. Performance data is set out in the table at **Appendix 1**. For each KPI, current performance is compared to the national average, for England, and that of the Council's children's services statistical neighbours, where this data is available. The statistical neighbour local authorities are¹:
 1. Derbyshire
 2. Staffordshire
 3. Lancashire
 4. Worcestershire
 5. Cumbria
 6. Northamptonshire
 7. Essex

¹ Nottinghamshire's Statistical Neighbours changed in October 2014 and are ordered in terms of "closeness". The previous authorities were: Derbyshire, Staffordshire, Lancashire, Cumbria, Northamptonshire, Swindon, Kent, Dudley, Wigan and Lincolnshire.

8. Kent
9. Cheshire West and Chester
10. Warwickshire

5. In addition, for each KPI, the table indicates whether performance has improved (+), declined (-), or remained the same (=) over the current reporting period.
6. Although performance will be reported on a quarterly basis, not all KPIs are equally sensitive to quarterly fluctuation. The most up-to-date information available will be provided for each KPI but it should be noted that a number of performance indicators are annually based, and for these data is unchanged from the 2013/14 annual performance report, presented to this Committee in May 2014. This includes most indicators for educational attainment, including Key Stage 4, GCSE and A level results.

Key messages

Protecting the most vulnerable and ensuring that children in our care experience high quality and stable support²:

7. December saw a drop in the percentage of initial assessments completed in timescale to 71.3%, compared to 80.5% and 81.9% in October and November respectively. There was a lower percentage of assessments completed in timescale for the North Assessment Team compared with other teams, due to an abnormally high level of staff sickness over the Christmas holiday period. However, the 2014/15 cumulative year-to-date figure (78.5%) continues to make a favourable comparison to the latest benchmarking figures from other local authorities, with our statistical neighbours averaging at 67.2% and the national rate at 69.6%.
8. Performance for core assessments continues to be very strong, with nearly 90% meeting the timescale of 35 working days. December's percentage is the highest monthly figure for 2014/15. This is despite a large volume increase for December and a subsequent surge in the number of core assessments resulting in a Child in Need Plan.
9. The Quarter 3 figure of 26.8% for re-referrals into Children's Social Care remains slightly short of the national average, albeit showing an improvement on the previous quarter's figure. Historical analysis shows that the in-year data often indicates a slightly inflated figure which is picked up by the end-of-year data cleansing process that, for example, removes inappropriate referrals on cases that are already open. In comparison to re-referrals, the level of repeat MASH enquiries is typically 10-15% higher over the previous 3 quarters, with domestic violence cited as the primary re-occurring reason. Work continues to be carried out through Encompass Nottinghamshire to identify early signs of domestic abuse in school and early years settings, although it is too early to measure the full impact of this relatively new process.
10. During Quarter 3, a total number of 199 children became subject to a child protection plan; of these, 62 had been subject to a plan for a second or subsequent time (31.2%). This represents a significant increase and was a particular feature in December when 44.3% of plans were repeat plans. When looking at children becoming subject to a repeat plan within the last 2 years however the numbers reduce to a level of 15.1%, which is closer to the local target. Moreover, the numbers were made up from a relatively small number of families with large sibling groups. The common feature of these cases was the impact on the children of the parental relationship; the

² Please note the figures relating to children's social care are provisional

understanding that the relationship had ceased and then this being resumed. More generally, domestic violence features in a number of repeat plans and neglect is the most frequently identified category of harm noted. Our quality assurance activity has also focused on repeat plans during this same period and the outcomes from this will feature in the next scheduled QA report to this committee. The findings will also be shared with the Nottinghamshire Safeguarding Children Board (NSCB).

11. There has been a slight decrease for the placement stability indicator which measures those with three or more placements within the year. There were only 97 children identified with three or more placements in the last 12 months compared with 107 children or young people last quarter. These 97 children largely remain the same children from Quarter 2, the majority of which have viable reasons for a placement change. Notwithstanding this, there has been an increase in those children aged 16 years or more moving into independent living, secure units or homes/hostels who have affected this measure, but have only been looked after for a small period of time or were admitted into care at an older age.

Educational standards and closing the attainment gap:

12. At Key Stage 2, the final figures for 2014 indicate that 67.2% of Nottinghamshire pupils achieved a good level 4 (level 4B) or above in combined reading, writing and mathematics. This represents an increase of 2.6% from 2013, and places Nottinghamshire in-line with the national average for 2014. Analysis by district shows that Newark and Sherwood schools achieved the greatest increase from 2013 (up 6.1% to 68.4%), whilst Rushcliffe schools had the highest level of attainment at 80.4%.
13. Although outcomes at Key Stage 2 have improved from 2013, final published data for 2014 shows that the rate of improvement made across Nottinghamshire schools has slowed compared to national and statistical neighbours. Figures for 2013 show Nottinghamshire was in-line or above the national average in the majority of headline measures compared with 2014 where most are in-line or below.
14. In addition, the number of schools below the government's minimum expected standard, known as the floor standard, has increased slightly (6.2% of schools in 2013 to 7.3% in 2014) while nationally over the same period this has reduced (6.1% to 5.8%).
15. Key Stage 2 outcomes will be the focus of the department's next performance board with a detailed report being presented at the Children and Young People's Committee meeting on 9 March 2015.
16. The percentage of Nottinghamshire pupils attending good or outstanding schools remains good when compared with national averages. For primary schools 83% of pupils are in good or outstanding schools as at the end of August 2014, above the national average of 81%. Equally, 81% of Nottinghamshire pupils attend a good or outstanding secondary school, ahead of the national average of 74%. Nationally there was a slight fall of 1% during the year to August 2014. Nottinghamshire however witnessed an increase of 1% over this period. Finally, Nottinghamshire schools judged by Ofsted as having good or outstanding standards of behaviour remains broadly in line with national average.
17. The achievement gap at Key Stage 2 between pupils eligible for free school meals (FSM6) and those who are not, has narrowed for the third year running. Some 66% of

FSM6 pupils achieved level 4 or above in combined reading, writing and mathematics compared to 83.4% who were not FSM6. This 17.4% gap is 2.5% less than the 19.9% reported in 2013. Further analysis of this data shows that FSM6 pupils' performance increased by 3.9%, whilst those who were not FSM6 achieved a 1.4% increase. The district-by-district analysis shows the achievement gap narrowed in all except Broxtowe, which experienced a modest (0.4%) widening. Rushcliffe schools experienced the greatest decrease in the gap (a fall of 3.8% to 13.8%), whilst FSM6 pupils attending Mansfield schools achieved the greatest increase in performance (up 8.2% to 59.9%).

18. Finally, comparisons against a provisional national figure places Nottinghamshire 1.4% above the national average. However we continue to narrow the gap at a rate faster than is witnessed nationally. For example, between 2013 and 2014, Nottinghamshire reduced the gap by 2.5%; nationally the gap narrowed by just 1%.

Early Help Support:

19. A number of KPIs monitor effectiveness across a range of services that provide early help to children, young people and families.
20. The numbers of children and young people engaged in positive activities by the Youth Service or accessing Outdoor and Environmental Education after the first nine months of 2014/15 are on profile for the year.
21. Children's Centres continue to reach a significant proportion of their target group of families living in low income areas. For Quarter 3, the number of families in these areas who were registered with Children's Centres was 98.7%, compared with 84.8% in Quarter 2. The proportion of families seen during Quarter 3 was 58%, an increase of 10% compared with 48% in the corresponding quarter in 2013/14 (as this indicator is cumulative, comparisons are made with performance for the equivalent quarter in the previous year).
22. First time entrants to the youth justice system continue to be low and stable in overall countywide terms. Within this context, there were 4 more actual first time entrants to the youth justice system than during the corresponding period last year, with the districts of Mansfield and Bassetlaw experiencing the greatest proportion amongst the 7 district areas. Some 41% of the offences committed by the first time entrant population was violence; the next largest volume, accounting for 16%, was theft and handling.

Education Health Care Plan:

23. The Education Health Care (EHC) Plan has been introduced to bring together the families and agencies for children and young people aged 0-25 years with Special Educational Needs and complex disabilities, so that they have coordinated individual support plans across a range of services. Nottinghamshire has been a pathfinder area for this work and has implemented the EHC Plan ahead of it becoming a national requirement in September 2014. There were a total of 28 EHC Plans finalised and issued throughout 2014/15 Quarter 3, compared with 61 in 2014/15 Quarter 2. In comparison there were 41 statements of SEN issued in 2013/14 Quarter 3 of the previous year.
24. It is too early in the new EHC Plan process to comment with confidence about trends in applications and the percentage of those where an EHC Plan is agreed. There is a time lag between applications being received and Plans being finalised and the drop may

partially reflect the time of the year when applications were originally received, particularly as the time limit for completion of EHC Plans at 20 weeks is different to that of Statements (26 weeks). SEND colleagues will continue to monitor the position and update the Committee in our new report.

Other Options Considered

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

Reason/s for Recommendation/s

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

Statutory and Policy Implications

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

RECOMMENDATION/S

- 1) That the Committee notes the performance of the Council's services for children and young people during the period 1 October to 31 December 2014.

Jayne Francis-Ward

Corporate Director for Policy Planning and Corporate Services

For any enquiries about this report please contact:

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Constitutional Comments

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

Financial Comments (SS 27/01/15)

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

Background Papers and Published Documents

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

Performance reporting (2013/14) – services for children and young people – report to Children and Young People’s Committee on 19 May 2014.

Electoral Division(s) and Member(s) Affected

All.

C0570

Appendix 1

Children and Young People's Committee: Performance for Quarter 3 (2014/15)

For Nottinghamshire, the performance data available at the end of December 2014 is reported. The most recent data for national average and children's services statistical neighbours is reported, where available. Please note, comparisons may be indicative only, as the reporting periods are not necessarily aligned. Where Nottinghamshire performance meets or exceeds the latest national performance information, this is highlighted by the emboldened boxes.

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

Outcome	Key Performance Indicator	Nottinghamshire							National Average	Statistical Neighbours
		Data updated since previous report?	2013/14 Annual Performance	Current Reporting Period	Current Value		Previous Reporting Period	Previous Value		
The most vulnerable children will be effectively protected and supported and children will stay with their families wherever this is possible and safe for them	Initial assessments for Children's Social Care carried out within timescales	Yes	75.8%	2014/15 Q3	78.1% (Provisional)	(-)	2014/15 Q2	78.7%	69.6% (2013/14)	67.2% (2013/14)
	Core assessments for Children's Social Care carried out within timescales	Yes	85.5%	2014/15 Q3	89.6% (Provisional)	(=)	2014/15 Q2	89.6%	72.8% (2013/14)	70.7% (2013/14)
	Percentage of child protection cases reviewed within timescale	Yes	97.8%	2014/15 Q2	99.3% (Provisional)	(+)	2014/15 Q2	97.8%	94.6% (2013/14)	95.8% (2013/14)
	Re-referrals to Children's Social Care	Yes	20.1%	2014/15 Q3	26.8% (Provisional)	(+)	2014/15 Q2	27.7%	23.4% (2013/14)	24.8% (2013/14)
	Children who are subject to a child protection plan for 2 years or more	Yes	3.3%	2014/15 Q3	1.3% (Provisional)	(+)	2014/15 Q2	2.3%	4.5% (2013/14)	4.4% (2013/14)
	Children becoming the subject of a child protection plan on more than one occasion	Yes	18.3%	2014/15 Q3	31.2% (Provisional)	(-)	2014/15 Q2	28.6%	15.8% (2013/14)	14.7% (2013/14)
Children in our care will experience high quality and stable support	Percentage of children adopted who were placed with their adopters within 16 months (487 days) of becoming looked after*	Yes	48% (2011-14)	2014/15 Q3	44.0% (Provisional)	(+)	2014/15 Q2	37%*	51% (2011-14)	51% (2011-14)
	Average time between a LA receiving court authority to place a child and deciding on a match to an adoptive family (days)	Yes	254 days (2011-14)	2014/15 Q3	338 days (Provisional)	(+)	2014/15 Q2	350 days	217 days (2011-14)	213 days (2011-14)
	Looked after children with 3 or more placements in any one year	Yes	12.0%	2014/15 Q3	11.3% (Provisional)	(+)	2014/15 Q2	12.7%	11.0% (2013/14)	10.0% (2013/14)
	Percentage of looked after children cases reviewed within timescale	Yes	90.3%	2014/15 Q3	89.0% (Provisional)	(+)	2014/15 Q2	88.5%	–	–
	Percentage of care leavers in suitable accommodation	Yes	82.0%	2013/14 annual	82.0% ¹	(-)	2012/13 annual	87.0%	78.0% (2013/14)	74.4% (2013/14)

¹ This data relates to a small number of young people. Those regarded by the Department for Education as in unsuitable accommodation included unaccompanied asylum seekers, who left the country for a variety of reasons, and other young people who were in custody. All other Nottinghamshire young people leaving care were in accommodation regarded as suitable.

