Children and Young People's Committee

Monday, 21 November 2016 at 10:30

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

AGENDA

Notes

(1)   Councillors are advised to contact their Research Officer for details of any Group Meetings which are planned for this meeting.

(2)   Members of the public wishing to inspect "Background Papers" referred to in the reports on the agenda or Schedule 12A of the Local Government Act should contact:-

Customer Services Centre 0300 500 80 80

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

Councillors or Officers requiring clarification on whether to make a declaration of interest are invited to contact Alison Fawley (Tel. 0115 993 2534) or a colleague in Democratic Services prior to the meeting.

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

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

Nottinghamshire County Council

minutes

Meeting	CHILDREN & YOUNG PEOPLE'S COMMITTEE
Date	17 October 2016 (commencing at 10.30am)

Membership
Persons absent are marked with an 'A'

COUNCILLORS

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

John Allin	Alice Grice
Maureen Dobson	KeithLongdon
Boyd Elliott	Philip Owen
Stephen Garner	Sue Saddington

Ex-officio (non-voting)
A   Alan Rhodes

CO-OPTED MEMBERS (NON-VOTING)

Vacancy
A   Mr David Richards JP

OFFICERS IN ATTENDANCE

Rachel Clark	Children, Families and Cultural Services
Marion Clay	Children, Families and Cultural Services
Steve Edwards	Children, Families and Cultural Services
Chris Few	Independent Chair, NSCB
Derek Higton	Children, Families and Cultural Services
Terri Johnson	Children, Families and Cultural Services
Laurence Jones	Children, Families and Cultural Services
Irene Kakoullis	Children, Families and Cultural Services
Denis McCarthy	Children, Families and Cultural Services
Colin Pettigrew	Children, Families and Cultural Services
Alison Fawley	Resources
Geoff Russell	Resources

MINUTES OF THE LAST MEETING

The minutes of the meeting held on 19 September 2016, having been circulated to all Members, were taken as read and were signed by the Chair.

APOLOGIES FOR ABSENCE

Apologies for absence were received from Mr D Richards.

MEMBERSHIP CHANGES

It was reported that:
Councillor Stephen Garner had been appointed in place of Councillor Andy Sissons for this meeting only;

DECLARATIONS OF INTEREST

None.

NOTTINGHAMSHIRE SAFEGUARDING CHILDREN BOARD ANNUAL REPORT 2015-16

Chris Few introduced the report and responded to questions and comments from Members.

RESOLVED 2016/057

That the content of the Nottinghamshire Safeguarding Children's Board Annual Report 2015-16, which was available as a background paper, be noted.

CHANGE IN AGENDA ITEM ORDER

The Committee agreed to take the item on Child Sexual Exploitation and Children Missing from Home and Care – annual report 2015-16 later in the agenda.

TACKLING CHILD POVERTY IN NOTTINGHAMSHIRE

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

RESOLVED 2016/058

1) That the key findings and recommendations of the Child Poverty and Life Chances Joint Strategic Needs Assessment 2016 be noted.

2) That approval be given to the Nottinghamshire Child Poverty and Life Chances Action Plan 2016-17, as detailed in Appendix 1 of the report.

NOTTINGHAMSHIRE CODE OF CONDUCT FOR ISSUING FINES FOR PUPIL ABSENCES – IMPACT OF AMENDMENT TO THRESHOLD

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

RESOLVED 2016/059

1) That the update on the impact of the amendment to the threshold for issuing Penalty Notices to parents for the child's unauthorised absence from school be noted.

2) That approval be given to maintain the Penalty Notice threshold at the level agreed by the Committee in July 2015 as set out in paragraph 3 of the report.

WORK PROGRAMME

Members requested that a report on the concerns raised by parents following the introduction of changes to the admissions oversubscription criteria for out of catchment children be added to the work programme.

RESOLVED 2016/060

That the Committee's work programme be noted and updated as agreed.

CHILD SEXUAL EXPLOITATION AND CHILDREN MISSING FROM HOME AND CARE – ANNUAL REPORT 2015-16

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

RESOLVED 2016/061

1) That the progress made regarding developments in the response to child sexual exploitation and missing children in Nottinghamshire be noted.

2) That a further report be provided to the Children and Young People's Committee in six months.

The meeting closed at 11.55 am.

CHAIRMAN

![Nottinghamshire County Council logo] Nottinghamshire County Council

Report to Children and Young People's Committee

21 November 2016

Agenda Item: 04

REPORT OF THE CORPORATE DIRECTOR, RESOURCES

PERFORMANCE REPORTING (QUARTER 2 2016/17) - 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 July and 30 September 2016.

Information and Advice

Performance Reporting for 2016/17

2. This report forms the second quarterly report of 2016/17, reporting on quarterly performance for the 2016/17 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 appendices. **Appendix 1** shows those measures which have received updates since the previous quarter. **Appendix 2** shows those measures which have not changed.

5. 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. Since October 2014, Nottinghamshire's statistical neighbours have been:

   1. Derbyshire
   2. Staffordshire
   3. Lancashire
   4. Worcestershire
   5. Cumbria
   6. Northamptonshire
   7. Essex
   8. Kent

9. Cheshire West and Chester
10. Warwickshire

6. In addition, for each KPI, the table indicates whether performance has improved (+), declined (-), or remained the same (=) over the current reporting period.

Protecting the most vulnerable and ensuring that children in our care experience high quality and stable support (provisional figures)

7. This is the second quarter of reporting on the single child and family assessments completed within timescales (45 days). The change in reporting this financial year reflects the shift from initial and core assessment to the new child and family assessment. Quarter 2 performance shows good performance in this area with 91.4% of assessments completed in timescale. This is well above the national and statistical neighbour averages of 81.5% and 80.6%.

8. The low level of assessments leading onto ongoing children's social care involvement in quarter 1 (26%) and quarter 2 (27.7%) are not comparable to previous quarters as they reflect the change from using initial and core assessment to the child and family assessment. Many assessments will now be referred to other areas, e.g. the Family Service and Early Help so will not be recorded as needing on-going social care involvement. This is an indicator that will require ongoing close scrutiny over time. Work is ongoing with all partner agencies to ensure that they only make good quality and appropriate safeguarding referrals to the Multi-Agency Safeguarding Hub (MASH), however effecting change in this area is proving difficult.

9. The re-referral rate in quarter 2 has deteriorated by 6.7% points from quarter 1 and is now 7.2% points above the target. This indicator is being closely monitored. Historically, evidence shows that when re-referral data is cleansed it reduces.

10. At the end of September 2016, there was a total of 790 children subject to a child protection plan. This is an increase from the last quarter. Operational service managers continue to make the decision about progressing cases to an initial case conference. Work undertaken on children being subject to plans suggests there is no evidence to state they should not be. During this same period there were 129 initial child protection conferences held and as a result of this 238 children became subject to a plan.

11. With a value of 48.6, the rate of children subject to a child protection plan per 10,000 is higher than both the England average and the Council's statistical neighbours which are currently 42.9 and 38.3 respectively.

12. During July, August and September 2016, a total number of 186 children had their child protection plans ended; only 5 of these (2.7%) had been subject to a child protection plan for more than 2 years. This figure continues to remain well within target and is lower than both the England average and the Council's statistical neighbours as at the end of 2014/15 which was 3.7% and 3.8% respectively. This is an area that attracts close management attention from operational service managers and child protection coordinators.

13. During this period a total number of 239 children became the subject of a child protection plan; of these 44 (18.4%) had been subject to a plan for a second or subsequent time and 13 (5.4%) of these started within 2 years of the previous plan ending, a slight reduction from

the previous quarter. Of those repeat plans after more than 2 years (which is a higher number than within the two years) 16 children had a repeat plan after 5 years. When looking specifically at the reasons for these repeat plans, domestic violence does feature heavily and some work will be undertaken to explore the causes of this. This will continue to be monitored although recent audits of this area of work have not raised any concerns.

14. Performance on child protection cases reviewed within timescales is good and is showing an improving picture. During quarter 2, 552 children had their plans reviewed at a child protection conference, with a total of 271 conferences being held.

15. For those adopted children, positive progress continues to be made with the average number of days between their admission and placement decreasing further; it has fallen by 58 days this quarter. The Council continues to identify children likely to have a plan of adoption as early as possible and tailor the recruitment of adopters accordingly to ensure efficient and appropriate matching.

16. The average days between a local authority court authority to place and a decision to match also continues to fall and is now half what it was only six months ago. The Council continues to have ambitious plans for harder to place children and thus it takes longer to find these placements. With more straight forward plans, the Council has refined processes to ensure that children are placed with families as soon as possible.

17. The percentage of children waiting less than 14 months between entering care and moving in with their adoptive family has fallen slightly to 64% at the end of September 2016. Sound working arrangements within children's services allow early identification of children with a plan of adoption. The Council is committed to the placement of harder to place children and thus these placements will take longer.

18. At the end of September, there were 792 looked after children which equates to a rate of 48.7 per 10,000; this continues to remain lower than the England average and that of the Council's statistical neighbours, which were 60 and 59.8 respectively. The England average for Nottinghamshire would equate to 975 children, an increase of 183. As there has been a decrease in the number of looked after children since January this will be kept under review by operational colleagues. During this quarter 31% of those no longer being accommodated were young people reaching the age of 18 and progressing onto independent living.

19. The Council continues to work hard to maintain placements and the positive impact of this can be seen in the proportion of looked after children who have had at least three placements which has reduced since quarter 1. The Council provides therapeutic support to young people and their foster carers and is looking at ways to ensure this is always available as and when required. The Council is embarking on a review of Specialist Fostering Schemes to ensure it is meeting the needs of all of Nottinghamshire's Looked After Children (LAC) population.

20. The percentage of looked after children in Nottinghamshire who have remained in the same placement for at least 2 years continues to increase so that now over three quarters of children are residing in the same placement. This is well above the national average and statistical neighbours. The stability of placements has been shown to have a positive impact on the outcomes for young people.

21. The percentage of care leavers in suitable accommodation has fallen very slightly from 81.8% in quarter 1 to 81% in quarter 2. However, it remains above both the statistical neighbours' average of 75.3% and the national average of 80.7%.

Educational standards and closing the attainment gap

22. Results for Key Stage 2, 4 and 5 are provisional and subject to change. Final results are expected early next year.

23. The percentage of pupils achieving a good level of development in the Early Years Foundation Stage Profile has increased by 1.8 percentage points to 67.1% in 2016. Figures from the National Consortium for Examination Results suggest nationally 69.3% of pupils achieved this measure which is a 3 percentage point increase from 2015. Bassetlaw district witnessed the largest increase in this measure, an increase of 5.1 percentage points to 66.8%. Newark and Gedling districts were the only two districts to witness a fall by 0.7 (to 65.0%) and 1.5 (to 68.6%) respectively.

24. 2016 represents the first year of new testing arrangements at Key Stage 2 (typically for 11 year olds). The assessments are the first which assess the new, more challenging national curriculum (introduced in 2014). Results are no longer reported as levels, and each pupil will now receive their test results (in reading; grammar, punctuation and spelling; and mathematics) as a scaled score and teacher assessments (in writing and other subjects) based on the standards in the interim framework. Because of these changes, figures for 2016 are not comparable to those for earlier years.

25. Pupils at the end of Key Stage 2 are expected to achieve in test subjects a scaled score of 100 (which represents the expected standard), to achieve a teacher assessment judgement of 'working at the expected standard' or 'working at greater depth in the expected standard' (in writing) and to have made progress between their prior attainment at Key Stage 1 (typically aged 7 years) and Key Stage 2 outcomes.

26. For the first year of these new assessments provisional data shows Nottinghamshire is in-line with the national average for the percentage of pupils achieving the expected standard in reading, writing and mathematics combined at the end of primary education. 53.3% of pupils achieved this measure compared with 53.0% nationally and 52.2% amongst statistical neighbours. The largest gap between Nottinghamshire and national outcomes was in reading tests where 64.5% achieved this measure compared with 66.0% nationally.

27. There have been similar changes at Key Stage 4 (typically for 16 year olds) with the removal of the measure five or more A*-C grades including GCSE English and mathematics. This is no longer the main measure used for accountability purposes. A measure for English and mathematics remains (A*-C in both English and mathematics, known as the basics), as well as the English Baccalaureate (A*-C grades in English, mathematics, two sciences, a language, and a humanities of either history or geography). Attainment 8, a measure which schools could opt-in early last year, will now be reported for all schools. Attainment 8 is the average attainment across eight subjects (English, mathematics, any three English Baccalaureate subjects and any three other approved qualifications which can include non-GCSEs). A new measure of progress will also be used based on Attainment 8. Progress 8 compares the difference between a student's Attainment 8 score and the average Attainment 8 score nationally for pupils with the same level of attainment at the end of

primary school (Key Stage 2). The new floor standard / coasting schools measure will be based on the average Progress 8 score across the school.

28. Provisional results for 2016 show 65.6% of pupils achieved A*-C grades in both GCSE English and mathematics. This represents an increase of 5.9 percentage points from 2015. Nationally over the same period 62.6% of state funded schools achieved this measure, an increase of 3.4 percentage points. Nottinghamshire is placed 40th for this measure nationally against all other LAs (an improvement from 72nd in 2015). Comparisons to statistical neighbours shows the average for this measure to be 63.1%. All districts witnessed an increase in the percentage of pupils achieving this measure but Newark district schools witnessed the greatest increase from 50.2% in 2015 to 62.0% in 2016, an 11.8 percentage point increase.

29. The percentage of A-Level entries in Nottinghamshire sixth forms awarded a pass grade at A*-E has increased to 99.7%, an increase of 1.3 percentage points from 2015. Comparisons nationally show no change from 2015 remaining at 98.8%.

30. The percentage of A-Level entries in Nottinghamshire sixth forms awarded a pass grade at A*-B has increased to 48.9%, an increase of 2.4 percentage points from 2015. Comparisons nationally show a slight increase to 53.5% (from 53.4% in 2015).

31. Although there have been increases in 2016 provisional results in sixth forms there remain challenges at Key Stage 5 and overall performance is still below average.

32. There has been a widening of the A*-C grades in both English and mathematics attainment gap for pupils who are eligible for free school meals at any point in the past six years (FSM6; deprivation element of the pupil premium funding) against those who are not eligible. In 2016 42.2% of FSM6 pupils achieved A*-C grades in both GCSE English and mathematics compared to 72.6% who were not FSM6. The FSM6 gap for the County is 30.4 percentage points which represents a widening of the gap compared to 29.4 percentage points reported in 2015. Figures from the National Consortium for Examination Results suggest that nationally the attainment gap in this measure stands at 26.8 percentage points (43.0% of FSM6 pupils achieving this measure compared with 69.8% of non-FSM6) for state funded schools. Although figures for Nottinghamshire show a widening of the gap, the performance of FSM6 pupils has increased at a faster rate than witnessed nationally in 2016. For FSM6 pupils the cohort increased 5.1 percentage points from 2015 compared with a national increase for this cohort of 3.4 percentage points. For FSM6 pupils Nottinghamshire is now 0.8 percentage points below the national average for this group compared with 2.5 the year before.

Youth Offending & Early Help Support

33. During quarter 1 there were 49 actual first time entrants (FTE) to the Youth Justice System (or 70 per 100,000 10-17 population). This is similar to the same period last year (48 actual entrants or 68 per 100,000 10-17 population). This places Nottinghamshire to be on target to be below the national average (393 per 100,000) by year end. Violence makes up the largest proportion of the FTE offence type, as has been consistent with all previous quarters, at 40%. The majority of FTEs were dealt with by way of pre-court disposals – in the form of youth cautions or youth conditional cautions (67%).

Education, Health and Care (EHC) Plans

34. EHC Plans bring together a child's education, health and social care needs into a single, legal document. The document sets out what extra support they will get to meet those needs. From 1 September 2014 EHC Plans started to replace statements of special educational needs as part of a major transformation of the way services for children and young people (0-25 years) with special educational needs and/or disabilities are delivered. Nottinghamshire was a pathfinder for this area of work and implemented the EHC Plan ahead of it becoming a national requirement. There was a total of 65 EHC Plans finalised during quarter 1 2016/17, compared with 85 in quarter 4 2015/16.

Other Options Considered

35. 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

36. 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

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

RECOMMENDATION/S

1)   That the Committee notes the performance of the Council's services for children and young people during the period 1 July – 30 September 2016.

Jayne Francis-Ward
Corporate Director for Resources Department

For any enquiries about this report please contact:

Matthew Garrard
Team Manager, Performance, Intelligence and Policy
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Constitutional Comments

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

Financial Comments (TMR 09/11/16)

39. As this report is for noting only, no Financial Comments are required.

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 (Quarter 2 2016/17) – services for children and young people – report to Children and Young People's Committee on 19 September 2016.

Electoral Division(s) and Member(s) Affected

All.

C0896

Appendix 1 - Indicators updated from previous report

Children and Young People's Committee: Quarter 2 Performance for 2016/17

For Nottinghamshire, the performance data available at the end of quarter 2 2016/17 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

Update	Key Performance Indicator	Nottinghamshire					Comparator Data	
		Current Value	Best to be	Current Reporting Period	Previous Value	Previous Annual Performance	National Average	Statistical Neighbours
Indicators updated from previous report	Child and Family assessments for Children's Social Care carried out within statutory timescales	91.4%	(-)	High	2016/17 Q2	97.0%	N/A	81.5% (2014/15)	80.6% (2014/15)
	Percentage of assessments leading to an on-going children's social care involvement	27.7%	(+)	High	2016/17 Q2	26.0%	54.8% (2015/16)	-	-
	Percentage of child protection cases reviewed within timescale	97.7%	(-)	High	2016/17 Q2	98.0%	96.6% (2015/16)	94.0% (2014/15)	95.1% (2014/15)
	Re-referrals to Children's Social Care	32.2%	(-)	Low	2016/17 Q2	25.5%	25.6% (2015/16)	24.0% (2014/15)	25.1% (2014/15)
	Children subject to a Child Protection Plan – Rate per 10,000	48.6	N/A	N/A	2016/17 Q2	45.3	43.2 (2015/16)	42.9 (2014/15)	38.3 (2014/15)
	Children who are subject to a child protection plan for 2 years or more	2.7%	(-)	Low	2016/17 Q2	0.9%	3.6% (2015/16)	3.7% (2014/15)	3.8% (2014/15)
	Children becoming the subject of a child protection plan on more than one occasion	18.4%	(+)	Low	2016/17 Q2	29.2%	13.5% (2015/16)	16.6% (2014/15)	15.2% (2014/15)
	Average time between a child entering care and moving in with its adoptive family, for those adopted children (days)	363	(+)	Low	2016/17 Q2	421	585 days (2013-16)	593 days (2013-15)	594 days (2013-15)
	Average time between a LA receiving court authority to place a child and deciding on a match to an adoptive family (days)	135	(+)	Low	2016/17 Q2	190	296 days (2013-16)	223 days (2013-15)	231 days (2013-15)
	Looked after children with 3 or more placements in any one year	8.6%	(+)	Low	2016/17 Q2	9.4%	10.4% (2015/16)	10.0% (2014/15)	10.2% (2014/15)
	Percentage of looked after children remaining in long-term placements	76.8%	(+)	High	2016/17 Q2	76.4%	73.8% (2015/16)	68% (2014/15)	68% (2014/15)
	Percentage of care leavers in suitable accommodation	81.0%	(-)	High	2016/17 Q2	81.8%	79.5% (2015/16)	80.7% (2014/15)	75.3% (2014/15)
	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)	67.1%	(+)	High	2015/16 academic	65.3%	65.3%	69.3% (2015/16)	67.6% (2014/15)
	Pupils achieving at least the expected standard in reading, writing & mathematics at age 11 (p)	53.3%	n/a	High	2015/16 academic	n/a	n/a	53% (2015/16)	52.2% (2015/16)
	Achievement of A*-C grades in GCSE English & maths (p)	65.6%	(+)	High	2015/16 academic	59.7%	59.7%	62.6% (2015/16)	63.1% (2015/16)
	Percentage of A level entries at A*-E grades (p)	99.7%	(+)	High	2015/16 academic	98.4%	98.4%	98.8% (2015/16)	–
	Percentage of A level entries at A*-B grades (p)	48.9%	(+)	High	2015/16 academic	46.5%	46.5%	53.5% (2015/16)	–
	Attainment gap at age 16 between pupils taking free school meals and the rest (*FSM during past six years*) (p)	30.4%	(-)	Low	2015/16 academic	29.4%	29.4%	26.8% (2015/16)	–
	Numbers of individual children and young people engaged in positive activities delivered by the Young People's Service (cumulative)	17,449	(+)	High	2016/17 Q2	6103	24406		–
	Numbers of children and young people accessing Outdoor and Environmental Education (cumulative)	16,233	(+)	High	2016/17 Q2	8703	33871		–
	First time entrants to the Youth Justice System aged 10-17 (per 100,000) (cumulative)	70	(+)	Low	2016/17 Q1	295	269	295 (2013/14)	269 (2014/15)
	Numbers exiting substance misuse treatment in a planned manner	96%	(=)	High	2016/17 Q1	96%	96.00%	79% (2015/16)	–
	The number of new Education, Health and Care Plans finalised (a statutory requirement from 1 September 2014)	65	N/A	N/A	2016/17 Q2	85	70		–

