

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

**Monday, 21 May 2018 at 10:30**

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

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## **AGENDA**

- |   |                                                                                                                                                                    |         |
|---|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|
| 1 | Minutes of the last meeting held on 23 April 2018                                                                                                                  | 3 - 6   |
| 2 | Apologies for Absence                                                                                                                                              |         |
| 3 | Declarations of Interests by Members and Officers:- (see note below)<br>(a) Disclosable Pecuniary Interests<br>(b) Private Interests (pecuniary and non-pecuniary) |         |
| 4 | Outcome of Ofsted inspections of schools - termly update                                                                                                           | 7 - 20  |
| 5 | Interim structure for the support to schools service                                                                                                               | 21 - 30 |
| 6 | Increase in the establishment of Personal Advisors posts                                                                                                           | 31 - 40 |
| 7 | Work Programme                                                                                                                                                     | 41 - 44 |

### **Notes**

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

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

Councillors or Officers requiring clarification on whether to make a declaration of interest are invited to contact David Ebbage (Tel. 0115 977 3141) or a colleague in Democratic Services prior to the meeting.

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

Meeting CHILDREN & YOUNG PEOPLE'S COMMITTEE

Date 23 April 2018 (commencing at 10.30am)

**Membership**

Persons absent are marked with an 'A'

**COUNCILLORS**

Philip Owen (Chairman)  
Boyd Elliott (Vice-Chairman)  
Tracey Taylor (Vice-Chairman)

Samantha Deakin  
Errol Henry JP  
Paul Henshaw  
Stephen Garner

John Peck JP  
Liz Plant  
Phil Rostance  
Sue Saddington

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

Vacancy  
Vacancy

**OFFICERS IN ATTENDANCE**

David Ebbage	Resources
Steve Edwards	Children and Young People's
Marion Clay	Children and Young People's
Laurence Jones	Children and Young People's
Pip Milbourne	Children and Young People's
Irene Kakoullis	Children and Young People's

**1. MINUTES OF THE LAST MEETING**

The minutes of the meeting held on 19 March 2018 having been circulated to all Members, were taken as read and were signed by the Chairman.

**2. APOLOGIES FOR ABSENCE**

No apologies

### **3. DECLARATIONS OF INTEREST**

None

### **4. ELECTIVE HOME EDUCATION UPDATE**

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

#### **RESOLVED 2018/033**

That:

- 1) a further six monthly report on Elective Home Education be requested.
- 2) a letter be sent to the Secretary of State for Education outlining its concerns about the increasing numbers of children and young people being withdrawn from mainstream education to be home educated and to press for compulsory registration of all home educated pupils be requested.

### **5. YOUTH JUSTICE – QUALITY LEAD STATUS FOR PRACTICE WITH YOUNG PEOPLE WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES**

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

#### **RESOLVED 2018/034**

That:

- 1) the award of Quality Lead Status to Nottinghamshire Youth Offending Service for its work with young people with Special Educational Needs and Disabilities be promoted in the local press and social media.
- 2) Nottinghamshire Youth Justice Service designs a package of training for working with young offenders with Special Educational Needs and Disabilities, to be promoted as a sold service to schools and other local authorities.

### **6. ESTABLISHMENT OF THE D2N2 REGIONAL ADOPTION AGENCY**

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

#### **RESOLVED 2018/035**

That:

- 1) in principle the formal development of a D2N2 Regional Adoption Agency by September 2018 be approved. A final Committee decision will only be made once the final costs of a D2N2 Regional Adoption Agency are fully understood
- 2) in principle, that the D2N2 ~~Regional~~ <sup>Regional</sup> Adoption Agency may be hosted by Nottinghamshire County Council be agreed.

**7. CHANGES TO THE MANAGEMENT STRUCTURE IN YOUTH, FAMILIES AND SOCIAL WORK**

The Chairman introduced the report.

**RESOLVED 2018/036**

That Committee approves the new Group Management structure for the Youth, Families and Social Work division for a period of 12 months from May 2018.

**8. CHANGES TO THE STAFFING ESTABLISHMENT IN EARLY CHILDHOOD SERVICES**

The Chairman introduced the report.

**RESOLVED 2018/037**

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

**9. PROVISION, ACHIEVEMENTS AND PROGRESS OF THE CHILDREN IN CARE COUNCIL AND PARTICIPATION OF CHILDREN AND YOUNG PEOPLE LOOKED AFTER 2017/18**

The Chairman introduced the report and responded to comments from Members.

**RESOLVED 2018/038**

That a further update report on the work of the Young People Looked After Youth Work team in 12 months and that this be included in the work programme be agreed.

**10. SCHOOLS FORUM AND EDUCATION TRUST BOARD OFFICER GROUP REPORT**

That:

- 1) a further report be brought to Committee to outline any significant implications arising from the high needs review.
- 2) a further update report on the work of the Schools Forum and Education Trust Board in 12 months and that this be included in the work programme be agreed.

**RESOLVED 2018/039**

That no further actions were required in relation to the progress being made in delivering the Schools Capital Programme.

**11. WORK PROGRAMME**

To consider the Committee's work programme for 2018.

**RESOLVED 2018/040**

That the committee's work programme be noted and no changes were required at this time.

The meeting closed at 11.15am.

CHAIRMAN

**21 May 2018****Agenda Item: 4****REPORT OF THE SERVICE DIRECTOR, EDUCATION, LEARNING AND  
SKILLS****OUTCOMES OF OFSTED INSPECTIONS OF SCHOOLS – TERMLY UPDATE****Purpose of the Report**

1. To inform the Committee of the outcomes of inspections of state funded schools over the spring term and any actions being taken by the Council to support those schools identified as Requiring Improvement (RI).
2. For the schools identified in the report judged by Ofsted to Require Improvement, the report seeks approval for the Chairman of the Children and Young People's Committee and the Corporate Director of Children and Families Services to write to the head teacher and chair of governors to inform them that the Committee will track closely their progress towards becoming a Good school. In relation to academies, the Chairman and Corporate Director will also write to the Regional Schools Commissioner (RSC).
3. For the schools identified in the report judged by Ofsted to remain good but declining, the report seeks the approval for the Chairman of the Children and Young People's Committee and the Corporate Director of Children and Families Services to write to the head teacher and chair of governors to inform them that the Committee will track closely their progress towards becoming a Good school. In relation to academies, the Chairman and Corporate Director will also write to the RSC.
4. For schools identified in the report judged by Ofsted to remain or become Good or Outstanding, the report also seeks approval for the Chairman of the Children and Young People's Committee and the Corporate Director of Children and Families Services to write to the head teacher and chair of governors of Local Authority maintained schools to congratulate them on their achievement. Copies of congratulatory letters will also be sent to the RSC in relation to academies judged to be good, remain good or outstanding.

**Information**

5. There is a time lag between inspection outcomes as known within the Council and the published summary data. This report will focus on published Ofsted reports for the spring term, 2017-18 academic year.
6. This report draws on two main sources of data:

- Ofsted's website [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted) which publishes individual school inspection reports, usually within two weeks of inspection. However, this can take considerably longer for a school that is judged as Inadequate as Ofsted carries out increased quality assurance exercises. This can take up to two months to complete.
- Ofsted's monthly management information <https://www.gov.uk/government/statistical-data-sets/monthly-management-information-ofsted-school-inspections-outcomes>. This is up to date as at 28 February 2018 and provides data on the proportion of Good schools at Local Authority level but not the proportion of learners attending Good schools. This provides an overall comparison of the performance of Nottinghamshire schools with those nationally.