* This indicator definition changes every year with a new threshold set by the Department for Education. The threshold for 2012/13 was 20 months, 2013/14 was 18 months and 2014/15 is now 16 months.

Outcome	Key Performance Indicator	Nottinghamshire							National Average	Statistical Neighbours
		Data updated since previous report?	2013/14 Annual Performance		Current Reporting Period	Current Value		Previous Reporting Period		
Children and young people will attain higher educational standards than the national average and attend good and outstanding schools	Early years foundation stage attainment (Reaching a 'Good Level of Development' - at least expected in all early learning goals in all prime areas and in the specific areas of literacy and mathematics)	Yes	2013/14 academic		61.7% (provisional)	(+)	2012/13 academic	56.6%	60.0% (2013/14) (provisional)	61.4% (2013/14)
	Pupils achieving Level 4 in reading, writing & mathematics at age 11	Yes	2013/14 academic		78.8%	(+)	2012/13 academic	76.8%	79.0% (2013/14)	79.0% (2013/14)
	Achievement of 5 or more A*-C grades at GCSE or equivalent (including English & maths)	No	2012/13 academic		63.4%	(+)	2011/12 academic	60.6%	59.2% (2012/13)	60.1% (2012/13)
	Percentage of young people who have attained a full Level 3 qualification by 19	No	2012/13 academic		47.9% ²	(-)	2011/12 academic	48.7%	59.1% ³ (2012/13)	54.6% (2012/13)
	Percentage of A level entries at A*-E grades	No	2012/13 academic		98.0%	(+)	2011/12 academic	97.5%	98.7% (2012/13)	—
	Percentage of A level entries at A*-B grades	No	2012/13 academic		46.2%	(+)	2011/12 academic	43.4%	53.3% (2012/13)	—
	Primary schools judged by Ofsted as having good or outstanding standards of behaviour	Yes	n/a	As at Aug 2014	92.7%	(+)	As at Jun 2014	92.4%	93.7% (Aug 2014)	93.7% (Aug 2014)
	Secondary schools judged by Ofsted as having good/outstanding standards of behaviour	Yes	n/a	As at Aug 2014	85.0%	(+)	As at Jun 2014	82.9%	84.6% (Aug 2014)	82.3% (Aug 2014)
	Number of primary schools in an Ofsted category (Inadequate)	Yes	n/a	As at Aug 2014	7 (provisional)	(-)	As at Jun 2014	6	—	—
	Number of secondary schools in an Ofsted category (Inadequate)	Yes	n/a	As at Aug 2014	2 (provisional)	(=)	As at Jun 2014	2	—	—
We will close the attainment gap between disadvantaged children and young people and their peers	Attainment gap at age 11 between pupils taking free school meals and the rest (<i>FSM during past six years</i>)	Yes	2013/14 academic		17.4%	(+)	2012/13 academic	19.9%	16.0% (2013/14) (Provisional)	—
	Attainment gap at age 16 between pupils taking free school meals and the rest (<i>FSM during past six years</i>)	No	2012/13 academic		31.5%	(-)	2011/12 academic	30.7%	26.5% (2012/13)	—
	Rate of permanent exclusions from school	No	2012/13 academic		0.07%	(+)	2011/12 academic	0.09%	0.06% (2012/13)	0.08% (2012/13)
	Percentage of young people who have not attained a Level 2 qualification in English & maths at age 16 who go on to attain Level 2 or higher in both by the end of the academic year in which they turn 19	No	2012/13 academic		13.6%	(-)	2011/12 academic	16.0%	16.3% (2012/13)	15.9% (2012/13)
	Participation in education, employment and training (EET) in academic years 12-14	Yes	85.7% (2013-14 Q4)	2014/15 Q3	88.8%	(+)	2014/15 Q2	84.0%	81.9% (2014-5 Q3)	82.1% (14-15 Q3)
	Percentage not in education, employment or training (NEET) in academic years 12-14	Yes	3.4% (2013-14 Q4)	2014/15 Q3	1.8%	(=)	2014/15 Q2	1.8%	4.7% (2014-5 Q3)	4.4% (14-15 Q3)
	Percentage whose destination is not known in academic years 12-14	Yes	10.3%(2013-14 Q4)	2014/15 Q3	9.3%	(+)	2014/15 Q2	14.3%	8.8% (2014-5 Q3)	8.3% (14-15 Q3)

² Maintained sector only

Outcome	Key Performance Indicator	Nottinghamshire							National Average	Statistical Neighbours
		Data updated since previous report?	2013/14 Annual Performance	Current Reporting Period	Current Value		Previous Reporting Period	Previous Value		
Children, young people and their families will receive the early help support they require to be safe, healthy and thriving	Dependent children in households whose income is below 60% of the national median income	No	2011 annual		17.0%	(+)	2010 annual	17.1%	20.1% (2011)	–
	Percentage of children aged 0-4 living in low income areas registered with children's centres (snapshot)	Yes	79%	2014-15 Q3	98.7%	(+)	2014/15 Q2	84.8%	–	–
	Percentage of children aged 0-4 living in low income areas seen at children's centres (cumulative)	No	57%	2014-15 Q3	58.0% ⁴	(+)	2013/14 Q3	48%	–	–
	Percentage of two year olds taking up their free entitlement	No	Annual	Annual	85%	(+)	March 2014	75%	–	–
	Percentage of children's centres achieving good or better in Ofsted inspections	No	2013/14 annual / cumulative		65%	(-)	2012/13	80%	–	–
	Numbers of individual children and young people engaged in positive activities delivered by the Young People's Service (cumulative)	Yes	33260 ⁵	2014-15 Q3	20827	(+)	2014/15 Q2	12500	–	–
	Numbers of children and young people accessing Outdoor and Environmental Education (cumulative)	No	n/a	2014-15 Q3	24265	(+)	2014/15 Q1	8743	–	–
	Percentage of overall absence in primary, secondary and special schools	No	2012/13 academic		5.3%	(-)	2011/12 academic	5.0%	5.2% (2012/13)	5.2% (2012/13)
	First time entrants to the Youth Justice System aged 10-17 (per 100,000) (cumulative)	Yes	298 ²	2014-15 Q2	133	(-)	2013/14 Q2	125	–	–
	Numbers exiting substance misuse treatment in a planned manner	No	74.6%	2014/15 Q2	82.3%	(+)	2014/15 Q1	78.3%	–	–
Children and young people will have improved health outcomes	Under 18 conception rate (per thousand females aged 15-17)	No	2012 annual		29.4	(+)	2011 annual	31.9	27.7 (2012)	28.3 (2012)
	Breastfeeding prevalence at 6-8 weeks, incl. mixed feeding methods (Nottinghamshire NHS)	Yes	40.2%	2014/15 Q3	39.1%	(+)	2014/15 Q2	38%	47.2% (2012/13)	42.3% (2012/13)
	Breastfeeding prevalence at 6-8 weeks, incl. mixed feeding methods (Bassetlaw NHS)	Yes	34.4%	2014/15 Q3	35%	(+)	2014/15 Q2	34%	47.2% (2012/13)	42.3% (2012/13)
	The number of individual children and young people who have an Education, Health and Care Plan in place (a statutory requirement from 1 September 2014)	No	n/a	2014/15 Q3	28	(-)	2014/15 Q2	61	–	–

⁵ Includes independent sector

⁴ Data for this indicator is cumulative and therefore performance is compared with performance for the equivalent quarter in 2013/14

9 February 2015**Agenda Item: 05****REPORT OF SERVICE DIRECTOR TRANSPORT, PROPERTY &
ENVIRONMENT****SCHOOLS CAPITAL PROGRAMME PROGRESS REPORT****Purpose of the Report**

1. The purpose of this report is to provide an update to the Committee on the progress in delivering the various programmes of investment that comprise the Schools Capital Programme.

Information and Advice

2. In July 2014 the Client function of delivering the Schools Capital Programme transferred from Children, Families & Cultural Services (CFCS) to Property within Environment & Resources. Staff & budgets previously residing within CFCS transferred to form a new Departmental Services team which will inform all reports to Council or Committee regarding the Schools Capital Programme.
3. The Schools Capital Programme consists of a number of discrete programmes of investment, predominantly:
 - School Places Programme
 - Schools Capital Refurbishment Programme (SCRCP)
 - Priority Schools Building Programme (PSBP)
 - Schools Access Initiative
 - Capital projects arising from the implementation of the Universal Infant Free School Meals Initiative.
4. The School Places Programme contributes to discharging the statutory duty of the Local Authority to provide sufficient school places. It is an on-going annual programme that delivers new schools and/or expansions to existing schools to coincide with the arrival of new cohorts of pupils from September. The programme is funded via government grant (Basic Need Grant) which allocates funding to local authorities on an annual basis as a result of data provided to it about school capacities, Published Admission Numbers (PAN) and projected future demand for places. The Programme is supplemented by additional funding from s106 contributions in respect of those places arising from new housing developments.
5. The SCRCP represents a major programme of investment to address the deteriorating condition of schools that is beyond the scope of the Council's annual planned maintenance programme and for which the amount of capital funding delegated directly

to individual schools is insufficient to address major items of work. This programme is predominantly funded by the County Council with some funding being provided by government grant (Capital Maintenance Grant).

6. The PSBP is a government funded and managed programme. The current programme provides for whole-school rebuilds, and will provide a total of 13 new school buildings to replace 15 existing school sites by mid 2016. The government has launched a second tranche of PSBP funding for which the County Council has submitted 9 bids.
7. Taken across the period 2012 to 2016/17, the total investment across the Schools Capital Programme amounts to £161m. This does not include the value of funding for the Nottinghamshire schools via PSBP which is managed by central government. It is estimated that this would bring the total investment to a figure in excess of £250m.

School Places Programme

8. Since the time of the last capital programme update to Committee in July 2014, works to complete the programme of school expansions for 2014/15 academic year have concluded, with the exception of one school, Richard Bonington Primary, which is currently on site. The project at Richard Bonington is larger in scale to the others in the programme and is anticipated to complete in March this year. In all, significant works to provide additional places were and are being undertaken at 17 schools at a total anticipated cost of £19m.
9. At the same time, work has been progressing to deliver additional places at those schools identified as requiring investment to provide additional places for the 2015/16 academic year, i.e. from September 2015. Since the last update to this Committee, colleagues in the Council's Property department have been managing these proposed projects, and will be seeking approvals from Finance & Property Committee and Planning & Licensing Committee as appropriate in relation to budgetary and planning approval. A list of the schools which it is proposed will receive investment via the 2015 School Places Programme is attached as **Appendix 1**. The majority of the funding is being provided by central government, with the Council's funding specifically targeted at the provision of additional places in line with its statutory responsibility for ensuring sufficiency of places across all the schools, irrespective of governance. It is anticipated that the total investment across these 24 schools will be approximately £13.5m.

Schools Capital Refurbishment Programme

10. The current SCRP was approved at the meeting of County Council in May 2011. The objective of the Programme is to maintain key elements of the fabric of the schools estate and to address urgent health and safety matters. It focuses on major items of repair and maintenance in relation to the key building elements, i.e. roofs, external elevations, and mechanical & electrical installations. It is driven by information contained in the schools condition survey reports verified by up to date on-site surveys. It will ultimately deliver major refurbishment works at around 260 schools, which is effectively every maintained school in the County that has not been recently rebuilt and/or received significant capital investment through other means.
11. It is anticipated that works at all schools under the current programme will be completed during the 2015/16 financial year. Works that fall outside the scope of the Programme as described above will only be undertaken if a school is able to add its

own delegated funding to the project. Similarly works which are beyond that which can be afforded within the agreed allocation of funds to individual projects will revert to the County Council's on-going planned maintenance programme. It should be noted that due to budget cuts, the overall planned maintenance budget is being reduced by £519k in 2016/17.

12. At the time of drafting of this report work has been completed or is substantially complete at over 150 schools. The total value of investment in the school estate through the SCRP is £85m; it is anticipated that the value of works expended by the end of this financial year will be £69m.