Appendix 2 - Indicators that remain unchanged from previous report

	Children and Young People's Committee: Quarter 2 Performance for 2016/17							
	For Nottinghamshire, the performance data available at the end of quarter 2 2016/17 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							

Update	Key Performance Indicator	Nottinghamshire					Comparator Data	
		Current Value	Best to be	Current Reporting Period	Previous Value	Previous Annual Performance	National Average	Statistical Neighbours
Indicators that remain unchanged from the previous report	Percentage of young people qualified to Level 3 (2 passes at A-Level or equivalent) by age 19	50.4%	(-)	2014/15 academic	51.0%	51.0% (2013/14)	57.4% (2014/15)	56.8% (2014/15)
	Primary schools judged by Ofsted as having good or outstanding standards of behaviour	93.4%	(+)	As at Sept 2015	92.7%	n/a	94.3% (Sept 2015)	94.1% (Sept 2015)
	Secondary schools judged by Ofsted as having good/outstanding standards of behaviour	79.1%	(-)	As at Sept 2015	83.3%	n/a	85.1% (Sept 2015)	84.2% (Sept 2015)
	Number of primary schools in an Ofsted category (Inadequate)	0	(+)	2016/17 Q1	1	n/a	_	_
	Number of secondary schools in an Ofsted category (Inadequate)	2	(-)	2016/17 Q1	1	n/a	_	_
	Rate of permanent exclusions from school	0.03%	(+)	2014/15 academic	0.04%	0.04% (2013/14)	0.07% (2014/15)	0.08% (2014/15)
	Participation in education, employment and training (EET) aged 16-17	96.0%	(+)	2016/17 Q1	93.1%	94.0% (2015/16 Q4)		_
	Percentage not in education, employment or training (NEET) aged 16-17	1.6%	(-)	2016/17 Q1	1.2%	1.7% (2015/16 Q4)		_
	Percentage whose destination is not known aged 16-17	2.8%	(+)	2016/17 Q1	5.7%	4.3% (2015-16 Q4)		_
	Percentage of children aged 0-4 living in low income areas registered with children's centres (snapshot)	99.5%	(-)	2016/17 Q1	100.0%	100% (2015/16 Q4)		_
	Percentage of children aged 0-4 living in low income areas seen at children's centres (cumulative)	35.3%	(+)	2016/17 Q1	35.2%	76.6% (2014/15 Q4)		_
	Percentage of two year olds taking up their free entitlement	70.7%	(+)	Summer Term 2016	63.8%	66.0% (Spring 2016)		_
	Attainment gap for a good level of development in EYFSP between pupils taking free school meals and the rest	27.6%	(-)	2014/15 academic	27.1%	27.1%	18.90%	_
	Attainment gap at age 11 between pupils taking free school meals and the rest (*FSM during past six years*)	16.8%	(+)	2014/15 academic	17.4%	17.4%	14.0% (2014/15)	_
	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	17.0%	(+)	2014/15 academic	16.3%	16.3% (2013/14)	22.3% (2014/15)	21.5% (2014/15)
	Percentage of overall absence in primary, secondary and special schools	4.5%	(=)	2014/15 academic	4.5%	4.5%	4.6% (2014/15)	4.5% (2014/15)
	Breastfeeding prevalence at 6-8 weeks, incl. mixed feeding methods (Nottinghamshire NHS)	37.0%	(-)	2015/16 Q4	40.6%	37.0%	43.8% (2014/15)	42.3% (2012/13)
	Breastfeeding prevalence at 6-8 weeks, incl. mixed feeding methods (Bassetlaw NHS)	33.0%	(-)	2015/16 Q4	36.0%	33.0%	43.8% (2014/15)	42.3% (2012/13)

Nottinghamshire County Council

REPORT OF THE ACTING SERVICE DIRECTOR, EDUCATION STANDARDS AND INCLUSION

NOTTINGHAMSHIRE COUNTY COUNCIL'S SCHOOL IMPROVEMENT STRATEGY FOR SCHOOLS CAUSING CONCERN

Purpose of the Report

1.   The purpose of this report is to update Members on the changes to the Schools Causing Concern statutory guidance for local authorities and RSCs (Department for Education, March 2016). This report also informs Members of the subsequent review of Nottinghamshire County Council's Schools Causing Concern Strategy and guidance and requests that the revised strategy and guidance be noted.

Information and Advice

2.   This new statutory guidance is for local authorities (LAs) and Regional Schools Commissioners (RSCs) on schools causing concern and intervening in failing, underperforming and coasting schools. This became effective from April 2016. The new guidance reflects changes under the Education and Adoption Act 2016, giving new intervention powers to the Secretary of State and extending the types of maintained schools eligible for intervention to now include coasting schools. The new intervention powers of the Secretary of State will be exercised by RSCs who will be expected to follow the new guidance. This means that the RSC now has the power to issue formal warning notices in maintained schools.

3.   As a result, the RSC will also now have the power to intervene in maintained schools who do not comply with warning notices. The RSC has a duty to make an academy order in respect of any maintained school that has been judged inadequate by Ofsted (serious weaknesses or special measures). If a maintained school is the subject of an academy order, the governing body and local authority will be under a duty to facilitate the school's conversion into an academy by taking all reasonable steps to achieve this. LAs and governing bodies are also under a duty to facilitate a sponsor as identified by the RSC.

4.   Whilst the statutory guidance acknowledges the role played by LAs regarding coasting schools, the powers of the RSC will take precedence. The DfE expects, therefore, LAs to work closely with RSCs about any arrangements for coasting schools.

5.   This Act also introduces new provisions for action to be taken in academies causing concern (coasting or failing) and the guidance now describes how RSCs will make decisions and take action in such cases.

6.   There are two types of warning notices that can be issued to maintained schools:

a) Performance, standards and safety warning notice: The LA or Secretary of State (RSC) may issue such a warning notice
b) Teachers' pay and conditions notice: The LA may issue such a warning notice in maintained schools only.

7.   There is a clear expectation that LAs will use their statutory powers in schools with low standards of performance or where there is a breakdown in the way in which a maintained school is managed or governed or the safety of pupils or staff at a maintained school is threatened.

8.   Nottinghamshire County Council's Education Improvement Service (EIS) is underpinned by a School Causing Concern Strategy which has been fully consulted upon with all Nottinghamshire maintained schools and Teaching School Alliances. Nottinghamshire's updated Schools Causing Concern Strategy and guidance has been revised to respond to these new requirements which are outlined in the School Improvement Strategy for Schools Causing Concern, attached as **Appendix 1**.

9.   The Education Services Grant was formerly paid to the Local Authority to undertake a range of education activities including school improvement. As a result of interim changes to national funding streams, the retained duties element of this grant has essentially been added to the Dedicated Schools Grant for 2017-18. The Schools Forum agreed to continue to allocate £761,000 of this funding to enable the EIS to continue to support maintained schools causing concern or at risk, during this time of transition. This will enable the EIS to deliver the updated Schools Causing Concern Strategy as outlined in **Appendix 1**.

10.   A consultation with maintained schools' headteachers and chairs of governors, as well as with Teaching School Alliances, was undertaken from 30th September to 30th October 2016. A summary of the responses to the key consultation questions is attached as **Appendix 2**.

Other Options Considered

11.   The report is for information only.

Reason/s for Recommendation/s

12.   The report is for information only as it is a statutory requirement for the Local Authority to have a Schools Causing Concern strategy.

Statutory and Policy Implications

13.   This report has been compiled after consideration of implications in respect of crime and disorder, finance, human resources, human rights, the NHS Constitution (public health

services), the public sector equality duty, safeguarding of children and adults at risk, service users, sustainability and the environment and ways of working and where such implications are material they are described below. Appropriate consultation has been undertaken and advice sought on these issues as required.

RECOMMENDATION/S

That:

1)   the changes to the Schools Causing Concern statutory guidance for local authorities and Regional Schools Commissioners are noted

2)   the revised School Improvement Strategy for Schools Causing Concern and accompanying Guidance is noted.

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Constitutional Comments

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

Financial Comments (TMR 3/11/16)

15.   The financial implications are set out in 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.

Schools causing concern: Intervening in failing, underperforming and coasting schools - Guidance for local authorities and RSCs (Department for Education, March 2016)
https://www.gov.uk/government/publications/schools-causing-concern--2

Electoral Division(s) and Member(s) Affected

All.

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Nottinghamshire County Council

Education Improvement Service

School Improvement Strategy

March 2014

Education Improvement Service

School Improvement Strategy for Schools Causing Concern

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Nottinghamshire School Improvement Strategy

Section 1 – Strategy Overview

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Introduction and Context

This document aims to:

- provide guidance for school leaders, education improvement advisers (EIAs) and other LA school improvement professionals on respective roles and responsibilities in engaging with or providing appropriate support and challenge for LA maintained schools requiring improvement or causing significant concern
- summarise Nottinghamshire local authority's (LA) response to the provisions relating to 'Schools Causing Concern' (SCC) in Part 4 of the Education and Inspections Act 2006, the Education and Adoptions Act 2016 and the DfE Statutory Guidance on 'Schools Causing Concern' last updated March 2016 and which came into force on 18 April 2016 and which can be found at: https://www.gov.uk/government/publications/schools-causing-concern--2

Schools are responsible for their own improvement. The LA has a responsibility to challenge underperformance in all schools and academies, to identify underperforming schools and schools causing concern at an early stage and to take appropriate action to bring about rapid improvement in LA maintained schools.

The Role of the Regional School Commissioner (RSC)

The RSC is responsible for addressing underperformance in academies but also has a role in respect of schools eligible for intervention under the terms of the DFE statutory guidance on schools causing concern, March 2016. These schools include those judged inadequate by Ofsted, those schools which fall within the definition of coasting and those schools which have failed to comply with a warning notice. RSCs can also issue a warning notice to LA maintained schools (see section 5 in the Nottinghamshire School Improvement Strategy Guidance for further information).

LAs are expected to:

- monitor the performance of all schools regardless of their form of governance
- challenge under-performance or other concerns about school effectiveness in LA maintained schools
- broker/commission support and intervene in cases of failure in LA maintained schools
- issue a warning notice to any LA maintained school which fails to respond to LA support and intervention
- raise any concerns regarding the performance of academies with the Regional Schools Commissioner
- facilitate the conversion of inadequate schools into academies

In discharging its responsibilities, the LA will:

- use all available data and local intelligence together with any Ofsted judgements to undertake its risk assessment, and keep this under review
- work in partnership with Teaching School Alliances and National Leaders of Education (NLEs) to consider a range of possible support solutions that include:
  - school-to-school partnerships, including NLEs, Local Leaders of Education (LLE) and the skills and expertise present in other effective and rapidly improving schools
  - networking opportunities
- directly provide or commission a sold service programme that responds to the identified improvement needs

- support governing bodies to consider a range of leadership and management/structural solutions as appropriate including executive head teachers, support for collaborations or federations and academy conversions

Overview

The Nottinghamshire Schools' Policy aims to ensure that every school in the county is at least a good school. At the heart of our school improvement strategy is a commitment to working with schools, Teaching Schools (TSAs), National Leaders of Education (NLEs), National Leaders of Governance (NLGs) Local Leaders of Education (LLEs), Partnership Leaders, Nottinghamshire Support Governors and other education providers to promote and secure:

- effective leadership and governance in all schools
- enhanced capacity to secure sustained and continued improvement
- effective collaborative working to support all children and families
- the development of self-improving schools
- the identification and dissemination of effective practice
- safe schools with fair access
- affordability and value for money
- good levels of attainment and achievement for all young people

Local Authority (LA) approach to securing school improvement

- Whilst the LA does not have day to day engagement with all of its schools it nevertheless maintains an overview of school effectiveness using the following risk assessment methods:
  - an annual review of data for all maintained schools
  - a termly meeting of key services to capture any additional concerns about all schools
  - the outcomes of recent Ofsted inspections or monitoring visits
  - any other field knowledge
- These activities are used to identify:
  - the degree of risk the school presents in failing to provide a good standard of education
  - where school to school partnership support is required, including from TSAs, NLEs or LLEs
  - other factors that significantly affect school leadership and management capacity, including governance, to lead improvement in the short or medium term
  - the areas for development within the sold service offer to all schools and academies
- Data from all schools causing concern, including academies, is used to challenge leaders, governing bodies and academy sponsors in order to bring about rapid improvement

The Universal support offer

All Nottinghamshire schools have access to LA support through a range of services including

- Education Improvement Service (EIS):
  - termly headteacher briefings
  - statutory Assessment support for Early Years, Key Stage 1 and Key Stage 2
  - access to a range of LA courses, networks and conferences including Early Years, Post 16, Assessment, Closing the Gap, Literacy and a range of other leadership support (See www.nottinghamshire.gov.uk/cpd).
- Governor Services:
  - a clerking service
  - a telephone helpline, giving specialist advice from experienced governance officers

- o an audit of governing body development needs/Governance reviews
- o a core training offer including Termly Headteacher/Chair Briefings and bespoke training packages
- o access to model documents, school policies, good practice guides and briefing papers, including twice termly newsletter and staff and parent governor model election procedures
- o leadership and governance solutions toolkit and facilitated briefings
- o complaints management service
- o a headteacher appointment service in conjunction with the EIS

- Human Resources:
  - o employment advice for headteachers and governing bodies supported by the LA legal services team
  - o specialist advice and support on conditions of service for all school based staff
  - o advice and support to restructure, including staffing reductions, TUPE, redundancies and evaluation of grades for school support staff

- Finance:
  - o a dedicated telephone helpline
  - o an integrated salary calculator and multi-year budget planning and modelling tool
  - o final accounts guidance and production of year end governor report
  - o regularly updated financial guidance and procedure notes

- SEND – Schools and Families Specialist Services focus on:
  - o supporting the inclusion of children and young people with complex special educational needs and/or disabilities in an appropriate mainstream setting and facilitating their academic and social development.

  The service comprises four teams:
  - o the early years team, supporting children with special educational needs and disabilities (SEND) from 0-7 years
  - o the communication & interaction team
  - o the cognition and learning team
  - o the sensory team

- Psychology Services, including the Educational Psychology Service (EPS), the Tackling Emerging Threats to Children service (TETC), and the Managing Actual and Potential Aggression service (MAPA), offer support to:
  - o enable improvements in the attainment and emotional health and well-being of the most vulnerable children through the application of psychology to education and child development.

Specific offer to LA maintained mainstream schools:

Schools requiring some or significant improvement

- LA maintained schools are allocated a named Education Improvement Adviser (EIA) where existing field knowledge and/or the risk assessment indicates that the school may require support to provide a good or better standard of effectiveness

- EIA time allocated is proportionate to the risk presented by the school.

- The allocation/change of named Education Improvement Adviser support will be confirmed by letter to the Headteacher and Chair of Governors for inclusion as correspondence at the next full governing body meeting.

The EIA will:

- support a range of improvement activities including termly evaluations of performance

- broker appropriate school to school partnership support and an LA contribution to the cost of this where appropriate (taking into account the size of the school and the resources it has)

- provide a report on activity and school effectiveness, at least termly, sent directly to the Executive Headteacher (EHT) /Headteacher (HT)/Head of School (HoS) (dependent on the school's leadership model) and Chair of Governors for discussion at the next full governing body meeting
- represent the LA in any discussions required with lead inspectors during Ofsted inspections. This will normally be by telephone
- meet with or speak on the telephone with the HMI leading any monitoring inspections of schools which require improvement or are inadequate
- attend inspection feedback meetings in schools which are inadequate or at risk of being so judged

Schools presenting With 'Low/Some Risk' i.e. a good/outstanding school where recent data indicates further field knowledge is needed to accurately categorise the school

- An EIA will be allocated to carry out a half day standards review in the autumn term (known as a Watching Brief visit). This visit is intended to:
  - o support the school's self-evaluation and validate its accuracy
  - o evaluate with the school whether further support is required (change of risk category) or whether the school can meet its own support needs over the coming year
- The EIA will provide a report which will be sent directly to the EHT/HT/HoS and Chair of Governors for discussion at the next full governing body meeting.

Schools presenting 'Low/No Risk' – a good/outstanding school where data indicates it has maintained/improved its performance

- These schools will be offered the opportunity to purchase a quality assurance (QA) visit from the EIS. Schools will be prioritised according to the likelihood of an inspection in the current or next academic year. The quality assurance process includes the following activities:
  - o a briefing to advise the headteacher on the process and how to prepare for the quality assurance visit
  - o access to the self-evaluation and report template in advance of the visit
  - o a desk top analysis of a range of information then validation by an adviser of the school's self-evaluation through discussion and review activities with school leaders on site
  - o if the school has some weaknesses, or the evidence base for it sustaining good or better effectiveness is not secure, the adviser will determine with the school whether further support is required (change of risk category) or whether the school can meet its own support needs
  - o a report will be provided and sent directly to the Headteacher and Chair of Governors for discussion at the next full governing body meeting
  - o signposting to relevant professional development opportunities

Specific offer to LA maintained special schools:

- All special schools will receive **an annual visit** to carry out a half day standards review and a review of the progress of current cohorts in the autumn/spring terms
- This visit is intended to:
  - o support the school's self-evaluation and validate its accuracy
  - o evaluate with the school whether further support is required (change of risk category) or whether the school can meet its own support needs over the coming year
  - o A report will be provided and sent directly to the Headteacher and Chair of Governors for discussion at the next full governing body meeting.

LA engagement with the short OfSTED inspection of good (and non-exempt outstanding) LA maintained schools (Section 8 inspections)

Where there is no EIA attached to the school, because it is presenting low risk of being judged not to be providing a good standard of effectiveness, the most recent report from the EIS should be shared with the lead inspector in lieu of a conversation between him/her and the LA. The LA will not expect to have contact with the lead inspector unless the inspector considers the school is at risk of not maintaining at least good effectiveness, and is specifically requesting a conversation with the LA to explore the LA's assessment of the school and the support for improvement which it has provided OR a short inspection is converting to a 2 day inspection. The allocated EIA will be arrange a time to talk to the lead inspector where this is necessary.

Key contacts for schools without an allocated EIA

Where the lead inspector specifically requests a conversation with an adviser and the school does not have an allocated EIA, the headteacher should contact the education improvement service on:

01158 040129 and an adviser will be allocated to contact the school for this purpose.

Nottinghamshire School Improvement Strategy

Section 2 – Risk and Support Identification, Criteria and Response

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Risk Criteria

In order to facilitate school improvement and to provide an appropriate level of challenge, LAs need to effectively use the information about schools to evaluate the degree of risk. Currently, risk is defined in relation to Nottinghamshire schools as:

- the risk of being subject to an Ofsted category of Special Measures or Serious Weaknesses;
- the risk of an Ofsted judgement of Requiring Improvement;
- the risk of falling below floor standards;
- the risk of falling within the Coasting Schools definition
- the risk of cohorts (including vulnerable groups) failing to make adequate progress and/or failing to attain as well as their peers.