7. There are two types of inspection under the common inspection framework that are used to judge the performance of schools in England:

- the Section 5 inspection is a two day inspection of a school that Requires Improvement or is Inadequate or is being inspected for the first time (typically a new academy). This inspection provides judgements against the four key inspection areas (Effectiveness of leadership and management; Quality of teaching, learning and assessment; Personal development, behaviour and welfare; Outcomes for pupils) and the overall judgement for the school. If the school has an Early Years Foundation Stage or a 6<sup>th</sup> Form, these will receive additional judgements.
- the Section 8 inspection is a one day inspection of schools previously judged as Good by Ofsted (and for Outstanding special schools and Pupil Referral Units). This inspection evaluates whether the school remains at the same grade as at the previous inspection. If the Ofsted pre-inspection desktop analysis indicates that the inspection is likely to convert to a Section 5 inspection, the school will be informed at the initial contact telephone call that the inspection will be carried out as a section 5 inspection rather than a section 8.
- from January 2018 a further adjustment to the section 8 inspection framework has been made. There are now four judgements available for inspectors to make at the conclusion of a section 8 inspection, as follows:
  - Outcome 1: the school continues to be a Good school
  - Outcome 2: the school remains Good and there is sufficient evidence of improved performance to suggest that the school may be judged Outstanding if it was to receive a section 5 inspection now. The school will be informed that its next inspection will be a section 5 inspection, which will typically take place within one to two years
  - Outcome 3: the lead inspector is not satisfied that the school would receive at least its current grade if a section 5 inspection was to be carried out now. The school will be informed that its next inspection will be a section 5 inspection, which will typically take place within one to two years
  - Outcome 4: the lead inspector has gathered evidence that suggests the school may be Inadequate in one or more of the graded judgements under section 5 inspections; there are serious concerns about safeguarding, pupils' behaviour or the quality of education; there are concerns that the performance of an Outstanding non-exempt school could be declining to Requires improvement.



The short inspection will be converted to a section 5 inspection, usually within 48 hours.

- as a result of these amendments, in future, when the Education Improvement Service (EIS) informs Members and Council officers of the outcome of an Ofsted inspection, where the school has been judged to be Good, the exact nature of the judgement will be recorded as follows:
  - School remains Good
  - School remains Good but is declining (i.e. school remains Good but inspectors are not satisfied the school would retain its current grade if it received a section 5 inspection)
  - School remains Good but is improving (i.e. there is sufficient evidence of improved performance that the school may be judged to be Outstanding).
- it has been agreed that an outcome of 'Good but declining' will lead to the allocation of an attached education improvement adviser to maintained schools.
- schools that are judged as Requiring Improvement or Inadequate will also receive periodic Section 8 monitoring inspections to judge whether the school is making reasonable progress (to becoming Good) or making inadequate progress.
- all inspections will judge whether the school's safeguarding arrangements meet the required standards.

8. **Appendix 1** shows Local Authority inspections over the spring term 2018. Compared with previous inspections:

- 45 of the inspections in the spring term were of Good schools. 39 of these schools retained their previous Good judgement, one was Good and improving and three were Good but declining.
- in addition, Manners Sutton Primary, St Patrick's Catholic Primary and Sutton on Trent Primary improved from Requiring Improvement to Good.
- Sherwood Junior, Brierley Forest Primary and Healdswood Infant, all moved from Good to Requiring Improvement.
- Python Hill Primary, Oak Tree Primary and Kirkby College all moved from Good to Inadequate. Python Hill was judged as Serious Weaknesses while Oak Tree and Kirkby were both judged to require Special Measures.

9. **Appendix 2** shows the reasons the schools were placed in Requiring Improvement and the actions taken by the Local Authority to support these schools.

10. Ofsted's monthly management information release (summary table below) shows that, as a result of the inspections over the last term, Nottinghamshire has improved further and continues to remain above the national average for all schools, primary and secondary in terms of the proportion of Good or better schools and is well above other East Midlands' local authorities in all three areas.

Management Information for Schools 31 February 2018			
Number of Good or better schools	National	Notts	E Midlands
All Schools	89%	92%	88%
Primary	90%	92%	89%
Secondary	80%	88%	76%

### Other Options Considered:

11. No other options have been considered.

### Reason/s for Recommendation/s

12. To ensure Members of the Committee are aware of the steps being taken to ensure that all children in Nottinghamshire have the opportunity to attend a Good school.

### Statutory and Policy Implications

13. This report has been compiled after consideration of implications in respect of crime and disorder, data protection and information governance, 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, smarter working, sustainability and the environment 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

14. It is part of the Local Authority's statutory duty to support maintained schools, which have been risk assessed as Requiring Improvement. Three schools fell into this category and are identified at **paragraph 8**. Due to the Education Improvement Service annual risk assessment process all three schools had been identified as requiring additional support and costed into the Support to Schools' Education Improvement Service Targeted Support budget. There are no funding changes as a result of these schools being judged as Requiring Improvement.
15. Additional funding will be required to meet the costs of additional support for schools judged by Ofsted as Inadequate. This is likely to be up to £30,000 per school and will be funded from Local Authority targeted support.

### RECOMMENDATION/S

That:

- 1) for the schools identified in the report judged by Ofsted to Require Improvement, the Chairman of the Children and Young People's Committee and the Corporate Director of Children and Families Services write to the head teacher and chair of governors of Local Authority maintained schools to inform them that the Committee will track closely their

progress to become a Good school. In relation to academies, a letter will also be sent to the Regional Schools Commissioner.

- 2) for the schools identified in the report judged by Ofsted to remain good but declining, the Chairman of the Children and Young People's Committee and the Corporate Director of Children and Families Services write to the head teacher and chair of governors of Local Authority maintained schools to inform them that the Committee will track closely their progress to become a Good school. In relation to academies, a letter will also be sent to the Regional Schools Commissioner.
- 3) for schools identified in the report judged by Ofsted to remain or become Good, the Chairman of the Children and Young People's Committee and the Corporate Director of Children and Families Services write to the head teacher and chair of governors of Local Authority maintained schools to congratulate them on their achievement. A copy of this letter will also be sent to the Regional Schools Commissioner in relation to academies.

**Marion Clay**  
**Service Director, Education, Learning and Skills**

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

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#### **Constitutional Comments (LM 20/04/18)**

16. The Children and Young People's Committee is the appropriate body to consider the contents of the report.

#### **Financial Comments (SAS 24/04/18)**

17. The financial implications of the report are contained within paragraphs 14 and 15 above.

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

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

Outcomes of Ofsted Inspections of schools – termly update: report to Children and Young People's Committee on 12 February 2018

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

All.