Priority Schools Building Programme

13. The PSBP is a central government funded and managed school rebuilding programme. This first round of the programme provides whole-school rebuilds based on a model that triangulates the condition of the fabric of the building, ongoing repairs and maintenance liabilities, and the cost of replacing the building. As previously reported to Committee, the County Council achieved a number of successful bids for this programme to provide 13 new school buildings. The first of the County's schools to be completed through the programme is Fountaindale Special School whose new building opened in November 2014. Two further projects, The Newark Academy and Serlby Park Academy, have now commenced on site. All the schools are due to be completed for occupation from late 2015 onwards.
14. The new schools follow a standardised baseline design developed by the government's Education Funding Agency. Whilst there is no expectation of a funding contribution from the Local Authority for the replacement building, the DfE funding model for construction is very tight and provides only for immediate replacement and not the consequential costs of replacement such as certain planning conditions. The Council has developed and maintained a detailed analysis of its exposure to financial risk arising out of the PSBP with the objective of containing it within the overall quantum of funding available to the Schools Capital Programme. This is currently the case and officers continue to work closely with the EFA to ensure the smooth delivery of the programme in Nottinghamshire whilst there is a clear understanding by all parties of the financial implications that are deemed outside the scope of the government funding. Similarly officers have worked with the EFA to contribute funding to provide 245 additional pupil places at the replacement school where determined necessary; this has provided a cost effective solution to meet the Council's statutory duty.
15. The government launched a second tranche of PSBP in June 2014. This differs in scope to the initial programme in that, whilst it is still based on condition and retains the possibility of a whole school build, it also provides for the refurbishment or replacement of individual buildings on a school site. Given the extensive SCRP works carried out across the Council's estate and the success of the initial PSBP bids it was clear that the council's eligibility to this programme would be limited. Bids have been submitted in respect of 9 schools, as listed **Appendix 2**. Successful bids are expected to be announced in January 2015.

Schools Access Initiative/Universal Infant Free School Meals

16. The Capital implications arising out of these two initiatives complete the current scope of the Schools Capital Programme. The Schools Access Initiative provides for

adaptions to schools in order that the buildings are able to meet the specific needs – in relation to accessibility – of a young person who is seeking a place at that school. The initiative has been in operation for some time and thus an increasing number of schools already have the requisite degree of accessibility. Equally in many cases the scope of the adaption works are of a scale that does not constitute a formal capital project. Nevertheless, experience shows that there are usually 5-6 more substantial capital projects required per annum. The total anticipated spend on this initiative during 2014/15 is £579k.

17. In 2013 the government announced the Universal Infant Free School Meals Initiative, which from September 2014 has provided the opportunity of a free school meal to all Key Stage 1 pupils. A capital grant of £1.715m was provided to support the initiative. The councils' School Catering service has worked with colleagues in Property to prioritise the allocation of the funding and deliver the necessary capital works. These works are now predominantly complete alongside alternative delivery models in operation to ensure the additional demand for school meals is met.

Other Options Considered

18. The report is an update and contains no options.

Reason/s for Recommendation/s

19. The purpose of report is to update Committee on the progress of an approved Capital programme; it is recommended that Committee note the update.

Statutory and Policy Implications

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

Financial Implications

21. Financial provision for the elements that comprise the Schools Capital Programme are reconciled annually as part of the Council's overall budget setting process. The reconciliation takes account of the most recent government grant and other forms of income that contribute to the overall funding of the Programme, against the anticipated actual spend across the range of projects. Realistic assumptions about future sources of external income/grants have been built into the overall financial planning for the Programme, and robust arrangements are in place to monitor these over the course of the Programme.

Human Resource Implications

22. Where schools are expanding, appropriate levels of teaching staff will be appointed and funded from increases in the delegated school budget triggered by the increased number in pupils.

Human Rights Implications

23. The provision of additional school places in refurbished schools will facilitate parental preference via the schools admissions process.

Public Sector Equality Duty Implications

24. Children within the Local Authority area will be able to access school places locally; all new build schemes will meet requirements for disabled access and special needs.

Safeguarding of Children and Vulnerable Adults Implications

25. All new build schemes will take account of safeguarding needs and requirements.

Implications for Service Users

26. The Schools Capital Programme seeks to ensure that there will be sufficient school places in school buildings which do not suffer from the need of essential maintenance to their fabric.

Implications for Sustainability and the Environment

27. Increasing the number of school places is demonstrated by sustainable demand. All capital projects are subject to the requisite planning and Building Regulations which reflect environmental and sustainability targets. By providing local school places the need for travelling by car can be reduced.

RECOMMENDATION/S

1) That the progress in delivering the Schools Capital Programme be noted.

Jas Hundal

Service Director – Transport, Property & Environment

For any enquiries about this report please contact: Sara Williams, Team Manager; Departmental Services, Property; Environment & Resources 0115 977 2359

Constitutional Comments

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

Financial Comments (SS 12/01/15)

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

Background Papers and Published Documents

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

School Capital Strategy 2011/12 to 2013/14 – report to County Council on 19 May 2011
(previously published)

Schools Capital Programme - progress report – report to Children and Young People's
Committee on 14 July 2014 (previously published)

Electoral Division(s) and Member(s) Affected

All

File ref.: /SB/SB/

Ward(s):All

Member(s): All

SP: 2795

Properties affected: 09998 - Various NCC Properties/non-property item

C0557

School Places Programme 2015

The following schools are earmarked for capital investment as part of the County Council's programme to provide additional school places for the 2015/16 academic year:

- Brookhill Leys Primary, Eastwood
 - Butler's Hill Infants, Hucknall
 - Central Infants, Carlton
 - Coddington CE Primary, Newark
 - College House Junior, Chilwell
 - Costock Primary, Costock
 - Dalestorth Primary, Sutton-in-Ashfield
 - Edwalton Primary, Edwalton
 - Farmilo Primary, Pleasley
 - Flintham Primary, Flintham
 - Heatherley Primary, Forest Town
 - Hillocks Primary, Sutton-in-Ashfield
 - Hollywell Primary, Kimberley
 - Jeffries Primary, Kirkby-in-Ashfield
 - King Edwin Primary, Edwinstowe
 - Lambley Primary, Lambley
 - Langold Dyscarr Primary, Langold
 - Manor Park Infants, Calverton
 - Pinewood Infants, Arnold
 - Robert Mellors Primary, Arnold
 - Sir Edmund Hilary Primary, Worksop
 - St Peter's CE Junior, Ruddington
 - Stanhope Primary, Gedling
-
- Ash Lea Special School, Cotgrave

Priority Schools Building Programme 2

Expressions of Interest have been submitted to the programme in respect of the following schools:

- Alderman Pounder Infants, Beeston
 - Eskdale Junior, Beeston
 - Farmilo Primary, Pleasley
 - Haddon Primary, Carlton
 - Northfield Primary, Mansfield Woodhouse
 - St Andrew's CE, Skegby
-
- Chilwell School, Chilwell
-
- Ash Lea Special, Cotgrave
 - Orchard Special, Newark

9 February 2015**Agenda Item: 06****REPORT OF THE SERVICE DIRECTOR, EDUCATION STANDARDS AND
INCLUSION****ELECTIVE HOME EDUCATION UPDATE****Purpose of the Report**

1. To provide the Committee with an update on the policy and procedures in place to ensure that the County Council fulfils its statutory duty in relation to electively home educated children and young people. Committee is also asked to note that the Local Authority's arrangements for Elective Home Education (EHE) will be inspected as part of the expected Ofsted Inspection of safeguarding services.

Information and Advice

2. The Local Authority has a duty to ensure that all children of compulsory school age in its area are being suitably educated and must act if it appears that any child is not receiving such an education. Parents have a duty to provide an education for their child during compulsory school age, currently age 5 to 16 years. Most parents choose to provide this education by sending their child to school but, for a variety of reasons, some decide to educate their child themselves. This is called opting for Elective Home Education which is very different from alternative provision provided by the Local Authority because the child will not appear on any school roll. As of 12 November 2014 the number of children being home educated was 424 which excludes post-16 EHE students. This data changes on a daily basis.
3. In England, education is compulsory; schooling is not and therefore EHE is a legal choice. Parents are not required to have formal qualifications to educate their child at home. It is, however, a major responsibility for a family, requiring qualities such as dedication, patience, enthusiasm and flexibility.
4. Some parents choose to educate their children from the outset and never apply for a school place. Other parents decide to withdraw their children from school. Whatever the case, the decision should be a well-informed one and an active and positive step in the best interests of the child. No parent should ever feel under any pressure to educate their child at home and the Local Authority advises parents not to make such a decision as a result of unresolved conflict at school.
5. It has been noted over the recent past, however, that unresolved issues within schools are resulting in parents removing their children from school to educate at home. In a

minority of cases, it has also been noted that parents of children at risk of exclusion or with poor attendance have been advised by schools to home educate. Headteachers have been made aware that this is illegal and is in effect a 'grey exclusion'.

6. Advice and protocols are currently in place to ensure all headteachers ensure that parents are not pressurised in any way to electively home educate when issues arise at school. These protocols include receiving written confirmation from the parent that the child is to be electively home educated and notification sent to the EHE team which ensures that the Local Authority's EHE policy is implemented.
7. Particular attention is given to those pupils with Special Educational Needs and Disability (SEND) who must seek the agreement of SEND professionals if electively home educating. If a child known to children's social care is presented by a parent to be electively home educated, the relevant social worker is informed to ensure any assessment of the educational provision is in addition to any further safeguarding assessments.
8. The Local Authority continues to fulfil its statutory duties in relation to EHE and is committed to a partnership with parents who express a desire to home educate. The County Council has a team of experienced EHE advisers who visit individual families. Once notified of the decision to provide home education, the EHE Service's administrator will contact the family to offer an Adviser visit. In most cases this meeting is arranged at this first point of contact. Currently the strategic responsibility for EHE is with the Group Manager for the Support to Schools Service. Monitoring of applications for EHE and monitoring of existing EHE families is overseen by a Team Manager, 2 senior officers with home visits allocated to 14 highly experienced Associate EHE Advisers. It should be noted that all EHE Associate Advisers are appropriately qualified with most being ex headteachers. DSB checks are undertaken for all associate and NCC Advisers involved in EHE. On-going supervision and training are provided to all Associate EHE Advisers.
9. Most parents are happy to meet with an adviser in their home although an alternative venue can be agreed if preferred. The EHE adviser will arrange an introductory meeting when all matters relating to the home education provision can be explored. The advisers offer advice and guidance to support parents to put a suitable programme of home learning in place and arrange a follow up visit after three months to support the parents to achieve this. The adviser then considers with the parents whether or not the provision is suitable and a written report is made and copied to the parents. This will state whether the Local Authority has any concerns about the education provision, will specify what these are and give the parents an opportunity to address these concerns, and make recommendations to the parents. The adviser will return again within another three months to determine whether or not the recommendations have been implemented. If the provision is considered suitable, an annual cycle of review will be established.
10. Advisers can recommend a return to school should the initial and follow up visit raise concerns. In such cases, these children are immediately considered for a school place in line with Nottinghamshire's Fair Access Protocol.
11. If parents exercise their right not to meet with a Local Authority adviser, the EHE programme manager will ask for parents to provide information on their child's education through samples of work, diaries, reports from parents or independent tutors or a

description of their educational philosophy or in some other appropriate agreed form. Whilst parents are under no duty to respond to such requests or indeed to accept a visit from an EHE Adviser, case law and Department for Education (DfE) Guidance suggests it would be sensible for them to do so.

12. There are currently 424 EHE pupils in Nottinghamshire. As there is no published regional or national EHE data, it is not possible to confirm whether the number of EHE is larger or smaller in Nottinghamshire than that regionally and nationally.
13. A policy for EHE was ratified by the Children, Families and Cultural Services Leadership Team in July 2011, implemented in September 2011 and reviewed in September 2013. This policy will be reviewed in September 2015 or earlier if national legislation changes in any way the Local Authority's responsibility for EHE.

Other Options Considered

14. No alternative options have been considered.

Reason/s for Recommendation/s

15. Children who are not accessing education are at risk of failing to achieve their educational, social and emotional potential. This report provides information and advice to ensure that elected Members are informed of the policy for EHE and can monitor it appropriately.

Statutory and Policy Implications

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

RECOMMENDATION/S

That:

- 1) the update on the policy and procedures in place to ensure that the County Council fulfils its statutory duty in relation to electively home educated children and young people be noted.
- 2) the Local Authority's arrangements for Elective Home Education will be inspected as part of the expected Ofsted inspection of safeguarding services be noted.

John Slater
Service Director, Education Standards and Inclusion

For any enquiries about this report please contact:

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Constitutional Comments

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

Financial Comments (SS 22/01/15)

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

Background Papers and Published Documents

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

Policy for Elective Home Education

Electoral Division(s) and Member(s) Affected

All.

C0560

9 February 2015**Agenda Item: 07****REPORT OF THE SERVICE DIRECTOR, EDUCATION STANDARDS AND
INCLUSION****EVERY CHILD A READER – RECRUITMENT OF A THIRD READING
RECOVERY TEACHER LEADER****Purpose of the Report**

1. The purpose of this report is to update the Committee on the continued success of Nottinghamshire's Every Child a Reader initiative and to seek approval to establish a third Reading Recovery Teacher Leader post to support the further development of Reading Recovery and Switch-on in Nottinghamshire schools.