School risk/vulnerability is measured against a range of factors summarised at the end of this section

Roles and responsibilities for risk assessment, risk management and early intervention in LA maintained schools

School leadership, including governing bodies, should:

- self-evaluate regularly and robustly against appropriate national performance benchmarks, including those set by the DfE and Ofsted
- use this process to drive improvement
- build sustainable capacity to ensure that all pupils achieve their full potential
- identify where improvement requires external support
- engage with external support and challenge where school effectiveness is not securely good

Education Improvement Advisers (EIAs) will work with schools identified as at risk of not securing good at their next inspection to:

- challenge and support school self-evaluation and allied improvement planning in order to improve outcomes for learners. Specifically, they will act as critical professional friends, helping school leaders to:
  - evaluate the school's performance
  - identify priorities for improvement
  - plan effective change
  - review the impact and identify next steps
- discuss with the school any additional support needs and broker this support where appropriate
- set up and regularly review, monitor and evaluate the impact of partnership work
- provide reports to the school (including the governing body) and LA on:
  - the identification of key school improvement priorities
  - progress towards agreed targets and other areas for development
  - the school's need for external support
  - the impact of additional support accessed by the school
- work with schools in Ofsted categories of concern or Requiring Improvement, and those below the floor and/or falling within the Coasting School definition, to update the school improvement plan to reflect the areas for development
- regularly review, monitor and evaluate progress towards becoming a good school

- keep the risk classification of schools under review, to recommend where support needs to be enhanced or scaled back

Area Effectiveness Improvement Advisers will:

- use EIA feedback and a range of other information, including that from wider LA services, to ensure that they know the level of risk presented by schools within their area

- use risk analysis to identify schools which require an allocated Education Improvement Adviser and to recommend a level of support

- maintain up-to-date area records detailing key performance indicators including Ofsted outcomes for every school in the area

- share significant concerns with EIS team managers and the Support to Schools Service group manager at an early stage to agree the appropriate level of additional intervention

Team Managers and the Group Manager will:

- work with the Education Improvement Team, Teaching School Alliances, Diocesan Directors and other system leaders to agree and broker an appropriate support package with the school

Risk analysis and school classification processes

The Support to Schools Service group manager for schools causing concern and area effectiveness EIAs are responsible for undertaking the initial identification of schools that are potentially at risk. This risk meeting takes place termly. In the autumn term, the analysis is based on outcomes (including statutory assessments and external examinations), taking into account the school's risk profile in the previous year.

The following data sources will inform the decision about risk:

- latest end of key stage assessments, test and examination results (plus the KS1 Phonics Screening test) providing an indication of:
  - relative attainment compared to national averages;
  - progress made by pupils from the previous key stage, based on their starting points;
  - the performance of vulnerable groups of pupils, especially gaps in attainment for looked after children, disadvantaged pupils and pupils with special educational needs (SEND) or English as an additional language (EAL)
  - attendance/persistent absence data including for vulnerable groups
  - trends over time in any of the above indicators

- the outcomes of the last Ofsted inspection and any HMI monitoring inspections

- information from reports produced by EIAs

- information provided by other Children's, Families and Cultural Services at meetings of the Area School Improvement Teams (ASITs) including any issues with governance

- information received directly from schools or governors

- information received from other sources working with schools such as LLEs, NLEs, Executive Head teachers, Teaching School Alliances

- qualifying complaints from Ofsted

Following the initial analysis of the information, a judgement of the degree of risk will be made and schools will be provisionally placed into a risk and support category or will be offered the opportunity to purchase a Quality Assurance visit at an appropriate juncture if there are no obvious indicators of concern.

Roles and responsibilities for risk assessment, risk management and early intervention in academies and free schools

LAs are expected to champion a high quality education for all children, regardless of the type of school they attend. However, Regional School Commissioners (RSCs) are responsible for addressing underperformance in academies, taking action in line with the funding agreement for the academy in question. Consequently, where the LA has concerns about standards, management or governance, or safety in an academy, it will alert the relevant RSC.

	Local Authority Risk Classification			
	1. Self-sustaining improvement	**2 – Sustaining Improvement**	**3. Requiring Improvement** (3a Light touch: Leading own improvement; 3b requires additional monitoring and support)	**4 - Requiring significant improvement**
Risk	**None**	**Low**	**Medium**	**High**
End of key stage Attainment	• Above KS2/4 floor standards/KS5 interim standards • KS5 retention above average	• May be below national but rapidly improving • KS5 retention rates broadly average or better	• May be below national but improving (3a) or static (3b). Phonics may be low. • KS5 retention rates may be low for L3 courses	• Below floor standard (and/or likely to be below average) and/or not improving at end of KS1/2/4. • KS5 retention may be low for L3 courses
Progress (value added) KS1-2 KS2-4 KS4-5	Good or better based on high 2+ year value added/progress data in comparison to similar schools for all sizeable groups (incl. PP), core/key subjects and key stages	Good based on 2+ years value added/progress data which is at least broadly in line with similar schools for all sizeable groups (incl PP), core/key subjects/key stages	Close to national expectations and improving value added/progress (3a) or with a weak key stage or subject, or underachievement of key groups or indications of a declining trend in progress (3b)	Value added/progress is significantly below expectations for 2+ years either overall or for a key stage/subject/group with insufficiently rapid improvement.
Coasting Schools	Does not fall within the coasting school definition (3 years)	May fall within coasting school definition but does not require RSC/LA intervention	May fall within the coasting school definition but does not require additional intervention by the RSC beyond that provided/commissioned by the LA	May fall within the coasting definition and be identified for additional intervention by the RSC
NB: In junior/small schools, there may be a convincing case for progress being better than VA data indicates which requires professional judgement				
Current cohorts	• Assessment information shows good or better progress for all cohorts and key/sizeable groups	• Assessment information shows good or better progress for most cohorts and key/sizeable groups	• Assessment information shows variable progress for most cohorts and key/sizeable groups	• Attainment and/or progress is weak with insufficient signs of improvement • Assessment information is unreliable and/or incomplete at cohort and/or group level
Closing gaps: disadvantaged /vulnerable groups	Any attainment gaps for key groups (including PP eligible) with national are rare and closing rapidly. Progress is at least good	Groups of pupils (including PP) make sufficient progress to close any gaps with national. Progress is at least good	Progress for groups of pupils is showing some improvement but not enough to close gaps with all children nationally	Groups of pupils are underachieving and there are wide gaps in attainment against national for key groups which are not closing.
Teaching, Learning and assessment	• No inadequate teaching over time. Almost all teaching typically good and much is outstanding in its impact on progress	• No inadequate teaching and almost all teaching over time is consistently good resulting in good outcomes	• Insufficient levels of consistently good teaching to quicken rates of progress. May have a small minority of teaching over time which is inadequate • Provision for English/maths across the curriculum is not wholly effective/cohesive	• 10% or more inadequate teaching over time and insufficient good teaching to secure good achievement • Provision for English/maths across the curriculum is ineffective
Personal Developmentbehaviour and	• Behaviour makes an exceptional contribution to learning	• Behaviour makes a positive contribution to learning	• Safe and orderly learning environment but pupils permanently excluded and/or with more than 1 FT exclusion may be above average	• Inadequate behaviour. • Pupils do not feel safe or are not safe

welfare	• No safeguarding, spiritual, moral, social or cultural (SMSC) or fundamental, British values (FBV) issues • Attendance in line with the top 10% and persistent absence at least average including for all sizeable groups. Improvements keeping pace with national unless attendance is high	• No safeguarding SMSC or FBV issues • Attendance in line with the top 10% and persistent absence broadly average or better, including for all sizeable groups. High attendance or improvements keeping pace with national	• No safeguarding, SMSC or FBV issues • Attendance broadly average or better at cohort level i.e. not in lowest 10% nationally • Attendance (including persistent absence) of sizeable groups is broadly average or better, or closing gap with national. Improvements keeping pace with national unless attendance is high	• Attendance consistently low and not improving sufficiently at cohort or key group level and/or high levels of persistent absence which are not improving quickly enough
Leadership & Management (L&M)	Outstanding governance, senior and middle leadership with strong capacity to improve at all levels. Self-sustaining	Good or better governance, senior and middle leadership. Sustaining improvement	• Pace of improvement is reasonable. • In 3a schools, leadership is good and requires limited support 3b: • The impact of governance, senior or middle leadership may be inconsistent • Appropriate improvement strategies in place but not yet sufficiently impacting on effectiveness • Assessment not consistently used well to promote good progress in all year groups • Requires external support to secure improvement	• Significant weaknesses in governance, senior and/or middle leadership. • Pace of improvement is too slow • Improvement strategies not making sufficient impact on effectiveness • Assessment is inaccurate/does not promote progress • Leadership not demonstrating the capacity to lead on own improvement • May be subject to a Warning Notice
System leadership	• Actively contributing to the improvement of other schools	• Has capacity and is/has potential to support other schools	• 3a has limited potential to support other schools in specific areas • 3b currently requires the support of other schools	• N/A – not expected to be supporting other schools until own weaknesses are remedied
OfSTED status/risk	Outstanding when last inspected and expected to be at least good when next inspected	• Good at last inspection and expected to be at least good when next inspected	• May be RI when last inspected 3b • May be judged as RI when reinspected • 3a – expected to be judged good at next inspection	• In Special Measures (SM) or Serious Weaknesses (SW) OR vulnerable to SM/SW when re-inspected • Two consecutive RI judgements since 09/2012 including for L&M
Additional support needs	None beyond TSA or other sold service offer		Requires EIA support in several areas to become good. 3b schools need partner school support	Requires significant support in several areas from a partner school and EIA
LA plan	No	No	Partnership or SLE plan	Yes
Progress Reviews	None		Termly, through EIA reports and possibly through Pupil Premium (PP)/governance review	Termly EIA and may require additional EIS capacity to undertake L&M/PP/governance reviews
Partnership Focus Group	None		Termly where significant other service support in place	

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Commissioning and brokerage of support to schools at risk

The LA is committed to providing support and/or challenge for maintained schools placed in a LA risk and support category 3 or 4 based on:

- identification of prioritised need, taking into account local/community context;
- prioritisation of practitioner based support;
- the impact of previous support provided;
- learning taken from research findings on strategies which make the greatest difference;
- empowering and developing a professional learning community;
- a commitment to celebrating and sharing success/effective practice.

The LA works in partnership with Teaching Schools, NLEs/LLEs and EIAs/Team Managers in the brokerage, implementation, monitoring, evaluation and reporting of support to schools causing concern.

Sources of evidence for identifying and categorising risk include:

- Ofsted reports including of monitoring inspections
- RAISEonline/Inspection Dashboard/Performance tables/LA Performance Handbook
- school's own assessment information
- direct or reliably reported performance information of teaching over time
- school self-evaluation
- EIS reviews
- outcomes of external reviews by system leaders
- concerns raised by other LA services
- concerns raised by Diocesan Directors, the DFE or the RSC
- qualifying complaints or significant parental/community/other 3rd party concerns including those raised by or about governors

This list is not exhaustive

Leadership and Management – Key Indicators of concern:

- declining trend in standards and/or poor value added which is not being effectively tackled
- vacancies/long term absence or lack of experience in other key leadership posts (including governance) which is impacting on leadership ability to drive school improvement without significant external support beyond a mentor
- leadership of teaching and learning lacks rigour, focus or impact (for example, weak teaching is not being ameliorated)
- target setting processes lack rigour, challenge or realism
- insufficiently rigorous and/or unreliable assessment and tracking processes
- weak processes for identification of and/or support for vulnerable or disadvantaged pupils including looked after children, pupils eligible for the pupil premium grant, pupils with a SEN(D) or English as an additional language
- concerns regarding safeguarding procedures and/or child protection arrangements

- concerns about the Governing Body's strategic and/or monitoring role and/or relationships between governors and senior leaders which inhibit progress
- self-review processes/evidence based evaluation lack rigour or accurate interpretation and/or are not linked to the school improvement plan
- insufficient strategic direction in relation to tackling the school's key improvement priorities including any carried forward from the last Ofsted inspection
- lack of engagement with school improvement advice and/or brokered support

Monitoring the progress of schools at risk

The LA has a responsibility to rigorously monitor the progress being made by maintained schools at risk/causing concern and to ensure that they are appropriately challenged to bring about rapid and sustained improvements.

Throughout the year, EIAs will monitor and evaluate the progress being made by schools. EIA reports for schools at risk (categories 3 and 4) will include clear judgements about progress and will capture information about concerns and any allied support needs (including from other services/partnerships).

EIAs will share information with EIS team managers at least termly to identify those schools not on track to either make the improvements necessary or meet targets for attainment and progress. Reports on schools and outcomes of visits will be available to the EIS through its secure central server

On the basis of the on-going evidence gathered and conversations with schools, decisions will be taken about:

- the capacity of leaders, governors and their schools to make the necessary improvements;
- the level of challenge required;
- the commissioning of any further support needed;
- the need to take further action, including possible intervention and the issuing of Warning Notices (see section 5 of the Nottinghamshire SCC Strategy Guidance)

Nottinghamshire School Improvement Strategy Guidance

Section 3: Requires Improvement Strategy
Menu of Activity for Medium Risk Schools (Category 3a/3b)

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EIAs should work with Head Teachers in RI /at risk of RI, chairs of Governors and other partners to choose activities from the menu below dependent on the particular barriers to the school becoming good

Key Improvement points	What actions should the school consider?	What should the Partner School/TSA consider?	What should the EIA do?
Where leadership is not yet good consider the need to:			
1. Establish the effectiveness of the Governing Body in supporting / challenging school leadership to secure the required improvement	• Commission an external review of Governance where required by Ofsted or undertake a self-audit of effectiveness • Use the findings from external review or self-audit to draw up a Governance Improvement Plan with clear roles, responsibilities, accountability, timelines and success criteria • Contact the EIA to discuss support needs • Improve knowledge of school through establishing an effective monitoring and evaluation calendar, linked to the school improvement plan (SIP) • Monitor the delivery and impact of the SIP	• Provide models of effective governance – systems and processes, chairing skills and buddying opportunities • Provide support on website development and content to ensure compliance with DfE requirements	• Provide advice to the Chair of Governors on commissioning an external review as necessary • Provide jargon free reports to governors on termly visits and invite governors to attend relevant meetings such as achievement reviews • Broker additional governance support if required including support for governors through a National Leader of Governance (NLG) or Nottinghamshire Support Governor • Signpost relevant courses to develop staff and/or governors' skills • Support governors to ask the right questions to hold leader to account • Ensure Governor Body Services provide support to ensure all statutory duties are met and policies are up to date and effective • Consider whether it is appropriate to issue a warning notice to the governing body • Offer above as a sold service to those schools who do not buy into LA governor support • Monitor the impact of partnership work
2. Review and further develop leadership roles and key strategic leads to secure effective distributed leadership	• Map current roles and job descriptions to school priorities for improvement and adjust accordingly • Audit capability and capacity against leadership roles • Ensure appraisal objectives reflect any new responsibility and accountability, and whole school improvement priorities • Provide appropriate mentoring, coaching or continuing professional development (CPD)	• Look at the robustness of job descriptions and support leaders to amend in line with required improvements • Provide coaching, support and/or mentoring or other professional development (PD)for leaders new to role • Signpost leaders to appropriate external training or support offers	• Quality assure (QA) proposed job descriptions/structures in the light of school priorities to ensure they are fit for purpose • Ensure school is accessing relevant leadership programmes through the TSAs • Signpost leaders to appropriate external training or support offers • Monitor the impact of partnership work

Key Improvement points	What actions should the school consider?	What should the Partner School/TSA consider?	What should the EIA do?
3. Review accountability processes	• Review line management arrangements including frequency and focus of meetings to deliver identified school improvement priorities • Evaluate the impact of leadership actions at all levels in addressing key improvement priorities	• Model effective accountability processes: - Systems - Delivery eg, attend SLT meetings and observe line management meeting and give feedback • Support leaders by coaching and mentoring individuals in evaluating the impact of action	• QA accountability processes and systems to ensure these are fit for purpose and have impact • Monitor the impact of partnership work
4. Identify and address leadership CPD needs:	• Use outcomes of leadership audit to inform SIP and individual/collective appraisal objectives plus allied CPD in line with the Professional Development Standard, July 2016 • Draw up a Leadership Improvement Plan action plan (LIP) for individuals as required • Provide access to training and coaching • Evaluate impact	• Support leaders to draw up LIPs • Offer coaching and mentoring support for leaders in moving forward and addressing areas for development – in groups and for individuals • Provide opportunities for good practice visits to address areas of weakness in leadership	• Broker support required to deliver appropriate CPD • Evaluate robustness of schools' self-evaluation of impact • Monitor the impact of partnership work
5. Establish effective QA programme	• Draw up monitoring and evaluation cycle linked to SIP - what/who/ when • Identify training issues • Use outcomes from monitoring to drive next steps and evaluate progress	• Provide models of good practice • Provide support with training needs • Provide support with evaluating impact of actions taken	• Evaluate robustness of monitoring and evaluation systems, processes and conclusions • Monitor the impact of partnership work
6. Establish a clear understanding of which are the school's vulnerable groups	• Ensure school tracking data (cohort/subject) clearly identifies vulnerable groups • Use the data to inform regular (at least termly) pupil progress meetings so that teachers are constantly aware of their impact on the progress of these pupils • Share data with TAs • Ensure individual staff can use data accurately and effectively to target key groups/individuals	• Share tracking methodology • Model how their tracking systems and effectiveness of use of information of vulnerable groups is used to inform pupil progress meetings • Support leaders to develop understanding of data	• Monitor school tracking data to ensure vulnerable groups are making at least expected progress from their starting points
	• Locate lead responsibility and	• Evaluate existing strategies	• Support leaders to accurate evaluate the

Key Improvement points	What actions should the school consider?	What should the Partner School/TSA consider?	What should the EIA do?

7. Strengthen support structures for vulnerable and/or disadvantaged groups	accountability for vulnerable/disadvantaged groups at leadership level
	• Benchmark the attainment and progress of vulnerable/disadvantaged groups against national comparators
	• Provide CPD and regular line management reviews for key leaders i.e. SENCO/PP champion
	• Use pupil progress meetings to identify which children need to make accelerated progress
	• Adjust teaching programmes and/or additional interventions and evaluate impact
	• Develop case study approaches at individual or group level
	• Make effective use of support from family SENCO where available
	• Ensure all staff differentiate learning to meet needs
	• Use pupil premium funding to enhance learning and progress for targeted groups/individuals
	• Track and evaluate impact of/ use of additional monies
	• Ensure SEND coordinator is trained and knowledgeable
	• Review individual case studies of pupils, particularly for non-statistically significant groups
	• Review partnership working for individual pupils
		against evidence including Sutton Trust Toolkit and suggest appropriate changes
		• Demonstrate and model effective practice in teaching vulnerable pupils
		• Provide additional expertise to SEND/PP leadership for specific needs as appropriate, such as:
		    o Support for leaders to evaluate the effectiveness of their pupil premium (PP)strategy and plans
		    o Models of good practice for the PP strategy and improvement plans
			performance of vulnerable groups
			• Signpost CPD/support re complex cases
			• Monitor the impact of partnership work

8. Ensure appropriate expectations of	• Review whole school policy/procedure for setting targets • Update targets if necessary to secure	• Share good practice in developing target setting and tracking processes	• Ensure that targets are sufficiently aspirational and challenge if necessary • Evaluate progress towards targets in conjunction

Key Improvement points	What actions should the school consider?	What should the Partner School/TSA consider?	What should the EIA do?
what children should achieve, taking account of starting points and where progress needs to accelerate	sufficient aspiration at cohort, subject and group level and to narrow gaps • Put in place an assessment system which regularly measures progress towards targets for individuals and key groups • Provide evaluative reports for leaders, governors and external monitors eg Ofsted and EIS		with the school
9. Improve the effectiveness and impact of appraisal	• Review effectiveness of school Appraisal Policy and procedures • Ensure appraisal objectives are linked to SIP priorities, individual teacher's assessment against the Teacher Standards and improvements needed to improve pupil progress • Arrange regular meetings to monitor progress with appraisal objectives	• Support HT in clarifying how the appraisal objectives link to School Improvement plan (SIP) priorities and the performance of individual teachers • Support appraisers where required	• Act as External Adviser on HT appraisal to support PM Governors in setting appropriate objectives and in interim reviews • Sample anonymised teacher appraisal objectives • Signpost the headteacher to relevant professional development opportunities for all members of staff
10. Address HR issues	• Identify HR issues which are barriers to improvement • Consider whether HR processes should begin such as absence management, disciplinary or use of appraisal processes	• Model challenging conversations at leadership level	• Signpost HTs to Human Resources (HR) support • Take the lead in advising governing bodies and liaising with HR regarding any HR issues at HT level
11. Effectiveness of School Improvement Planning (SIP) and self-evaluation (SEF)	• Review key school improvement priorities, including any arising from Ofsted inspection or school self-evaluation • Ensure SIP contains the following key elements: key priorities, key objectives, milestones success criteria, key actions (see LA exemplar) • Evaluate the SIP termly in respect of the impact of actions and identify next steps	• Model an effective SIP • Write a Partner School Plan aligned to the updated SIP which includes measurable milestones	• Provide a LA Improvement Plan template to ensure the school focuses development appropriately on key issues including identifying partner school and/or Teaching School Alliance support • Provide SIP and self-evaluation exemplars if required • Support effective improvement planning Evaluate the SIP to ensure it is fit for purpose: • Check success criteria are mile-stoned and sufficiently challenging and that monitoring and evaluation of impact are clearly identified including the role of governors in this
Where teaching is not yet good consider the need to:			
12. Establish an	• Use a range of performance information to identify strengths and weaknesses in the	• Support joint monitoring and evaluation of teaching over time	• QA the accuracy of the school's evaluation of teaching over time using a range of monitoring

