

## Children and Young People's Committee

**Monday, 16 June 2014 at 10:30**

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

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### AGENDA

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|----|--|---------|
| 1  | Minutes of the previous meeting held on 19 May 2014  | 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  | Social Work Health Check Action Plan 2014  | 7 - 24  |
| 5  | Nottinghamshire's children's services quality assurance framework  | 25 - 34 |
| 6  | Use of Daybrook Learning Centre  | 35 - 40 |
| 7  | Early education of two year olds and statutory guidance for childcare  | 41 - 46 |
| 8  | Nottinghamshire Music Education Hub progress report  | 47 - 68 |
| 9  | Mattersey and Winthorpe Community Primary Schools<br>Proposals for the Delivery of Early Years Education Places - Outcomes of<br>Published Section 19 Notices      | 69 - 72 |
| 10 | Award of school transport service contracts  | 73 - 78 |
| 11 | Work Programme   | 79 - 82 |

## **Notes**

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

Customer Services Centre 0300 500 80 80

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

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

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

Meeting CHILDREN & YOUNG PEOPLE'S COMMITTEE

Date 19<sup>th</sup> May 2014 (commencing at 10.30am)

**Membership**

Persons absent are marked with an 'A'

**COUNCILLORS**

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

John Allin  
Boyd Elliott  
Alice Grice  
Keith Longdon

Philip Owen  
Sue Saddington  
Jacky Williams  
John Wilmott

Ex-officio (non-voting)  
A Alan Rhodes

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

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

**OFFICERS IN ATTENDANCE**

Sara Allmond	Policy, Planning and Corporate Services
Rachel Coombs	Children, Families and Cultural Services
Jon Hawketts	Children, Families and Cultural Services
Derek Higton	Children, Families and Cultural Services
Anthony May	Children, Families and Cultural Services
Philippa Milbourne	Children, Families and Cultural Services
John Slater	Children, Families and Cultural Services

**APPOINTMENT OF CHAIRMAN AND VICE-CHAIRMEN**

**RESOLVED 2014/039**

That the appointment of Councillor John Peck as Chairman and Councillors Kate Foale and Liz Plant as Vice-Chairmen by Full Council on 15 May 2014 for the ensuing year be noted.

## **MEMBERSHIP OF THE CHILDREN & YOUNG PEOPLE'S COMMITTEE**

### **RESOLVED 2014/040**

That the membership of the Committee as set out above be noted.

## **MINUTES OF THE LAST MEETING**

The minutes of the meeting held on 23<sup>rd</sup> April 2014, having been circulated to all Members, were taken as read and were confirmed and signed by the Chairman.

## **APOLOGIES FOR ABSENCE**

None

## **DECLARATIONS OF INTEREST**

None

## **PERFORMANCE REPORTING 2013/14 – SERVICES FOR CHILDREN AND YOUNG PEOPLE**

Jon Hawketts presented the report and responded to questions and comments from Members.

### **RESOLVED 2014/041**

That the performance of the Council's services for children and young people during the period 1 April 2013 – 31 March 2014 be noted.

## **LOOKED AFTER CHILDREN PLACEMENTS COMMISSIONING PLAN AND BLOCK PURCHASE OF RESIDENTIAL PLACEMENTS**

Rachel Coombs presented the report and responded to questions and comments from Members.

### **RESOLVED 2014/042**

- 1) That Nottinghamshire Looked After Children Placements Commissioning Plan be approved.
- 2) That the proposal to Block Purchase 25 additional Residential Placements for Looked After Children be approved.

## **EXCEPTIONAL PAYMENTS FOR SCHOOL CLOTHING AND FOOTWEAR 2014/15**

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

### **RESOLVED 2014/043**

That approval be given to continue to apply, as a guide only, a scale of payments for allowances granted under the exceptional circumstances category up to a maximum of £50 per qualifying pupil: 25% of the full allowance for infant school children, 50% of the full allowance for junior school and Year 11 children and 75% of the full allowance for other secondary school children. Individual circumstances will be taken into consideration when determining the amount.

### **NOTTINGHAMSHIRE CHILDREN'S TRUST PARTICIPATION STRATEGY**

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

### **RESOLVED 2014/044**

That the updated Nottinghamshire Children's Trust Participation Strategy 2014 – 2016 be noted.

### **SUPPORT TO SCHOOLS SERVICE – PROPOSED RESTRUCTURE OF THE PLACE PLANNING AND ADMISSIONS TEAM**

### **RESOLVED 2014/045**

That the proposed staffing structure for the Place Planning and Admissions team is approved with effect from 1 September 2014 including:

- the relocation of responsibilities for school transport, school capacity and school organisation from the Business Development and Support Service to the Place Planning and Admissions team (4fte posts);
- the disestablishment of 2fte Place Planning and Admissions team managers, and 1fte Area Officer;
- the creation of 4fte new specialist posts within the Place Planning and Admissions team;
- the relocation of the responsibility for elective home education from Education Improvement to the Place Planning and Admissions team.

### **AUTHORITY GOVERNOR APPOINTMENTS AND REAPPOINTMENTS AND LOCAL AUTHORITY GOVERNOR APPOINTMENTS TO SCHOOL GOVERNING BODIES**

Anthony May introduced the report and responded to questions and comments from Members.

### **RESOLVED 2014/046**

- 1) That new appointments to Authority governor vacancies and re-appointments of Authority governors, who reach the end of their term of office during the period 1 January to 31 March 2014, as listed in paragraph 10 of the report, be noted.
- 2) That the appointment of an Additional Authority governor to the Carlton Digby Special School governing body, as listed in paragraph 10 of the report, be noted.
- 3) That the nomination and appointment of Local Authority governors to reconstituted governing bodies, as listed in paragraph 11 of the report, be noted.
- 4) That the appointment of a parent governor to the temporary governing body of a new primary school in Hucknall, as listed in paragraph 16 of the report, be noted.

### **WORK PROGRAMME**

#### **RESOLVED 2014/047**

That the Committee's work programme be noted.

The meeting closed at 11.27 am

**CHAIRMAN**

M\_19May2014



16 June 2014

Agenda Item: 4

**REPORT OF THE SERVICE DIRECTOR, CHILDREN'S SOCIAL CARE  
SOCIAL WORK HEALTH CHECK ACTION PLAN 2014**

**Purpose of the Report**

1. This report outlines the progress which has been made in carrying out the objectives of the Children's Social Work Health Check Action Plan 2014.

**Information and Advice**

2. The Children's Social Work Health Check report and Action Plan were considered by the Children and Young People's Committee on 13 January 2014.
3. The Action Plan has eight objectives and 32 recommended actions. Of the recommended actions, 20 have now been completed, there has been progress made on 10 and only 2 are still to be started. Further details are also provided in **Appendix 1**.