Information and Advice

2. Every Child a Reader (ECaR) is an approach to implementing and managing literacy interventions to ensure that all children who need additional support with learning to read and write are given what they need. At its heart is Reading Recovery, an intensive, daily, one-to-one intervention for the lowest achieving learners after one year at school. A highly skilled, trained Reading Recovery teacher works with the lowest attaining children individually and supports the whole school in managing, providing and monitoring a range of other literacy interventions, with the aim of every child being a reader and writer by the end of Key Stage 1.
3. Currently the School Improvement Service has two Reading Recovery Teacher Leaders supporting over 72 ECaR teachers and schools across Nottinghamshire, Nottingham City and Sheffield. They provide leadership, professional development and quality assurance of Reading Recovery. The gross income from Reading Recovery in the financial year 2013-2014 was over £150,000 with a projected net income of approximately £95,000 for this current financial year. This funding has been reinvested in supporting the wider development of literacy resources for Nottinghamshire schools including targeted support for schools requiring improvement.
4. The Reading Recovery Teacher Leaders also contribute to the improvement of schools across the East Midlands and raise standards of educational achievement in literacy through consultancy and professional development through initiatives such as Switch-on and Inference Training.

5. Beginning in the summer of 2015 the Education Endowment Foundation will be funding a substantial Research Project to test the effectiveness of the Nottinghamshire literacy intervention Switch-on across the East Midlands. This will generate a substantial amount of funding for schools in the region, including Nottinghamshire.
6. In order to sustain and develop the ECaR initiative the School Improvement Service is seeking approval to increase the Teacher Leader capacity from two to three.

Other Options Considered

7. No other options have been considered.

Reason/s for Recommendation/s

8. Reading Recovery is an accredited intervention that requires a service level agreement with the Institute of Education. We are currently almost beyond our capacity to deliver the appropriate monitoring and training to schools within Nottinghamshire. Given the County Council's ongoing commitment to closing the gaps for vulnerable pupils and given the need to increase the capacity of the team, the appointment of a third Teacher Leader is requested.

Statutory and Policy Implications

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

Financial Implications

10. Schools delivering Reading Recovery in Nottinghamshire currently pay for the training, monitoring and ongoing support provided by the current two Teacher Leaders who also provide high quality whole school training related to reading, writing speaking and listening. The anticipated net income from Reading Recovery for 2014-2015 is £95,000 and is in line with the income generated in previous years. This current level of income could support the third Reading Recover Teacher Leader, who may be required to train with the Institute of Education for a year on a part-time basis whilst teaching pupils as part of their induction. The post will be 1 full-time equivalent, graded at Soulbury 9-12 + 3 SPA points and will cost £52397 - £57819 p.a. including on-costs.

RECOMMENDATION/S

That:

- 1) the continued success of Nottinghamshire's Every Child a Reader initiative be noted
- 2) the recruitment of a third Reading Recovery Teacher Leader be approved.

John Slater

Service Director, Education Standards and Inclusion

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For any enquiries about this report please contact:

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Constitutional Comments (LM 26/01/15)

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

Financial Comments (SS 27/01/15)

12. The financial implications of the report are set out in paragraph 10 above.

Background Papers and Published Documents

None.

Electoral Division(s) and Member(s) Affected

All.

C0558

9 February 2015**Agenda Item: 08****REPORT OF THE SERVICE DIRECTOR FOR EDUCATION STANDARDS
AND INCLUSION****SCHOOL HOLIDAY AND TERM DATES FOR LOCAL AUTHORITY
MAINTAINED SCHOOLS IN NOTTINGHAMSHIRE FOR 2016/17, 2017/18 AND
2018/19****Purpose of the Report**

1. To seek the approval to consult on proposed school holiday and term dates for Local Authority maintained schools for 2016/17, 2017/18 and 2018/19 as detailed in **Appendix 1**. A further report will be brought to Committee on 15 June 2015 to consider the outcomes of the consultation and approve dates for 2016/17, 2017/18 and 2018/19.

Information and Advice

2. The 1996 Education Act gives local authorities a duty to determine school term dates. Schools must be open to pupils for 190 days in an academic year, and 195 days for teachers. The responsibility for setting school holiday and term time dates for all community and voluntary controlled schools within Nottinghamshire lies with the Local Authority (LA). It should be noted that Foundation, Trust, Voluntary Aided schools and Academies are responsible for setting their own holiday patterns.
3. Holiday dates for LA maintained schools in Nottinghamshire are already set up to 2015/16 from the previous consultation that took place in 2012. At the moment it is unclear whether the Deregulation Bill, which suggests that all schools can set their own term dates from September 2015, will become law. However, at present, the County Council retains a legal responsibility to set holiday dates and even if the Deregulation Bill becomes law in 2015, it is suggested that the LA continues to provide a framework set of dates that schools in Nottinghamshire could follow.
4. In 2012 there was a comprehensive review of school holiday patterns and the impact on learning outcomes of differing models. Following initial feedback, CFCSLT recommended consultation on:
 - the traditional standard year of 3 terms
 - fixed Spring break model.

5. The consultation was undertaken in line with NCC consultation policy on the two specific models. There were 3,913 responses, with approximately 60% of respondents favouring the fixed Spring break model, which was subsequently approved by the Children and Young People's Committee on 18 June 2012.
6. It is suggested that the consultation for 2016-19 school holiday and term time dates does not require an additional review of academic research related to holiday patterns, nor a pre-consultation exercise with partners. This is because recent academic studies do not present significant new or strong evidence that a different model (such as a short summer break) has any impact on academic achievement. The majority of secondary schools in Nottinghamshire run summer schools activity for targeted groups of pupils thus addressing some of the issues caused as a result of a long summer break on learning.
7. Whilst there is evidence to date suggesting the majority of Nottinghamshire Academies have followed the Nottinghamshire LA holiday pattern, it remains the case that Foundation, Trust, Voluntary Aided schools and Academies are responsible for setting their own holiday patterns.
8. When setting dates for future years, the following principles are used:
 - the pattern must comprise 190 pupil days and 195 teacher days
 - ensure that teaching and learning blocks are as equal in length as possible
 - avoid split weeks where possible
 - take account of patterns which our neighbouring Local Authorities are proposing or adopting
 - individual schools are responsible for setting their own teacher training days (The Council suggests one of these days be taken the first day back in September).

Other Local Authorities

9. Consideration has been given to term dates of neighbouring authorities, particularly Derbyshire and Nottingham City.
 - **Nottingham City** has a different model to Nottinghamshire, adopted a 5 week Summer break, a 2 week October half-term break, with a fixed Spring break. They have currently only set dates up to 2015/16.
 - **Leicestershire and Leicester City** have traditionally adopted a model that is up to two weeks earlier than other authorities for the Summer break and subsequent half-term breaks. The Nottinghamshire pattern has always differed from these authorities.
 - **Derbyshire** follows the traditional 3 term pattern with the Spring break determined by the Easter Bank holiday dates. As a result of this, the February half term and Easter break have sometimes differed by 1 week. Christmas and Summer holiday dates have broadly been the same, differing by the odd day. Derbyshire has already consulted and set their holiday patterns up to 2018/19 and consideration has been given to their pattern where possible.
 - **Derby City** follows a traditional 3 term pattern, similar to that of Derbyshire.

Consultation on Nottinghamshire Proposed dates

10. Nottinghamshire's suggested dates for 2016-19, following the fixed Spring term break model, are attached at **Appendix 1**.
11. A period of consultation between 10 February 2015 and 10 April 2015 will allow schools, parents and other organisations the opportunity to comment on the proposed dates and suggest any changes to specific days, within the Local Authority's preferred model of 3 terms, with a Spring break in the first two weeks of April.
12. Following a period of consultation, a further report will be taken to Committee on 15 June 2015 to consider the outcomes of the consultation and approve dates for 2016/17, 2017/18 and 2018/19.

Other Options Considered

13. The Committee could consider consulting on more than one set of dates. However, given the comprehensive consultation that took place in 2012, and the relatively narrow options available for any given model, it is not felt this would add any value to the process of setting term dates.

Reasons for Recommendation

14. A comprehensive consultation took place in 2012. The process of setting dates for 2016/17, 2017/18 and 2018/19 should therefore reflect these outcomes by following the fixed Spring term model.

Statutory and Policy Implications

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

Crime and Disorder Implications

16. Due consideration has been given to crime and disorder issues. The Police services and other voluntary bodies who provide out of holiday care and educational opportunity have key roles to play in reducing crime and increasing self-confidence, emotional resilience for any child or young person engaging with holiday provision.

Finance Implications

17. The Council intends to keep the cost of consulting and setting school holiday and term dates to a minimum by utilising online technology and the Council's consulting via the public website.

RECOMMENDATION

That:

- 1) the Local Authority consults on one proposed set of school holiday and term dates for 2016/17 2017/18 and 2018/19, following the current fixed Spring break model, as detailed in **Appendix 1**.
- 2) a further report be brought to Committee on 15 June 2015 to consider the outcomes of the consultation and approve dates for 2016/17, 2017/18 and 2018/19.

John Slater
Service Director, Education Standards and Inclusion

For any enquiries about this report please contact:

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Constitutional Comments (LM 19/01/15)

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

Financial Comments (SS 22/01/15)

19. The financial implications of the report are set out in paragraph 17 above.

Background Papers and Published Documents

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

School term and holiday patterns 2013-2016 - report to Children and Young People's Committee on 18 June 2012.

Electoral Division(s) and Member(s) Affected

All.

C0561

Nottinghamshire School Holidays 2016-17

1 August 2016 - 31 July 2017

DRAFT

August 2016

M	1	8	15	22	29	
T	2	9	16	23	30	
W	3	10	17	24	31	
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September 2016

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October 2016

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November 2016

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December 2016

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January 2017

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February 2017

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March 2017

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April 2017

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May 2017

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June 2017

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July 2017

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School holidays



Public holidays



Administration day

Half term 1 7 weeks
Half term 2 7 weeks, 2 days
Half term 3 5 weeks, 3 days
Half term 4 6 weeks
Half term 5 5 weeks, 3 days
Half term 6 7 weeks, 2 days

Autumn term 2016 72 days
Spring term 2017 58 days
Summer term 2017 65 days

Nottinghamshire School Holidays 2017-18

1 August 2017 - 31 July 2018

DRAFT

August 2017

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September 2017

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October 2017

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November 2017

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December 2017

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February 2018

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April 2018

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May 2018

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July 2018

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School holidays



Public holidays



Administration day

Half term 1 6 weeks, 4 days
 Half term 2 8 weeks
 Half term 3 6 weeks
 Half term 4 4 weeks, 4 days
 Half term 5 5 weeks, 4 days
 Half term 6 7 weeks, 3 days

Autumn term 2017 74 days
 Spring term 2018 54 days
 Summer term 2018 67 days

Nottinghamshire School Holidays 2018-19

1 August 2018 - 31 July 2019

DRAFT

August 2018

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T		7	14	21	28	
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September 2018

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October 2018

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November 2018

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December 2018

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February 2019

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March 2019

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April 2019

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May 2019

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June 2019

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July 2019

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	4	11	18	25		
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School holidays



Public holidays



Administration day

Half term 1 7 weeks, 4 days
 Half term 2 7 weeks
 Half term 3 6 weeks
 Half term 4 6 weeks
 Half term 5 4 weeks, 3 days
 Half term 6 7 weeks, 3 days

Autumn term 2018 74 days
 Spring term 2019 60 days
 Summer term 2019 61 days

9 February 2015**Agenda Item: 09****REPORT OF THE SERVICE DIRECTOR, EDUCATION STANDARDS AND
INCLUSION****THE LOCAL AUTHORITY'S RESPONSE TO THE BRITISH VALUES
AGENDA, INCLUDING EXTREMISM AND RADICALISATION****Purpose of the Report**

1. To provide Members with detailed information about the government's British Values agenda and changes to the Ofsted Inspection Framework, including the implications for schools and the Local Authority's response to these changes. Members are also asked to endorse the work undertaken by the LA in relation to this agenda.