Key Improvement points	What actions should the school consider?	What should the Partner School/TSA consider?	What should the EIA do?
accurate view of the typical quality of teaching and behaviour for learning	quality of teaching over time	with key leaders • Provide support for undertaking of work scrutiny dependent on identified areas • Provide support for capturing pupil voice • Support school leaders to use the combined outcomes of QA activities to plan next steps	activity • Monitor the impact of partnership work
13. Improve teachers' understanding and ability to secure good learning and sufficient progress over time for all key groups in the context of the Teacher Standards and the schools Teaching and Learning policy	• Agree non- negotiables in respect of the delivery of teaching and learning within the school • Identify CPD needs at whole school and individual level through the evaluation of the quality of teaching over time • Ensure access to appropriate improvement programmes and coaching where teaching over time is not consistently good • Draw up Teaching Improvement Plans (TIPs) • If any teaching is inadequate use the appraisal process and if necessary capability procedures to address underperformance quickly	• Provide coaching and mentoring to supplement what is available within the supported school • Signpost leaders to appropriate CPD including TSA programmes according to need • Host good practice visits • Support the debriefing of lesson observations • Support leaders to draw up TIPs	• Broker support to move teaching from requires improvement (RI) to good e.g. SLEs and other partner school staff • QA the accuracy of the school's evaluation of teaching over time at teacher level using a range of monitoring activities • Support HT to draw up/review support plan within appraisal for identified teacher(s) where the TIP has not had sufficient impact • If there is insufficient impact, support and challenge the school in implementing formal processes • Ensure school follows the capability procedures with advice from HR • Monitor the impact of partnership work
14. Ensure effective use of assessment information to inform planning for progress for all key groups	• Establish a common understanding of expectations for each cohort, within the programmes of study for the appropriate national curriculum year • Accurately assess children's understanding to evaluate progress from starting points and identify learning gaps • Support staff to use assessment information to plan an effective sequence of learning to meet the needs and potential of all learners • Evaluate impact to inform next sequence of learning	• Model assessment policy and practice • Ensure opportunities for collaborative moderation • Deliver CPD on planning for progression and use of assessment • Support individual teachers as appropriate to understand the requirements of the National Curriculum programmes of study • Support moderation of assessments	• Quality assure appropriate standards through joint work scrutiny • Ensure school has robust processes in place for internal and external moderation • Review cohort level progress termly

Key Improvement points	What actions should the school consider?	What should the Partner School/TSA consider?	What should the EIA do?
15. Ensure adult support promotes effective learning, building independent and resilience	• Review deployment of additional adults and role within the classroom /job descriptions • Identify appropriate training for support staff based on audit of need • Provide teachers with CPD on the effective use of additional adult support in lessons • Evaluate the impact of additional adult support on individual pupil progress	• Share best practice in the deployment of additional adults to support pupil achievement • Support school leaders to observe teaching by support staff in and outside lessons • Support the school to share best practice	• Support joint monitoring of effectiveness of support staff • Monitor the impact of partnership work
Where personal development, behaviour or well-being is less than good			
16. Improve the climate for learning	• Review consistent implementation of behaviour /attendance policies (using pupil voice) • Review behaviour/attendance data to identify patterns and trends at whole cohort and group level • Carry out pupil interviews about attitudes to learning • Review parent partnerships and transition arrangements • Audit a range of evidence to inform identification of improvement priorities Based on audit outcomes, identify key actions to improve: • Behaviour • Attitudes to learning • Attendance • Ethos • Environment for learning • Positive pupil and parent engagement	• Review effectiveness of existing systems and practice • Share best practice in terms of ○ Ethos ○ Communication of school values ○ Celebration of learning ○ Recognising and rewarding achievement ○ Positive attitudes/wider outcomes ○ Parental and pupil engagement • Support the school to evaluate the impact of actions taken to improve PDWB	• Support the school to evaluate the impact of action on behaviour, punctuality and attendance in school • Advise on CPD/signposting to schools/services that could help • Monitor the impact of partnership work

Nottinghamshire School Improvement Strategy Guidance

Section 4: Schools Causing Concern Strategy - Menu of Activity for High Risk Schools (Category 4)

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Nottinghamshire County Council

SCC Strategy Guidance for schools which are high risk (category 4) - *EIAs should work with head teachers, chairs of Governors and other partners to choose activities from the menu in section 3 and the additional activities below, dependent on whether leadership is a barrier to the school becoming effective.*

Key points for improving leadership	What actions should the school consider?	What should the Partner School/TSA consider?	What should the EIA do?
1. Establish capacity of the head teacher to deliver the improvement agenda within the necessary timeframe.	Appraisal Governors should work with the EIA to carry out their responsibilities in supporting and challenging the head teacher to secure the required improvement within the necessary time frame: • Appraisal governors should work with the external adviser to set performance management objectives which secure improvement within a clearly identified time frame • If progress is too slow, appraisal governors need to work with the EIA and HR to develop and implement a support plan within appraisal • If the support plan does not bring about the necessary improvement within the timescale defined in the school's appraisal policy, appraisal governors should implement the agreed capability procedure	• Provide peer support from Headteacher (HT) to HT within the appraisal process	**Discussions with group manager** to include: • extent to which HT is responsible for the decline in standards, the level of support already in place and the effectiveness of the support already provided **Where additional support is required, EIA and group or team manager (TM):** • hold formal meeting with HT and CoG to discuss options including support **The EIA;** • supports Appraisal Governors to establish appropriate priorities, objectives and time-limited success criteria for developing HT skills within appraisal • ensures that Appraisal Governors establish clear timelines for the required improvements to take place and be effective • ensures governors access support for the HT within appraisal and ensures that governors understand that the school will need to pay for additional support / contribute to the cost of support if it is through a partner school • where appropriate, works with governors to draw up a support plan • supports Appraisal Governors to review the HT's progress against objectives and take appropriate action in line with the school appraisal policy **The Service Director:** • responds to any requests for information from the **DfE/RSC** drawing on the advice of the **EIA**
2. Challenge inadequate governance			• Initiate a governance review **Group Manager, Service Director and EIA** consider whether: • it is necessary to use formal powers of intervention, including the issuing of a Warning Notice • an IEB is required (in discussion with team/group manager) • to broker additional governors
3. Serious financial HR, buildings, safeguarding issues	Contact relevant local authority department for support to resolve issues	Support with financial planning including to meet SFVS standards	• Signpost school to relevant services and check that action is being taken with sufficient urgency

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Nottinghamshire School Improvement Strategy Guidance

Section 5 – Warning Notices and Powers of Intervention

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Performance standards and safety warning notices in LA maintained schools

The DfE Schools Causing Concern guidance sets out clear expectations, grounds and processes with regard to the issuing of warning notices by the Regional Schools Commissioner (RSC) or the local authority. The guidance makes clear that:

- there may be schools which have not been judged by Ofsted to be inadequate or that have not met the coasting definition, but otherwise give cause for concern

- both local authorities and RSCs (acting on behalf of the Secretary of State) have powers to issue warning notices to maintained schools where there are concerns about performance standards and safety but the Secretary of State's power to issue a warning notice takes precedence over the local authority powers.

- LAs are expected to use warning notices to challenge schools they maintain to improve. If they do not do so, in circumstances where the RSC deems it appropriate, then the RSC has the power to issue the warning notice in place of the LA

- such a warning notice may be given by a local authority or an RSC in one of three circumstances:
    - *Standards of performance of pupils at the school are unacceptably low and likely to remain so;*
    - *there has been a serious breakdown in the way the school is managed or governed which is prejudicing, or likely to prejudice, such standards of performance; or,*
    - *safety of pupils or staff at the school is threatened (by a breakdown of discipline or otherwise).*

- LAs should work with RSCs to discuss where they judge that a performance standards or safety warning notice is necessary.

- where action is needed urgently, for example where the safety of pupils or staff is threatened, the LA may reasonably take action without having to wait to discuss the case with the RSC

- RSCs will be able to issue a warning notice where, in the RSC's opinion, it is appropriate to act – for example, where the LA has failed to act swiftly enough in a specific case or generally not acted swiftly or robustly enough in the past, or lacks capacity to act.

Low standards of performance

- "Low standards of performance" refers to any one or more of the following:
    - **standards that the pupils might in all the circumstances reasonably be expected to attain;**
    - **OR where relevant, the standards previously attained by them;**
    - **OR the standards compared to those attained by pupils at comparable schools.**

- In considering whether a warning notice should be issued to a maintained school, local authorities and RSCs should take into account the following objective indicators, any of which may suggest that the maintained school shows sufficiently "low standards of performance":
    - **performance data which show that standards are below the floor (including below the 16-19 minimum standards) - this in itself could demonstrate that a warning notice is necessary**
    - **an Ofsted judgement that the school is RI, where there are also additional factors to indicate that a warning notice is appropriate, including in types of schools where the coasting definition does not apply**
    - **an Ofsted judgement that the 6th form is inadequate, even though the school overall may not have been so judged, will usually demonstrate that a warning notice is necessary**
    - **performance data which show sustained historical underperformance, including where the coasting definition may not apply in particular circumstances, for example because two schools have recently merged to become one new school**

- LAs & RSCs will consider the school in the round, take account of context, and consider data/other evidence of the school's performance and capacity to improve. The following additional factors will help LAs and RSCs to decide in these circumstances whether to issue a warning notice or not:
    - **performance trends, such as a sudden drop in performance** or conversely signs that a school is on a sharp upward trajectory. (In 2016 only, if a school's performance at KS2 has dropped below the floor standard based on performance in writing alone, and in the absence of any other factors, the

LA or RSC should not issue a warning notice, except where the extent of the change in performance cannot be explained by the impact of the changes to primary assessment arrangements in this transitional year)

- o **recent Ofsted judgements or assessments of aspects of a school's performance and its capacity to improve, particularly judgements of Leadership and Management;**
- o **variations in performance data between pupils of different characteristics (including pupils of low, middle and high abilities); and/or**
- o **low standards achieved by disadvantaged pupils, including where the school's PP spending is not used effectively**

It is important for schools to accurately analyse and evaluate their performance in relation to groups, and to understand that under-performance in one or more of these could trigger a warning notice.

Breakdown in the way a maintained school is managed or governed

- Local authorities should identify additional support or consider issuing a warning notice, depending on the severity of the case, to maintained schools **where the governing body is failing to deliver one or more of its three core strategic roles** resulting in a serious breakdown in the way the school is managed or governed, that will or is likely to adversely affect standards' of pupils performance.
- The core strategic roles of a governing body are to:
  - o ensure clarity of vision, ethos and strategic direction
  - o hold the headteacher to account for the educational performance of the school and its pupils and the performance management of staff and
  - o oversee the financial performance of the school and make sure its money is well spent

- Evidence that governors may be failing to deliver on one or more of these strategic roles could include, but is not restricted to:
  - o **high governor turnover;**
  - o **a significant, unexplained change to their constitution; and/or**
  - o **the governing body having an excessive involvement in the day to day running of the school.**
- In the case of a school with a religious designation, the LA or RSC should raise concerns about governance with the appropriate religious body at the earliest opportunity,
- LAs should also consider issuing warning notices to maintained **schools that have not responded robustly or rapidly enough to a recommendation by Ofsted to commission a robust and objective external review of governance.**
- Schools do not need to wait for an Ofsted inspection recommendation to seek an external review of their governance arrangements. LAs may consider issuing such a recommendation where they have concerns about the quality of a maintained school's governance, before considering more formal intervention.

The safety of pupils or staff at a maintained school is threatened (whether by a breakdown of discipline or otherwise)

- Where LAs or RSCs are concerned that **the safety of pupils or staff at a maintained school is threatened**, they should issue a warning notice.

Issuing a warning notice to a maintained school

- Once it has been determined that a LA or RSC will issue a warning notice to a maintained school, they must give the notice in writing to the governing body of the school. The notice must set out:

  - o the matters on which their concerns are based
  - o the action which the GB is required to take in order to address the concerns raised
  - o the period within which the GB must comply or secure compliance with that action and
  - o the action which the LA or RSC is minded to take if the GB does not take the required action

- In addition to giving the governing body a warning notice, a copy must be given to the headteacher; and in the case of a Church of England school or a Roman Catholic Church school, the appropriate diocesan authority; and in the case of a foundation or voluntary school, the person who appoints the foundation governors
- All warning notices must be copied to the RSC and Ofsted. Warning notices issued to maintained schools by RSCs will also be published online

The Nottinghamshire approach to issuing warning notices

- Nottinghamshire Local Authority will take account of the DfE Schools Causing Concern policy and expectations in respect of the issuing of warning notices to LA maintained schools
- The decision to issue a warning notice should not come as a surprise to a school. Prior to this, the LA will have taken a number of steps including:
  - holding robust discussions where concerns are raised
  - indicating concerns in writing to the EHT/HT/HofS and governors through EIA reports and other written and oral communication
- Examples of circumstances in which the LA may consider issuing a warning notice in respect of leadership and management concerns include where:
  - a school's overall effectiveness and leadership have been judged by Ofsted as Requiring Improvement for the second consecutive time under the leadership of the same head teacher
  - leaders or governors are judged by HMI, during monitoring inspections, to be failing to take sufficiently effective action towards securing an Ofsted judgement of Good at the school's next inspection
  - leaders or governors are failing to engage with, or respond to, external advice, support and challenge which is designed to bring about school improvement
  - the governing body's arrangements for the head teacher's performance management are not securing the necessary scale and./or pace of improvement
  - leaders or governors are not making a sufficiently robust response to safeguarding concerns or failing to take appropriate steps to keep children safe
- The LA will ensure that leaders and governors are aware of any level of concern that might lead to the issuing of a warning notice
- In the case of a school with a religious designation, the local authority will raise concerns about the school with the appropriate religious body at the earliest opportunity, where this is appropriate.
- The decision to issue a warning notice will be made by the Service Director (Education, Standards and Inclusion) in consultation with the Corporate Director of Children's Services and the Lead Member for Education, drawing on the advice of the relevant EIA and the Support to Schools Service group manager.

Actions LA and RSCs may take in maintained schools that have failed to comply with a warning notice

When a governing body has failed to comply with a warning notice to the satisfaction of the RSC or local authority, within the compliance period, and the issuing local authority or RSC has given reasonable written notice that they propose to intervene, a school is eligible for intervention and further action may be taken. The local authority or RSC must have specified in the warning notice what action they were minded to take if the governing body failed to comply. This may be to use their intervention powers

Specific powers of LAs and the Secretary of State in maintained schools eligible for intervention

Power to…	Intervention powers of **local authorities**	Intervention powers of the **Secretary of State**:
Require the GB to enter into arrangements;	Yes	Yes
Appoint additional governors;	Yes	Yes
Appoint an interim executive board (IEB	Yes	Yes

Suspend the delegated budget.	Yes	X
Direct closure of a school;	X	Yes
Direct the LA on IEB membership or take over responsibility for an IEB;	X	Yes
Make an academy order*	X	Yes – duty rather than a power

Further guidance on warning notices and intervention powers can be found in chapters 4 and 5 of the DFE Schools Causing Concern guidance at https://www.gov.uk/government/publications/schools-causing-concern--2

Warning notice arrangements for academies

- The LA will raise any concerns about the performance of academies with the RSC and will expect any underperformance to be challenged as swiftly and robustly as is the case with LA maintained schools, in line with the DFE Schools Causing Concern guidance.

- RSCs will hold academies to account for underperformance just as robustly as they would for maintained schools. Where a local authority has concerns about standards, management or governance, or safety in an academy, it should alert the relevant RSC.

Nottinghamshire School Improvement Strategy Guidance

Section 6 – Procedures for supporting schools judged as inadequate by Ofsted

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Statutory Requirements - LA Maintained schools judged inadequate

The Secretary of State has a duty to make an academy order in respect of any maintained school that is judged inadequate by Ofsted. The RSC will take that responsibility for ensuring that the maintained school becomes a sponsored academy as swiftly as possible, including identifying the most suitable sponsor and brokering the new relationship between that sponsor and the maintained school.

In the case of a foundation or voluntary school with a foundation which is subject to an academy order, the RSC is required to consult about the identity of the person with whom academy arrangements are being entered into (called "the sponsor" in this guidance) before entering into academy arrangements.

The governing body and the LA will be under a duty to facilitate the maintained school's conversion into an academy by taking all reasonable steps towards that end. RSCs can also use the Secretary of State's power to give the governing body or LA a direction, or directions, to take. If the RSC has identified a sponsor to run that maintained school once it becomes an academy, and has notified the maintained school of this, then the governing body and the LA must take all reasonable steps to facilitate that sponsor taking responsibility for that school.

Roles and responsibilities for LA maintained schools entering Ofsted categories

Under the current Ofsted guidance, which pre-dates the Education and Adoption Act of 2016 placing a duty on the Secretary of State to issue an academy order for any LA maintained schools judged inadequate, the local authority must submit a statement and a plan of action[1] to HMCI within 10 working days of the school receiving the section 5 inspection report. An HMI will be allocated to review the statement of action before making the first monitoring inspection. HMI will provide initial feedback in writing on the fitness for purpose of the statement and the plan.

Section 15 of the Education Act 2005, as amended by Part 1 of Schedule 7 of the Education and Inspections Act 2006 indicates the following legal requirement:

Statement to be prepared by the LA following adverse report on maintained school.

The local education authority must:

(a) consider what action to take in the light of the report,

(b) consider what arrangements to make for the purpose of informing registered parents of the proposed action, ascertaining their views on the proposed action and taking account of those views,

(c) Consider whether those arrangements are to include the appointment of a specified person for that purpose,

(d) Prepare a written statement—

(i) of the action they propose to take, and the period within which they propose to take that action, or, if they do not propose to take such action, of their reasons for not doing so, and

(ii) of the arrangements they propose to make for the purpose mentioned in paragraph (b), and

(e) send a copy of the statement prepared under paragraph (d) to—

(i)the Chief Inspector,

(ii)in the case of a voluntary aided school, the person who appoints the foundation governors and (if different) the appropriate appointing authority, and

(iii) such other persons as the Secretary of State may specify.

In light of the Education and Adoption Act 2016, which requires a common course of action i.e swift conversion to academy status, the LA considers that its proposed action for any such schools will be:

- to support the school to update its improvement plan

- to co-operate with the RSC in facilitating the school's conversion to academy status

- to continue to support the school in the interim as it moves to academy status through

    o detailing whatever existing arrangements are in place (such as EIA, TSA, LLE, NLE, School to School support etc)

    o indicting any plans to supplement this in the short term pending academy conversion

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[1] Education Act 2005, schedule 7; www.legislation.gov.uk/ukpga/2006/40/schedule/7.

- to support governors to hold a parents meeting explaining what will happen as a consequence of the inspection judgement

- to continue to support the governing body, as required, as the school moves to academy status

The role of the Group Manager for Schools Causing Concern is to:

- be the main point of contact for the RSC and the identified sponsor in relation to the issuing of the academy order

- ensure submission of LA statements of action meet statutory timelines

- Approve any additional short term school support costs reflected in the LA Statement of Action

- Ensure that the Education Improvement Service plays its part in facilitating academy conversion through responding to requests for information from the RSC, as required, and taking all reasonable steps to facilitate the sponsor identified by the RSC taking responsibility for that school.

The role of the Education Improvement Adviser is to:

- draft the statement of action for schools in Ofsted categories of concern;

- identify and broker the additional support required to deliver the actions, which may include partnerships, associates and other specialist support such as SLEs

- liaise with other LA officers where the needs of the plan relate to their work

- support the Partnership School Leader and the school causing concern in aligning the partner school plan to the school improvement plan and the LA Statement of Action

- quality assure the Partnership Plan and sign it off for LA Targeted Support Funding where required;

- monitor the progress of the school and LA action plans and evaluate the impact of the work of the Partner School and other support provided against the priorities in the Action Plan through regular review until such time as the school becomes an academy;

- support the group manager in ensuring a smooth transition to the identified academy sponsor

- meet with HMI during the monitoring visits to represent the LA and provide the LA view of progress.

Schools Causing Concern Strategy Consultation - Responses summary

The consultation with Nottinghamshire maintained schools and Teaching School Alliances was open from the 30 September to the 30 October 2016. 15 responses were received.