C1114



# Appendix 1

District	School type	School	Previous overall effectiveness	Current overall effectiveness	Date	Change from last inspection	Effectiveness of Leadership & Management	Quality of Teaching, Learning & Assessment	Personal Development, Behaviour & Welfare	Outcomes of Pupils	Early Years/Post 16
Primary											
Gedling	Community	Arnold View Primary and Nursery	2	2	20.3.18	➡	-	-	-	-	-
Mansfield	Community	Asquith Primary and Nursery	2	2	23.1.18	➡	-	-	-	-	-
Bassetlaw	Community	Beckingham Primary	2	2	18.1.18	➡	Declining, next inspection Section 5				
Broxtow e	Community	Beeston Rylands Junior	2	2	27.3.18	➡	-	-	-	-	-
Ashfield	Community	Brierley Forest Primary	2	3	27.2.18	⬇	2	3	3	3	2
Mansfield	Community	Crescent Primary and Nursery	2	2	7.2.18	➡	Improving, next inspection Section 5				
Ashfield	Community	Croft Primary	2	2	15.2.18	➡	-	-	-	-	-
Bassetlaw	Community	East Markham Primary	2	2	13.2.18	➡	-	-	-	-	-
Gedling	Academy	Ernehale Junior	2	2	24.1.18	➡	-	-	-	-	-
Bassetlaw	Community	Everton Primary School	2	2	1.2.18	➡	-	-	-	-	-
Broxtow e	Community	Gilthill Primary	2	2	27.2.18	➡	-	-	-	-	-
Rushcliffe	Community	Gotham Primary	2	2	20.3.18	➡	Declining, next inspection Section 5				
Ashfield	Community	Healdsw ood Infants and Nursery	2	3	7.3.18	⬇	3	3	3	3	2
Mansfield	Community	Holly Primary	2	2	13.3.18	➡	-	-	-	-	-
Bassetlaw	VA school	Holy Family Catholic Primary	2	2	30.1.18	➡	-	-	-	-	-
Mansfield	Community	Intake Farm Primary and Nursery	2	2	24.1.18	➡	-	-	-	-	-
Mansfield	Community	John T Rice Infant	2	2	7.3.18	➡	-	-	-	-	-
New ark	VC school	Kneesall CofE Primary	2	2	8.2.18	➡	-	-	-	-	-
Gedling	Community	Lambley Primary	2	2	31.1.18	➡	-	-	-	-	-
Broxtow e	Community	Larkfields Junior	2	2	6.3.18	➡	-	-	-	-	-
New ark	Community	Manners Sutton Primary	3	2	16.1.18	⬆	2	2	2	2	2
Mansfield	Academy	Mansfield Academy	2	2	7.3.18	➡	2	2	2	3	2
Bassetlaw	Community	Misson Primary	2	2	6.3.18	➡	-	-	-	-	-
Ashfield	Community	Morven Park Primary and Nursery	2	2	13.2.18	➡	-	-	-	-	-
New ark	Community	North Clifton Primary	2	2	14.3.18	➡	-	-	-	-	-
Mansfield	Community	Oak Tree Primary and Nursery	2	4	7.2.18	⬇	4	4	2	4	2
New ark	Community	Python Hill Primary	2	4	7.2.18	⬇	3	4	3	4	3
Rushcliffe	Community	Radcliffe-on-Trent Junior	2	2	14.2.18	➡	-	-	-	-	-
Broxtow e	Community	Round Hill Primary	2	2	6.2.18	➡	-	-	-	-	-
Mansfield	Community	Sherw ood Junior	2	3	16.1.18	⬇	2	3	2	3	-
New ark	VA school	St Marys CofE Primary	2	2	21.3.18	➡	-	-	-	-	-
New ark	VA school	St Michael's CofE Primary	2	2	30.1.18	➡	-	-	-	-	-
Bassetlaw	VA school	St Patrick's Catholic Primary	3	2	17.1.18	⬆	2	2	2	2	2
Gedling	Community	Stanhope Primary and Nursery	2	2	23.1.18	➡	Declining, next inspection Section 5				
Bassetlaw	VA school	Sturton CofE Primary	2	2	17.1.18	➡	-	-	-	-	-
New ark	Community	Sutton-on-Trent Primary School	3	2	27.2.18	⬆	2	2	2	2	2
New ark	VC school	The Mount CofE Primary	2	2	27.2.18	➡	-	-	-	-	-
New ark	Academy	The Sir Donald Bailey Academy	2	2	7.2.18	➡	-	-	-	-	-
Broxtow e	Community	Wadsw orth Fields Primary	2	2	28.2.18	➡	-	-	-	-	-
New ark	VC school	Walesby CofE Primary	2	2	13.2.18	➡	-	-	-	-	-
Gedling	Community	Westdale Infants	2	2	27.2.18	➡	-	-	-	-	-
Rushcliffe	Community	Willow Brook Primary School, Keyw orth	2	2	8.3.18	➡	-	-	-	-	-
New ark	community	Winthorpe Primary	2	2	20.3.18	➡	-	-	-	-	-
SECONDARY											
Gedling	Ac Converter	Christ the King Catholic	2	2	13.3.18	➡	-	-	-	-	-
Ashfield	Ac Converter	Kirkby College	2	4	23.2.18	⬇	4	4	4	4	4
Ashfield	Ac Converter	National C of E Academy	2	2	28.2.18	➡	-	-	-	-	-
Bassetlaw	Ac sponsored	Serlby Park Academy	Page 13 of 44			➡	-	-	-	-	-
SPECIAL											
Gedling	Special school	Carlton Digby Special	2	2	6.3.18	➡	Improving, next inspection Section 5				



## Appendix 2

School	Ofsted Judgement	School strengths	Areas for improvement	Actions by LA
Brierley Forest Primary	3	<ul style="list-style-type: none"> <li>Leaders and governors have an increasingly accurate understanding of the school's strengths and weaknesses. They have started to reverse the decline in pupils' attainment.</li> <li>Leaders now use the pupil premium funding effectively. As a result, disadvantaged pupils' progress is increasingly in line with that of other pupils.</li> <li>Attendance has increased overall, especially for disadvantaged pupils, and is now in line with the national average.</li> <li>Pupils' progress in key stage 2 and attainment from different starting points, by the end of key stage 1 are improving. Children in the early years' foundation stage make increasingly rapid progress.</li> </ul>	<ul style="list-style-type: none"> <li>Leaders' work to improve the curriculum is not yet complete. Some aspects, such as pupils' spiritual, moral, social and cultural development, require further development. The same is true of communication with parents and carers.</li> <li>Teachers do not consistently set work for pupils that is sufficiently challenging. As a result, pupils do not spend enough time developing a deep understanding of subjects, particularly mathematics.</li> <li>Teachers are sometimes too slow to deal with pupils' misconceptions in their learning. Basic errors re-appear too often in pupils' mathematics, spelling and grammar work.</li> <li>Not enough pupils, particularly those of middle ability, make the accelerated progress necessary for them to attain at the highest standard in reading, writing and mathematics.</li> <li>Pupils' progress in subjects other than reading, writing and mathematics is inconsistent. Too often, all pupils do the same work in these subjects and their learning is not extended.</li> <li>Teachers do not yet apply the school's behaviour management policy consistently.</li> <li>A minority of pupils lack the resilience to persevere with their work when tasks do not interest them sufficiently and disrupt the learning of others.</li> </ul>	<ul style="list-style-type: none"> <li>EIA allocated</li> <li>Area Lead Adviser supporting brokerage of school support</li> <li>Collaboration had been in place to broker an Executive Headteacher (EHT)</li> <li>EHT has now been appointed as substantive Headteacher</li> <li>Education Psychology Service is supporting</li> </ul>
Kirkby College	4	<ul style="list-style-type: none"> <li>There are pockets of stronger teaching which lead to pupils making faster progress than elsewhere in the school. Pupils enjoy these lessons.</li> <li>Some support staff work tirelessly to address the issue of pupils' attendance and to check on their well-being.</li> <li>Many pupils are polite and self-motivated. They work hard and are keen to succeed.</li> </ul>	<ul style="list-style-type: none"> <li>Relationships between leaders in the school and those who are responsible for governance have completely broken down. Leadership is dysfunctional.</li> <li>Leaders do not understand the extent of the considerable weaknesses in the school. They are unable to demonstrate the capacity to bring about the urgently needed improvements.</li> <li>Safeguarding is ineffective. Roles and responsibilities are unclear. Systems to protect pupils are not robust.</li> <li>Leaders have not communicated a clear vision for school improvement. Staff do not recognise whole-school priorities. Development and action plans are vague.</li> <li>All pupils, particularly disadvantaged pupils and those who have special educational needs (SEN) and/or disabilities, make considerably less progress than other pupils nationally.</li> </ul>	<ul style="list-style-type: none"> <li>LA has agreed to carry out a safeguarding review as requested by Ofsted</li> <li>LA to seek further information from the RSC concerning actions and interventions to accelerate improvement and outcomes for pupils</li> </ul>

## Appendix 2

		<ul style="list-style-type: none"> <li>• Leaders are unable to account for the school's use of the pupil premium and Year 7 catch-up funding. There is no demonstrable impact of this significant sum of additional funding.</li> <li>• Teachers do not routinely consider pupils' different needs and abilities when planning activities. Pupils make limited progress.</li> <li>• Leaders have not ensured that pupils' basic needs are met. Pupils are not adequately cared for in their daily school life. Leaders do not promote pupils' personal development and well-being.</li> <li>• The leadership of the provision for pupils who have SEN and/or disabilities requires considerable strengthening. Leaders have not ensured that statutory duties are met.</li> <li>• The sixth form provision does not meet the requirements of the 16–19 study programmes.</li> <li>• Attendance is low and declining.</li> </ul>		
Healdswood Infant and Nursery School	3	<ul style="list-style-type: none"> <li>• <b>Pupils in all year groups work hard and do their best. They are respectful to others, move sensibly around the school and play happily together at breaktimes and lunchtimes.</b></li> <li>• <b>Phonics teaching has improved considerably and it is now securely good. As a result, pupils are learning to read more quickly and confidently.</b></li> <li>• <b>Morale within the staff and the school community is high because everyone sees the positive changes that the new senior leadership team is bringing about.</b></li> <li>• <b>Strong leadership and consistently good teaching across the Nursery and Reception classes mean that children make good overall progress in the early years.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Pupils' progress across key stage 1 has not been quick enough. Although pupils' exercise books show that overall they are now making faster gains, this remains too variable across different classes.</li> <li>• The proportions of pupils who have left the school for key stage 2 with the standards expected of them have been below the national average. Last year, attainment was in the lowest 10% of all schools nationally.</li> <li>• Not all teachers have sufficiently high expectations of pupils. Pupils, and especially the most able, do not consistently receive work that challenges them and makes them think hard.</li> <li>• Teachers in key stage 1 do not routinely move pupils on briskly to the next stage of their learning once they have shown that they can do a task well.</li> <li>• Teachers do not plan enough opportunities across the curriculum for pupils to write at length. As a result, pupils do not learn to write sufficient amounts.</li> <li>• Too many pupils are absent too often. The level of persistent absence is now falling but remains above the national average.</li> <li>• The new executive headteacher and the head of school are quickly bringing about many improvements in all areas of the school. However, these are recent and leaders have not yet fully embedded them.</li> </ul>	<ul style="list-style-type: none"> <li>• EIA Allocated</li> <li>• Collaboration established with another school</li> <li>• Executive Headteacher brokered to support school</li> </ul>