Information and Advice

2. Following the government inquiry into the "Trojan Horse" affair, the summer months saw the governance of schools come under considerable attention and scrutiny. The Service Director for Education Standards and Inclusion reported on this inquiry to the Governors' Trust Board in 2014 and alerted representatives to the need for schools and the LA to pay particular attention to the key messages which came out of the inquiry. In September 2014, the Ofsted Inspection Framework and Handbook were revised and new emphasis was placed on the Spiritual, Moral, Social and Cultural aspects of the curriculum which has been described by the politicians as a need to actively promote "fundamental British Values". The British Values agenda attempts to translate previous legislation into real, meaningful practice which results in positive outcomes for young people.
3. On 7 January 2015, Lord Nash wrote to all the Chairs of Standing Advisory Councils for Religious Education (SACRE) emphasising the importance of RE and indicating that SACRE has a key role in ensuring that schools are supported to fulfil their responsibilities in relation to British values. The letter acknowledged that in Birmingham "inappropriate religious education teaching and a distorted school ethos served to undermine those fundamental British values."
4. The "new" expectations are largely based on the Public Sector Equality Duty 2010. Ofsted, however, will now more closely scrutinise the work of schools in relation to equality and diversity, paying particular attention to the role governors play in promoting British Values. These have roughly been defined by government as:
 - tolerance
 - respect and understanding of those who are different from us
 - respect for the law and a belief in democracy
 - an understanding of what is right and wrong.

5. Many schools are still struggling to make sense of what they are required to do, yet as stated above, much of what Ofsted requires schools to demonstrate essentially is not new. Since 2010 schools have been required to tackle discrimination, victimisation and harassment, as well as promote positive relations between people. This agenda requires school leaders to actively translate policy into meaningful action and the expectation is that all settings, regardless of the context of the communities they serve, will embed equality and diversity into every aspect of their work. For governors and school leaders, this means they will need to ensure that the curriculum is indeed “broad and balanced” and that Spiritual, Moral, Social and Cultural (SMSC) values are embedded within the curriculum. They will need to continue to monitor the school’s response to all prejudice-based incidents, but will also now need to demonstrate that they are providing opportunities for their pupils to find out about and develop an interest in and respect for those who are different from themselves. Schools must tackle all forms of prejudice. Governors will need to ensure schools are appropriately resourced and staff are suitably trained to meet these demands, and will need to show that they are evaluating the impact of work undertaken in relation to British Values.
6. The expectation is that from early years right through to post-16, schools will be actively preparing pupils for life in modern Britain and will show vigilance in identifying any signs that British Values are being undermined. There must be prevention and detection of radicalisation and extremism. The LA, schools and other partners are consequently working closely together to ensure that there is effective communication and those potentially at risk from recruitment to such organisations are identified quickly and that appropriate intervention is put in place.
7. The behaviour and safety aspects of the Ofsted Framework require schools to be alert to specific cultural practices which are unlawful in the UK, such as Forced Marriage and Female Genital Mutilation. There is also a clear message that schools must increase their efforts to tackle discriminatory and derogatory language, particularly in relation to that which is homophobic, bi-phobic or transphobic in nature.
8. Several schools nationally have found themselves in difficulty for either not ensuring that their pupils are being adequately prepared for “life in modern Britain” or for not being vigilant enough to the signs of extremism and radicalisation. The Prime Minister and Secretary of State for Education have made it clear that school leaders and governors need to take particular note of the British Values agenda. Local authorities have a key role to play in supporting schools to deliver on this agenda. In Nottinghamshire, this is mainly the remit of the Achievement and Equality Team (A&E), although a multi-agency steering group in partnership with the charity Stonewall has led on work on Lesbian, Gay, Bisexual and Transgender (LGBT) issues for the past two years.
9. Many Nottinghamshire schools have already an excellent track record in relation to this work. Initiatives over the years, supported by the Local Authority (LA), have resulted in schools being nationally recognised for their work on racism by Show Racism the Red Card and several schools and children’s centres have achieved the Stephen Lawrence Education Standard, which embodies much of what the British Values agenda is about. The A&E team has delivered extensive training to governors and school staff and those working in private, voluntary and independent (PVI) settings in respect of the Equality Act 2010, responding to racism, working with specific ethnic groups and faith communities. The team has also worked in partnership with the Holocaust Centre to deliver intervention

programmes in areas of the County known to have the highest reported levels of race hate crime. In addition, specific programmes aimed at raising the issues around race with children and young people have been developed and delivered in partnership with a number of schools. These programmes and training sessions have been delivered in both ethnically diverse and mainly white settings, and have resulted in practitioners being more confident in tackling sensitive subject matter in what are sometimes perceived as hostile or racially intolerant communities. Much of this work has been effectively targeted in such areas as a result of the data sharing by schools in relation to reported racist incidents. Although not all Nottinghamshire schools continue to submit reports to the LA, sufficient numbers do still choose to engage with the LA and consequently we have been able to target resources and intervention programmes where there is greatest need. Links with the Community Safety Team, Targeted Support and Youth Justice and the Police have all been essential in ensuring that schools are effectively supported to address these issues.

10. More recently, the LA has made considerable progress in relation to work on LGBT issues. The multi-agency steering group led two conferences in February 2014 for professionals built around the testimony of LGBT young people and their families. These were positively received and resulted in many Head Teacher delegates returning to their schools to champion this work. The group has been able to identify a number of settings which have demonstrated real commitment to improving outcomes for LGBT children and young people, in primary, secondary and special schools, maintained and academy. Building on this success and supported by funding from the Community Safety Initiatives Grant and the Hate Crime Strategy Group, the group has continued to encourage more schools to take on board this agenda. In the autumn term 2014, 800 primary and secondary pupils in the Ashfield and Gedling districts attended workshops on gender stereotyping and homophobia. Each school taking part has pledged to follow up the workshop in their respective settings and is willing to support other schools wishing to learn from their experiences. Similarly, a number of secondary and post-16 settings have accessed a bespoke LGBT Theatre in Education programme which is supported by staff training. It is anticipated that by the end of the financial year a further 2,000 students will have taken part in these workshops, which again have been informed by both national research and the experiences of local LGBT young people. In addition to these specific projects, several schools and governing bodies have accessed training on the issues as well as free resources which have been distributed on request to Nottinghamshire schools and youth centres. As a consequence of the LA's efforts, in July 2014 Nottinghamshire was awarded the "Most Improved" accolade in the Stonewall Education Equality Index, jumping more than 20 places on the previous year's entry. Our work has also resulted in Nottinghamshire being asked to be part of a two year, fully-funded pilot alongside four other Stonewall Education Champion LAs.
11. In responding to the changes to the Ofsted Inspection Framework, the LA has taken, or is planning, the following action:-
 - provided input at the autumn term Head Teacher briefings so that school leaders are conversant with the changes and the action they must take
 - briefed the Clerks to Governing Bodies to ensure they are alert to the responsibilities of governing bodies in relation to this agenda
 - issued a Director's Report and published an article in the Governors' Newsletter detailing the actions governors must take
 - developed bespoke training for school staff and governing bodies

- established a firm working partnership with the Nottinghamshire Police Prevent Team and enabled some schools to access the bespoke training offered around extremism and radicalisation
 - identified key staff to be part of a multi-disciplinary working group, to include representatives from Legal Services, Human Resources, Youth Justice Service, Youth Service and School Improvement, to ensure that LA guidance and advice to schools in relation to this agenda is consistent and robust, and to ensure that schools are clear about referral thresholds and pathways so that the most vulnerable young people are quickly identified and supported in relation to extremism and potential radicalisation
 - revised the guidance for schools in relation to the reporting and management of prejudice-based incidents/bullying
 - established links with the newly formed City and County Female Genital Mutilation Board, in order to ensure access to appropriate training and guidance for schools in the County
 - undertaken joint work with the Youth Service to develop new resource materials and training which help schools balance the negative media coverage of certain communities and faith groups with positive news/contributions. In the main, this will focus on countering the growing anti-Islamic prejudice which is evident in some communities
 - undertaken joint work with Children's Centre leads to ensure staff in these settings are also conversant with the British values agenda
 - launched the "Notts Says No to Prejudice" competition and showcase as a way of encouraging schools to focus their attention on tackling derogatory and discriminatory language/behaviour, and sharing best practice across settings
 - developing a suite of "Toolkits" which offer schools guidance around LGBT issues and other equality strands
 - organising a "British Values" conference for schools to provide further guidance and practical support around how to deliver effectively on this agenda
 - providing a workshop at the forthcoming Governors' Conference.
12. Although generally the majority of young people across Nottinghamshire are comparatively free from entrenched prejudice-based views, there are some localities which are subject to certain racial tensions. Certain parts of Nottinghamshire have seen a significant change in demographics in recent years, with new arrivals from across the globe migrating to the area, mainly for the purposes of work or study. As austerity measures have begun to impact on many of these communities, the perception of some local residents is that migration, particularly from Eastern Europe, is a root cause of many of the difficulties some families experience. Similarly, local, national and international news stories in recent months have fuelled anti-Islamic feeling in some areas.
13. There is also growing evidence from some Nottinghamshire schools that some parents/carers are openly expressing anti-Islamic views and requests to withdraw children from lessons on Islam have increased in recent months. There is also growing evidence that some extremist groups are using social media to stir up tensions and propagate fears around immigration. As such, it is essential that the LA works with partners and schools to quickly identify students vulnerable to recruitment by extremist groups.

Other Options Considered

14. The Council is required by current legislation to promote tolerance and democratic values. The report is a description of work undertaken to fulfil these duties. No other option has been considered.

Reason/s for Recommendation/s

15. Since the revision of the Ofsted Inspection Framework a number of schools across the country, some of which were previously graded 'Outstanding', have been subsequently graded as 'Requiring Improvement' or 'Inadequate' for failure to adequately promote British Values or to protect pupils from radicalisation and extremism. The LA therefore needs to be proactive in ensuring all schools, governing bodies and LA staff are aware of the revised expectations and that they are actively promoting British Values.
16. Nottinghamshire LA has been anticipating an inspection of Children's Services for several months and it is highly probable that inspectors will make enquiries about the LA's efforts to support schools to protect young people from radicalisation and extremism. They are also likely to seek evidence around the LA's actions to tackle derogatory and discriminatory language in schools, particularly in relation to homophobic language.

Statutory and Policy Implications

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

Crime and Disorder Implications

18. Many of the changes in the Ofsted Inspection Framework require schools to be mindful of and vigilant to signs of radicalisation and extremism amongst young people. The work of the LA to support schools both in identifying those at risk, and in securing appropriate support and intervention for any such individuals, will help reduce the risk of young people in Nottinghamshire becoming involved in terrorist and extremist activity. Similarly, work to prevent and reduce hate crime will also be vital as young people generally are the main perpetrators of such incidents.

Human Resources Implications

19. Work with HR is underway to ensure that the Safeguarding Induction checklist for school staff and governors reflects the changes introduced by Ofsted in September. In ensuring that school staff and governors understand their responsibilities in relation to the Code of Conduct and The Equality Act 2010. The LA will also be supporting governors in fulfilling their duties as employers and service providers.

Human Rights Implications

20. This work supports many of the articles detailed in the UN Convention on Human Rights in that fundamental British values are defined as a belief in democracy; free press; mutual respect; tolerance and acceptance of different faiths and cultures; and a respect for the law. Schools are required to proactively promote these values and protect pupils from any activity/being involved in any activity which may undermine an individual's human rights.

Public Sector Equality Duty implications

21. The British Values agenda supports the general duties of the PSED in that Ofsted will require clear evidence that schools are tackling discriminatory and derogatory language and behaviour, and are actively promoting respect and tolerance for people from different faith and cultural backgrounds. This supports the duty to eliminate unlawful victimisation, harassment and discrimination, as well as the duty to foster positive relations between people who have a protected characteristic and those who do not.

Safeguarding of Children and Vulnerable Adults Implications

22. There are a number of specific references in the revised Ofsted Inspection Framework and Grade descriptors which relate to a range of safeguarding concerns. These include the responsibility of schools to:-
- effectively tackle prejudice-based incidents/bullying and the use of derogatory and discriminatory language/behaviour
 - be vigilant about and recognise the signs that young people are becoming radicalised or exposed to extremism
 - recognise the signs of and know how to access appropriate services in relation to child sexual exploitation; forced marriage; female genital mutilation and gang activity.

Implications for Service Users

23. The increased focus on Spiritual, Moral, Social and Cultural aspects of the curriculum will benefit all pupils, parents/carers and members of staff who have a protected characteristic, are perceived to have a protected characteristic, or are associated with someone who has a protected characteristic. The emphasis on preparing pupils for life in modern Britain is intended to result in positive outcomes for all children and young people.

RECOMMENDATION/S

That:

- 1) the detailed information about the government's British Values agenda and changes to the Ofsted Inspection Framework, including the implications for schools and the Local Authority's response to these changes, be noted
- 2) Members endorse the work undertaken by the Local Authority in relation to this agenda.