The majority of respondents agreed or strongly agreed that the strategy and guidance provide clear explanations of:

- the role of the Regional Schools Commissioner, the expectations on local authorities and the way in which the LA will discharge its responsibilities with regard to maintained schools in Nottinghamshire (Strategy section 1)
- the risk criteria and roles and responsibilities for risk assessment, risk management and early intervention in LA maintained schools (Strategy section 2)
- a menu of possible activities to support medium risk schools requiring improvement in driving improvements, supported by partner schools or Teaching School Alliances and Education Improvement Advisers (Strategy section 3)
- additional actions which Education Improvement Advisers should take with headteachers, chairs of governors and other partners to secure rapid school improvement in high risk schools beyond those described for medium risk schools (Strategy section 4)
- the circumstances which may lead to the local authority issuing a performance, standards and safety warning notice to LA maintained schools (Strategy section 5)
- the statutory requirements related to LA maintained schools judged as inadequate by Ofsted and how the local authority will fulfil its responsibilities (Strategy section 6)

No negative comments were received. The table below summarises the spread of responses.

	Strongly Agree %	Agree %	Partially Agree %	Disagree %
Section 1 – Strategy Overview	33.33	60.00	6.67	0
Section 2 – Risk and Support	40.00	53.33	6.67	0
Section 3 – Medium Risk Schools	33.33	60.00	6.67	0
Section 4 – High Risk Schools	33.33	60.00	6.67	0
Section 5 – Warning Notices	35.71	57.14	7.14	0
Section 6 – OFSTED Support	33.33	53.33	13.33	0
Average	34.84	57.30	7.86	0

Additional comments reinforced the responses above as follows:

Section 1: "Clear defined roles"; "As clear as it could be."

Section 2: "Very clear matrix for schools to identify where they might be!"

Section 3: "As clear as could be with varying partnerships schools are in today."

Section 6: "All sections give clear criteria so no school should be misinformed about expectations."

Report to Children and Young People's Committee

21 November 2016

Agenda Item: 06

REPORT OF THE ACTING SERVICE DIRECTOR, EDUCATION STANDARDS AND INCLUSION

A STRATEGY FOR CLOSING THE EDUCATIONAL GAPS IN NOTTINGHAMSHIRE

Purpose of the Report

1.	To present a summary of the impact of Nottinghamshire's 'Closing the Educational Gaps' (CtG) Strategy.

Information and Advice

Context

2.	The CtG Strategy was approved by Full Council on 29 March 2012 and updated in autumn 2014 for the 2014-16 period. It sets out Nottinghamshire County Council's long term commitment to ensuring that the full range of services and partners work coherently with schools and other educational settings to maximise the impact of available resources in further improving the attainment and progress of vulnerable and/or disadvantaged groups of learners**. A key focus of the refreshed strategy is** to "work with schools, key services and partners to support a whole system approach to planning and commissioning in order to raise aspirations, build school readiness and academic resilience, promote health and economic well-being and ensure accelerated progress and good attainment for the most vulnerable learners."

3.	For the purposes of this report, **'disadvantaged pupils'** refers to those pupils who have been eligible for free school meals at any point in the past 6 years (FSM6) and are therefore eligible for Pupil Premium funding.

Key actions and update on impact since the last report

4.	The key actions identified in the CtG Strategy, led by the **Education Improvement Service** and monitored termly by the **CtG Performance Board** continue to provide the focus of the collaborative working between all partners named within the Strategy.

5.	Nottinghamshire's **Performance, Intelligence and Policy Team (PIP)** continues to produce a wide range of high quality CtG datasets in order to assess impact, identify areas of greatest need, areas for improvement and examples of good practice that can be shared and built upon at county, local and school level. The team continues to generate and interrogate CtG datasets at district, locality and ward level with a sharper

focus over the last two years on close analysis of 'multiple risk' factors for key vulnerable groups, e.g. White British FSM Boys.

6.   This commentary is based on provisional outcomes for Nottinghamshire's disadvantaged and non-disadvantaged pupils in 2016. The national outcomes for these groups are yet to be published. There have been a number of **significant changes** to key performance measures over recent years including the introduction of new Key Stage 4 performance measures and the removal of National Curriculum levels for Key Stages 1, 2 and 3. **Hence, comparisons cannot be made with 2015 gaps for Key Stages 1, 2 and 4.**

- In **Early Years**, provisional outcomes in 2016 indicate that the FSM gap for pupils eligible for free school meals attaining a good level of development and those not eligible has narrowed. Nottinghamshire's gap now stands at 22.6 percentage points which is a 5 percentage point fall from the 27.6 reported in 2015. This also brings the Local Authority (LA) gap in 2016 closer to the 2015 national gap (18 percentage points).

- At **Key Stage 2,** provisional data for 2016 indicates a gap of 24 percentage points between the percentage of FSM6 pupils and Non FSM6 pupils achieving the expected standard or above in combined reading, writing and mathematics. Figures show that 35.7% of FSM6 gained this measure compared to 59.7% of Non FSM6 pupils.

- In terms of Nottinghamshire's Key Stage 2 outcomes for **White British FSM Boys** and White British Non FSM boys, the 2016 gap stands at 29 percentage points. 24.3% of White British FSM boys gained the expected standard in combined reading, writing and mathematics compared to 53.9% of White British Non FSM boys. This is an area for focused, collaborative action in 2016 -17.

7.   At **Key Stage 4**, the current information is considered provisional and subject to change. The previous headline indicator of 5+ A*-C GCSEs including English and mathematics has now been removed. The closest comparator currently available is based on the percentage of pupils achieving A*-C grades in both GCSE English and mathematics although this measure is now based on the best grade achieved in English Language or Literature when previously only the Language was counted. Based on these caveats, the following CtG commentary is offered:

- 42.2% of FSM6 pupils achieved **A*-C grades in both GCSE English and mathematics** in 2016 which represents a 5.1 percentage points improvement on 2015. 72.6% of Non FSM6 pupils achieved this combined measure which represents a 6.1 percentage points improvement on 2015. The LA's FSM6 gap therefore widened from 29.4 percentage points in 2015 to 30.4 percentage points in 2016.

- In terms of Nottinghamshire's **KS4 outcomes for White British FSM Boys** and White British Non FSM boys, 26.8% of White British FSM boys achieved A*-C grades in both GCSE English and mathematics which represents an improvement of 2.1 percentage points compared to 64.2% of White British Non FSM boys, which is also an improvement of 6.9 percentage points. Although outcomes for both groups have improved, the LA gap has widened to 37.4 percentage points from the 32.6 percentage points gap reported in 2015.

8.   An initial analysis of **district level** data provides the following headline commentary. Provisional data charts are attached as **Appendix 1**.

- At **Early Years**, most districts have witnessed a fall in the FSM/Non FSM gap, some with quite sharp falls. Rushcliffe and Broxtowe have seen sharp increases in their FSM attainment levels which has had a dramatic impact on gap narrowing in these areas. Gedling district was the only area to witness an increase in the gap due to a fall in the attainment for FSM pupils of 12.7 percentage points between 2015 and 2016. As a result, Gedling district now has the widest gap whereas in 2015 it had the narrowest gap. This is under further investigation at a locality level.

- At **Key Stage 2**, the FSM6/Non FSM6 gap was widest in the Rushcliffe district (28 percentage points) although outcomes for FSM6 pupils in this district were the highest amongst all districts at 42.15. Bassetlaw district witnessed the narrowest gap in 2016 (20.1 percentage points).

- **Key Stage 4** district level data for 2016 is not yet available.

9.   The **Support to Schools Service (StSS)** has now been restructured to incorporate an extended group of teams focusing on advocacy for all children, young people and their families, with many teams championing the most vulnerable and disadvantaged groups. As a result, the collaborative work of these teams is now more closely aligned to closing Nottinghamshire's attainment gaps. The StSS comprises Governing Body Services, Education Improvement Service including The Virtual School for Looked After Children (VS), Achievement and Equality (A&E), Reading Recovery, (RR), Teaching and Learning/Newly Qualified Teaching workforce (T&L/NQTs), Fair Access including the Primary, Social, Emotional Development Team, Schools and Families Specialist Services (SFSS), Admissions, Place Planning, Elective Home Education, Tackling Emerging Threats to Children and the Educational Psychology Service (EPS).

10.   The work of StSS is summarised in **4 key strands** of collaborative work to close gaps:

- ensuring children and young people have a good education when in school
- getting children and young people ready for school (readiness for learning and building resilience)
- supporting children and young people who are at risk of being excluded from school
- helping children and young people who do not feel included or who are at risk of going missing from school.

11.   The key vulnerable pupil groups which StSS teams will focus upon collaboratively this coming year to address their needs and multiple risk factors include:

- young children with special educational needs *(A&E, SFSS, Notts Speech and Language team)*
- children and young people who are displaced and/or experiencing trauma and attachment issues *(EPS, VS and A&E)*
- pupils with communication and/or social, emotional, mental health needs *(Fair Access, EPS, A&E).*

- pupils with language and/or literacy needs *(A&E, RR, T&L/NQTs)*

12. The impact of StSS's collaborative work will be reported in the next 6 monthly CtG report to Committee.

13. The **Education Improvement Service** continues to ensure that key actions are in place to provide challenge and support for Nottinghamshire's schools and academies to improve outcomes for disadvantaged pupils. These include:

   - the delivery of primary and secondary head teacher briefings and Closing the Gap conferences with an enhanced focus on the '**East Midlands Challenge'** which sets out the urgent agenda to improve outcomes for key disadvantaged learners: FSM6; White British FSM6; Looked After Children; and those with English as an Additional Language (EAL);

   - **Education Improvement Adviser** support for targeted schools, focusing particularly on the provision and outcomes for vulnerable and/or disadvantaged groups, including bespoke visits to targeted schools/academies where **Looked After Children** outcomes are of concern;

   - bespoke Pupil Premium Reviews for targeted schools as well as the development of a '**Pupil Premium Toolkit'** and training offer to build schools' and Systems Leaders' capacity for self-evaluation and improvement planning in order to improve outcomes for disadvantaged pupils. *(Currently approximately 190 delegates from 120 Nottinghamshire schools have accessed this training since February 2016).*

   - working with the **Teaching School Alliances** (TSAs) to develop and promote a **cohesive 'sold offer'** which will enable Nottinghamshire's schools to access appropriate training and support in a timely manner.

14. **The Early Childhood and Early Help (Locality) service** continues to contribute to supporting the improvement of early years' attainment, the impact of which is shown by 67% of children achieving a good level of development compared to 65% last year and a narrowing of the FSM/Non FSM attainment gap by 5 percentage points from 2015 to 2016. 89% of early education providers in Nottinghamshire are currently rated 'Good' or better by Ofsted and 72% of eligible two year olds now take up their free entitlement to childcare. Children's Centres have registered all children and families and have seen 77% of them, the highest proportion so far. A revised Early Years Improvement Plan is being prepared to reflect findings from the Early Years Foundation Stage Profile data to ensure appropriate measures are in place to ensure continuous improvement in early years attainment.

15. The **Children Missing Education Strategy** continues to drive improvements in relation to ensuring that the most vulnerable children and young people in Nottinghamshire are enabled to access an appropriate full time education. The Primary Social Emotional Development Team (PSED), Partnership Officers and Fair Access Team are now working under the leadership of the same Team Manager to ensure a unified and consistent approach to their work. Since September 2016, the Fair Access Partnership has received 50 complex referrals in relation to children and young people who need support to access a school place. The Partnership Team and the PSED Team have been

working hard to support schools in developing alternative pathways for children and young people who would otherwise be at risk of permanent exclusion. The funding that was previously used to make provision for permanently excluded pupils at the 3 Learning Centres has now been devolved to Primary and Secondary School partnerships across the County to support them in this endeavour. In the academic year 2015-2016, eight out of the 17 secondary partnerships achieved a zero exclusion figure. There is a clear pathway followed by all education teams in the LA if they identify cases of children and young people who are either without a school place or without access to an appropriate education. The LA currently has 61 pupils accessing Education Other Than at School (EOTAS) as a result of this multi-agency approach. These learners would otherwise be Children Missing Education. The Partnership Development Officers are working with the Fair Access Team, the Looked After Children's Team and the Integrated Children's Disability Service to ensure that the LA has a consistent approach to championing positive academic outcomes for pupils educated through EOTAS.

16. **Nottinghamshire's Family Service** works with vulnerable families who meet the Level 3 or 4 thresholds in Nottinghamshire's Pathway to Provision. The service is funded in part through the Troubled Families Programme with two of the criteria including young people who are Not in Education, Employment or Training (NEET) and those with poor attendance. According to the recently-published NEET Scorecard, NEET rates in Nottinghamshire remain low with the County's combined NEET and Not Known rate being in line with the England average. Over 95% of Year 11 leavers in 2016 received an offer of a place in learning. Similarly, pupil absence rates are below or in line with national England averages (Overall and Persistent).

17. Nottinghamshire's Education Improvement Service, Early Childhood and Early Help Service, English as Additional Language Consultants and the Nottinghamshire's Healthcare **Speech and Language Team** (NHC SLT) continue to work closely to ensure schools and educational settings maintain a high profile on developing the speech, communication and language skills of all pupils. Linking with the Specialist Leaders in Education national programme, the NHC SLT continues to support **Language Lead accreditation and networks**. There are currently 88 accredited Language Leads across the County with another 18 working towards accreditation. Following the successful pilot of the '**Talking to Learn' (T2L)** workforce development project in Gedling (2014-15), an increased number of primary schools are now using Pupil Premium funding to purchase additional speech and language therapists' support to build their capacity to target disadvantaged pupils who do not meet the thresholds for a health referral but still require additional support to develop their language skills. A recent evaluation report published by NHC SLT indicated that for those schools taking part in the T2L programme, 92% of the targeted disadvantaged pupils had age-appropriate language skills at the end of the programme compared to only 42% of targeted disadvantaged pupils at the beginning of T2L.

18. The **Together for Newark (TfN)** cross-phase locality collaboration which began in the summer of 2012 is now well established with new working groups formed for 2016-17. The TfN Steering Group has been reconstituted, with representation from primary schools, both secondary schools, the local special school, business representatives and other local area stakeholders. A re-branded website is now in place which aims to reach more stakeholders to further improve communication and collaboration. The website contains different areas entitled Together for Health, Together for Education and

Together for Business. Newark schools and local business partners continue to forge links around their Future Careers work to raise the aspirations and readiness for work and employment of all Newark pupils. This builds on the successful 'Newark Summit' which was brokered and facilitated by the Council during the spring term 2016. TfN partners are keen to develop the resilience of children and young people and the staff who work with them. To this end, a working party has been formed to develop in-school strategies around 'readiness for learning' and social, emotional mental health and well-being in partnership with health professionals. Another working party is identifying opportunities to develop Science, Technology, Engineering and Mathematics (STEM) provision in schools. Validated outcomes for the TfN schools will be reported in the next Closing the Gap report.

19. The '**Together for Worksop' (TfW)** locality collaboration is now in its second year of development. The TfW steering group has been extended to include a representative from the local secondary academy and the website has also been redeveloped. Schools have identified head teachers who are taking a lead with TfW partners on five different areas of development:

   - Material deprivation
   - Wider Cultural experience
   - Social and emotional skills
   - Opportunity and career aspiration
   - Linguistic Skill Development

20. 'TfW' early years' settings, schools and local partners remain strongly focused on developing innovative transition practices and supporting pupils' (and parents') understanding of 'readiness for learning' at key points of transition. A number of schools also continue to take part in resilience-building projects led by external partners (e.g. "Talking to Learn" led by Nottinghamshire's Speech and Language Service and "Take Five" resilience building programme led by Each Amazing Breath). The 'End of Year 1' external evaluation which was conducted by the Centre for Equity in Education at Manchester University confirmed that "TfW has already established some activities which have the potential to be strategically important in the town, and to support the improvement of outcomes over time". Validated outcomes for the TfW will be reported in the next Closing the Gap report.

21. '**Take Five**' is a universal and tailored, trauma-smart, **resilience-building programme** built upon body-based mindfulness practices and strong evidence. It has been developed and delivered in a number of Worksop schools by Each Amazing Breath (Community Interest Company). The programme facilitates new ways of working between schools and wider partners in a shared locality and aims to build community and workforce resilience. Over the past 12 months, approximately 2,000 children and young people (and their teachers) from across 7 schools in Worksop have been involved in 'Take Five' and 125 of these pupils are now trained as Take Five Ambassadors/Leaders. An end-of-programme report recently published by Each Amazing Breath suggests that benefits for pupils include increased concentration, calmness and decreased stress levels. After a recent successful funding bid to **Health Education England** (HEE), Each Amazing Breath and Nottinghamshire County Council are now taking part in a **year-long national innovation pilot** to deliver practical resilience building as part of a highly integrated and visionary national strategy as part of 'Future in Mind'. HEE has funded the delivery of

Take Five for 12 more schools in the Bassetlaw District and Newark and Sherwood District. In addition, Bassetlaw Clinical Commissioning Group has funded 4 schools in the Retford area to also take part.

22. In the Mansfield district, a steering group of primary head teachers has been working collaboratively on behalf of **"Together for Mansfield"** to develop collaborative research and action around the impact of loss and bereavement on disadvantaged learners. Outcomes of this pilot will be shared with schools and wider partners in 2017.

23. In the **Broxtowe** district, a group of schools is working closely with Nottinghamshire's Achievement and Equality Team to develop and share strategies for supporting the needs of pupils with English as an Additional Language needs (EAL). Outcomes of this pilot will be shared with schools and wider partners in 2017.

24. Based on learning shared from Together for Newark and Together for Worksop, a further locality collaboration entitled The **Sherwood Forest Education Partnership (SFEP)** has now been established and is being led by a steering group of key school leaders and wider partners in the Ollerton and Sherwood area of Nottinghamshire.

Other Options Considered

25. The report is for noting only.

Reason for Recommendations

26. There is secure evidence that the CtG Strategy, which strongly promotes cross service/phase collaborative working at County and locality level, continues to support the development of new ways of working focused on earlier intervention to close gaps and ensure vulnerable and/or disadvantaged learners meet their potential.

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 summary of the impact of Nottinghamshire's Closing the Educational Gaps Strategy is noted.

Marion Clay
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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 (TMR 02/11/16)

29.   As this report is for noting only, no Financial Comments are required.

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.

A Strategy for Closing the Nottinghamshire Educational Gaps 2014-16 (renewed version)

A Strategy for Closing the Educational Gaps in Nottinghamshire – report to Children and Young People's Committee on 22 May 2016

Electoral Division(s) and Member(s) Affected

All.