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## Appendix 2

Oak Tree Primary School	4	<ul style="list-style-type: none"> <li>• <b>Children make good progress in the Nursery and Reception Years from their often very low starting points.</b></li> <li>• <b>Pupils benefit from strong pastoral support. Pupils with complex needs are cared for well.</b></li> <li>• <b>Provision for pupils' spiritual, moral, social and cultural development is good. Pupils behave well, are polite and enjoy coming to school.</b></li> <li>• <b>Very effective child protection arrangements ensure that pupils are kept safe. This includes pupils whose circumstances make them more vulnerable.</b></li> </ul>	<ul style="list-style-type: none"> <li>• The quality of teaching, learning and assessment is inadequate.</li> <li>• Leaders have not taken effective steps to tackle the weaker teaching that they know some groups of pupils continue to experience.</li> <li>• Early reading is not taught consistently well in key stage 1.</li> <li>• Pupils' achievements are too variable. Pupils' progress during key stage 2 declined last year and was inadequate by the end of Year 6 for lower-attaining pupils, disadvantaged pupils and pupils who have special educational needs (SEN) and/or disabilities.</li> <li>• Pupils currently in the school make inconsistent progress. In some classes, their progress is inadequate.</li> <li>• Leaders do not make checks on pupils' attainment frequently enough to ensure that pupils who need to catch up do so quickly.</li> <li>• Leaders are overly optimistic about how well pupils are achieving. Their judgements about pupils' current attainment and the quality of teaching are too generous.</li> <li>• Leaders do not make proper checks on the quality of teaching provided for considerable numbers of pupils by support staff, to ensure that it is of good quality.</li> <li>• Governors do not provide effective support and challenge to the headteacher. They do not hold leaders sufficiently to account for pupils' achievements.</li> <li>• Leaders and governors do not analyse carefully enough how well the additional funding provided through the pupil premium is contributing to disadvantaged pupils' achievements. The school does not report on the impact of this spending as it should.</li> <li>• Leaders and governors have not ensured that the school's website includes all the information needed. This was identified by inspectors as an area for improvement at the last inspection.</li> </ul>	<ul style="list-style-type: none"> <li>• EIA allocated to the school</li> <li>• Area Lead Adviser also supporting brokerage of school support</li> <li>• Partnership has been brokered with a local primary school</li> <li>• The school is also part of a collaboration of local schools</li> </ul>
Python Hill Primary School	4	<ul style="list-style-type: none"> <li>• <b>Teaching and the progress made by all pupils are consistently good in Year 5 and Year 6.</b></li> <li>• <b>Leaders, including the governing body, have a clear and accurate view of where improvements are needed. Pupils are making better progress this year than last. Leaders</b></li> </ul>	<ul style="list-style-type: none"> <li>• Since the previous inspection, shortcomings in leadership, teaching and assessment have led to a significant decline in standards. Too few parents and carers would recommend the school or are fully supportive of its work.</li> <li>• In Years 1 to 4, pupils make insufficient progress in phonics, reading, writing and mathematics. Standards are below average.</li> <li>• Teachers sometimes do not expect enough of pupils,</li> </ul>	<ul style="list-style-type: none"> <li>• EIA allocated</li> <li>• Partnership plan in place with an academy trust</li> <li>• Previous support brokered from another primary school</li> <li>• Additional LA governor appointed</li> </ul>

## Appendix 2

		<p><b>this year have demonstrated a sound capacity to improve the school in the future.</b></p> <ul style="list-style-type: none"> <li>• <b>Many Year 5 and Year 6 pupils are mature, polite and hard working. They are considerate to each other and to visitors.</b></li> <li>• <b>The school keeps pupils safe in the school and looks after them well.</b></li> </ul>	<p>especially of the most able.</p> <ul style="list-style-type: none"> <li>• There are weaknesses in the curriculum for reading, writing and mathematics. These weaknesses have led to too many pupils making insufficient progress and showing too little interest in these subjects.</li> <li>• In the early years, staff do not sufficiently tailor their teaching to meet children's needs fully, especially the needs of the most able.</li> <li>• The quality of teaching and the use of assessment are inadequate because teaching is not consistently good enough in Years 1 to 4 to ensure that all groups of pupils do well.</li> <li>• In Years 1 to 4, some pupils demonstrate poor attitudes to learning. This disrupts the learning of other pupils in the class. Teachers do not consistently require pupils to do their best or work hard enough. Some teachers do not set high enough expectations of pupils' behaviour.</li> <li>• Over time, senior and middle leaders have not had sufficient impact on improving the quality of teaching so that it is consistently good throughout the school.</li> <li>• Leaders, when checking the quality of teaching and pupils' work, place too little emphasis on the progress being made by different groups of pupils.</li> </ul>	
Sherwood Junior School	3	<ul style="list-style-type: none"> <li>• <b>The senior leaders have begun a programme of improvements at the school that is bringing important improvements in the way that the school is managed and in the quality of the teaching quickly, after a period of instability at the school. They are supported by a willing governing body and a responsive staff, including the subject and other leaders.</b></li> <li>• <b>The ethos of the school is strong. The pupils are cared for well. They are happy and feel safe. They are proud of their school.</b></li> <li>• <b>The pupils' spiritual, moral, social and cultural development is good. They respond well to the school's values and gain a good sense of right and wrong.</b></li> </ul>	<ul style="list-style-type: none"> <li>• The pupils do not make enough progress in reading. The teaching of reading does not enable enough of the pupils to develop the full range of skills needed to reach the expected standard, particularly the more-complex aspects of reading.</li> <li>• The most able pupils do not learn the more-complex reading skills well enough to reach the standards of which they are capable.</li> <li>• Disadvantaged pupils and pupils who have special educational needs (SEN) and/or disabilities do not make as much progress as other pupils at the school.</li> <li>• The subject and other leaders are not precise in evaluating the quality of the school's work in their respective areas of responsibility. As a result, the quality and effectiveness of teaching, learning and assessment varies.</li> <li>• The governing body does not hold the senior leaders accountable rigorously for the academic achievement of the pupils.</li> </ul>	<ul style="list-style-type: none"> <li>• EIA allocated</li> <li>• School in collaboration with another Junior school</li> <li>• Executive Headteacher in place</li> <li>• New Head of School in post from Sept 17.</li> </ul>

Appendix 2

		<ul style="list-style-type: none"><li>• The pupils make good progress in mathematics.</li></ul>	
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**21 May 2018****Agenda Item: 5****REPORT OF THE SERVICE DIRECTOR FOR EDUCATION, LEARNING AND  
SKILLS****INTERIM STRUCTURE FOR THE SUPPORT TO SCHOOLS SERVICE (UNTIL  
SUMMER 2019)****Purpose of the Report**

1. This report seeks approval of a temporary structure for the Support to Schools Service at group and team manager levels, attached as **Appendix 1**, pending a restructure by summer 2019. As senior officers have left and retired over the last six months, and as other expected vacancies are anticipated in the coming six months, it is necessary to ensure sufficient senior oversight of statutory responsibilities within a complex and changing educational landscape. This proposed interim structure does not seek to secure financial savings, as the service is primarily funded through the Dedicated Schools Grant and income from traded services.
2. The proposals for Members to consider are specifically informed by the recommendation arising from the Peer Review of the Virtual School (June 2017) in relation to the appointment of a Head of the Virtual School. In addition, the proposals provide an interim leadership position which acknowledges national education policy with respect to academisation and prepares for any recommendations arising from the high needs review. Specifically, the report seeks approval to:
  - disestablish 1 fte Team Manager post (Soulbury 21-24) within the Education Improvement Service
  - re-designate the remaining 1 fte Team Manager post (Soulbury 21-24) within Education Improvement to cover remaining statutory education responsibilities for maintained schools, including closing gaps for vulnerable groups
  - advertise and appoint to this reshaped 1 fte Education Team Manager post (Soulbury 21-24) internally on a permanent basis
  - establish a new statutory 0.5 fte post of Head of the Virtual School (Senior Educational Psychologist scale 9-12), appointed as an interim measure, pending confirmation of the final structure for this service
  - establish an interim 1 fte Group Manager post (pending Job Evaluation) to oversee school admissions, strategic school place planning and Fair Access (whilst the existing Group Manager takes responsibility for all remaining Education Improvement Services and statutory services for special educational needs and disabilities (SEND)).