**Objective One**

**Implementation of a strategy to support long term workforce stability, including the retention of experienced staff, reducing the use of agency staff and the recruitment of new members of the workforce.**

4. Veronica Thompson, HR Team Manager, is currently working with the Children's Social Care Transformation Team to develop a workforce strategy which includes the recruitment and retention of social workers and first line managers.
5. In order to promote the department and encourage people to make applications to work in Nottinghamshire, attempts have been made to increase the public profile of Nottinghamshire County Council, Children's Social Care. This has included improving the dedicated [recruitment website](#) to include profiles of staff and information about their experiences of working for the department, as well as information about the region and the Council.
6. Efforts have also been made to raise the profile with local universities, including attending job fairs and providing members of staff as expert lecturers

on social work courses. Nottinghamshire County Council Children's Social Care has also been represented at three national job fairs and facilitated its own recruitment events, where members of staff have been available to see prospective applicants and provide them with further information about working in Nottinghamshire.

7. A rolling programme for recruitment is in place, with all current vacancies being advertised centrally. Following the recruitment campaign in January 2014, nine new members of staff were appointed to the department. In March 2014, 29 new members of staff were appointed to the department and for the campaign carried out in April 2014, 88 people have submitted applications.
8. To ensure that there is consistency within the recruitment process, a group of managers has been identified to create a pool to run selection panels. These managers have received training regarding the recruitment process, including the use of competency based interview questions and the development of appropriate tests for Social Workers, Practice Consultants and Team Manager posts.
9. Although there are still social work posts which do not have permanent members of staff, the numbers of these posts is reducing and as a consequence the number of agency and interim social workers is starting to decrease. The current workforce and recruitment strategy is starting to show some positive impact and will continue to run for the remainder of 2014. It is anticipated that a retention strategy will be presented to both Children and Young People's Committee and Policy Committee in the summer 2014, with a plan to implement in the autumn.

## **Objective Two**

### **Promoting effective communication between senior management and practitioners**

10. A Social Care Practice Forum has been developed to promote a clear line of communication between front line workers and senior management. Each team or service area has been asked to nominate a representative to attend the group which consists of 25 front line practitioners. Diana Bentley, the designated Principal Child and Family Social Worker, and Steve Edwards, Service Director, arrange, attend and chair these meetings on a quarterly basis. There have now been three meetings of the Forum with further dates agreed for the rest of 2014. These meetings have proved to be a valuable experience for those attending and have provided a real opportunity for information sharing from the practitioner's perspective and also from a management perspective.
11. The Children's Social Care Practice Forum has now agreed a leaflet and poster for staff and managers which outlines Children's Social Care practice standards, professional expectations and corporate commitments which will be printed and distributed to all workers and offices. The group has provided input into the current transformation programme review of support services



and given best practice examples of how to monitor and promote the safety of staff which will be incorporated into future guidance for managers. The Children's Social Care Practice Forum has welcomed visits from Councillor Peck, Chairman of the Children and Young People's Committee, Councillor Foale, Lead Member for Children's Social Care, and Anthony May, Corporate Director Children, Families and Cultural Services.

12. Now that this Forum has been successfully established, it is hoped that the role of the group can be expanded and that additional meetings can be arranged to enable front line practitioners to actively participate in the planning and design of future service delivery arrangements.
13. The Social Work Practice Support Service is now producing a monthly newsletter for all staff which provides information regarding the latest policy development / updates, practice guidance and project work which is being undertaken.

### **Objective Three**

**Ensure that there is consistent practice within service areas regarding arrangements for Time off in Lieu (TOIL) and flexible working arrangements**

14. In November 2013 Gill Elder, Group Manager HR Operations, produced a notice to remind managers of key points for managing TOIL. This document has now been distributed to all managers and is available for everyone to access on the Children's Social Care Practice Support Service intranet site.
15. This document gives advice and guidance to managers and staff regarding the use of TOIL arrangements and how this can be constantly managed across the service.

### **Objective Four**

**Compliance with the completion of workload management scores which are used as a tool to monitor work allocation, and are collated on a quarterly basis by the social work practice support service to chart departmental case loads and case flow.**

16. All managers within Children's Social Care are aware of the revised workload management tool. Feedback has been given regarding the tool and a final revision will be completed ready for reporting in quarter one of 2014/15.
17. Following a concerted effort of Team Managers, Service Managers and the Social Work Practice Support Service, there is now full compliance with the reporting of workload management scores.

### **Objective Five**

**Consistent use of the EPDR (annual appraisal) process to monitor performance and promote development in accordance with NCC competency framework and social work professional capabilities framework**

18. An EPDR process which incorporates the Social Work Professional Capability Framework has been developed by the Social Work Practice Consultants Team.
19. Due to ongoing work to formalise links between the EPDR process and the departmental training plan, this has not yet been implemented.

**Objective Six**

**Social Workers should feel safe whilst undertaking their duties with appropriate risk assessments completed and control measures put in place.**

20. This is the objective of the action plan which has required the most work.
21. In November 2013, Diana Bentley, designated Principal Child and Family Social Worker, produced a pocket guide for all Children's Social Care staff giving advice and guidance regarding personal health and safety. This pocket guide has been widely distributed and is now available for all members of staff to access on the Social Work Practice Support Intranet site.
22. Diana has also been collaborating with Mike Bland, Health and Safety Advisor, to create a suite of documents designed to support all teams to develop and consistently record their agreed system for monitoring the safety of lone workers. This was disseminated in May 2014, with the Social Work Practice Consultants visiting teams and assisting them to understand and implement safer practice.
23. The Social Work Practice Support Service has now re-engaged with the Lone Working Technological Solutions Project with a view to Children's Social Care supplying lone workers with electronic safety devices.
24. The Social Work Practice Consultant Team is currently facilitating induction workshops for all new starters to the department. One of the core elements of this induction workshop is a session raising awareness of safety planning for social care staff who are lone workers, or working in potentially risky environments. Between October 2013 and April 2014, ten induction workshops have been facilitated and 38 newly appointed workers attended these sessions. The evaluation of these events showed that all new starters found these sessions to be informative, and some workers felt that they had learnt new techniques and information about how to safeguard their own health and welfare whilst at work.

25. Diana Bentley has also been collaborating with Mike Bland to develop a workshop for practitioners and a workshop for managers, which will increase awareness of risk assessment for staff.
26. Practitioners were asked at a Forum meeting whether they had noticed any changes to the way their health and safety whilst at work was being monitored and managed. They confirmed that the action which has been taken has increased awareness of risk of actual or potential aggression, and that greater emphasis was now being placed on monitoring the whereabouts of staff.
27. Workers however identified that, although this was definitely a positive development, they now feel that more support is required to safeguard the emotional health and welfare of staff.