C0890

Closing the Gap – FSM against Non FSM outcomes

Achievements at Early Years Foundation Stage Profile
Time Series 2013 - 2016

% achieving a good level of development

Academic year end
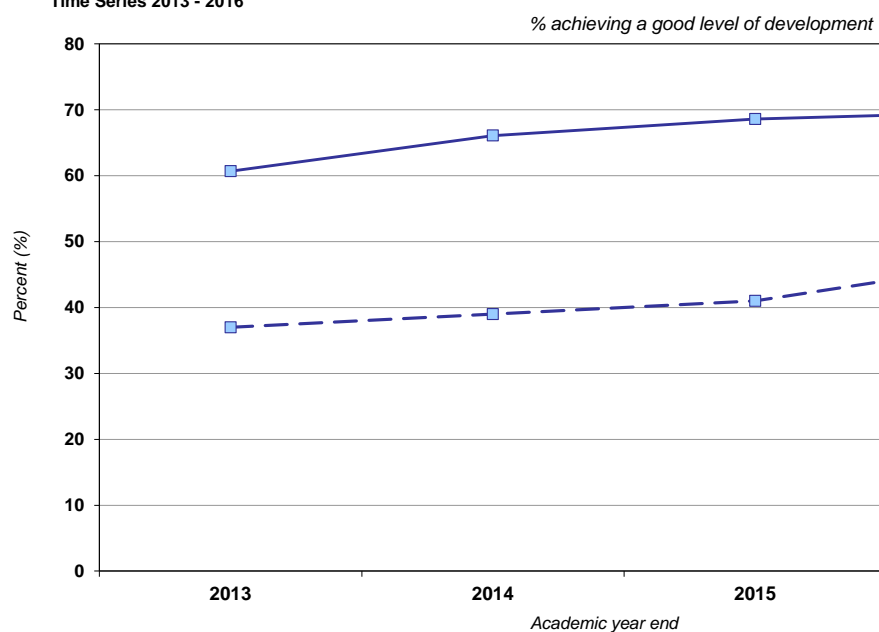
			2013	2014
Nottinghamshire LA	Non-FSM		60.7	66.1
	FSM		37.0	39.0
	FSM / Non-FSM GAP		23.7	27.1
National	Non-FSM		55.2	63.7
	FSM		36.2	44.8
	FSM / Non-FSM GAP		19.0	18.9

Nottinghamshire Districts	Ashfield	Non-FSM	56.3	62.7
		FSM	38.2	36.7
		GAP	18.1	26.0
	Bassetlaw	Non-FSM	51.7	60.9
		FSM	29.6	43.5
		GAP	22.1	17.4
	Broxtowe	Non-FSM	61.7	64.2
		FSM	42.4	40.1
		GAP	19.3	24.1
	Gedling	Non-FSM	61.7	67.5
		FSM	41.8	37.6
		GAP	19.9	29.9
	Mansfield	Non-FSM	59.3	66.3
		FSM	38.4	38.5
		GAP	20.9	27.8
	Newark and Sherwood	Non-FSM	63.3	67.2
		FSM	33.2	40.1
		GAP	30.1	27.1
	Rushcliffe	Non-FSM	69.2	72.4
		FSM	30.7	36.0
		GAP	38.5	36.4

Figures represent percent of pupils attaining the measure with the exception of the gap which represents the percentage point difference between the two groups

Performance, Intelligence & Policy
Nottinghamshire Local Authority

Achievements in Key Stage 2
2016

% achieving the expected standard in Readi

Percent (%)

2016
Academic year end
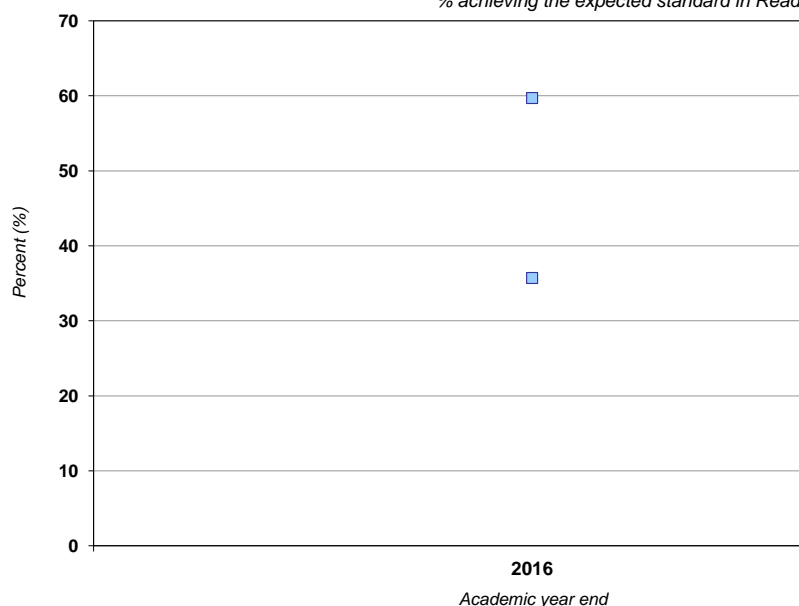
Nottinghamshire LA		Non-FSM6
		FSM6
		FSM6 / Non-FSM6 GAP
National		Non-FSM6
		FSM6
		FSM6 / Non-FSM6 GAP

Nottinghamshire Districts	Ashfield	Non-FSM6	
		FSM6	
		GAP	
	Bassetlaw	Non-FSM6	
		FSM6	
		GAP	
	Broxtowe	Non-FSM6	
		FSM6	
		GAP	
	Gedling	Non-FSM6	
		FSM6	
		GAP	
	Mansfield	Non-FSM6	
		FSM6	
		GAP	
	Newark and Sherwood	Non-FSM6	
		FSM6	
		GAP	
	Rushcliffe	Non-FSM6	
		FSM6	
		GAP	

Figures represent percent of pupils attaining the measure with the exception of the gap which represents the percen
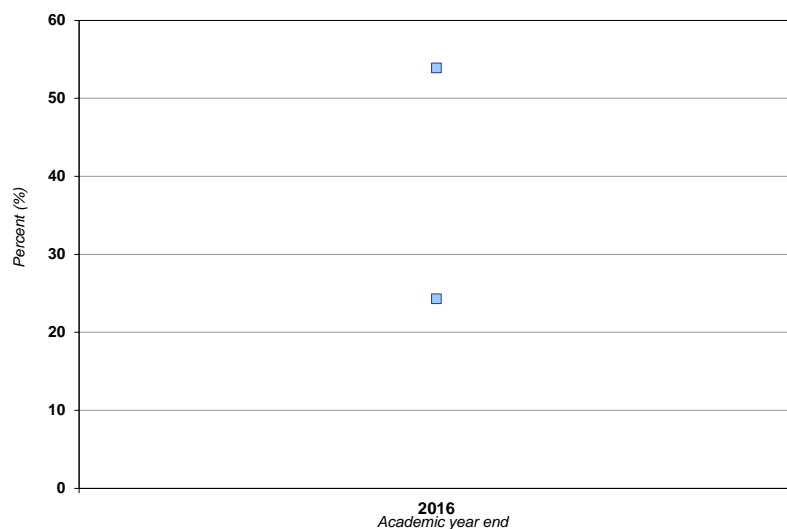point difference between the two groups

Data source:
Local data - KS2 provisional
January 2016 Census

Performance, Intelligence & Policy
Nottinghamshire Local Authority

Closing the Gap –White British FSM boys against white British Non FSM boys outcomes

Achievements in Key Stage 2
Time Series 2016

2016
Academic year end

			2016
Nottinghamshire LA		White British Non-FSM	53.9
		White British FSM	24.3
		FSM / Non-FSM GAP	29.6

Nottinghamshire Districts	Ashfield	White British Non-FSM	51.5
		White British FSM	20.5
		GAP	31.0
	Bassetlaw	White British Non-FSM	54.0
		White British FSM	29.5
		GAP	24.5
	Broxtowe	White British Non-FSM	58.3
		White British FSM	26.8
		GAP	31.5
	Gedling	White British Non-FSM	50.5
		White British FSM	22.7
		GAP	27.8
	Mansfield	White British Non-FSM	45.1
		White British FSM	21.3
		GAP	23.8
	Newark and Sherwood	White British Non-FSM	53.5
		White British FSM	25.4
		GAP	28.1
	Rushcliffe	White British Non-FSM	63.2
		White British FSM	30.3
		GAP	32.9

Figures represent percent of pupils attaining the measure with the exception of the gap which represents the percentage point difference between the two groups

Performance, Intelligence & Policy
Nottinghamshire Local Authority

Closing the Gap –White British FSM girls against white British Non FSM girls outcomes

Achievements in Key Stage 2
2016

Nottinghamshire LA		2016
	White British Non-FSM	60.9
	White British FSM	35.8
	FSM / Non-FSM GAP	25.1

Nottinghamshire Districts	Ashfield	White British Non-FSM	54.4
		White British FSM	35.1
		GAP	19.3
	Bassetlaw	White British Non-FSM	56.3
		White British FSM	32.4
		GAP	23.9
	Broxtowe	White British Non-FSM	60.8
		White British FSM	41.7
		GAP	19.1
	Gedling	White British Non-FSM	58.7
		White British FSM	35.3
		GAP	23.4
	Mansfield	White British Non-FSM	60.3
		White British FSM	36.1
		GAP	24.2
	Newark and Sherwood	White British Non-FSM	59.6
		White British FSM	30.9
		GAP	28.7
	Rushcliffe	White British Non-FSM	74.6
		White British FSM	50.0
		GAP	24.6

Figures represent percent of pupils attaining the measure with the exception of the gap which represents the percentage point difference between the two groups
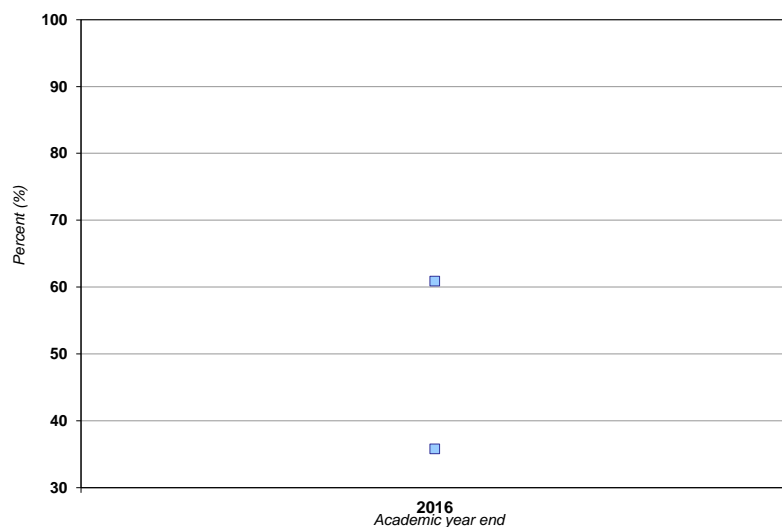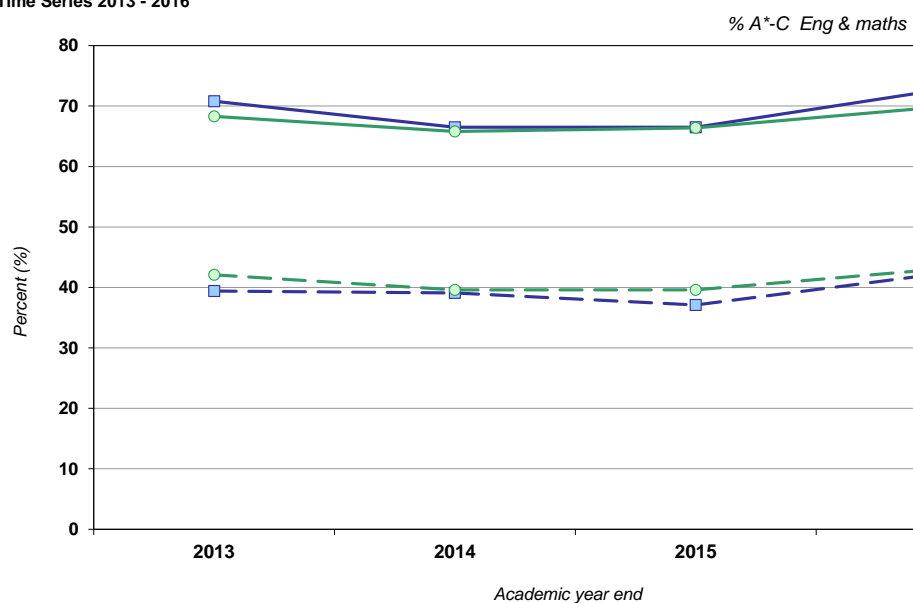
Data source:
Local data - KS2 provisional data
January 2016 Census

Performance, Intelligence & Policy
Nottinghamshire Local Authority

Closing the Gap – FSM6 against Non FSM6 outcomes

Achievements in Key Stage 4 (GCSE and equivalent)
Time Series 2013 - 2016

% A*-C Eng & maths

Academic year end

		2013	**2014**	**2015**
Nottinghamshire LA	Non-FSM6	70.8	66.5	66.5
	FSM6	39.4	39.1	37.1
	FSM6 / Non-FSM6 GAP	31.4	27.4	29.4
National	Non-FSM6	68.3	65.8	66.4
	FSM6	42.1	39.6	39.6
	FSM6 / Non-FSM6 GAP	26.2	26.2	26.8

Nottinghamshire Districts	Ashfield	Non-FSM6	65.2	61.6	62.2
		FSM6	38.6	36.0	35.0
		GAP	26.6	25.6	27.2
	Bassetlaw	Non-FSM6	73.5	69.9	74.2
		FSM6	52.0	56.7	46.2
		GAP	21.5	13.2	28.0
	Broxtowe	Non-FSM6	65.3	65.5	64.2
		FSM6	36.0	33.5	37.7
		GAP	29.3	32.0	26.5
	Gedling	Non-FSM6	69.0	65.0	66.9
		FSM6	37.9	36.3	45.0
		GAP	31.1	28.7	21.9
	Mansfield	Non-FSM6	67.4	63.2	60.2
		FSM6	33.0	35.2	32.5
		GAP	34.4	28.0	27.7
	Newark and Sherwood	Non-FSM6	70.2	58.9	58.2
		FSM6	32.7	28.0	24.0
		GAP	37.5	30.9	34.2
	Rushcliffe	Non-FSM6	82.4	77.6	75.4
		FSM6	51.4	51.7	42.9
		GAP	31.0	25.9	32.5

Figures represent percent of pupils attaining the measure with the exception of the gap which represents the percentage
point difference between the two groups
2014 figures relate to first entries. Prior figures relate to best entries

Nottinghamshire County Council	**Report to Children and Young People's Committee**

21 November 2016

Agenda Item: 07

REPORT OF THE SERVICE DIRECTOR, EDUCATION STANDARDS AND INCLUSION

NOTTINGHAMSHIRE REVIEW OF ARRANGEMENTS FOR SPECIAL EDUCATIONAL NEEDS AND DISABILITY FINAL REPORT

Purpose of the Report

1.   To inform the Committee of the findings of the Review of Special Educational Needs and Disability (SEND).

2.   To seek approval of the recommendations of the Review of SEND.

Information and Advice

3.   Local authorities are required by law to review elements of their Special Educational Needs and/or Disabilities (SEND) arrangements every three years.

4.   The review commenced on 2 October 2015 and concluded on 10 October 2016. Its work was led by a multi-agency Board, chaired by Councillor John Peck, and three additional working groups were established to support the SEND Review Board. Details of the SEND Review Board Membership is available as a background paper.

5.   The review has gathered evidence from a broad range of stakeholders across a variety of disciplines. It has also engaged with over 100 parents/carers and children and young people, details of which are also available as a background paper.

6.   The review has explored the need, role and function of specialist places of education for children and young people with SEND presently and into the future. It has also considered the processes surrounding the assessment, commissioning and monitoring of specialist places of education and the SEND support services provided to mainstream schools and academies.

7.   The findings and recommendations from the review are contained within the final report of the SEND Review Board, attached as **Appendix 1**.

Other Options Considered

8.   A review of SEND provision is legally required, under section 315 of the Education Act 1996, every three years and was due in Nottinghamshire in 2016. Officers believe that the

review of specialist school provision was timely and will help to focus resources most effectively into the future. No other options were, therefore, considered.

Reason/s for Recommendation/s

9.   To ensure the Council fulfils its statutory duty to review arrangements for pupils with SEND.

Statutory and Policy Implications

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

Financial Implications

11.   Recommendation 26 in the final report recommends that some special schools require expansion or modernisation to ensure that they are able to meet the needs of children into the future. It requires the County Council and partners to seek to secure finance, which is likely to be in the region of several million pounds.

Human Resources Implications

12.   Recommendation 20 requires that the Schools and Families Specialist Services ensure that they are organised in the best way to meet the needs of children, young people and their families. This may result in a review of the service, which in turn may have HR Implications.

Public Sector Equality Duty Implications

13.   Recommendation 16 asks the County Council to explore the potential to re-designate special schools as 'all age', meaning that provision can be offered across a strong network of special schools for those with an Education, Health and Care Plan (EHCP) or Statement of SEN, from the academic year in which they turn 5 years of age, through to the academic year in which they are 18. In addition special schools/academies and the County Council will also explore provision for children who are eligible for education in the early years. The County Council will work in partnership with special schools and consult with parents to develop this further.

Safeguarding of Children and Adults at Risk Implications

14.   Recommendation 10 requires that a permanent multi-agency strategic SEND monitoring and accountability group will be established to ensure the development and continued improvement of SEND services. This group will be required to link to the Nottinghamshire Safeguarding Children Board, as appropriate, to ensure a joined up approach.

Implications for Service Users

15.   Recommendation 16 will create a change to the school-age profile of special schools/academies in Nottinghamshire. This will mean that some service users (pupils) in two years' time may receive a different service than those currently within post 16 provision in some special schools/academies.

Implications for Sustainability and the Environment

16.   Recommendations 7, 15, 17, 25, 26, 27 and 29 may all have a positive impact on the environment and sustainability. Collectively they will help the County Council to reduce the carbon footprint of special school transport. Any new buildings or upgraded buildings within the special school estate will also improve sustainability in to the future.

Ways of Working Implications

17.   Recommendation 27 will require an assessment of Council properties and ways of working to determine if there are smarter ways to provide education to children and young people with SEND in properties used by other parts of the County Council.

RECOMMENDATION/S

That:

1)   the findings of the Review of Special Educational Needs and Disability (SEND) are noted.

2)   the recommendations of the Review of SEND, focusing on the Council's special schools and other specialist education provision made by the Council for children and young people with a SEND, are approved.

Marion Clay
Acting Service Director, Education Standards and Inclusion

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Constitutional Comments (LM 03/11/16)

18.   There is a statutory obligation for the Local Authority to review elements of our Special Educational Needs and/or Disabilities (SEND) arrangements and the recommendations in the report fall within the Terms of Reference of the Children and Young People's Committee.

Financial Comments (TMR 02/11/16)

19.   The financial implications are set out in 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.

Nottinghamshire review of arrangements for Special Educational Needs and Disability – interim report – report to Children and Young People's Committee on 18 July 2016

SEND Review Board Membership

List of stakeholders who contributed to the SEND Review

Electoral Division(s) and Member(s) Affected

All.

C0891

NOTTINGHAMSHIRE COUNTY COUNCIL

2015/16 SEND REVIEW

KEY FINDINGS AND RECOMMENDATIONS

Version 2.4

Matt Rooney

1

Foreword

Local Authorities are required, by law, to review elements of their Special Educational Needs and/or Disabilities (SEND) arrangements every three years.

This review of SEND has explored the need, role and function of specialist places of education for children and young people with SEND presently and into the future. It has also considered the processes surrounding the assessment, commissioning and monitoring of specialist places of education, and the SEND support services provided to mainstream schools and academies.

This important review has come at a crucial time for Nottinghamshire. The recent creation of an integrated children's disability service is just beginning its journey to continue to improve outcomes for children and young people with SEND.

Nottinghamshire's arrangements for children and young people with SEND have very recently been inspected by Ofsted and the Care Quality Commission. The evaluative inspection outcomes will also help to inform the strategic direction of developments.

Nottinghamshire County Council, and partners, including the NHS and schools/academies, have a proud and clear history of an inclusive, joined-up approach to provision for children and young people with SEND. Nottinghamshire special schools are key partners in enabling the County Council to provide for children and young people with the most complex needs.

The evidence underpinning this review includes the views and experiences of parents, direct accounts from children and young people, and from professionals across a broad range of disciplines within health, social care and education.

Working together as partners, we all recognise the need to continually improve the services we provide in order to meet the changing needs of the most vulnerable children and young people.

This document shares the key findings and most importantly the recommendations from the review, to ensure we continue to improve and develop services in order to meet the needs of all children and young people now and into the future.

Contextual Information

Nottinghamshire is a large rural local area, comprising 7 Districts, covering over 800 square miles. Nottingham City is a unitary authority adjoining 4 of the Nottinghamshire Districts.

There are 236,227 children and young people aged 0 – 25 living in Nottinghamshire, and in January 2016 there were 110,598 of statutory school age (4 – 19) on roll in Nottinghamshire schools and academies. This number will increase as a result of the significant increase in the birth rate, cross-border migration and new housing developments.

1.3% of school aged children and young people have an Education, Health and Care Plan (EHCP) or Statement of Special Educational Needs. This is very low in comparison to Nottinghamshire's statistical neighbours at an average of 2.5% and lower still when compared with the national average at 2.7%. Of that 1.3%, 42% attend a mainstream school/academy, which is significantly higher than the national average; 58% attend a special school or academy, meaning that 0.75% of all children and young people in Nottinghamshire currently attend a special school/academy. Over the next 5 years this is likely to increase to at least 0.87% (up to an additional 240 pupils), meaning that the number of places required in special schools will increase and the support required to meet the needs of children and young people in mainstream settings is likely to increase, as is the demand on assessment services.

Nottinghamshire County Council works in partnership with families of schools to target resources to schools and pupils whose needs are the most complex. These arrangements saw a total of £16 million devolved to mainstream schools in 2015-16 to enable them to continue meeting the needs of children and young people with SEND. Data suggests that the attainment of children and young people with an identified SEND in schools/academies in Nottinghamshire is significantly lower than the national average in reading, writing and maths. However the nature of the children and young people's SEND in Nottinghamshire mainstream schools/academies is more complex than is the case nationally, due to the low proportion of children and young people with SEND, in Nottinghamshire who are educated in special schools.