John Slater
Service Director, Education Standards and Inclusion

For any enquiries about this report please contact:

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Constitutional Comments (SMG 19/01/15)

24. The proposals in this report fall within the remit of this Committee.

Financial Comments (SS 19/01/15)

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

Background Papers and Published Documents

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

Report into the allegations concerning Birmingham schools arising from the “Trojan Horse” letter
www.gov.uk/government/publications/birmingham-schools-education-commissioners-report

Promoting Fundamental British values as part of SMSC in schools (Departmental advice for maintained schools)
<https://www.gov.uk/government/publications/promoting-fundamental-british-values-through-sm-sc>

Ofsted Inspection Framework (Revised September 2014)

Electoral Division(s) and Member(s) Affected

All.

C0562

9 February 2015**Agenda Item: 10****REPORT OF THE SERVICE DIRECTOR, EDUCATION STANDARDS AND
INCLUSION****SCHOOLS FORUM AND EDUCATION TRUST BOARD OFFICER GROUP
REPORT****Purpose of the Report**

1. To advise Members of the Committee on the legal status, composition and constitution of the Schools Forum and update Members on its work.
2. To advise Members of the Committee of the terms of reference, composition and recent work of the Education Trust Board.

Information and Advice**Schools Forum**

3. The Government requires that each local authority maintain a Schools Forum to represent its schools' views on matters relating to the total Schools Budget. There are national regulations which govern the composition, constitution and procedures of Schools Forums.
4. Schools Forums are made up of representatives from schools and academies, but with some representation from other non-school organisations, such as nursery and post-16 education providers. Schools and academies representatives should be roughly proportionate to the number of pupils in each sector. In Nottinghamshire the membership is reviewed annually to ensure that this proportional representation is maintained.
5. In Nottinghamshire, the current Forum membership is made up as follows:-

School and Academy membership (based on pupil population):

- 16 head teacher representatives - 1 maintained secondary school, 5 academies, 7 maintained primary schools, 2 maintained special schools, 1 pupil referral unit
- 4 governor representatives – 2 maintained primary schools, 1 maintained secondary school and 1 academy.

Non-school membership:

- 2 PVI early years representatives
 - 2 Diocesan representatives – 1 Roman Catholic and 1 Church of England
 - 1 14-19 partnership representative
 - 2 trade union representatives (1 teaching union & 1 non-teaching union).
6. The Forum is chaired by an annually elected member and is required to meet at least four times a year.
 7. The role of the Forum is to act as a consultative body on some issues and a decision making body on others.
 8. The Forum acts in a **consultative** role for:
 - changes to the local funding formula and operation of the minimum funding guarantee
 - changes to or new contracts affecting schools
 - arrangements for pupils with special educational needs, in pupil referral units and in early years provision.
 9. Members of the Forum have a responsibility to represent the interests of their peer group by whom they are elected, and can reasonably expect to be canvassed by schools and academies. Members are also expected to provide feedback to their peers.
 10. The Local Authority's role is to ensure that there are suitable arrangements in place for the organisation and administration of the Schools Forum to ensure that it is effective in its operation. Part of this is to ensure that Forum meetings are open to the public and papers are made available on a public website.
 11. The Forum is **responsible** for decisions on:
 - how much funding may be centrally retained within the Dedicated Schools Grant
 - any proposed carry forward of deficits on central spend from one year to the next
 - proposals to de-delegate funding from maintained primary and secondary schools
 - changes to the scheme of financial management.
 12. The work of the Forum between the period April 2012 to March 2014 was primarily focused upon members and officers understanding, considering and modelling the impact of the changes required by Government to reconfigure the distribution of the available budget between schools, in line with a smaller number of simpler criteria. During this past year, the Forum has chosen to minimise possible changes for the financial year of 2015/16. The Forum had already planned that the significant changes agreed to bring the funding formula in line with Government requirements should be tapered over a period of three years. This tapering process will be completed by the adjustments made for the financial year 2015/16.
 13. The annual consultation with schools over the distribution of the budget did, however, raise again the issue of funding for small schools. Members may recall that one of the principles of the reconfiguration of the funding formula required by Government is that money should follow the child to a greater extent than had previously been the case. The

Department for Education (DfE) now requires that at least 83% of all the funding available to schools be distributed according to the numbers of pupils in each school. This has placed significant pressure upon the budgets of small primary schools. One of the possible adjustments for 2015/16 considered by the Forum was, therefore, to increase the lump sum for all primary schools (regulations allow the distribution of a lump sum unrelated to pupil numbers, provided that all schools within each phase are treated equally). This proposal was decisively rejected by the Forum because of the impact upon larger primary schools. A working group of headteachers has been established to consider how small primary schools can best respond to this funding challenge. Members will be offered a report from this group in May or June of this year.

14. Other work of the Forum has included that of a sub-group which has proposed, and had accepted, revisions to the special schools funding formula, which sits outside the formula for mainstream schools. This sub-group has also revised the process by which funding is distributed between special schools. The Forum has been instrumental in the past two years to the implementation of the social, emotional and behavioural difficulties (SEBD) review which has involved switching significant amounts of funding from the department's budget to schools, in return for the schools retaining more of their most challenging pupils, and sharing responsibility for such inclusion within partnership groups. In particular, the cost recovery mechanism, which was introduced to enable the Local Authority to reclaim from schools which permanently excluded pupils, beyond agreed numbers, has been extended to include primary schools, although at a rate of £5,000 less than that for secondary schools.

Education Trust Board

15. As Members will be aware, the Department regularly seeks the views of headteachers and governors through a range of consultation processes. These consultations vary from statutorily required consultation over such matters as a school's closure or merger, through to more informal processes such as e-mailing schools to seek their comments on proposed strategy or policy changes which affect them. The Education Trust Board fulfils an important aspect of this consultation process in that it seeks to involve headteachers and governors actively as the Department considers changes in aspects of its relationship with, and service to, schools. The defined purpose of the Board is:

'To provide a forum that enables schools to be active participants in guiding innovation and strategy and in shaping service delivery to raise attainment and achievement of children and young people in Nottinghamshire'.

16. The Education Trust Board comprises three headteacher phase boards, one each for primary, secondary and special schools, and a board to represent the views of school governors. In the case of the primary and secondary boards, each has a headteacher representative from the relevant phase with each of the seven districts of the County represented by a single headteacher. As there are only 11 special schools, it was the preference of the headteachers that each of them should be on their board. In the case of the governors board, each district of the Council has a governor representative, as well as there being an equal number of representatives nominated by the Nottingham Association of Governors (NAGS). Each of the boards elects their chair. The boards are served by the Service Director for Education Standards and Inclusion, with other officers attending as required, according to the agreed agendas. Both members and officers may

put forward items for the agenda, with the final version being approved by the chairs. The Chairs of Trust Boards elect one of their members to represent education on the Children's Board of the Local Authority. Currently, this role is taken by the Chair of the Primary Education Trust Board.

17. Over the past 12 months the members of the Board have debated the changes made to the national curriculum, implemented from September 2014 and beyond. The views of headteachers on these changes have already been reported to members of this Committee. The extension of the implementation of the social, emotional and behavioural difficulties (SEBD) review, including the introduction of a cost recovery mechanism with which members of the Committee are now well familiar, into the primary phase was debated extensively by the primary board and this prepared effectively for the proposal to extend this approach into the primary phase to the School Forum. Another example of where Trust Board members guided innovation and strategy is the impact of the Board on the preparation of the Children Missing Education Strategy. Board Members have also, over the past year, received presentations upon and given their advice on such issues as the introduction of free school meals into Key Stage 1, the use of the Pupil Premium and the debate concerning the funding of small schools.
18. Members of the Governors' Trust Board received a presentation from the Service Director for Children's Social Care on child sexual exploitation (CSE) and debated how governing bodies could contribute to the detection and prevention of CSE. They also received a verbal report on the progress of the Trojan Horse Inquiry and discussed how governing bodies could best defend against extremism and promote British values, such as tolerance, respect for other cultures and religions and the value of democracy.

Other Options Considered

19. None. The Schools Forums (England) Regulations 2012 govern the composition, constitution and procedures for Schools Forums.

Reason/s for Recommendation/s

20. The Council is legally required to maintain a Schools Forum for the purposes outlined in the report. The report advises Members of how the Forum is set up and the key features of its work.
21. The information on the Education Trust Board advises the Committee of a particular feature of the Department's work which influences and develops the relationship of the Council with schools.

Statutory and Policy Implications

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

Financial Implications

23. The operation of the Schools Forum is financed by a ring fenced budget held within the centrally retained element of the Schools Budget.

RECOMMENDATION/S

That:

- 1) the legal status, composition, constitution and recent work of the Schools Forum be noted.
- 2) the purpose, composition and recent work of the Education Trust Board be noted.

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

For any enquiries about this report please contact:

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Constitutional Comments

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

Financial Comments (SS 19/01/15)

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

Background Papers and Published Documents

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

School Funding: agreement of the local funding formula for 2014-15 – report to Policy Committee on 13 November 2013

<http://www.nottinghamshire.gov.uk/dms/Meetings/tabid/70/ctl/ViewMeetingPublic/mid/397/Meeting/3185/Committee/475/Default.aspx>

The Schools Forums (England) Regulations 2012

<http://www.education.gov.uk/schools/adminandfinance/financialmanagement/schoolsrevenuefunding/schoolsforums/a00213728/schools-forums-england-regs-2012>

Electoral Division(s) and Member(s) Affected

All.

C0563

9 February 2015**Agenda Item: 11****REPORT OF THE SERVICE DIRECTOR, CHILDREN'S SOCIAL CARE****ROTA VISITS TO CHILDREN'S HOMES: OCTOBER AND NOVEMBER 2014****Purpose of the Report**

1. To inform the Committee of the outcome of six-monthly rota visits to Nottinghamshire County Council's children's homes that took place in October and November 2014. Recommendations are made by Councillors when they visit and officers act on any recommendations that are made.

Information and Advice

2. **Lyndene** – a report is not yet available on the visit to this home
3. **Caudwell House** was visited on 27 November 2014 by Councillors Boyd Elliott and Sue Saddington. During the visit, they noted that, as with previous visits, the building was well maintained and extremely welcoming with a secure entrance and signing in procedure. There was no work in progress and nothing due to be carried out. They noted that child protection is taken extremely seriously and responded to in a daily logging system where any incidents are logged and reported to shift managers. They noted that each young person has an individual care plan to meet their specific needs. Cllrs Saddington and Elliott made one recommendation:
 - Improved communication between the home and County Council with regards to the future 'security of the Home', obviously this is difficult in today's economic climate. The staff know this and are not naïve enough to think all is good, but would just like more dialogue.

This comment has been passed on to senior managers in the County Council to ensure that staff are kept informed about any potential changes once decisions are made.
4. **Minster View** – a report is not yet available on the visit to this home
5. **Oakhurst** was visited by Councillor Colleen Harwood on 3 November 2014. She noted that the external works on the roof were being completed as part of planned maintenance, that the interior looked fresh and clean and welcoming and that the downstairs bathroom was being refurbished at last. She commented positively on the young people's engagement in education, decision making processes and independent living skills. Councillor Harwood made one recommendation:

- That the wi-fi be updated and inclusive in the home at the earliest opportunity to allow residents the opportunity to do their homework/college work safely.

Work is underway to secure the services of a provider who will ensure that young people are properly safeguarded.

6. **West View** was visited on 11 November 2014 by Councillor Philip Owen. He noted that external works to the garden and the patio had been carried out and that this had greatly improved the aspect. There was still some refurbishment outstanding. He noted too that the working relationship with CAMHS had greatly improved and that engagement with activities in the community was actively encouraged for young people. However 'transfer from children's to adult social care is not as seamless as it should be'. Councillor Owen made two recommendations:

- Complete the outstanding refurbishment work as quickly as possible

There is a work schedule for this and the need for speed in completing this is noted.

- Determine whether the conversion of the games room into independent living units is to go ahead, as quickly as possible.

There is currently a consultation exercise being carried out relating to the proposal about the conversion. A risk impact assessment will inform the final decision about whether and when this will be carried out.

7. **The Big House** was visited by Councillor Jacky Williams on 27 October 2014 and Councillor Liz Plant on 6 November 2014. There were two separate reports following the visits. They both noted the physical condition of the current Big House but also both noted that the new-build Big House will open later in 2015. Councillor Plant also commented on the excellent all-purpose play area. Councillor Williams noted that there were children enjoying a period of respite when she visited – she enjoyed the 'feel' of the Big House when young people were present. She observed that the kitchen budget had been increased since her last visit and staff were able to offer a variety of healthy foods, often with the intention of assisting the child's behavioural problems. There were no young people present at the time that Councillor Plant visited. Councillor Plant commented on the variety of activities that young people were supported to engage with including swimming, horse-riding, bowling, go-karting as well as shopping excursions to help them to learn the value of money. Councillor Plant made no recommendations. Councillor Williams recommended:

- Increasing the budget for furnishings, fixtures and fittings for the new build if possible or assist with fund raising exercise.