### **Objective Seven**

**Social workers will have the technology they require to do their job, including access to appropriate office space, touchdown facilities, home working and mobile technology.**

28. There has been a pilot project within children's social care to look at how mobile devices can be used by practitioners to improve productivity by providing mobile access to electronic recording and communication.
29. The initial pilot was successful and the mobilisation project has now progressed to a second phase which is looking at how the use of innovative mobile technology (including the use of the Framework-i electronic case recording system) can be rolled out to practitioners who work away from an office base.
30. There are currently some Social Workers in the Assessment and Permanence Teams who have been provided with iPads. Colleagues working in the Contact Service also have access to mobile technology, and further work is ongoing to develop a business case for workers and teams in Children's Social Care where mobile technology will be of most benefit to staff and be cost effective to the department.

### **Objective Eight**

**All teams will have effective Team Meetings**

31. This objective of the Health Check Action Plan is being progressed by members of the Children's Social Care Practice Forum, who have been asked to liaise with their teams and service areas and provide information about how team meetings should be facilitated.

32. Diana Bentley will then translate this information into a single protocol of expectation for the facilitation of Team meetings.

### **Other Options Considered**

33. The report is for noting only.

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

34. The report is for noting only.

### **Statutory and Policy Implications**

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

## **RECOMMENDATIONS**

- 1) That the Committee notes the progress which has been made in carrying out the objectives of the Children's Social Work Health Check Action Plan 2014.

**Steve Edwards**  
**Service Director, Children's Social Care**

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

Diana Bentley  
Principal Child and Family Social Worker  
T: 01623 433252  
E: [diana.bentley@nottsc.gov.uk](mailto:diana.bentley@nottsc.gov.uk)

### **Constitutional Comments**

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

### **Financial Comments (KLA 28/05/14)**

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

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

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

Children's Social Work Health Check – report to Children and Young People's Committee on 13 January 2014

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

All.

C0436

**Appendix 1 - CHILDREN'S SOCIAL CARE – SOCIAL WORK 'HEALTH CHECK' – ACTION PLAN 2014 (Updated March 2014)**

<b>Key</b>	<b>Objective met</b> Objective has been completed within agreed time scale	<b>Objective will be met</b> Work is still ongoing – objective will be completed by agreed time scale	<b>Not yet achieved</b> Work is still ongoing
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<b>Objective One</b>	<b>Success Measure</b>	<b>Actions</b>	<b>Responsible Person / Resources</b>	<b>Progress</b>
Implementation of a strategy to support long term workforce stability, including the retention of experienced staff, reducing the use of agency staff and the recruitment of new members of the workforce.	<ul style="list-style-type: none"> <li>• Health Check 2014 identifies that there has been a reduced reliance on agency (interim) social workers</li> <li>• Higher levels of stability within teams</li> <li>• Recruitment of new and experienced social workers</li> <li>• Fewer people resigning from their posts</li> </ul>	Implementation of a sustainable centralised recruitment strategy <ul style="list-style-type: none"> <li>• Advertisements</li> <li>• Competency based interview questions / assessment centre</li> </ul>	Transformation Team initiating the strategy with SWPSS taking this over  <b>March 2014 - This work is continuing to be co-ordinated by the Transformation Team</b>	<b>Objective met</b> A rolling programme of recruitment events has been set up. Recruitment programmes took place in December, January and March 2014. Further programmes are scheduled for Mar-April and June-Sept 2014.
		Evaluation of event being attended to increasing profile of NCC Children's Social Care <ul style="list-style-type: none"> <li>• Job and recruitment fairs</li> <li>• Links with local universities</li> <li>• Use of media</li> </ul>	Transformation Team initiating the strategy with SWPSS taking this over  <b>March 2014 - This work is continuing to be co-ordinated by the Transformation Team</b>	<b>Objective met</b> The rolling programme of recruitment events has incorporated attending: <ul style="list-style-type: none"> <li>• Compass job fair</li> <li>• Targeted event at University</li> <li>• Job centre Plus</li> <li>• Nottingham Post Job Fair</li> </ul>

		Analysis of incentives which could be used to encouraged experienced social workers to remain in field work positions, such as market supplements, “golden hello”, and performance related pay.	Transformation Team	<b>Objective will be met</b> Analysis is being completed and recommendations being considered
		The consistent use of Social Work Practice Consultants to support and mentor NQSWs	Diana Bentley, Team Manager - Social Work Practice Support Service	<b>Objective met</b> All Social Work Practice Consultants are having placement agreement meeting where their role to support and mentor Newly Qualified Social Workers is agreed.

Objective Two	Success Measure	Actions	Responsible Person /	Time Scale
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			<b>Resources</b>	
Promoting effective communication between senior management and practitioners.	Social Workers (including managers) will feel engaged in discussions and decision making.	All service areas to have representatives on the Children's Social Care Practice Forum • Meetings for 2014 to be agreed and disseminated	Diana Bentley Team Manager - Social Work Practice Support Service	<b>Objective met</b> Initial meeting took place on 24/10/13, further meetings arranged for 15/01/14, 29/04/14, 22/07/14 and 15/10/14
		Children's Social Care Practice Forum to be used as a forum for consultation regarding important issues affecting the workforce	Diana Bentley Team Manager - Social Work Practice Support Service	<b>Objective met</b> As above
		Dates for Team Manager Strategy days for 2014 to be agreed and disseminated in advance	Children's Social Care Service Director	<b>Objective met</b>
		Terms of reference for Team Manager strategy days to be agreed including when and how agenda for meetings will be distributed	Children's Social Care Service Director	<b>Objective met</b>
		Regular Newsletters to be distributed • Service Director • Social work Practice Support Service • Framework	As stated in action	<b>Objective met</b>  As above

<b>Objective Three</b>	<b>Success Measure</b>	<b>Actions</b>	<b>Responsible Person / Resources</b>	<b>Time Scale</b>
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Ensure that there is consistent practice within service areas regarding arrangements for TOIL and flexible working arrangements	A shared understanding within service areas about the arrangements for TOIL.	Managers Information and Guidance document regarding working patterns / time off provisions disseminated to all managers	Children's Social Care Service Director	<b>Objective met</b> on 29 November 2013 Document was circulated to all managers and is now stored on CSC internet site
	Social Workers experience a consistent approach to TOIL within service area.			
	Clarity about the application of flexible working arrangements			
	Health Check 2014 will show that there is more consistency across the division regarding the accruing and taking of TOIL			