There are 9 special schools and 2 special academies in Nottinghamshire and all, bar one, are judged to be good or better by Ofsted. The combined budgets for these schools/academies totals £20 million. This has increased in line with the increase in pupil numbers over the last five years.

Currently, the educational landscape is one where the Government is promoting academies. Schools judged good or outstanding by Ofsted can join a multi-academy trust and convert to an academy, whilst failing schools will be converted under the direction of the Regional Schools' Commissioner. The only way to open a new school is to establish a Free School, which would be an academy.

The way in which funding is allocated to local authorities from central government is being reviewed and it is expected that a national funding formula will determine how much money will be devolved to Nottinghamshire to support children and young

people with SEND in schools. This is likely to change the amount of High Needs Funding that we receive, but we do not yet know how.

Health commissioners and providers are currently reshaping a range of specialist services that provide support and interventions to children and young people with SEND to ensure a more equitable and localised service, irrespective of school type.

Assessment – Key Findings

Most professionals and parents reported that EHCPs were more holistic and child/young person focussed than the former Statement of Special Educational Needs, but that sometimes outcomes did not reflect what had been contributed at the assessment stage and were not always not focussed or aspirational enough.

Parents, schools and some professionals felt there was a lack of transparency around the process used to make the decision whether or not to carry out an assessment for an ECHP. They didn't know the criteria by which a 'yes' or 'no' decision on a plan was made. Some professionals also reported concern around the same child being reconsidered and a different outcome being recommended.

The overarching EHCP pathway was felt to be unclear to parents and as expected, some reported being reliant on and guided by schools and 'Ask Us Nottinghamshire' in particular.

The EHCP process and assessment map, pathways and recommendations are not yet aligned to the "Concerning Behaviours Pathway", "Pathway to Provision" or the Nottinghamshire Safeguarding Children's Board's service thresholds document.

Historically, SEND assessment practitioners appear to have had significant autonomy to make placement and transport decisions that were not always within agreed guidelines. This has contributed to a legacy effect on placements and to the displacement of children and young people with complex needs to out of area (district) schools.

There is still confusion by some professionals as to what information should be provided for EHCPs and some paediatricians and therapists felt that their advice had been misinterpreted or excluded from reports because they had not seen a copy of the final draft early enough before the plans were finalised.

A range of professionals and parents felt that they didn't understand the 'Concerning Behaviours Pathway' and how this linked with other pathways, services and the EHCP process.

An initial needs assessment for children with SEND was completed in 2012. This now needs updating and developing into a joint strategic needs assessment. The availability of such information would greatly improve the ability of all stakeholders to jointly plan, commission and deliver services in the future.

Assessment – Key Recommendations

1. A Joint Strategic Needs Assessment (JSNA), specifically for children and young people with SEND, should be commissioned and completed.

2. A sample of individual EHCPs must undergo quarterly quality assurance (QA). This will be achieved by service level arrangements and through inclusion in the local authority's Quality Management Framework (QMF) by January 2017.

3. Service level QA arrangements for EHCPs should include; the quality of assessment, quality of plan, quality of review and quality of outcomes for the children and young people. This must include schools and academies.

4. Professional contribution proformas required for EHCP assessment will be re-written in partnership with health, social care and education colleagues. Examples of good practice will also be shared to improve quality.

5. Parents and young people must be involved in the further development of the Integrated Children's Disability Services (ICDS) to ensure co-produced service processes and systems.

6. The ICDS will develop a co-produced SEND assessment process which is child and family focussed, and has high expectations for improved outcomes for the child or young person.

7. The Local Authority is to reaffirm its transport policy and will ensure that the transport hub and ICDS have a developed protocol for agreeing 'special circumstances' for SEND home to school transport.

8. The concerning behaviours pathway will continue to be reviewed and its implementation evaluated in light of the formation of the ICDS.

Information and Sharing of Information – Key Findings

The effective sharing of information about children and young people and the services provided in Nottinghamshire is important to everyone. This needs to be done safely, and in a way that is accessible to children, young people and their families and the professionals who are important to them.

Professionals from health, social care (children and adults), education, schools and colleges described their frustrations around the ineffectiveness and inconsistency of information sharing. The most common issues were around children and young people moving schools, the EHCP process between health and education services and at transition to adulthood. A revised multi-agency transition pathway, which has recently commenced implementation, is anticipated to improve a young person's journey to adulthood.

Paediatricians, the designated clinical officers and Schools and Families Specialist Services (SFSS) reported that there was a duty for health services to notify the local

authority when a child is identified with SEND. There was sometimes confusion as to whether professionals are reporting information or making a referral for a service. Due consideration must also be given to issues of parental consent.

Parents told us that they often became frustrated by the apparent lack of information sharing about their child and the 'massive duplication' of information they are still being asked to provide to professionals.

Many parents didn't know about the Local Offer and said that they would usually ask a school or their child's paediatrician for advice or to broker support in the first instance. Those parents who were signposted to the SEND Information, Advice and Support Service (SENDIASS) 'Ask Us Nottinghamshire', formerly 'the Parent Partnership Service', were positive about the support they received. However, a large number of parents did not know about SENDIASS.

There are examples of extremely good practice in Nottinghamshire and schools felt more should be done to create a standard approach and tools to enable this to happen effectively for all children and young people. Schools and colleges told us that transfer arrangements for pupils with SEND could be better, more consistent and timely.

Colleges, schools and parents felt that having a minimum standard and a clear process with explicit timescales would further improve the transfer of information when a child or young person moves schools or college. Colleges and schools also felt that they should create opportunities to meet with each other and the County Council in order to further improve their joint approaches to SEND.

In the period September 2014 to the establishment of the ICDS in April 2016 professionals reported some strategic drift in respect of the implementation of the SEND reforms.

Information and Sharing of Information – Key Recommendations

9.   A SEND pupil information transfer protocol and check list will be designed and rolled out to all settings to enable a positive transition when a child or young person with SEND moves to a different setting.

10.   A permanent multi-agency strategic SEND monitoring and accountability group will be established to ensure development and continued improvement of SEND services. It should be accountable to the Health and Wellbeing Board and will report to the Children's Trust Board and Children and Young People's Committee. It will also link to the Nottinghamshire Safeguarding Children's Board as appropriate. Membership should include representatives from Health Commissioning/Clinical Commissioning Groups, Community Paediatrics, Parents, Schools/Academies, FE colleges and Children's Services.

11.   The Local Offer will be reviewed and developed, in a co-productive manner, with an easily accessible portal that clearly and effectively signposts families to services that can support them to meet the needs of their children and young people.

12.	The County Council and NHS Partners will establish a clear pathway and process for health services to inform the local authority when they identify that a child or young person has SEND.
13.	Ask Us Nottinghamshire must be promoted more consistently by schools and local services to ensure that all parents are able to access high quality information, advice and support.
14.	An ICT solution should be developed in line with 'Connected Nottinghamshire' to improve the sharing of information between NHS, the County Council, schools/academies and children and families, especially in relation to the EHCP process.

Provision – Key Findings

As at January 2016 there were 945 children and young people on roll at one of eleven special schools/academies in Nottinghamshire, 51 of whom were from other Local Authority areas. This number has increased by almost 12% over the last 5 years.

All Nottinghamshire special schools/academies bar one were graded at least 'good' at their most recent Ofsted inspections. All schools and academies play a vital role in shaping the lives of children and young people in Nottinghamshire.

Special schools/academies in Nottinghamshire cannot collectively meet the needs/demands of all local children and young people with SEND at the current time, as there are virtually no spare places in most schools. As a result, an increasing number of children and young people are placed with independent providers.

Parents and professionals, including special school/academy headteachers felt that additional health services, such as speech, occupational and physio therapy and nursing, enhanced the offer to and improved outcomes for children and young people with complex needs.

Projecting forwards, if the increase in demand continues at a similar rate to recent years, at least 100 additional special school places will be required over the next 5 years. There is not the capacity within the existing provision to meet this need.

Paediatricians, specialist nurses and a range of therapists told us that advances in medical practice have led to increases in both survival rates and life expectancy of children and young people with the most complex needs. These children and young people are likely to require higher levels of support and a range of new and existing interventions whilst at school.

Headteachers and Special Educational Needs Co-ordinators (SENCos) told us that there are increasing numbers of pupils with SEND, particularly Autism Spectrum Disorder (ASD), who they feel will require a specialist placement in the future. They also told us that securing special school places was harder, especially for those children and young people who display behaviours related to their anxiety.

Primary headteachers and SENCos told us that they felt they often tried to maintain a pupil's placement to support and comply with parents' wishes and that this sometimes has a negative effect on the child and young person

High quality SENCos are critical to the success of a child or young person's achievements in school. Family SENCos are key supporters of school SENCos, but sometimes perform different tasks within what is meant to be a similar role throughout the county. There has been some confusion in the use of the descriptors and national codes used for defining the various levels of SEND at school level.

Most special schools are aligned to localities within a district council model and meet the needs of a broad range of pupils. Some special schools have identified specialisms and some wish to expand their numbers.

Special schools currently have a high degree of influence over the pupils they admit. The impact of this influence is significantly compounded by the lack of space available. The County Council's approach to placing children and young people in their most local special school has not been clear, which has led to some children and young people attending schools further away from where they live than necessary. The County Council can direct schools and academies to admit children and young people with SEND, where it is believed to be in the best interest of the pupil. This is not currently used to the best effect.

Parental preference has also meant that some pupils cannot be placed at their most local and appropriate special school as that place is filled by a pupil from another locality whose needs could be met at a school more local to their home. This presents a significant challenge for the local authority.

Mainstream schools are unclear of the role and remit of special schools and often make assumptions around the services provided by education and health professionals. For example mainstream schools picture staffing ratios of at least 1:2 pupils, they believe that all pupils require significant input from health therapists (speech and language, occupational and physio therapies), when in reality this is only the case for some children.

Families and mainstream schools value support services (including training), especially the educational psychology service and those within the School and Families Specialist Services' (SFSS) Early Years' Team. They would simply like more of them and for a longer period of time, especially in support post-diagnosis. However, they also told us that they felt there were overlaps and unnecessary transfers between teams within the same service, which caused confusion and uncertainty for parents and their children.

60% of children and young people attend a special school within 5 miles of where they live, 30% between 5 and 10 miles and 10% live 10 – 25 miles away (as the crow flies). The transport policy for children and young people with SEND needs to be applied consistently, especially where parental preference is followed.

Parents speak incredibly positively about their experiences of special schools. Some parents feel they would like their child or young person to 'stay at school forever' even

though they recognise their child/young person needs to move along their journey to adulthood, because parents are anxious about what happens next.

Based on recent and current births, paediatricians believe that over the coming years the number of children and young people with complex medical needs will increase. They also note a continued increase in diagnosis of ASD, specifically in older girls.

There are also other factors that are having, or that we anticipate will have, an impact on the type and number of special school places required:

- raising the participation age to 18 has increased the number of children and young people attending schools;
- special schools are increasingly mindful of their potential role in offering 'free childcare and education for 2 to 4-year-olds';
- general increase in the number of school-age children and additional residential building schemes.

These will all increase the demand for special school places and significantly impact on the cost of special school transport in the future.

The emotional health and wellbeing of children and young people with SEND is also an increasing priority for schools and other services. For example there is now a better recognition and understanding that anxiety significantly drives behaviour presentation of children and young people with SEND. This sometimes means that children and young people with SEND are not attending school as much as they are legally required to.

Provision – Key Recommendations

15. A special school admissions protocol will be developed and implemented in partnership with headteachers and the Integrated Children's Disability Service. This protocol must be underpinned by the principle that children should be educated as close to their home and local community as possible. Nottinghamshire children and young people should be a higher priority for places in Nottinghamshire special schools than those from out of area.

16. The County Council will explore the potential to re-designate special schools as 'all age'. This means that provision will be offered across a strong network of special schools for those with an EHCP or Statement of SEN, from the academic year in which they turn 5, through to the academic year in which they are 18. In addition, special schools/academies and the County Council will also explore provision for children who are eligible for education in the early years. The County Council will work in partnership with the special schools and consult with parents to develop this further.

17. The County Council will work with the Carlton Digby School and planners, with a view to having the maximum pupil number revised upwards or removed from the planning conditions, to allow expansion within the current building.

18. Special schools will need to be increasingly equipped and suitable to meet the needs of children with complex conditions in to the future. The County Council and the NHS will continue to work in partnership to inform spending priorities.

19. Internal audit should review arrangements for monitoring compliance to the SEND element of the transport policy.

20. SFSS should ensure that teams within the service are best organised to meet the needs of children and young people without creating unnecessary points of transfer (i.e. initial support from Early Years autism Team transferring to the Communication and Interaction Team).

21. The role and function of the family SENCo will be explored to ensure consistency throughout Nottinghamshire, with a view to increasing attainment and participation of children and young people with SEND.

22. The local area will ensure that services supporting children and young people with SEND have a consistent plan and approach to emotional health and well-being.

23. Special school headteachers, the County Council and partners must develop consistent approaches to ensure parents and professionals know and understand that there is a core offer across the strong network of special schools.

24. A multi-agency planning group will develop a core SEND training offer that is available to all professionals. A SEND Kitemark could also be developed to encourage and celebrate good practice in this area.

Property – Key Findings

Some of the Nottinghamshire special school buildings are less suitable for the needs of some of the pupils who attend them now compared to 10 years ago because the needs of pupils are changing. Without investment they will become even less suited into the future.

The findings of the review support the opinion of the County Council and partners that the special school in Newark is in urgent need of a rebuild.

The majority of Nottinghamshire special schools do not have the capacity to grow enough to provide sufficient places for children and young people from within their locality.

Many special schools cannot admit more pupils because they do not have capacity within their current building. Special schools have not been included in basic need developments to grow the number of classrooms to meet the needs of the local population in line with their mainstream counterparts. The reason for this is one of

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national policy, which means that currently the County Council needs to fund any expansion required by need.

Some special schools do not have suitable spaces to store large, highly specialised pieces of equipment that are vital for the health, wellbeing and education of some pupils. Special school headteachers report that this continues to become more challenging over time as the needs of some pupils are becoming more complex.

According to current data, there are currently over 120 children and young people with SEND living in postcode areas NG15 (Hucknall) and NG16 (Eastwood), and 140 in NG20 (Warsop), NG21 (Blidworth, Rainworth, Clipstone, Edwinstowe) and NG22 (Farnsfield, Bilsthorpe, Ollerton) who travel to a variety of schools. These two areas would be worthy of further exploration for potential new schools in the future.

The review found there was no need for the County Council to retain the Bassetlaw Learning Centre site for the purpose of creating an additional special school site in that area.

Property – Key Recommendations

25.   The County Council should approve the exploration of creating new special schools, or expanding existing special schools on to additional sites, to meet the demands highlighted in this report.

26.   The County Council and partners will seek to secure investment to upgrade and expand special schools to ensure that they are fit for purpose moving forwards.

27.   The County Council will make better use of existing premises for the co-location for educational services. For example, short-breaks units could be used by schools to deliver education in the school day.

28.   Property Services can remove the Bassetlaw Learning Centre site from the retained site list, as it will not be required by the County Council as an additional special school site.

Commissioning – Key Findings

The number of places commissioned at independent non-maintained (INM) schools is increasing - by 28% over the last five years. This is partly due to the complexity of need in relation to some pupils who present with challenging behaviours as a result of their SEND, partly to the lack of availability of maintained provision and partly to parental preference.

Some mainstream secondary and primary schools feel that the local commissioning arrangements they make could be masking the extent to which mainstream provision might not be appropriate for some children and young people. For example, when a child or young person with SEND accesses provision with an alternative provider, whilst remaining on the school roll.

The recent integration of core commissioning functions within the ICDS is already improving the consistency and monitoring of commissioned provision.

Headteachers in special, mainstream and independent schools are commissioning a range of services, often from the same providers, to enhance provision in areas such as occupational and speech and language therapies. This ad hoc commissioning alone equates to over £200,000.

Special school headteachers felt that sometimes they would be able to meet the needs of some children and young people if additional places were commissioned mid-year by the County Council.

Commissioning – Key Recommendations

29. ICDS commissioners will develop a commissioning model to enable the funding of additional places within Nottinghamshire special schools before a child or young person is placed with an INM provider.

30. Those responsible for the commissioning of SEND services from all agencies will review their approach to strategic commissioning of services, based upon the output of a JSNA for children and young people with SEND. This must include the integrated commissioning strategy for SEND and the Children's Trust Board Plan to ensure a joined up strategic approach to commissioning.

Nottinghamshire County Council

REPORT OF THE SERVICE DIRECTOR, CHILDREN'S SOCIAL CARE

HISTORICAL ABUSE UNIT

Purpose of the Report

1.   This report seeks approval for continued funding until March 2018 of the historical abuse unit posts established to promote a robust response to referrals regarding historical child abuse in relation to individuals who were children looked after by the Local Authority at the time of the abuse.

2.   The report also seeks approval to bring further review reports to the Committee in April and September 2017.

Information and Advice

3.   A report was considered by the Corporate Leadership Team in June 2015 and subsequently by the Children and Young People's Committee on 21st September 2015, which outlined the staffing requirements for a historical abuse unit. Total funding of £1.094 million from corporate contingencies was approved for the unit to cover the two year period until 31st March 2017.

4.   The establishment of a dedicated historical abuse unit reflects the commitment of the County Council to provide a robust response to allegations made by individuals previously in the care of the Local Authority via criminal and/or civil processes, including support to victims and survivors.

5.   Recruitment to the identified posts took place during 2015/16 and the work of the unit was progressed. However, there was some slippage in costs and at the beginning of this financial year, an amount of £756,000 was allocated, including underspend of £209,000 from the previous year, to meet the ongoing staffing costs and associated expenses.

6.   In addition, the budget is being utilised to meet the needs of a small number of victims and survivors where it has been identified that support needs could not be met elsewhere. This has included provision of counselling, literacy and numeracy support.

7.   It has also been necessary to meet legal costs, shared with the City Council, in relation to provision of information to the police as directed by the Civil Court in relation to civil claims.

8.   The projected expenditure for the unit as at the end of March 2017 is £462,000, of which £370,000 relates to staff salaries, leaving unallocated budget of £294,000.

9.   Staff posts currently funded from the historical abuse unit budget are:

- Historical Child Abuse Group Manager   0.5 FTE (Band F)
- Social Care Team Manager   1.0 FTE (Band D)
- Social Workers   3.0 FTE (Band B)
- Local Authority Designated Officer   0.5 FTE (Band C)
- HR Officer   1.0 FTE (Grade 5)
- Child Protection Coordinator   1.0 FTE (Band D)
- Business Support Officer   0.5 FTE (Grade 3)
- Business Support Minute Taker   1.0 FTE (Grade 3)

10.   The historical abuse team of social workers and manager work alongside the officers of Nottinghamshire police Operation Equinox (previously Operation Daybreak and Operation Xeres), based now at Holmes House, Mansfield.

11.   Their work consists of having direct contact with victims and survivors (where accepted), locating information from Local Authority records governed by the County Council regarding victims and survivors, suspects, witnesses and residential establishments, sharing information with the police and/or the Council's solicitors involved in the civil litigation, providing chronologies relating to an individual's time in the care of the Local Authority, signposting individuals to relevant support networks and working together with colleagues in the City Council.

12.   Historical abuse strategy meetings held in the County in accordance with interagency child protection procedures are chaired by Child Protection Coordinators and one FTE post is funded from the historical abuse budget to support the chairing of these meetings.

13.   A substantial amount of employment information is requested to support the criminal and civil processes and an identified post within Human Resources has been established to promote access to and sharing of this information.

14.   A Group Manager oversees the work of the historical abuse unit and half the cost of this post is now coming from the historical abuse budget. A 0.5 FTE Local Authority Designated Officer focusing specifically on historical abuse is in post, whose work follows the principles associated with allegations against professionals or carers currently working with children. Assistance to the work of the unit is provided from discrete business support colleagues.

15.   Allegations from individuals who were in the care of the Local Authority continue to be received - either by allegations made to Nottinghamshire police and/or via civil claims. The investigation of historical abuse allegations is complex and there is as yet no timeline for the police investigation to be concluded.

16.   The focus on Nottinghamshire and Nottingham City as part of the Independent Inquiry into Child Sexual Abuse has generated a significant amount of work during the past ten months in collating information to respond to the Inquiry's requests for information. It has

been made clear that the Inquiry's work will be continuing and the Council has recently received a further request seeking information on a number of areas.