There is no additional funding for the new build but the point about fund raising exercises or possibly applying for grants will be further explored.

8. **Clayfields House** was visited on 13 November 2014 by Councillor Jacky Williams. She noted that a considerable amount of building work is being undertaken with a new reception area and office suite under construction and that the new workshop/vocational

centre area is completed and has opened as a social enterprise, with use by both residents and a local school. She was impressed by the variety of the food available and the way it was being served. Councillor Williams found the arrangements for young people were working well. Councillor Williams observed that transition planning plays a key role, with staff taking an interest in young people beyond their departure from Clayfields. Indeed several young people have been found accommodation in the locality so that they can return to Clayfields to complete their education. Councillor Williams made two recommendations:

- I would like to see the refurbishment of the Scarlet unit take place as soon as possible.

Scarlet unit needs to be demolished and rebuilt as it is subject to subsidence. The DfE will fund a rebuild if they have sufficient funds to do so and there are plans in place to do a viability/design study in the next financial year followed by a rebuild provided the funds from the DfE are forthcoming.

- This authority should do what it can to secure the long term viability of this unit which appears to serve this particular group of young people to the very best of its ability and provides credibility and respect for both the staff and the authority.

Nottinghamshire County Council continues to support the work carried out at Clayfields House and manages the developments at the unit. Clearly there is a broader national and political context in which major changes are being proposed to the secure estate for young people. The County Council continues to believe that the high quality work carried out at Clayfields for young people secured through the Youth Justice system and those secured through the 'welfare' route should be valued and supported going forward.

9. **Additional visits.**

A rota system for visits to independent children's homes where Nottinghamshire Looked after Children are placed is being established. Over the next few weeks briefings will be arranged for residential providers of children's homes and for Members with a view to the new rotas starting from April 2014.

Options Considered

10. As this is a report for noting, it is not necessary to consider other options.

Reason/s for Recommendation/s

11. The report is for noting only.

Statutory and Policy Implications

12. This report has been compiled after consideration of implications in respect of crime and disorder, finance, human resources, human rights, the NHS Constitution (Public Health only), the public sector equality duty, safeguarding of children and vulnerable adults, service users, sustainability and the environment and ways of working and where such

implications are material they are described below. Appropriate consultation has been undertaken and advice sought on these issues as required.

RECOMMENDATION/S

- 1) That the outcome of the six-monthly rota visits to Nottinghamshire County Council's children's homes that took place in October and November 2014 be noted.

Steve Edwards
Service Director, Children's Social Care

For any enquiries about this report please contact:

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Constitutional Comments

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

Financial Comments (SS 23/01/15)

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

Background Papers and Published Documents

None.

Electoral Division(s) and Member(s) Affected

All.

C0571

9 February 2015**Agenda Item: 12****REPORT OF THE TEMPORARY DEPUTY DIRECTOR, CHILDREN, FAMILIES
AND CULTURAL SERVICES****QUALITY AND IMPROVEMENT GROUP – REVISIONS TO STAFFING
STRUCTURE****Purpose of the Report**

1. The purpose of this report is to seek approval from the Committee for a revised staffing structure to support the planning, quality assurance, information and systems management, and workforce development functions within the Children, Families and Cultural Services department whilst delivering the Group's budget savings target for 2015/16 as part of the Council's wider budget challenge.

Information and Advice

2. The Quality and Improvement Group was established from 1 April 2014, following earlier reports to Children and Young People's Committee at its meetings on 14 October 2013 and 17 March 2014 which set out the development of a revised operating model for children's services, including bringing together a suite of specialist support services within the department under a single point of leadership.
3. The purpose of the Quality and Improvement Group is to provide a range of support functions which, through an appropriate mix of information, advice, support and challenge, enable the front line services within the department to meet their priorities vis-à-vis delivering continuously improving services to children, young people and families in Nottinghamshire. The Group follows the principle that services should be child-centred and integrated to best and most efficiently meet the needs of children, young people and families.
4. Following approval from the Children and Young People's Committee at its meeting on 29 September 2014, an enabling process established the current management structure within the Group, and the proposals being made now seek to modify the composition of some of these teams to ensure they can continue to meet the group's remit and departmental priorities in the future.
5. The report to Children and Young People's Committee in September 2014 anticipated that the Group would contribute further savings towards the Department's continuing financial challenges over the coming years and the proposals in this report follow approval from the Policy Committee at its meeting on 12 November 2014 of savings proposals across a number of the department's services over the period 2015-18.

6. The current structure of the Group is attached as **Appendix 1**. The posts highlighted are those in scope of the proposed re-structure in the following teams.

Planning and Quality Assurance Team:

7. The key functions of this team are to:
- implement the department's quality assurance framework
 - support and enable a 'single assessment framework' approach to service delivery
 - coordinate departmental readiness for regulatory inspection
 - support strategy, policy development and commissioning activity across the department
 - provide project management capacity to support service improvement activity determined by quality assurance and management information.
8. The proposal for this team is to remodel the service by disestablishing existing posts and introduce a new structure which gives greater consistency and flexibility across the team's functions. This will see a net reduction in posts of 1.0 FTE (full-time equivalent) which is being met through dis-establishing a post that is currently vacant.
9. The new structure for Planning & Quality Assurance is attached as **Appendix 2**.

Departmental Support Services Team

10. The key functions of this team are to:
- co-ordinate the key business meetings for the department, including Children's Trust arrangements and executive support
 - fulfil departmental responsibilities in relation to risk management, health & safety and emergency management
 - provide lead responsibility for departmental accommodation issues, e.g. such as establishing locality service arrangements.
11. The proposal for this team is to dis-establish existing posts and introduce a new structure comprising 4 FTE posts which gives greater flexibility across the team's functions. The net reduction of 0.5 FTE is being met through an expression of interest in voluntary redundancy.
12. The new structure of Departmental Support Services is attached as **Appendix 3**.
13. At this stage there are no plans to reconfigure the Group's Workforce and Information & Systems teams. Though savings will be required in future years, in line with the overall savings targets approved by Policy Committee in November 2014, these teams have been protected for 2015/16 as a result of the major initiatives that are currently underway within these teams to support the continuing integration of our children's services. In particular, the activity around establishing the new integrated early help service, supporting the next phase of the Troubled Families Programme, establishing a common approach to assessment and planning across social care and early help services and

developing the existing social care case management system to be the single ICT system for case management and recording across all social care and early help services.

14. In the short term, this will require additional capacity within these teams to support the peak workload. Given the specialist nature of some of this work, it is envisaged that this will be provided by a mixture of additional temporary posts and the procurement of external expertise where this is not readily available in-house. Funding has been set aside for this via the Troubled Families Reserve and further reports provided to this Committee regarding the establishment of the new early help service, the Troubled Families Programme and the Single Assessment in children's social care will reference the supporting workforce and information & systems work required to support these initiatives.
15. In the meantime, there are no compulsory redundancies arising from the proposals contained in this report. The resultant structure is affordable within the Group's recurring revenue budget for 2015/16 and any saving will contribute towards the £150,000 p.a. savings in line with the requirements set out in business cases previously approved. Staff will be enabled into the new posts via the Council's normal procedures, following consultation / feedback with those affected.

Other Options Considered

16. The remit of the Quality and Improvement Group has emerged from the work to develop the new operating model for children's services, whilst the staffing structure has been determined via a period of consultation and engagement with staff from inside and outside of the Group.

Reason/s for Recommendation/s

17. The proposals outlined in this report will help to ensure that the front line services across the department will continue to receive the range and level of support that they require at a cost that remains affordable.

Statutory and Policy Implications

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

Human Resources Implications (BC 22/01/15)

19. The new posts identified within this report will be subject to job evaluation and, where appropriate, staff will be enabled into these posts using the Council's enabling procedure. All staff affected will be subject to the Council's agreed consultation processes.

RECOMMENDATION/S

- 1) That the staffing structure for the Quality and Improvement Group, as set out in the report, be approved.

Derek Higton
Temporary Deputy Director, Children, Families and Cultural Services

For any enquiries about this report please contact:

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Constitutional Comments (LM 22/01/15)

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

Financial Comments (SS 27/01/15)

21. The financial implications are set out in paragraph 15 of the report.

Background Papers and Published Documents

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

Developing a new operating model for the Children, Families and Cultural Service department – report to Children and Young People's Committee on 14 October 2013

<http://ws43-0029.nottsc.gov.uk/dmsadmin/Meetings/tabid/70/ctl/ViewMeetingPublic/mid/397/Meeting/3074/Committee/482/SelectedTab/Documents/Default.aspx>

Update on a revised operating model for Nottinghamshire Children's Services – report to Children and Young People's Committee on 17 March 2014

<http://ws43-0029.nottsc.gov.uk/dmsadmin/Meetings/tabid/70/ctl/ViewMeetingPublic/mid/397/Meeting/3079/Committee/482/SelectedTab/Documents/Default.aspx>

Redefining Your Council – Transformation and Spending Proposals 2015/16 – 2017/18 - report to Policy Committee on 12 November 2014

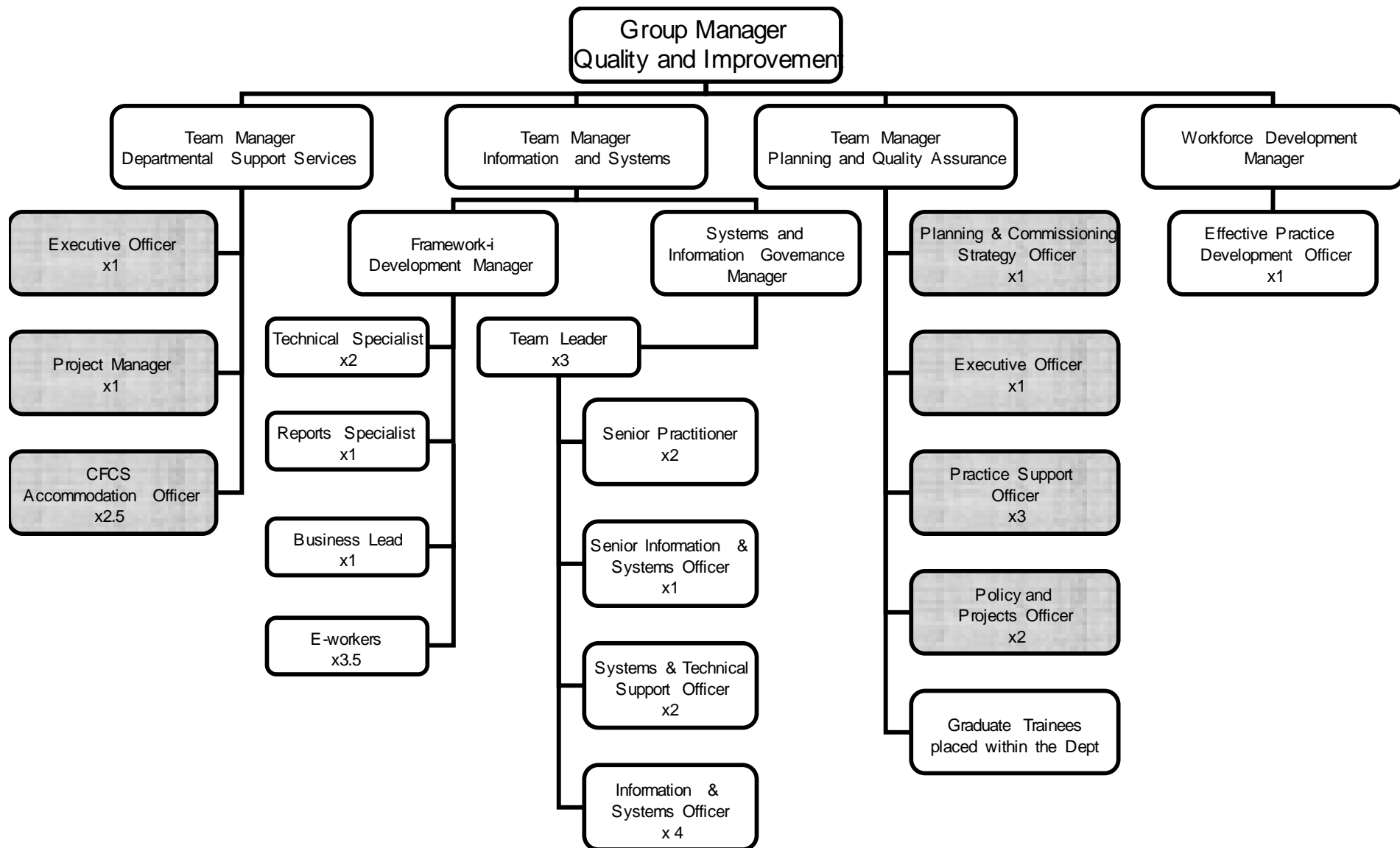
<http://ws43-0029.nottsc.gov.uk/dmsadmin/Meetings/tabid/70/ctl/ViewMeetingPublic/mid/397/Meeting/3321/Committee/475/SelectedTab/Documents/Default.aspx>