## Information

3. Nottinghamshire County Council continues to have a statutory duty to provide services related to school admissions, strategic school place planning and Fair Access, delivered through the Support to Schools Service. In addition, the Service also provides a number of SEND services, which include the Education Psychology Service, Schools and Families Specialist Services and support and advice for Looked after Children and Care Leavers.
4. Currently there are 212 maintained schools (31 March 2018) and as a result, the County Council continues to have statutory responsibilities related to any of these schools that are judged by Ofsted as Causing Concern. In addition, it is the Members' stated aim to enable all pupils to attend schools judged to be at least Good. As of February 2018, 7% of maintained schools (17) are judged as Requiring Improvement (RI) in Nottinghamshire and internal risk processes identify a further 40 schools at risk of being judged as RI or Causing Concern at their next Ofsted inspection. These schools access support from the Council's education improvement and governing body services as well as wider support and advice from other teams to ensure that they improve rapidly to good by the time of their next inspection. Over the coming five years, under current education legislation, it is likely that the number of maintained schools will continue to reduce as they join multi academy trusts. Most recently, however, the rate of academy conversions has slowed in Nottinghamshire.
5. It has also become apparent that since the dissolution of the SEND Policy and Provision Service and the creation of the Integrated Children's Disability Team, additional areas of leadership responsibility have been transferred to the Support to Schools Service without increasing leadership at group manager level. These areas of responsibility play a significant part in meeting the County Council's statutory duties for children and young people with SEND. In addition, the duties of the Virtual School will also be extended in September 2018 to include support and advice for care leavers as well as for looked after children. It is of note that the Children and Social Work Act 2017 Act requires the Virtual School to extend its remit to cover early years and Post 16.
6. Due to retirements and resignations at team manager level in admissions and education improvement, an opportunity has arisen to review the Support to Schools Service structure to improve staff deployment to areas of greatest demand. This will require increased capacity at group manager level to oversee strategic direction and leadership of education services, the closing the gap teams and SEND education services, primarily those that transferred from SEND Policy and Provision to the Support to Schools Service in 2016.
7. There is also an opportunity to increase leadership support and challenge for the Virtual School through the creation of a 0.5 full time equivalent post of Head of the Virtual School within the Education Psychology Service, supported by a full time Coordinator. These posts will fulfil the Council's statutory duty in terms of the educational provision for Looked After Children and Care Leavers. The post of Head of the Virtual School is a legal requirement which was previously fulfilled at team manager level within the Education Improvement Team. A dedicated post will strengthen the work of the Virtual School.

8. **Appendix 2** presents the current leadership and management structure of the Service which comprises 2 Team Managers and 6 Advisers. Whilst the number of maintained schools may be gradually reducing, it is the case that when any school is underperforming, this requires additional capacity from a large team of educational associates and in cases that are significantly complex, the Group Manager is required to work at operational level as well as maintaining the leadership responsibility across the services. Since 2015, the current Group Manager has been required to be a member of three interim executive boards (IEBs) where warning notices had been issued or the school placed in special measures until an academy solution could be found. This has resulted in a reduction of leadership at Group Manager level. During the initial months of any IEB, the Group Manager has had to commit up to 2½ days a week to address the immediate challenges in such schools causing concern. Therefore, the proposed appointment of an interim Group Manager is to secure sufficient senior leadership capacity to manage challenging circumstances that cannot always be predicted over the next 2-5 years as the sector led system builds its capacity to provide this level of expert leadership and support for school improvement.
9. The Support to Schools Service is responsible for a significant number of SEND services funded through the High Needs Block funding. This budget is facing unprecedented pressure due to increasing demand by both parents and schools to meet the needs of children and young people with SEND from a budget which is not increasing rapidly enough to meet known and projected demand. As a result, a High Needs Block funding review has been commissioned by the Council in partnership with the Schools Forum and this is due to report its findings and recommendations by the summer 2018. These findings will play a key role in shaping the proposed new structure of this service from September 2019 at the latest.
10. Also of note is that the duration of the IEBs appears to be a minimum of two terms and in some cases has extended to two years.
11. In summary therefore, these proposals, pending a full review of the structure for September 2019, are to:
- disestablish 1 fte Team Manager post (Soulbury 21-24) within the Education Improvement Service.
  - re-designate the remaining 1 fte Team Manager post (Soulbury 21-24) within Education Improvement to cover remaining statutory education responsibilities for maintained schools, including Closing the Gap
  - advertise and appoint to the reshaped 1 fte Education Team Manager post (Soulbury 21-24) internally on a permanent basis
  - establish a new statutory 0.5 fte post of Head of the Virtual School (Senior Educational Psychologist scale 9-12) appointed as an interim measure pending confirmation of the final structure for this service.
  - establish an interim additional 1 fte Group Manager post (pending Job Evaluation) to oversee school admissions, strategic school place planning and Fair Access (whilst the existing Group Manager takes responsibility for all remaining Education Improvement Services and statutory services for SEND).

## **Other Options Considered**

12. No other options have been considered at this time pending the outcome of the high needs review and any internal review of statutory teams.

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

13. These recommendations are made in the context of a fast changing national educational policy, which focusses on sector led improvement and a continued reduction of Council support for school improvement. However, despite this policy, the Council retains statutory responsibility for approximately 212 schools and is statutorily required to provide external challenge and leadership in its schools causing concern. In addition, this Service leads on statutory services such as school admissions and strategic school place planning which are increasingly complex given the increasing number of 'own admission authorities' (academies).

## **Statutory and Policy Implications**

14. This report has been compiled after consideration of implications in respect of crime and disorder, data protection and information governance, 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, smarter working, sustainability and the environment and where such implications are material they are described below. Appropriate consultation has been undertaken and advice sought on these issues as required.

## **Financial Implications**

15. This is an interim structure to address vacancies at Team Manager level and below. If all posts in the structure were filled there would be a net additional cost of £29,194, for the remainder of the year, when calculated at the top of the grade. This will be met by a projected in year underspend as a result of existing vacant posts pending the restructure in September 2019 when the structure will have been revised.

## **Human Resources Implications**

16. The suggested resourcing solution of an interim structure is proportionate in relation to the current and ongoing challenges faced in the service and in accordance with the agreed employment policies and procedures of the Council.

## **RECOMMENDATION/S**

- 1) That the following interim arrangements be approved, pending a fuller structure review by September 2019:



- disestablish 1 fte Team Manager post (Soulbury 21-24) within the Education Improvement Service
- re-designate the remaining 1 fte Team Manager post (Soulbury 21-24) within Education Improvement to cover remaining statutory education responsibilities for maintained schools, including Closing the Gap
- advertise and appoint to the reshaped 1 fte Education Team Manager post (Soulbury 21-24) internally on a permanent basis
- establish a new statutory 0.5 fte post of Head of the Virtual School (Senior Educational Psychologist scale 9-12) appointed as an interim measure pending confirmation of the final structure for this service
- establish an interim additional 1 fte Group Manager post (pending Job Evaluation) to oversee school admissions, strategic school place planning and Fair Access (whilst the existing Group Manager takes responsibility for all remaining Education Improvement Services and statutory services for special educational needs and disabilities).