Objective Four	Success Measure	Actions	Responsible Person / Resources	Time Scale
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Compliance with the completion of workload management scores, which are used as a tool to monitor work allocation and are collated on a quarterly basis by the social work practice support service to chart departmental case loads and case flow.	Supervision file audits will show that all fieldwork social workers will have a workload management score completed each month.	Workload management scores must be completed monthly and negotiated and agreed during supervision.	All Team Managers	<b>Objective met</b> Compliance Q3 100%
	Full compliance with sending quarterly returns to the social work practice support service	Managers to give feedback regarding the workload management tool which was revised in October 2013. Final tool to be circulated and published on the intranet	All Team Managers and Diana Bentley	<b>Objective will be met</b> Feedback has been received from managers. Revised guidance will be circulated and placed on intranet for use Q1 (April 2014)
	When health check 2014 is completed social workers will confirm that workload management scores are being completed	Managers who do not complete the workload management quarterly return to be contacted and reminded.	Social Work Practice Support Service	<b>Objective met</b> Social Work Practice Support officers have contacted individual managers
		Children's Service Managers will ensure that they review the workload management scores for their teams and add comments about the actions they are taking to ensure equitable case loads.	Children's Service Managers	<b>Objective met</b> Compliance Q3 100%

Objective Five	Success Measure	Actions	Responsible Person / Resources	Time Scale
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Consistent use of the EPDR process to monitor performance and promote development in accordance with NCC competency framework and social work professional capabilities framework	Supervision audit will identify that social workers do have an up to date EPDR	Development of an EPDR process which incorporates NCC competency framework and social work national capability framework	Diana Bentley Principal Social Worker	<b>Objective will be met</b> Draft document has been completed and will be circulated and placed on intranet for use Q1 (April 2014)
	Health check 2014 will confirm that social workers have an EPDR where their training and developmental needs are identified.	Managers briefing to be developed to support managers undertaking this role	Diana Bentley Principal Social Worker	<b>Objective will be met</b> Draft guidance has been completed and will be placed on intranet for use Q1 (April 2014)
	Identification of appropriate learning and developmental opportunities for experienced social workers and social workers in specialist roles.	Individual training plans to be collated and used to inform the departmental training priorities and training plan for 2014 / 15	Children's Service Managers to collate and pass to the Social Work Practice Support Service	<b>Not yet achieved</b> Will be progressed once above 2 have been completed

Objective Six	Success Measure	Actions	Responsible Person / Resources	Time Scale
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<p>Social Workers should feel safe whilst undertaking their duties with appropriate risk assessments completed and control measures put in place.</p>	<p>Health Check 2014 shows a 10% increase in the numbers of social workers who feel that adequate control measures are in place to ensure their personal safety.</p>	<p>Each team to have a formalised system in place for “signing in and out”, which is understood by everyone.</p>	<p>All Team Managers</p>	<p><b>Objective will be met</b> Mike Bland – CFCS Health and Safety Advisor is preparing protocol to distribute to all teams April 2014</p>
		<p>Safety of staff to be discussed at the Children’s Social Care Practice Forum so that staff can make recommendations about how to improve their safety</p>	<p>Members of the Children’s Social care Practice Forum</p>	<p><b>Objective met</b> Initial Meeting took place on 24/10/13, future meetings will take place on 15/01/14, 29/04/14, 22/07/14 and 15/10/14</p>
		<p>All social care staff to be provided with a pocket guide regarding safety</p>	<p>Social Work Practice Support Service</p>	<p><b>Objective met</b> New document was produced and circulated November 2013 – now available on CSC intranet</p>
		<p>Social work support service to collaborate with the Health and Safety team to devise practice standards for the safety of the workforce. Including</p> <ul style="list-style-type: none"> <li>• Individual and Team Risk Assessments</li> <li>• Implementation of lone working risk assessment</li> <li>• Safety planning</li> <li>• Incident reporting</li> </ul>	<p>All Managers</p>	<p><b>Objective will be met</b> Mike Bland, CFCS Health and Safety Advisor, and Diana Bentley are preparing protocol to distribute to all teams April 2014</p> <p>Diana Bentley has taken this matter to CSC, OMT, all CSMs now aware of their responsibility</p>
		<p>All managers to access the Health and Safety Learning and Development Programme and</p>	<p>All Managers</p>	<p><b>Objective will be met</b> Health and Safety training plan for 2014</p>

		ensure that workers are booked onto relevant personal safety training for their role		not yet available. Mike Bland, CFCS Health and Safety Advisor, will devise a bespoke event for CSC Social Workers and Managers
		Learning from good practice regarding staff safety <ul style="list-style-type: none"> <li>• Physical safety</li> <li>• Emotional Safety (health) i.e. serious incident debrief</li> </ul>	Diana Bentley and the Social Work Practice Support Service to incorporate into a good practice guide	<b>Objective met</b> Good practice guide has been created by members of the CSC Practice Forum
		Induction workshop to continue to introduce new staff to lone working and staff safety issues.	Diana Bentley and the Social Work Practice Support Service	<b>Objective met</b> Workshops to be facilitated fortnightly
		Children's Social Care to re-engage with the Lone Working Technological Solution Project to identify is there are any devices being used within Nottinghamshire CC	Diana Bentley and the Social Work Practice Support Service	<b>Objective met</b> CSC has re-engaged with lone working technological solutions project. Devices will be trialled in the Assessment Teams prior to roll out to others.

Objective Seven	Success Measure	Actions	Responsible Person / Resources	Time Scale
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Social workers will have the technology they require to do their job, including access to appropriate office space, touchdown facilities, home working and mobile technology.		Review of “touchdown” facilities which can be used by social workers – considering the number of spaces available, the location of them and how suitable they are for social care staff that will need to have and receive telephone calls of a confidential nature.	Social Work Practice Support Service in consultation with ways of working	<b>Not yet achieved</b>
		Engagement with the ways of working and IT solutions project to ensure that office space is allocated to children’s social care with a ratio of 7:10 for desks	All Team Managers	On-going
		Review of which workers have access to NCC IT at home	Practice Support Officers	<b>Objective met</b> Pilot ended January 2014 – implementation programme now progressing
		Engagement with the mobilisation project including exploration of how and when it is appropriate for social workers to use mobile devices which they have purchased for work purposes.	Linda Ritson – Social Work Practice Support Service	<b>Objective met</b> Pilot ended January 2014 – implementation programme now progressing
		Exploration of how social workers who need it can access secure e-mail accounts.	Diana Bentley Principal Social Worker	<b>Objective met</b> Information distributed to all managers

Objective Eight	Success Measure	Actions	Responsible Person / Resources	Time Scale
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All Teams will have effective Team Meetings	Health Check 2014 will show that more social workers are experiencing regular and effective team meetings	Social work practice support service to produce practice guidance regarding facilitating and managing effective team meetings.	Social Work Practice Support Service	<b>Objective will be met</b> Draft document has been completed and will be circulated and placed on intranet for use Q1 (April 2014)
	Improved team morale	Learning from examples of well functioning team meetings and disseminating to all.	Social Work Practice Support Service	<b>Objective will be met</b> Staff have been consulted via the CSC Practice Forum. Draft document has been completed and will be circulated and placed on intranet for use Q1 (April 2014)
	Consistent practice within teams			





**16 June 2014**

**Agenda Item: 5**

**REPORT OF THE SERVICE DIRECTOR, YOUTH, FAMILIES AND CULTURE**

**NOTTINGHAMSHIRE CHILDREN'S SERVICES QUALITY ASSURANCE  
FRAMEWORK**

**Purpose of the Report**

1. To provide an update on outcomes from activity undertaken within the Children's Services Quality Assurance Framework in the period January to March 2014 (quarter 4).