Electoral Division(s) and Member(s) Affected

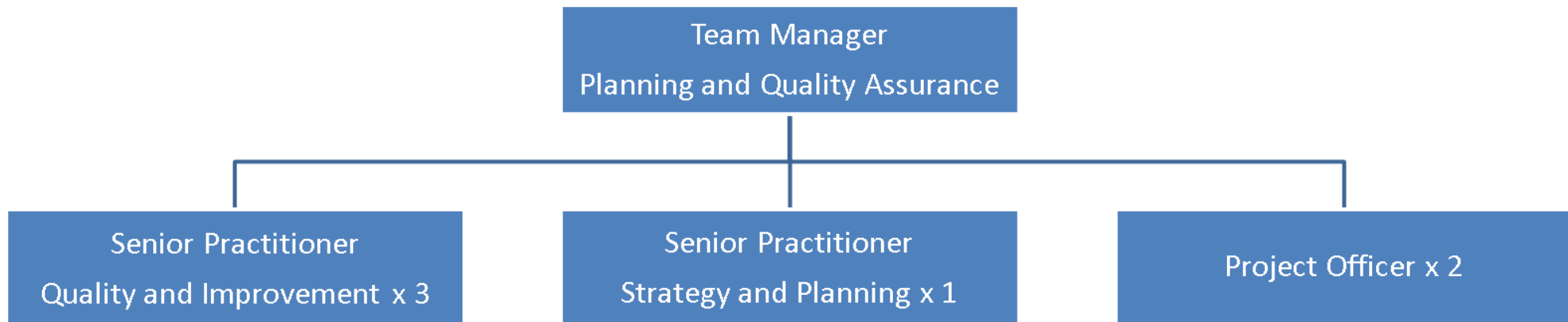
All.

C0569

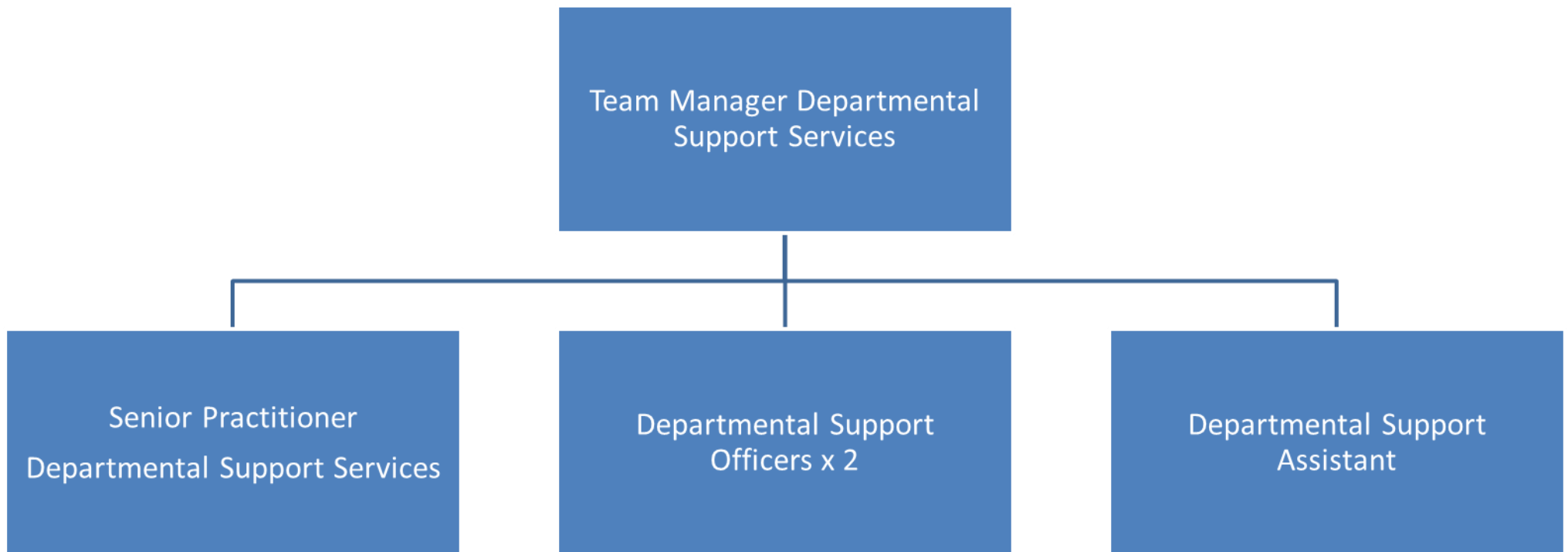
Quality & Improvement Group - Staffing Structure 2014/15



Proposed Staffing Structure – Planning & Quality Assurance 2015/16



Proposed Staffing Structure – Departmental Support Services 2015/16



9 February 2015**Agenda Item: 13****REPORT OF THE CORPORATE DIRECTOR FOR CHILDREN, FAMILIES AND
CULTURAL SERVICES****JOINT LGA, SOLACE AND ADCS SUMMIT: TACKLING CHILD SEXUAL
EXPLOITATION****Purpose of the Report**

1. The purpose of the report is to note that urgent approval for the Chair and Vice-Chair of the Children and Young People's Committee to attend the joint LGA, SOLACE and ADCS Summit entitled Tackling Child Sexual Exploitation being held in Local Government House, London, on 20 January 2015 was approved by the Chief Executive on 14 January 2015.

Information and Advice

2. The Children and Young People's Committee's terms of reference include approving councillors' attendance at conferences. However, to ensure that places could be booked at the conference, the Chief Executive was asked to urgently approve the attendance of the Chair and Vice-Chair of the Children and Young People's Committee, together with the necessary travel arrangements, in accordance with the urgency procedure detailed in the County Council's Constitution.
3. The details referred to below will be used to compile the Public Register, which is available on the Council's website.
4. The conference was organised by the Local Government Association (LGA), Society of Local Authority Chief Executives (SOLACE) and Association of Directors of Children's Services (ADCS). It addressed the issue of how to tackle child sexual exploitation.
5. It is vital that we respond urgently and robustly to this challenge. Child protection is an essential issue for councils, as both community leaders and the statutory agency for children's services, and it is right that local government demonstrates collective leadership on this agenda.
6. The conference was an opportunity for senior leaders within local government to take stock of the issues highlighted over the past few months, to review progress, and to determine what further action is required to ensure children are better protected in future.
7. During the morning, speakers set out the essential challenges facing local government and partner agencies, drawing together some of the key messages from recent cases

and inquiries. The afternoon was an opportunity for frank discussion and debate, and gave all participants the chance to review local and national progress and shape the sector's response over the coming year.

Reason/s for Recommendation/s

8. Approval was given for attendance at the conference so that the County Council's representatives could consider issues that are vital to councillors, senior officers, policymakers and service managers with responsibilities for tackling child sexual exploitation.

Statutory and Policy Implications

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

Financial Implications

10. There was no cost for attendance at the conference. Return train tickets to London from Nottingham were £147 each.
11. The costs were met from the Member Training Budget.

RECOMMENDATION/S

- 1) That the urgent approval for the Chair and Vice-Chair of the Children and Young People's Committee to attend the joint LGA, SOLACE and ADCS Summit entitled Tackling Child Sexual Exploitation which was held in London on 20 January 2015, together with any necessary travel arrangements, be noted.

Anthony May
Corporate Director for Children, Families and Cultural Services

For any enquiries about this report please contact:

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Constitutional Comments

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

Financial Comments (SS 22/01/15)

13. The financial implications of the report are set out in paragraph 10 above.

Background Papers and Published Documents

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

lgaevents.local.gov.uk/lga/frontend/reg/thome.csp?pageID=10620&eventID=39&eventID=39

Electoral Division(s) and Member(s) Affected

All.

C0566

9 February 2015**Agenda Item:14****REPORT OF CORPORATE DIRECTOR, POLICY, PLANNING AND
CORPORATE SERVICES****WORK PROGRAMME****Purpose of the Report**

1. To consider the Committee's work programme for 2015.

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:

Alison Fawley
Democratic Services Officer
T: 0115 9932534

Constitutional Comments (HD)

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

Financial Comments (NS)

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

Background Papers

None

Electoral Division(s) and Member(s) Affected

All.

CHILDREN & YOUNG PEOPLE'S COMMITTEE - WORK PROGRAMME 2014-15

REPORT TITLE	BRIEF SUMMARY OF AGENDA ITEM	LEAD OFFICER
9 March 2015		
Performance figures for Nottinghamshire schools and academies – Summer 2014	For information	John Slater
Performance figures at Key Stage 2	For information	John Slater
Nottinghamshire School Admission Arrangements 2016/17	For determination	John Slater
Admissions process and key themes from School Adjudicator's annual report 2014		John Slater
Schools requiring expansion by 25% or more pupil places – outcome of consultation and published Statutory Notices	For decision	John Slater
Outcome of consultation on the proposed closure of Oakdale Learning Centre	For decision	John Slater
National School Food Plan & universal infant free school meals - update		Jas Hundal
Integrated Family Services Review – new service		Derek Higton
Restructuring of Outdoor and Environmental Education Service	For decision	Derek Higton
Child Sexual Exploitation – Members scrutiny arrangements		Steve Edwards
Children's Social Work Health Check 2015		Steve Edwards
Designated Principal Child and Family Social Worker - annual report		Steve Edwards
Policy & process guidance for Discretionary Payments towards the provision of major adaptations to service users' homes	For decision	Steve Edwards
National Minimum Fostering Allowances and Fees for Foster Carers	Annual determination	Steve Edwards
Children's Disability Service		Steve Edwards
Authority governor appointments and reappointments and Local Authority governor appointments to school governing bodies	Quarterly report on appointments made	John Slater

REPORT TITLE	BRIEF SUMMARY OF AGENDA ITEM	LEAD OFFICER
Work Programme		Anthony May
20 April 2015		
Under 16 Home to School Transport Policy 2015 and Post-16 Transport Policy 2015/16	Annual determination	John Slater
Nottinghamshire Children's Trust Early Help Development Plan 2013-16: six monthly update		Derek Higton
Extension of Family Nurse Partnership		Derek Higton
Troubled Families Programme – outcomes plan 2015-16		Derek Higton
Childcare Sufficiency Audit		Derek Higton
Update on Young Carers		Derek Higton
Leaving Care: From Care 2 Work quality mark		Steve Edwards
Nottinghamshire CAMHS Pathway Review update	Quarterly information report	Kate Allen
Work Programme		Anthony May
18 May 2015		
A Strategy for Closing the Educational Gaps in Nottinghamshire – six month review	Six monthly review report	John Slater
Performance reporting (2014/15) – Services for Children and Young People	Annual performance report	Celia Morris
Children's Services Health Check		Derek Higton
Remodelling of School Nursing		Kate Allen
Work Programme		Anthony May
15 June 2015		
Exceptional payments for school clothing and footwear 2014/15	Annual determination	John Slater
School holiday and term dates for Local Authority maintained schools in Nottinghamshire for 2016/17, 2017/18 & 2018/19	For decision	John Slater
Small Schools Working Group report		John Slater
Children's Social Work Health Check Action Plan 2015 – progress report	Progress report.	Steve Edwards
Youth Justice Plan 2015-16		Derek Higton
Authority governor appointments and reappointments and Local Authority governor appointments to school governing bodies	Quarterly report on appointments made	John Slater

REPORT TITLE	BRIEF SUMMARY OF AGENDA ITEM	LEAD OFFICER
Work Programme		Anthony May
13 July 2015		
Rota Visits to children's homes	Six monthly report	Steve Edwards
School Capital Programme update	Six month update report	Derek Higton
Nottinghamshire Child and Family Poverty Strategy annual performance report	Annual update	Derek Higton
Children who go missing from home or care: end of year report 2014/15	For information	Steve Edwards
Child Sexual Exploitation update	Six monthly update report	Steve Edwards
Nottinghamshire CAMHS Pathway Review update	Quarterly information report	Kate Allen
Nottinghamshire Children's Trust	Annual officer group report	Derek Higton
Members' visit to Outdoor & Environmental Education residential centres	For decision	Derek Higton
National Children and Adult Services Conference 2015	For decision	Anthony May
Work Programme		Anthony May
To be placed		
Social Work Retention Strategy		Steve Edwards
Integrated assessment framework	For noting	Derek Higton
Multi-Agency Safeguarding Hub – information sharing		Steve Edwards