**Marion Clay**  
**Service Director, Education, Learning and Skills**

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#### **Constitutional Comments (LM 18/04/18)**

17. The Children and Young People's Committee is the appropriate body to consider the contents of this report.

#### **Financial Comments (SAS 09/05/18)**

18. The financial implications of the report are contained within paragraph 15 above.

#### **HR Comments (GME 13/04/18)**

19. Detailed discussions between the report author and the HR Group Manager have taken place to determine the most cost effective way to deal with a number of capacity issues and to identify opportunities for future succession planning as part of a revised interim structure.
20. Appointment to the newly created roles will be in accordance with the agreed employment policies and procedures of the Council.

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

None.

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

All.

C1113

Service Director  
Education, Learning &  
Skills

Group Manager  
Support to Schools

Group Manager  
Support to Schools

Principal  
Psychologist

TM EIS Education  
Improvement  
Associates  
Sold Service  
Closing the Gap

TM  
School Admissions

Area Senior  
Psychologist

Area Senior  
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planning including  
special schools

0.5 Senior  
Psychologist  
Children in Care

Virtual Sc

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Autism  
Sp & Lang Therapy  
Support for family  
SENCOs to  
• Progress graduated  
response  
• Inclusion agenda

TM Fair Access  
• Partnership Team  
• EHE  
• PSED Team

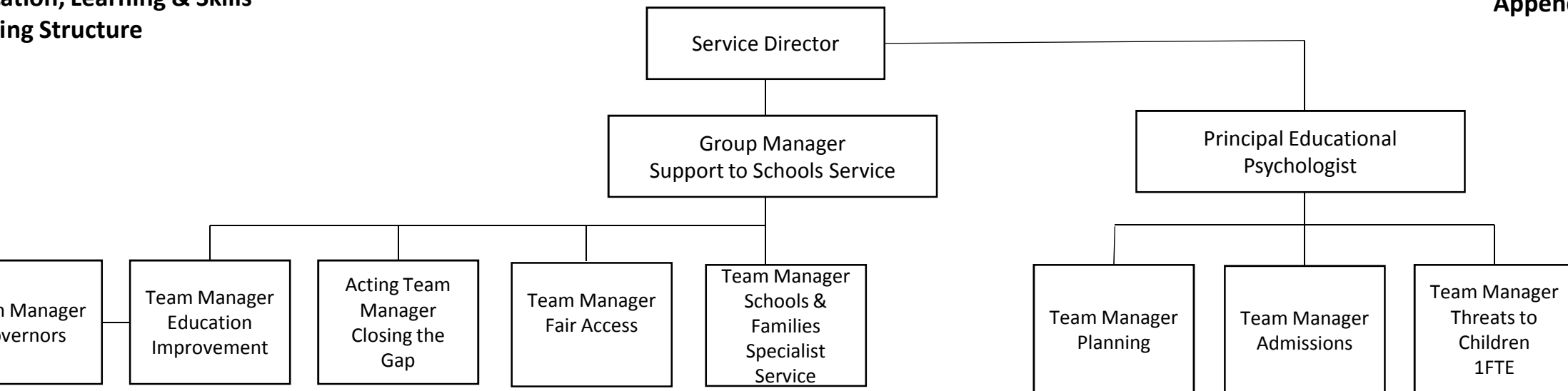
0.5 Senior  
Commercial  
Development

TETC Team

MAPA

SEND Funding







**21 May 2018****Agenda Item: 6****REPORT OF REPORT OF THE SERVICE DIRECTOR, YOUTH, FAMILIES  
AND SOCIAL WORK****UPDATE REGARDING THE INCREASE IN THE ESTABLISHMENT OF  
PERSONAL ADVISOR POSTS****Purpose of the Report**

1. On 18<sup>th</sup> September 2017, Children and Young People's Committee approved the establishment of an additional 3 FTE (full-time equivalent) temporary Personal Advisor posts (Grade 5) within the Leaving Care Service to support the planned migration for young people from residential care into semi supported accommodation before the age of 18 years. As a result, the Transitional Personal Advisor pilot was implemented in September 2017.
2. This report provides a progress update and requests approval for the Transitional Personal Advisor pilot to be implemented on a permanent basis, including the establishment of the 3 FTE (full-time equivalent) Personal Advisor posts (Grade 5) as permanent posts.
3. The report also proposes that an update report on progress be brought to the Committee in six months.

**Information****Background information**

4. As of March 2018, there are 798 young people who are 'looked after' by the Local Authority. Of these, there are 37 young people aged 16 and 17 years in residential placements in Nottinghamshire. There are also an additional 68 young people under the age of 16 years in residential establishments, of which there are 23 young people aged 15 years.
5. Some young people in residential care remain in high cost residential placements until they reach 18 years (average cost of £3,241 per week), with some being placed away from their families, communities and support networks. This can lead to young people feeling isolated and therefore requiring a great deal of support to develop their independent living skills. Anecdotally, outcomes for these young people are poor in terms of education, employment and training, mental health, and sustaining tenancies.

6. Through the Transitional Personal Advisor pilot, young people are supported to transition from residential care. Generally the transition is from residential care to semi-supported accommodation (average cost of £1,750 per week).

### **Set up of the pilot**

7. As part of the set up of the pilot, 3 FTE temporary Personal Advisor (Grade 5) posts were established to work on an intensive basis with a small cohort of young people aged 16 and 17 years to support them at an earlier age in their transition to adulthood and independent living; these posts are referred to in this report as Transitional Personal Advisors. 3 FTE existing, experienced Personal Advisors were identified to undertake these roles. Subsequently, 3 FTE temporary Personal Advisors were employed to provide back-fill to these posts.
8. The 3 FTE Transitional Personal Advisors support young people to develop their independence skills and prepare for success in adulthood in areas such as:
  - developing resilience within young people in order to develop problem solving skills, manage their day-to-day lives and avoid crisis
  - ensuring young people are able to manage their relationships with their families which have inevitably been difficult in the past and understand their complex histories
  - developing a community based support network
  - decision-making and responsibility
  - understanding the consequences of risk-taking behaviour and empowering young people to make positive choices
  - developing ownership of the young person's pathway plan.
9. Cases are selected for the pilot by a small panel of managers responsible for the Looked After Children and Leaving Care Teams and a representative from the Placements Team, based on nominations using a request form completed by professionals, for example, Social Workers, Residential Social Workers and Independent Reviewing Officers. The panel is chaired by the Group Manager responsible for the Leaving Care Service and Looked After Children Team. The panel meets on a monthly basis.
10. There is a working group in place to ensure effective monitoring and direction of the pilot. This is attended by managers from the following teams: Looked After Children, Leaving Care, Children's Disability Service, Residential Care, the Independent Chair Service, Placements, Supported Accommodation Providers, Child and Adolescent Mental Health Services (CAMHS) and the Virtual School. This is chaired by the Group Manager responsible for the Leaving Care Service and Looked After Children Team.
11. There is ongoing monitoring throughout the pilot to assess its effectiveness. This includes:
  - six-weekly outcome tracking completed by young people that are part of the pilot with support from their Transitional Personal Advisor
  - face to face feedback of young people that are part of the pilot
  - face to face feedback of young people that are not part of the pilot but have had a similar journey to the young people that are part of the pilot to compare their experiences



- surveys of parents of young people that are part of the pilot
- surveys of professionals
- feedback sessions with Independent Reviewing Officers
- quarterly audits of cases open to the Leaving Care Service.