**Information and Advice**

2. In October 2013, the Children and Young People's Committee approved the Nottinghamshire Children's Services Quality Assurance Framework. The Framework is intended to bring consistency to the service specific Quality Frameworks already in place in the department, notably in Children's Social Care and Targeted Support and Youth Justice, and covering the family support services provided on the Council's behalf by Nottinghamshire Children and Families Partnership. The Framework outlines a range of activities to be undertaken by services in order to provide assurance on the quality of provision, including the experience of children and families, and to identify any actions necessary to secure service improvements and improved outcomes for children and young people.
3. This first report covering activity undertaken within the Framework will cover:
  - outcomes from case file audit activity
  - service user feedback
  - engagement of Elected Members and senior officers in quality assurance
4. Future reports will cover other strands of the Framework including feedback from staff and partners, learning from complaints and practice observation.

**Outcomes from case file audit activity**

Children's Social Care

5. 320 audits were completed and graded by Children's Social Care managers in quarter 4. Cases audited included children in need, children on child protection

plans, and looked after children. Of the cases audited, 82% were judged to be adequate or good, and 18% inadequate. These grades are comparable to those in quarter 3. It should be noted that an inadequate grading does not indicate that a child is at risk of harm. When an inadequate judgement is made, the case holding team manager will receive a copy of the audit in order that they can promptly review the case and put together an action plan to address any issues raised. All inadequate cases are reported to the Social Care Divisional Leadership Team on a quarterly basis and progress is tracked by the Social Work Practice Support Service. Where a particular practice issue has been identified, the Practice Consultants are deployed to support improvements, for example through providing mentoring, briefings, or jointly working cases.

Whilst the data from audits undertaken in 2013/14 does not indicate an improvement in terms of the percentage of audits graded as good or better, it is considered that as the auditing process has become embedded and the service has improved, the threshold for what constitutes 'good' practice has increased. Over the coming year, a moderation exercise will take place in order to ensure that gradings are consistently being applied by auditors. The service is committed to appropriate challenge in support of ongoing improvement.

6. In terms of good practice identified through the quarter 4 case file audit process, it is notable that in 98% of cases, the divisional standard in relation to "working together with children, young people, their parents or carers and other agencies to achieve positive outcomes" was met. In terms of areas for improvement identified, these include:
  - compliance with legislative timescales (the practice standard was not met in 27% of fieldwork cases)
  - management oversight (the practice standard was not met in 19% of fieldwork cases)
  - case recording, particularly in relation to chronologies and life story work for looked after children.
7. These issues will be addressed by the responsible managers through team meetings and supervision.
8. From quarter 1 of 2014/15, a new model of case file audit is being introduced. This requires the auditor to hold a conversation with the social worker and their manager, in addition to scrutinising case records on Framework-i. It is envisaged that this more dynamic approach will improve the impact of the audit process by providing the social worker and their manager the opportunity to reflect on their practice and identified actions for improvements.

#### Targeted Support Service

9. A total of 101 targeted support cases were audited in quarter 4, to assess adherence to the service's operating model, focussing on the quality of assessment and action plan, intervention and overall outcomes. Of the cases

audited, 59% were judged to be good or outstanding, compared with 52% in quarter 3. 9% of cases were judged to be inadequate in quarter 4 compared with 18% in quarter 3. This indicates an overall improvement in the quality of practice. This has been achieved through a number of measures including collating audit trends for both teams and individual practitioners, so that team managers are able to address practice issues with individual practitioners, and providing training and development opportunities.

10. Where good practice was identified, this was reflected in the quality of the assessment and action plan which incorporated the voice of the young person or parent/carer and evidence of strong multi-agency working. In good or outstanding cases there was evidence of positive change for the young person or their family as a result of the intervention undertaken.
11. Areas for improvement identified in quarter 4 echo those from previous quarters. These include:
  - quality of analysis informing assessments and planning
  - quality of case recording.
12. Training for new practitioners on general assessment skills is planned, supported by development sessions for more experienced practitioners on analytical skills and developing plans and interventions in response to assessed need/risk. These events are scheduled over the coming 6 months. Recording guidance for practitioners will also be developed, in line with the approach adopted by Children's Social Care.

#### Nottinghamshire Children and Families Partnership (NCFP) – Family Support Work

13. A total of 235 family support cases were audited in quarter 4. NCFP does not currently grade case audits; this will be instigated as part of the quarter 1 audit process for 2014/15. Good practice identified in quarter 4 included strong multi-agency working using the Common Assessment Framework, appropriate escalation to level 4 services when needed and strong presence of the parents' voice in case recording, with evidence of a range of tools being used to capture children's voices. Particularly good audits demonstrate impact of interventions on outcomes for the child.
14. Areas for improvement identified in quarter 4 echo those highlighted by the Targeted Support Service and Children's Social Care in relation to case recording (e.g. chronologies) and quality of analysis within assessments. Embedding use of the Family Star tool by all Family Support Workers will enable better quality assessments and tracking of progress in terms of outcomes. Use of SystemOne as the single case management system for all children's centres will improve the consistency of case recording.
15. A further area for improvement was identified in relation to management oversight of cases when Family Support Workers are supporting families across different clusters of Children's Centres. This is being addressed by the management team.

## Common Assessment Framework (CAF)

16. In quarter 4, 15 CAFs were audited, of which four were judged to be of good quality, nine to require improvement and two to be inadequate. In neither of the inadequate cases were children judged to be at risk of harm. The CAFs audited represent 14% of those CAFs undertaken by agencies other than Targeted Support and Children's Centres, for example, schools.
17. Good practice highlighted included use of tools such as 'My Feelings' to ensure that the voice of the child is reflected in the assessment. Areas for improvement included ensuring that multi-agency plans are SMART and link to needs identified through the assessment process. The recent implementation of the Early Help Assessment Form (EHAF), action plan and supporting guidance to replace the CAF should enable improved quality of support to children and families in need of early help. Early feedback indicates that the EHAF has been well received, particularly by schools. Priority now needs to be given to putting in place a workforce development offer for practitioners who need to improve their skills in relation to assessment and planning.