Other Options Considered

17. If funding could not be found to extend the current historical abuse team, the work could not be absorbed within existing children's social care teams.

Reason/s for Recommendation/s

18. Historical abuse continues to be a high profile issue, both nationally and locally. The inclusion of Nottinghamshire and Nottingham City as a focus for the Independent Inquiry into Child Sexual Abuse has strengthened this further.

19. It remains essential that the Council meets its responsibility to respond appropriately to victims and survivors and provide support to the ongoing police and civil investigations.

20. Historical abuse allegations have been responded to in the past within current resources available at the time; however, the size of the current operation is unprecedented and the current increase in capacity needs to continue to enable the Council to provide the support needed.

Statutory and Policy Implications

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

Financial Implications

22. There is a projected underspend of £294,000 which could be utilised to part fund the historical abuse unit after April 2017. On the basis of projected expenditure being at the same level as the current year for both staffing and associated costs, additional funding of £168,000 would be required to enable the historical abuse unit as currently constituted to continue until March 2018. This will be funded from corporate contingencies.

RECOMMENDATION/S

That:

1)   approval is given to the continuation of the historical abuse unit as currently constituted by approving additional funding until March 2018.

2)   review reports are provided for the Committee in April 2017 and in September 2017 to consider the circumstances at those times, whether any changes to current funding arrangements could be considered and whether any further extension may be needed.

Steve Edwards
Service Director, Children's Social Care

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Constitutional Comments (LM 08/11/16)

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

Financial Comments (TMR 10/11/16)

24.   The financial implications are set out in paragraph 22 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.

Establishment of a Historical Child Abuse Unit - report to Children and Young People's Committee on 21 September 2015

Electoral Division(s) and Member(s) Affected

All.

C0898

Nottinghamshire County Council

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Report to Children and Young People's Committee

21 November 2016

Agenda Item: 09

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REPORT OF THE SERVICE DIRECTOR, YOUTH, FAMILIES AND CULTURE

PROVISION, ACHIEVEMENTS AND PROGRESS OF THE YOUTH SERVICE COUNTYWIDE TEAMS

Purpose of the Report

1.   To provide an overview of the achievements and progress of the Youth Service countywide teams.

Information and Advice

2.   There are several countywide teams situated within the Youth Service including the following:

   a) **Children and Young People's Participation (CYPP) team:** this team comprises two term-time only Youth Workers and is responsible for the development and maintenance of the participation structures available to children and young people in Nottinghamshire. These structures include The Young People's Board, District Youth Forums, and Pioneers which is a forum for disabled young people.

   b) **The Young People Looked After (YPLA) team:** this team comprises two term-time only Youth Workers and is responsible for the Children in Care Council (CiCC) and ensuring that young people looked after are represented at all levels in the Nottinghamshire system of Youth Participation. The team also actively encourages and enables young people who are looked after, adopted or living in residential care, to engage in positive activities provided by the YPLA team and to independently access mainstream provision.

   c) **Voluntary Sector Development team:** this team comprises two full-time workers and offers support to local communities to set up or further develop play and youth work provision. The team also plays an active role in assessing Play and Youth grant aid applications, subsequently supporting and monitoring the development of organisations in receipt of funding.

   d) **C-Card** is a scheme that offers advice on sex, sexually transmitted infections (STIs) and relationships. Following a comprehensive discussion and assessment by a trained C-Card worker, young people aged 13-25 years can be registered onto the C-Card scheme to access free condoms, lubricants and continuous sexual health advice and support. This team is funded by Public Health and comprises one full-time worker.

e) **ASSIST** is an evidence based smoking prevention programme, aimed at reducing smoking prevalence in Nottinghamshire amongst young people. ASSIST is a peer led intervention targeted at Year 8 students that aims to tackle inequalities in health through promoting and supporting the benefits of being smoke free. This team is funded by Public Health and comprises one part-time Co-ordinator and several part-time Youth Workers who deliver the programme to year 8 school pupils.

3. The recent achievements of each of these teams include the following:

a) **Children and Young People's Participation (CYPP) team:**

- Eight Members of the UK Youth Parliament (MYPs) elected by over 12,000 young people voting in formal elections across the County. 27 young people stood as candidates
- Facilitation of the seven District Youth Forums
- Operation of the 'Pioneers', an active forum for disabled young people – who were visited by Ofsted during the SEND inspection
- 88 nominations for the 4Uth nominations leading to seven District and one Countywide awards
- An active Young People's Board (made up of a Chair elected from the eight District Youth Forums, eight MYPs, Chair of the Children in Care Council (CICC), and Chair of the Support After Adoption (SAA) who regularly meet with senior service officers and elected members
- The production of the anti-bullying 'Stop and Think' DVD
- Work with the Child and Adolescent Mental Health Service (CAMHS) disability team to help in finding ways to explore what young people who have intellectual disability and challenging behaviour need from the services available to them
- Development of a Prevent resources toolkit on extremism and radicalisation to support the work of front line staff and teachers in Nottinghamshire, and disseminated across the East Midlands through the Participation Leads Group.

b) **The Young People Looked (YPLA) team:**

- The Children in Care Council (CiCC) continues to review and monitoring the Council's Pledge to the Looked After cohort for example, identifying how requests for their involvement from service managers link to the PLEDGE, and in addition young people are involved in the review of the Looked After Children Strategy
- Continued inspections of residential homes by young people, which were publicised on local radio, BBC news and on the One Show, highlight good practice in involving young people in the design and delivery of services available to them
- The active involvement in a European research funded project looking into safeguarding disabled children and adults in residential care with the Ann Craft Trust
- Young people in care have recently been involved in a project sharing their experiences of the health care system
- Attendance at the 'All Parliamentary Group' for Looked After Children and Care Leavers.

c) **Voluntary Sector Development team:**

- Completion of annual monitoring for Grant Aid funded Youth Infrastructure Groups, Youth Projects, Play Forums and Summer Play Schemes across Nottinghamshire
- Support, facilitate and engage in the Nottinghamshire Voluntary Sector Youth Partnership meetings (umbrella youth organisations including Guides, Scouts, Boys and Girls Brigades, Young Farmers, Nottinghamshire Clubs for Young People and Play Forums)
- Establish and develop community/voluntary sector groups – currently working on eight long term projects, whilst providing ongoing short term support to other established provision
- Dissemination of information around training, funding opportunities, changes in legislation and useful contacts in relation to working within the voluntary sector
- Facilitate 10 school council visits to County Hall to meet with the Chairman of the County Council
- Engaging with Children and Young People's Forums and other organisations to maintain up to date information and promote networking
- The team has been able to offer services to the voluntary youth sector across Nottinghamshire. For instance, processing Disclosure and Barring Service (DBS) checks for staff and volunteers.

d) **C-Card:**

- Latest statistics show a reduction in teenage pregnancies
- There has been an increase in young people returning to use the C-Card Scheme
- C-Card Training has been a success with 10 courses running each year
- The C-Card Scheme is currently developing its own website with young people for publicity and promotion of the service available.

e) **ASSIST:**

- The ASSIST programme to date has been delivered in four schools
- The four schools already involved will be taking up the programme again next year, with a further three schools having signed up to the programme
- ASSIST has currently trained 105 Year 8 students as peer supporters in smoking
- Feedback from both schools and students has been very positive.

Other Options Considered

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

Reason/s for Recommendation/s

5.	The report is for noting only.

Statutory and Policy Implications

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

RECOMMENDATION/S

1)	That the overview of the achievements and progress of the Youth Service countywide teams be noted.

Derek Higton
Service Director, Youth, Families and Culture

For any enquiries about this report please contact:

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Constitutional Comments

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

Financial Comments (TMR 27/10/16)

8.	As this report is for noting only, no financial comments are required.

Background Papers and Published Documents

None.

Electoral Division(s) and Member(s) Affected

All.

C0892

Nottinghamshire County Council

REPORT OF THE SERVICE DIRECTOR, YOUTH, FAMILIES AND CULTURE

ESTABLISHMENT OF YOUTH WORKER POSTS AT KING'S MILL HOSPITAL (CHILDREN'S WARD)

Purpose of the Report

1. The purpose of this report is to seek Committee approval to temporarily increase the establishment of the Youth Service in order to deliver youth work at Sherwood Forest Hospitals which will be funded by Public Health.

Information and Advice

2. A report was taken to the Health and Wellbeing Board on 2nd December 2015 to seek approval for the Nottinghamshire Children and Young People's Mental Health and Wellbeing Transformation Plan, which was developed following the Future in Mind Government publication in March 2015. This was a national taskforce report into children and young people's mental health. The taskforce considered ways to make it easier for children, young people, parents and carers to access help and support when needed and how to improve the way children and young people's mental health services are organised, commissioned and provided. The taskforce made a series of recommendations for transformation, clustered around five key themes:

    - promoting resilience, prevention and early intervention: acting early to prevent harm, investing in early years and building resilience through to adulthood
    - improving access to effective support – a system without tiers: changing the way services are delivered to be built around the needs of children, young people and families
    - care for the most vulnerable: developing a flexible, integrated system without barriers
    - accountability and transparency: developing clear commissioning arrangements across partners with identified leads
    - developing the workforce: ensuring everyone who works with children, young people and their families is excellent in their practice and is delivering evidence based care.

3. In August 2015, the Government announced that all Health and Wellbeing Board areas were required to develop a local transformation plan to describe how the recommendations of Future in Mind will be implemented.

4. A key objective in Nottinghamshire's local transformation plan is to bring education and local children and young people's mental health services together around the needs of the individual child.

5.   The number of mental health admissions can be a real challenge for children's wards. Therefore it was agreed within the plan to fund youth work delivery to work with and support young people who have been admitted onto the Children's Ward at King's Mill Hospital. The primary role for youth workers would be to act as an advocate and provide additional support for young people through youth work activities and early help. Youth work intervention would focus on building emotional wellbeing and resilience.

6.   Costs to cover delivery of the programme will be £22,000, funded through Public Health. This will be a pilot programme with an option to extend the programme following review.

7.   It is proposed to increase the establishment of the Youth Service initially for 12 months as follows:

- 15 hours per week Youth Worker post (JNC pts 20-23, £15,714 including on-costs)
- 9 hours per week Youth Support Worker post (JNC pts 5-9, £6,286 including on-costs)

Other Options Considered

8.   The increase in the establishment of these posts is in accordance with the local transformation plan.

Reason/s for Recommendation/s

9.   These recommendations support the business case agreed by the Health and Wellbeing Board in December 2015 to pilot mental health youth worker roles in paediatric wards to provide mental health and emotional wellbeing support.

Statutory and Policy Implications

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

Financial Implications

11.   The changes to the Youth Service structure will be met within the budget allocated through Public Heath funding.

Human Resources Implications

12.   These posts will initially be ring-fenced within the service to retain skills and preserve employment.

RECOMMENDATION/S

1)   That the temporary increase in the establishment of the Youth Service, as detailed in **paragraph 7**, in order to deliver youth work at Sherwood Forest Hospitals which will be funded by Public Health, be approved.

Derek Higton
Service Director, Youth, Families and Culture

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Constitutional Comments (SMG 28/10/16)

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

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

Financial Comments (TMR 27/10/16)

15.   The financial implications are set out in paragraph 11.

Background Papers and Published Documents

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

Children and Young People's Mental Health and Wellbeing Transformation Plan - report to Health and Wellbeing Board on 2 December 2015

Job description for Youth Worker and Youth Support Worker roles

Electoral Division(s) and Member(s) Affected

All.

C0893

Nottinghamshire County Council

REPORT OF THE SERVICE DIRECTOR, YOUTH, FAMILIES AND CULTURE

CHANGES TO STAFFING ESTABLISHMENT: QUALITY & IMPROVEMENT GROUP

Purpose of the Report

1.   The purpose of this report is to seek Committee approval for the disestablishment of posts within the Quality & Improvement Group as part of its ongoing programme of budget reductions and in line with the wider financial challenge facing the Council.

Information and Advice

2.   The Quality & Improvement Group was established in its current form in 2014 and brings together specialist support services within the department under a single point of leadership, including:

- Management and development of the department's ICT systems, such as those which support the authority's role in relation to school admissions or which are used to record social care and early help case information for individual children and young people.
- Management of the department's quality assurance framework, supporting QA activity, analysing QA intelligence (case file auditing, staff forums, service user feedback, learning from complaints etc.)
- Coordinating planning and preparatory activity to ensure departmental readiness for regulatory inspections (Ofsted)
- Workforce development activity across the department, including initiatives to improve the recruitment and retention of social work staff
- Executive support to the work of the Children's Trust Board
- Management of the new commissioning arrangements for the delivery of the Council's cultural services.

3.   The Group is committed to achieving budget reductions of £275,000 over the coming two years.

4.   One element of this, to take effect from 1 April 2017, involves a reduction in the Group's staffing capacity arising – amongst other things - from the planned reduction in the number of ICT systems it will be required to support. In particular there is a continuing consolidation of case management information on to Frameworki, the system originally designed and used solely for social care case recording but which is being iteratively expanded for use by a number of the Council's early help services.

5.   The Family Service has used this system since it was established in November 2015, whilst the new Integrated Disability Service will use Mosaic, the upgraded version of Frameworki, from January 2017. The aim is that youth justice casework and associated statistical reporting to the Youth Justice Board will, in due course, be recorded in Mosaic thus enabling the existing youth justice recording system to be switched off.

6.   The staffing implications for which Committee approval is requested relates to the proposed disestablishment of:

- 1.0 FTE Project Officer post – Hay Band B, saving a total of £44,181 pa
- 0.5 FTE System Support Officer post - NJE Grade 5, saving a total of £15,500 pa.

7.   Additional related savings, including software licence fees and other discretionary costs, will yield a total saving of £147,500 with effect from 1 April 2017.

Other Options Considered

8.   An alternative option would have been to transfer youth justice functionality on to the Capita system that is used to support school admissions and other local authority education functions. However, the migration towards Mosaic is the preferred solution as this is consistent with the department's wider objective to consolidate its children and young people's case records onto a single system.

Reason/s for Recommendation/s

9.   The proposals outlined in this report to rationalise the use of ICT systems within the department reflects the department's priority to integrate where possible its systems and processes in order to support the wider integration of the Council's services to children, young people and families. The consequential reduction in support costs contributes to the wider departmental budget savings whilst front line services continue to receive the range and level of support that they require at a cost that remains affordable.

Statutory and Policy Implications

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

Human Resources Implications

11.   The posts to be disestablished are currently vacant and thus there are no specific HR implications arising out of these proposals

RECOMMENDATION/S

1)   That the disestablishment of the following posts be approved:

- 1.0 FTE Project Officer (Hay Band B)
- 0.5 FTE System Support Officer (NJE Grade 5).

Derek Higton
Service Director, Youth, Families and Culture

For any enquiries about this report please contact:

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Constitutional Comments (SLB 24/10/16)

12.   Children and Young People's Committee is the appropriate body to consider the content of this report, subject to the Council's Employment Procedure Rules which require all reports regarding staffing structure changes to include HR advice, and for consultation to be undertaken with the recognised trade unions.

Financial Comments (TMR 24/10/16)

13.   The financial implications are set out in paragraph 6.

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.

Quality and Improvement Group – staffing structure: report to Children and Young People's Committee on 29 September 2014

Quality and Improvement Group – revisions to staffing structure: report to Children and Young People's Committee on 29 February 2015

Electoral Division(s) and Member(s) Affected

All.

C0894

Nottinghamshire County Council

REPORT OF CORPORATE DIRECTOR, RESOURCES

WORK PROGRAMME

Purpose of the Report

1. To consider the Committee's work programme for 2016-17.

Information and Advice

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

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

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

Other Options Considered

4. None.

Reason for Recommendation

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

Statutory and Policy Implications

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

RECOMMENDATION

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

Jayne Francis-Ward
Corporate Director, Resources

For any enquiries about this report please contact:

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Constitutional Comments (HD)

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

Financial Comments (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 2016-17

REPORT TITLE	BRIEF SUMMARY OF AGENDA ITEM	LEAD OFFICER
19 December 2016		
School Capital Programme progress report	Six month update report	Jas Hundal
Establishment and funding routes for new schools		Marion Clay
Home to school and Post 16 transport policies 2018-19		Marion Clay
Youth Homelessness Prevention Plan 2016-2020	For information	Derek Higton
Nottinghamshire Early Years Improvement Plan 2015-17 – six month update	Will include update on 30 hours free childcare	Derek Higton
Nottinghamshire Outstanding Achievement 4Uth Award 2016	Annual update report	Derek Higton
Proposed amalgamation of support for the Children's Trust and Nottinghamshire Safeguarding Children Board		Derek Higton
Changes to the staffing establishment in the Family Service		Derek Higton
Local Authority governor appointments and re-appointments to school governing bodies	For information	Marion Clay
16 January 2017		
Changes to the school admission oversubscription criteria for out of catchment children		Marion Clay
Small schools		Marion Clay
Financial support for students in post-16 education	Annual determination	Marion Clay
Outcome of Ofsted inspections of Home Care service and Play for Disabled Children		Derek Higton
Children, Young People and Families Plan 2016-18 – six-month update	Six monthly update report	Derek Higton
Troubled Families Programme in Nottinghamshire – six-month update	Six monthly update report	Derek Higton
Children & Young People's Mental Health & Wellbeing Transformation Plan	Six-monthly report	Kate Allen
Looked After Children and Care Leavers Strategy 2015-18 – progress report	Six-monthly progress report	Steve Edwards

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REPORT TITLE	BRIEF SUMMARY OF AGENDA ITEM	LEAD OFFICER
Child Sexual Exploitation and Children Missing from Home and Care: update	Six-monthly update	Steve Edwards
Disestablishment of posts in the Integrated Children's Disability Service		Marion Clay
Duke of Edinburgh Awards update		Derek Higton
Rota Visits to children's homes: Autumn 2016	Six monthly report	Steve Edwards
National Children and Adult Services Conference 2016	Report back on attendance	Colin Pettigrew
20 February 2017		
Performance reporting (Quarter 3 2016/17) – Services for Children and Young People	Quarterly performance report	Celia Morris
Nottinghamshire School Admission Arrangements 2018/19		Marion Clay
Review of the Schools Swimming Service offer		Derek Higton
Schools Forum and Education Trust Board officer group report	Annual officer group report	Marion Clay
20 March 2017		
Performance figures for Nottinghamshire schools and academies – academic year 2015/16	For information	Marion Clay
Key Stage 2 performance – analysis and actions	For information	Marion Clay
National Minimum Fostering Allowances and Fees for Foster Carers and new carer payment model	Annual determination	Steve Edwards
Disestablishment of posts in the Support to Schools Service	For decision	Marion Clay
Changes to special school nursing provision – update		Kate Allen
National Children and Adult Services Conference 2017	For decision	Derek Higton
Local Authority governor appointments and re-appointments to school governing bodies	For information	Marion Clay
24 April 2017		
Exceptional payments for school clothing and footwear 2017/18	Annual determination	Marion Clay
School Capital Programme progress report	Six month update report	Jas Hundal
Children's Workforce Health Check Survey 2016-17		Derek Higton
19 June 2017		
Performance reporting (Quarter 4 2016/17) – Services for Children and Young People	Annual performance report	Celia Morris

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REPORT TITLE	BRIEF SUMMARY OF AGENDA ITEM	LEAD OFFICER
Children & Young People's Mental Health & Wellbeing Transformation Plan	Six-monthly report	Kate Allen
A Strategy for Closing the Educational Gaps in Nottinghamshire	Six monthly review report	Marion Clay
Looked After Children and Care Leavers Strategy 2015-18 – annual progress report	Annual report	Steve Edwards
Principal Child and Family Social Worker - annual report 2016		Steve Edwards
Children, Young People and Families Plan 2016-18 – six-month update	Six monthly update report	Derek Higton
Troubled Families Programme in Nottinghamshire – six-month update	Six monthly update report	Derek Higton
Local Authority governor appointments and re-appointments to school governing bodies	For information	Marion Clay
17 July 2017		
Rota visits to children's homes – Spring 2017	Six monthly report	Steve Edwards
Child Sexual Exploitation and Children Missing from Home and Care: update	Six-monthly update	Steve Edwards
Nottinghamshire Childcare Sufficiency Assessment 2017		Derek Higton
Nottinghamshire Early Years Improvement Plan 2015-17 – annual update		Derek Higton
Members' visit to Outdoor & Environmental Education residential centres	For decision	Derek Higton