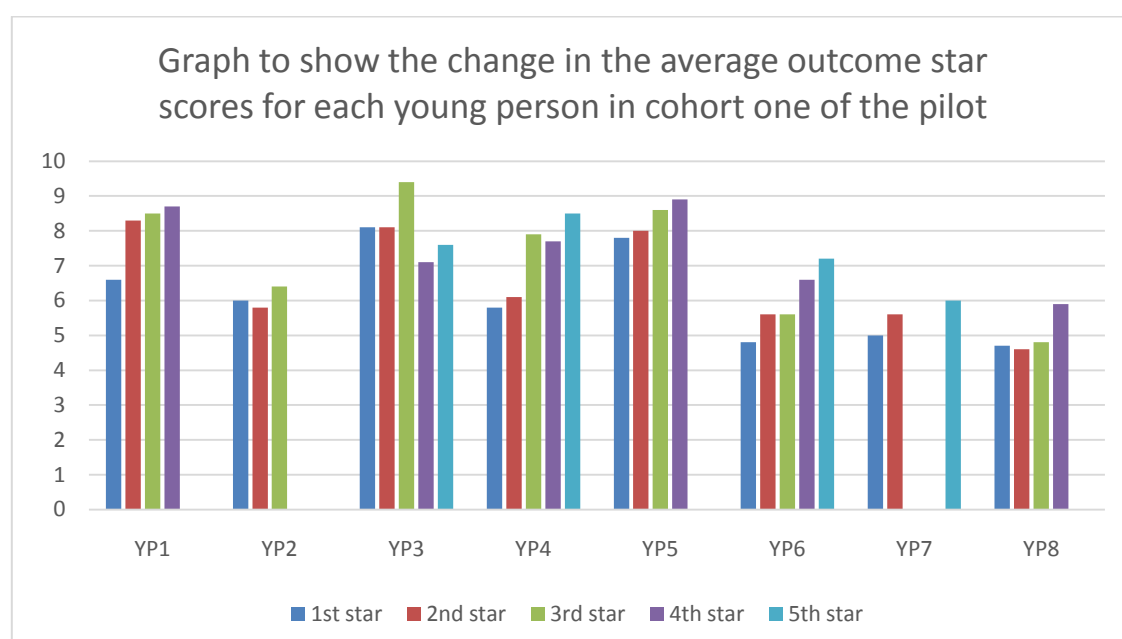
## Young people involved in the pilot

- There are currently 22 young people who are part of the pilot. Young people have been accepted onto the pilot in cohorts, following case selection meetings. Initially, there were eight young people on the pilot, however, it was identified that Transitional Personal Advisors had capacity to work with more young people, therefore, nominations to the pilot were requested. Caseloads are carefully monitored to ensure that Transitional Personal Advisors are working with the right number of cases to allow them to undertake the intensive work required.
- Of the 22 young people who are part of the pilot, 10 have transitioned from higher cost provision including residential placements. Plans are currently in place for a further two young people to transition.

## Evaluation

### Outcomes stars

- Young people who are part of the pilot are asked to score their progress in different areas of their life such as life skills, being healthy and building personal and social support networks using a visual tool named an outcome star. Outcome star scoring is completed on a six weekly basis with support from the Transitional Personal Advisor.
- Below is a graph to show the change in the average outcome stars score for each young person who was part of the first cohort of the pilot. Young people who were part of subsequent cohorts have not been included in this graph as they have only been part of the pilot long enough to complete one outcome star scoring exercise.



16. Overall, there has been good engagement with the outcome star scoring method and there have been positive outcomes for the young people who are part of the first cohort of the pilot. It is noted that one young person has had a slight deterioration in their outcome stars score over the period, however, this is reflective of the young person's journey and fluctuations are to be expected.

#### *Service user feedback*

17. Face to face feedback sessions are offered to each young person who is part of the pilot. The sessions are run by a member of the Quality and Improvement Team and a Senior Practitioner who are independent to the pilot and have experience of gathering feedback from service users. Sessions are offered at different points of the young person's involvement in the pilot and include: the young person's experiences of the support provided, their readiness to live independently, and suggestions of what else would have been helpful. Feedback highlighted the regular visits from the Transitional Personal Advisor, the support provided, and positive outcomes in terms of accommodation, employment and independence skills. Below are direct quotes from the sessions:

*"I was told I would get a lot more visits and that my Transitional Personal Advisor would be flexible and answer calls - this is true"*

*"I feel like everyone would benefit from help like my Transitional Personal Advisor gives because she helps you make the right decision"*

*"I've been involved in everything, I want to be involved, and this happens"*

*"I was buzzing when I heard about the plan to move into semi-supported accommodation"*

*"I love it here, it's nice to have space on my own, this feels more like my own place"*

*"Speeding up to get independence has been brilliant"*

*"I never felt like it wasn't my choice when something has happened"*

*"I have made better progress than I would have done without the additional support".*

18. In order to compare experiences of young people who are part of the pilot and young people who have had a similar journey to the young people that are part of the pilot, a control group has been identified. A face to face feedback session is also offered to these young people which covers similar questions to the sessions held with young people who are part of the pilot. Engagement by the control group has been low, however, one young person agreed to share their views. Below are direct quotes from the session:

*"I didn't feel ready to move on from residential care to supported accommodation"*

*"I feel that I would have benefited from some work around independence and what to fully expect when moving in to supported accommodation in particular around rules/ tenancy agreements and the difference between a care home setting and supported accommodation".*

19. The feedback outlined above indicates that young people who are part of the pilot have had positive experiences as a result of the additional support received and the young person who was part of the control group would have also found this support beneficial.

#### *Case study*

20. The contrasting experiences of young people who are part of the pilot and who are not part of the pilot has been echoed by a case study provided by the Leaving Care Service and a residential care home, which are summarised below.
21. 'A' was placed in residential care and was accepted for the Transitional Personal Advisor pilot. There were concerns around: substance misuse; negative peer relationships; not being in education, employment or training; and some disengagement with residential care staff. 'A' was also open to the Youth Offending Team. Since being part of the pilot, 'A' has engaged with their Transitional Personal Advisor, explored different education, employment and training providers, and completed their Youth Offending Team order. The Transitional Personal Advisor engaged other agencies throughout, alongside developing a positive and trusting relationship with 'A'. With this support, 'A' was able to transition to semi-supported accommodation. The move is described by the Residential Care Manager within the case study:

*"I met 'A' and the Transitional Personal Advisor at the supported accommodation provider... 'A' made all of their visitors a cup of tea and 'A' was beaming and so proud at having their own place - that for me was the confirmation that the pilot scheme has worked - and it will continue to support 'A' through the transition into adulthood with a positive relationship already formed"*

22. 'B' was placed in the same residential care placement as 'A', however, was not part of the pilot. Prior to 'B's move to semi-supported accommodation, residential care staff had to work hard to secure the placement and support 'B' through the move and subsequent weeks. Support was provided from the supported accommodation provider and the Personal Advisor within the Leaving Care Service, however, the relationships 'B' had were not as developed and the support provided was less intensive. 'B' struggled with the transition and said they felt very isolated after the move. The residential care provider was required to undertake additional visits to provide support. 'B' is currently in council homeless accommodation pending a move to an alternative provider. 'B' is aware of the pilot scheme and has told carers that they wished they had been given the same opportunity. Supported accommodation providers have also identified that 'B' would have benefited from being allocated a Transitional Personal Advisor.

#### *Parent's feedback*

23. A survey was undertaken to gather feedback from parents of young people who are part of the pilot. The survey was circulated by Social Workers to the parents they are working with and there was an option to complete the survey online or using a paper form. The survey included questions around the awareness of the support provided to their child, opportunities to provide their views about the current plan and feedback about the support provided.

24. One parent responded to the survey. Feedback provided was that: the pilot has been very effective; the young person has a positive relationship with their Transitional Personal Advisor; as a parent they have been updated about their child's plan; and they have been able to have more contact with their child.

#### *Professionals' feedback*

25. Surveys have also been undertaken to gather feedback from professionals. Two online surveys have been undertaken, one when the pilot was launched and one after six months of implementation. The survey included questions about expectations of the pilot, engagement of young people and the impact of the pilot.
26. 94% of respondents feel that the pilot is very effective or extremely effective. The majority of respondents felt that the young people who are part of the pilot have been effectively engaged to progress their plan through intensive work with their Transitional Personal Advisor. As a result, positive outcomes are being achieved such as successful planned moves from residential care and improved independence skills. A selection of quotes from the survey are listed below:

*"Transitional Personal Advisor had lots of time to iron out issues that the Social Worker would not have had time to do. This made the young person's transition significantly smoother and more successful"*

*"Transitional Personal Advisor has helped to build the young person's confidence to do things. He needs someone as available as his Transitional Personal Advisor to do this"*

*"We have been able to develop and sustain cases that historically we may of declined to accommodate or see negative outcomes for"*

*"True sense of shared ownership for complex young people"*

*"Transitional Personal Advisor has helped the young person build their relationship back up with their family"*

*"Young people are feeling more supported and listened to".*

27. A key group of stakeholders who have identified young people for the pilot have been the Independent Reviewing Officers who are responsible for holding reviews of all Looked After Children on a regular basis. Independent Reviewing Officers are extremely positive about the pilot and feel that the young people have benefitted from support at an earlier age from a professional who has time to help them to develop their independence skills, in a similar way that a young person who was growing up within a family setting would receive.
28. There is also close liaison with the Education, Employment and Training project which is currently supporting 21 young people to access coaching and bespoke work experience, four of whom are also part of the Transitional Personal Advisor pilot. The project has noted the excellent partnership work with the Transitional Personal Advisors and the support provided to young people to attend and engage with the project.