## Future Developments

18. From quarter 1 2014-15, a more standardised approach to case file auditing is being implemented across this range of services, with consistent use of grades in line with the Ofsted framework. Learning from the audits will also be considered collectively, in order to identify any workforce development activity or practice improvement work that is required across the range of children's services to drive improved practice, and critically, improved outcomes for children and young people.
19. Additionally, services within the Special Educational Needs and Disabilities Policy and Provision Group have developed a quality management framework, including a case audit regime for the Education, Health and Care Plan arrangement. This will be implemented in the next quarter.

## **Feedback from children, young people and families**

### Children's Social Care

20. In December 2013 and January 2014 a new quarterly arrangement was put in place for ascertaining feedback from children, young people and families who have had recent experience of the child protection process. Fourteen activity-based interviews took place with children and young people aged from 6 to 18 years, all of whom had Protection Plans which had ended in the previous month. Parents/carers of the children and young people were invited to complete a questionnaire as part of the process, and four chose to do this. Key themes to emerge from the interviews with children and young people include:

- their experience of very positive relationships with social workers (notably when they have one consistent worker)
  - children do have a concept of being safe, and all now report feeling safe and happy
  - children's understanding of Child Protection processes was generally satisfactory
  - children's participation in the Child Protection process was a more confusing picture. Some had attended, some had contributed and a small minority did not appear to have a clear (age appropriate) understanding
  - the vast majority of children would not change anything nor had ideas of improvements to be made
  - one child who has had eight social workers gave an eloquent plea regarding what she would like done differently.
21. A number of the children expressed an interest in meeting other children with similar experiences. To facilitate this, a workshop will be organised to allow children to collate their feedback, and create their own leaflet for circulation to all social workers and team managers. This will be a powerful message, using the children's own words. A leaflet will also be produced for other children starting their own child protection journey. Finally, three messages will be highlighted every quarter and shared with social workers. In this first quarter, positive descriptions of social workers were highlighted:
- *'(the social worker) did the right things to help her feel safe. She talked us through it and made me feel like it wasn't my fault'*
  - *'She's nice and kind. She's always honest. She's been straight with me. I have always understood her. She made the right choice for me to be living where I am'.*
22. Additionally, one area to work on was noted:
- *'They sometimes said "I will sort things out" when they never did/got round to it'*

### Education, Health and Care (EHC) Plans

23. In February 2014, telephone interviews were carried out with a 15% sample of parents/carers of children with an EHC Plan to find out how they were finding the process so far. All of those interviewed reported that they were either satisfied or very satisfied with the overall process, and felt that 'The Plan' reflected their child's situation and the outcomes they and their child wanted. They also noted that the EHC coordinators were approachable, understanding and good at organising and chairing meetings.
24. In terms of areas for development, 67% did not know about the local offer, although this was felt in part to reflect the fact that it only 'went live' in December 2013. A number of respondents reported that the EHC Plan was

still focussed heavily on education and that there was a lack of clarity about the expected involvement of health and social care. Finally, 86% noted that they were not informed about personal budgets, and did not know how they could be used to support their child.

25. An action plan to address the improvement themes has been developed (communication with parents/carers, professional understanding of the EHC process, knowledge of personal budgets and administration of the process) and progress against these areas will be reported to the Pathfinder Board. Additionally, a mechanism to establish regular service user feedback is being set up.

### Early Help Unit

26. In February 2014, 25 people who had contacted the Early Help Unit either for advice and guidance or to make a referral were interviewed by telephone. This represents a sample of approximately 5%. Interviewees included parents/carers, a young person, and professional referrers. Positive feedback gathered through the process included:

- all respondents were complimentary about the staff in the Early Help Unit, saying they were polite and helpful in responding to their queries and in taking referrals
- the majority of respondents received appropriate feedback on their referral on time and through their preferred contact method
- the majority of respondents felt that the Early Help Unit is a good point of contact to access and find more out more information about Early Help Services.

27. Key improvement themes identified include:

- communicating the work of the Early Help Unit to children, young people and families: When asked to participate in a questionnaire about the Early Help Unit, some respondents did not understand what this was and thought that their request for information, advice or a service was dealt with by social services
- the evidence required to make a referral: some practitioners felt that since the establishment of the Early Help Unit, they have had to provide more supporting evidence when making a referral. They felt that this was not always clearly communicated to them from the start and resulted in delays to making a referral. Practitioners who felt this way said that clear guidance from the start of the process would be helpful. The creation of 'how to guides' was suggested
- thresholds and criteria: some practitioners had an issue with the thresholds and criteria to access services, particularly around attendance concerns.

There was some tension around what they expected from the early help service.

28. Where necessary, actions to address these themes have been picked up in the Implementation Plan following the Early Help Unit Review, and will be tracked the Early Help Executive. Additionally, a multi-agency audit of early help cases that have been progressed through the Early Help Unit has recently been undertaken and the outcomes from this audit are due to be reported to the Nottinghamshire Safeguarding Children Board on 9 June 2014.

### **Engagement of Elected Members and senior officers in quality assurance**

29. Since the establishment of the department's quality assurance framework, the following activities have taken place:
- Elected Members and senior officers have undertaken visits to internal and external residential children's homes, (including two out of area placements), to supplement routine monitoring visits
  - Elected Members and senior officers have undertaken visits to district offices and functions including the Multi-Agency Safeguarding Hub (MASH) and Early Help Unit
  - Corporate and Service Directors have started undertaking case file audits, across both Early Help and Social Care. These involve discussions with the case holding practitioner, manager and Independent Chair (where appropriate)
  - Elected Members and senior officers have shadowed social workers to gain a better understanding of the reality of front line practice
  - Elected Members and senior officers have attended the No Labels Children in Care Council and attended the social work staff forum.
30. These activities have informed discussion at the Scrutiny of Safeguarding Board, which is chaired by the Chief Executive and attended by the Principal Child and Family Social Worker, Chair of the Local Safeguarding Children Board (LSCB) and Lead Elected Members. The Board has met twice in order that the Chief Executive can receive direct feedback in relation to the current strengths and issues within safeguarding services, thus enabling him to provide sufficient support and challenge to senior officers within the department. He has done this through follow up meetings with the Corporate Director and Service Director for Children's Social Care. Key areas of scrutiny in the first meetings have included concern about the stability of the social work workforce, particularly in assessment and child protection teams; the need for positive recognition of the challenging job that social workers do in protecting our most vulnerable children, and the request for increased scrutiny on the attainment of looked after children and young people. An update will be provided on these areas in the next quality assurance report to Committee.



## **Summary**

31. The cross-departmental quality assurance framework is relatively recent in its implementation. Emerging cross-service themes arising from the range of quality assurance activity undertaken include:
  - improving the quality of assessment, including analysis
  - the need to ensure that clear information about services and access routes is available to children, young people and their families, and professionals working with them.
32. The department's workforce development plan will prioritise activity to improve the quality of assessments, for example, through targeted training, such as the Safeguarding Analysis and Assessment Framework research project in social care.
33. A project has been initiated to better coordinate and present information about the range of services available to children, young people and families on the Council's web pages.
34. An update on both of these areas will be included in the next quality assurance report to Committee.

## **Future Developments**

35. Over the coming year, as the framework becomes more embedded, the intention is to ensure that reporting against the framework becomes more focussed upon the impact of quality assurance activity on the experience of children and families, and in particular the impact on improving outcomes.
36. Additionally, the intention is to implement a more integrated approach to quality assurance that focuses on the holistic experience of children and families of the range of services that they receive from services within the department. This will be achieved through the development of approaches such as themed Challenge Days, comprising case discussions, focus groups and interviews with service users.

## **Other Options Considered**

37. The report is for noting only.

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

38. The report is for noting only.

## **Statutory and Policy Implications**

39. This report has been compiled after consideration of implications in respect of crime and disorder, finance, human resources, human rights, the public sector equality duty, safeguarding of children and vulnerable adults, service users,



sustainability and the environment and ways of working and where such implications are material they are described below. Appropriate consultation has been undertaken and advice sought on these issues as required.

## **RECOMMENDATION/S**

- 1) That the outcomes from activity undertaken within the Children's Services Quality Assurance framework on the period January to March 2014 (quarter 4) be noted.

**Derek Higton**  
**Service Director: Youth Families & Culture**

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### **Constitutional Comments**

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

### **Financial Comments (KLA 29/05/14)**

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

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

Nottinghamshire children's services quality assurance framework – report to Children and Young People's Committee on 14 October 2013

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

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

All.

C0440



16 June 2014

Agenda Item: 6

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

### **PROPOSALS FOR ENHANCING THE CAPACITY OF DERRYMOUNT SPECIAL SCHOOL BY USING THE SITE OCCUPIED BY DAYBROOK LEARNING CENTRE FOLLOWING ITS CLOSURE IN AUGUST 2014**

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

1. To seek Committee approval to increase the capacity of Derrymount special school in order to develop specialist arrangements for pupils with complex social emotional and behavioural difficulties (SEBD) associated with autism. The Committee is also asked to note the potential for further developments at other special schools.

#### **Information and Advice**

##### **Context**

2. On 10 February 2014 two reports were approved by the Children and Young People's Committee. The first report related to the closure of the Pupil Referral Unit (PRU) known as Daybrook Learning Centre, located in the south of the County, with effect from 31 August 2014. The second report made recommendations for the development of specialist SEBD provision in Nottinghamshire. The report included proposals to identify special schools in the County with the capacity to develop discrete provision for young people with additional complex needs and who are on the autistic spectrum and whose difficulties in social interaction result in a high risk of permanent exclusion.
3. Since February, discussions have taken place with four Nottinghamshire special schools about the collaborative development of specialist SEBD provision. These schools are: Derrymount (Gedling), Beech Hill (Mansfield), Orchard (Newark) and St Giles (Bassetlaw). This report is concerned with a proposal to develop specialist provision in collaboration with Derrymount special school.
4. Derrymount school has developed expertise and specialist provision which is able to meet the needs of pupils with complex communication and interaction disorders. Whilst these pupils typically have academic potential, they

experience difficulties managing social interactions in school and in the community and are at risk of permanent exclusion.

5. The approved closure of the Daybrook Learning Centre has now presented an opportunity to develop specialist provision on the Daybrook site for the south of the County. This report describes the context, the rationale and a proposal for the use of the premises currently occupied by the PRU, and how it will be converted into specialist provision. The proposal is part of the Local Authority's overall strategy to develop a graduated range of provision for pupils with SEBD and has been developed through collaboration with the head teacher, staff and management committee/ governors of both the PRU and Derrymount school.

### **Proposal for specialist provision on the Daybrook site**

6. The number of pupils currently on roll at Derrymount is 66. Of these pupils, 62 have a primary need which has been identified as autism. The school is currently full and demand for places exceeds the level of provision available. There is no physical space within the school to further develop this site and increase the number of pupils on roll. The availability of the Daybrook site has offered the opportunity to expand Derrymount school across two sites and increase the number of available school places.
7. There has previously been a history of collaboration between the PRU and Derrymount school. There has been a pattern of placements of pupils on the roll of Derrymount school who have transferred from Daybrook PRU where the needs of the pupils attending the PRU have matched the profile of pupils attending Derrymount.
8. It is proposed to increase Derrymount's capacity by 30 places over a three year period (10 places per year) in order to make provision for young people with autism who are at risk of permanent exclusion. It is proposed that in September 2016, the capacity of Derrymount will increase to 96 pupils. In order to accommodate this number of pupils, it will be necessary to increase the number of classroom spaces available to the school. This will be achieved by developing the provision over two locations which will be established at Derrymount's existing site and at the Daybrook site. As a result the Daybrook site will become part of Derrymount school.
9. In addition to the proposal to increase provision for young people with autism it is intended to:
  - offer facilities on the Derrymount site to be used as a social services contact point for families
  - continue to provide facilities at Daybrook for the local youth club known as 'Daybrook Crew'.
10. It is also intended that the school will organise the provision in two phases i.e.

- a lower school located at Derrymount's existing site which will be known as Derrymount Churchmoor site
  - an upper school located at the Daybrook site which will be known as Derrymount Sherbrook site.
11. Meetings have taken place between the Local Authority and representatives of the school and the PRU in order to ensure a smooth transition to the new arrangements. In order to avoid the risks associated with an unoccupied building, it is proposed that the County Council expedites planning in order to ensure that the new arrangements are in place prior to the closure of the PRU in August 2014.
12. It is proposed that the following key actions should be progressed:
- all equipment and resources will transfer from Daybrook to Derrymount school
  - four pupils currently attending the PRU will transfer to the roll of Derrymount school
  - home to school transport will be re-organised to accommodate new split-site arrangements
  - admission to the new provision will be in line with existing arrangements i.e. via an Education, Health and Care Plan
  - a communication plan has been established which will ensure that parents, governors and the community are appropriately informed
  - the Governors of Derrymount school will give consideration to the redeployment of the remaining staff who have been displaced following the closure of the PRU.
13. It is also proposed that further potential opportunities to develop similar provision in other areas of the County will be explored in collaboration with the following special schools:
- Beech Hill
  - Orchard
  - St Giles.

### **Other Options Considered**

14. Alternative uses of the premises vacated by Daybrook Learning Centre were:
- selling the site for development
  - refurbishing the premises for alternative use by County Council services.
15. These options were not pursued for the following reasons:

- the County Council has recently invested considerable resources into the Daybrook site which continues to offer a high quality educational setting.
- the County Council has approved the expansion of its specialist provision and Daybrook is an ideal site which would avoid the expense of developing costly alternatives.