29. A number of emails have also been received from professionals working directly with young people who are part of the pilot. They note the benefits of the time Transitional Personal Advisors spend with young people regarding the development of practical skills and solving issues, helping to alleviate crisis which then relieves the pressure on other front line workers and enables more young people to be accepted into supported accommodation and sustain their tenancies.

#### *Audit outcomes*

30. As part of the Department's quality assurance processes, audits of the Leaving Care Service are undertaken on a quarterly basis. In quarter 4 of 2017/18, 14 Leaving Care audits were completed; of these 64% were part of the pilot. Of the cases which were part of the pilot, 88% of cases were rated as good or outstanding. Of the non-pilot cases, 40% were rated as good. Of the cases rated as requires improvement or inadequate, further work was required in the engagement of the young person, pathway planning and independence skills. These were noted as strengths in the cases which were part of the pilot.

#### *Feedback from Ofsted*

31. As part of the feedback from Ofsted following their focused visit in January 2018 regarding the Local Authority's arrangements for care leavers, including the preparation of relevant children in care for the transition to adulthood, the pilot was referenced positively:

*"Young people making the transition from residential care to independence are already showing improved outcomes through the intensive, flexible and creative support available to them through the recent 'Transitional Personal Adviser' pilot project. Early successes are highlighting the future potential of this model to improve the readiness of young people for independent living, and young people themselves are hugely positive about their experience of the support"*

#### **Future of the pilot**

32. It is proposed that the Transitional Personal Advisor pilot is implemented on a permanent basis, including the establishment of the 3 FTE (full-time equivalent) Personal Advisor posts (Grade 5) as permanent posts. The reasons for this are as follows:
- evidence of improved outcomes, independence skills and readiness for adulthood of young people who are part of the pilot
  - positive feedback has been received about the pilot by all stakeholders including young people who are part of the pilot, professionals across multiple agencies and Ofsted
  - the support provided enables young people to move to appropriate accommodation, which is at a lower cost to the Local Authority
  - the current number and complexity of young people in residential care indicates there will continue to be cohorts of young people who will benefit from this type of support and this number is not forecast to decrease

- the pilot has exceeded the savings forecast and is forecast to generate further savings for the department.

## **Statutory and Policy Implications**

33. This report has been compiled after consideration of implications in respect of crime and disorder, data protection and information governance, 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, smarter working, sustainability and the environment and where such implications are material they are described below. Appropriate consultation has been undertaken and advice sought on these issues as required.

## **Data Protection and Information Governance**

34. Information regarding young people who are nominated to and/ or are part of the pilot is stored in accordance with data protection regulations and information governance procedures.

## **Financial Implications**

35. In September 2017, it was forecast that six young people would be able to transition from residential care over a one year period as a result of investment in an additional 3 FTE temporary Personal Advisor posts. This was anticipated to generate a net saving of £140,031 over the course of the 12 month pilot period.
36. At the six month point of the pilot, 10 young people have transitioned from residential care, exceeding the original forecast. This has generated a net saving of £140,769 in 2017/18. In 2018/19, it is forecast that there will be a net projected saving of £301,414 should the young people continue to stay in the placement which they have transitioned to.
37. The cost of implementing the pilot on a permanent basis is £100,482 per annum. This consists of 3 permanent FTE Personal Advisor (Grade 5) posts at a cost of £94,482 (£31,494 each including on-costs) plus £6,000 staffing expenses (£2,000 each). This cost has been accounted for in the savings identified above.
38. The implementation of this pilot on a permanent basis will enable the service to achieve its savings target of £140,031 included in the 2018-19 budget.

## **Human Resources Implications**

39. Posts will be recruited to in line with Nottinghamshire County Council's employment procedures. The role has been evaluated through the Job Evaluation Scheme as Grade 5.

## **Implications for Service Users**

40. The proposal would mean that affected service users are introduced to another professional, which may require a period of adjustment for that young person. However,

evidence from the pilot demonstrates that there are clear long-term benefits to the young person as they will be given support to equip them to move into adulthood and develop their independent living skills.

## **RECOMMENDATION/S**

That:

- 1) Committee approves the implementation of the Transitional Personal Advisor pilot on a permanent basis, including the establishment of the 3 FTE (full-time equivalent) Personal Advisor posts (Grade 5) as permanent posts.
- 2) an update on progress be reported to the Committee in six months.

**Steve Edwards**  
**Service Director, Youth, Families and Social Work**

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### **Constitutional Comments (LM 20/04/18)**

41. The Children and Young People's Committee is the appropriate body to consider the contents of the report.

### **Financial Comments (SAS 24/04/18)**

42. The financial implications of the report are contained within paragraphs 35 to 38 above.

### **HR Comments (EM 10/04/18)**

43. The HR implications are contained within the body 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.

Increase in the establishment of Personal Advisor posts – report to Children and Young People's Committee on 18 September 2017.

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

All.

C1115



**21 May 2018****Agenda Item: 7**

## **REPORT OF CORPORATE DIRECTOR, RESOURCES**

### **WORK PROGRAMME**

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

1. To consider the Committee's work programme for 2017-18.

#### **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**

- 1) That the Committee considers whether any amendments are required to the Work Programme.

**Jayne Francis-Ward**  
**Corporate Director, Resources**

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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 2017-18**

<b>REPORT TITLE</b>	<b>BRIEF SUMMARY OF AGENDA ITEM</b>	<b>LEAD OFFICER</b>	<b>REPORT AUTHOR</b>
<b>18 June 2018</b>			
Performance reporting (Quarter 4 2017/18) – Services for Children and Young People	Quarterly performance report	Celia Morris	Dave Gilbert
Children, Young People and Families Plan 2016-18 – annual update	Annual update report	Laurence Jones	Sean Kelly/ Karen Talbot
Progress on staffing restructure of the Safeguarding, Assurance and Improvement Group		Laurence Jones	Joe Foley
Principal Child and Family Social Worker - annual report 2017	For information	Steve Edwards	Diana Bentley
Children's Workforce Health Check Survey 2017-18		Laurence Jones	Liz Maslen
Local Authority governor appointments to school governing bodies	Quarterly report on appointments made	Marion Clay	Jane Mansell
<b>Corporate Parenting items:</b>			
The Local Offer – Care Leavers		Steve Edwards	Amanda Collinson
Independent Reviewing Officer Service annual report		Steve Edwards	Izzy Martin
Fostering Service annual report		Steve Edwards	Shelagh Mitchell
Virtual School annual report		Steve Edwards	Janeen Parker
Foster carers' items			
<b>16 July 2018</b>			
Nottinghamshire Childcare Sufficiency Assessment 2018		Laurence Jones	Irene Kakoullis
DN2 Social Impact Bond		Laurence Jones	Jon Hawketts
Troubled Families Programme in Nottinghamshire – six-month update	Six monthly update report	Steve Edwards	Rachel Miller
Restructuring of the Integrated Children's Disability Service		Laurence Jones	Jill Norman

REPORT TITLE	BRIEF SUMMARY OF AGENDA ITEM	LEAD OFFICER	REPORT AUTHOR
Integration of transfer of Looked After Children with disabilities from children's to adult services		Steve Edwards	Jill Norman/Teresa Godfrey
<b>To be placed</b>			
Review of the Schools Swimming Service offer		Steve Edwards	Laurence Jones
Progress with Special Educational Needs & Disability Strategy and Action Plan		Laurence Jones	Jill Norman
Multi-Agency Safeguarding Hub - review		Steve Edwards	Holly Smitheman
Teacher recruitment communication strategy		Marion Clay	Linda Foster
Teacher recruitment campaign strategy – progress reports		Marion Clay	Linda Foster