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

16. Derrymount school has a reputation for managing pupils with complex communication and interaction disorders. The continued use of the site represents a cost effective way of meeting needs for which there is no other local provision. This development forms part of the implementation of the strategy previously agreed by the Children and Young People's Committee to develop specialist provision.

### **Statutory and Policy Implications**

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

### **Crime and Disorder Implications**

18. The Daybrook site will be at risk of being vandalised if the premises are left unoccupied.

### **Financial Implications**

19. Interim funding of £155,000 has become available from September 2014 – April 2015. This has been secured from savings made from the closure of the PRU and is available to reinvest in specialist provision.
20. Longer term the funding required to increase capacity at Derrymount will be secured from the High Needs block of funding centrally retained by the Local Authority. The level of funding will be determined by the normal formula funding arrangements for special schools.

### **Human Resources Implications**

21. Derrymount will need to increase staffing levels and will consider the redeployment of existing staff at Daybrook displaced by closure of the PRU.

### **Public Sector Equality Duty implications**

22. The increased provision at Derrymount school will reduce the risk of permanent exclusion for this group of vulnerable learners.

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

23. An existing school site will be utilised to maximum effect.

### **RECOMMENDATION/S**

That:

- 1) the proposal to increase the capacity of Derrymount special school in order to develop specialist arrangements for pupils with complex SEBD associated with autism be approved
- 2) the potential for further developments at other special schools be noted.

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

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### **Constitutional Comments (NAB 02/06/14)**

24. The Children and Young People's Committee has authority to consider and approve the recommendations set out in this report by virtue of its terms of reference.

### **Financial Comments (KLA 29/05/14)**

25. The financial implications of this report are set out in paragraphs 19 and 20 above.

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

Proposal to close Daybrook Learning Centre – report to Children and Young People's Committee on 10 February 2014  
Specialist provision for children with Social, Emotional and Behavioural Difficulties (SEBD): options and recommendations – report to Children and Young People's Committee on 10 February 2014

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

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

All.

C0437



16 June 2014

Agenda Item: 7

**REPORT OF THE SERVICE DIRECTOR, YOUTH, FAMILIES AND CULTURE**

**EARLY EDUCATION FOR 2 YEAR OLDS AND STATUTORY GUIDANCE  
FOR CHILDCARE**

**Purpose of the Report**

1. To provide information on proposed changes to the statutory duties for local authorities regarding early education and childcare that come into effect later this year, and to provide an update on the Council's current position and proposed response to such changes.
2. To report on the progress of the roll out of the Education Entitlement for 2 year olds in Nottinghamshire.

**Information and Advice**

3. Revised Statutory Guidance for Early Education and Childcare comes into effect from September 2014. It provides guidance on eligibility for the entitlement to early education for 40% of the most disadvantaged two-year-olds. It introduces new elements relating to:
  - how local authorities discharge their duties to secure early education for two, three, and four-year olds;
  - the provision of information, advice and training to childcare providers; and
  - the introduction of childminder agencies.
4. It covers all early years providers including all those registered on the Ofsted Early Years register, those registered with a childminder agency, and schools taking children age 3 years and over.

**Early Education and Childcare Places**

5. The Guidance requires local authorities to secure early education places offering 570 hours a year over no fewer than 38 weeks of the year for every eligible 2 year old and all 3 and 4 year olds. Eligible 2 year olds are:-
  - looked after by the Local Authority, adopted, or in receipt of a guardian/residence order

- in receipt of free school meals, in families receiving working tax credit or disability living allowance
  - in families with a gross annual income of less than £16,190
  - have an Education, Health and Care (EHC) plan.
6. The Guidance also places a duty on local authorities to ensure places are offered flexibly, to meet the needs of parents, with:
- no session longer than 10 hours
  - no session shorter than 2.5 hours and
  - not before 7.00am or after 7.00pm.
7. The minimum patterns for the take up of places are:
- 3 hours per day over 5 days of the week
  - 5 hours per day over 3 days of the week.
8. The Guidance maintains a requirement for local authorities to secure sufficient childcare, where it is practicable to do so, for working parents and those studying for training or employment for children aged 0-14 years (or up to 18 for disabled children). The Guidance requires local authorities to undertake an annual review of provision and report to members on how they are meeting their duty to secure sufficient places; to encourage schools to offer childcare from 8.00am to 6.00 pm; and ensure parents are aware of their entitlement, of the quality of provision available, and how to access it.
9. Work is ongoing to complete the annual Childcare Sufficiency Assessment (CSA) for Nottinghamshire. The Assessment outcomes will be presented to the Children and Young People's Committee in September 2014.

### **Quality of Provision**

9. The Government has a clear expectation that all children are able to take up their entitlement to funded early education in a high quality setting, with Ofsted being the sole arbiter of quality. Currently 76% of providers in Nottinghamshire are judged to be Good or Outstanding. The Guidance states that local authorities should only fund 2 year old children in provision rated Satisfactory /Requires Improvement where there is insufficient Good or Outstanding provision. It requires that support available from local authorities to providers should focus on those providers who are:
- judged less than 'Good' by Ofsted at their most recent inspection
  - newly registered providers who have not yet had an inspection report published
  - those not having met the requirements of the Ofsted registration process.
10. Local authorities will also be required to provide/signpost support/training linked to areas of improvement identified in Ofsted reports. However, local authorities have the power to offer support, information and advice to other

providers at their request and have the power to make reasonable charges for such support/training, focused on:

- meeting the requirements of the Early Years Foundation Stage (EYFS)
- meeting the needs of vulnerable children, including those with special educational needs and disability (SEND)
- being effective in their safeguarding practice.

### **Conditions of Funding**

11. Local authorities will be required to limit the requirements they place on providers or child-minder agencies to those which ensure:
  - places are delivered free of charge
  - places are flexible and meet the needs of parents
  - funding is used properly and in accordance with arrangements made with providers
  - providers meet the needs of disabled children and children with SEN
  - providers keep children safe.
12. Local authorities can withdraw funding from providers if they have reasonable grounds to believe they cannot meet the above requirements and improve practice. However, local authorities are required to:
  - ensure that providers are treated equitably
  - maintain a list of providers that receive funding
  - ensure that administrative processes are easy to use
  - provide written explanation if funding is withdrawn and have/publish a complaints procedure for providers.
13. The revised guidance permits local authorities to make additional requirements of any provider rated Satisfactory or Requires Improvement, if a parent wishes to use that provision, in order to address the quality issues raised by Ofsted at inspection. However, the local authority will have powers to withdraw funding and secure alternative provision for children attending any provider subsequently rated as Inadequate, taking into account the continuity of care for any such children and Ofsted monitoring information about the provider.
14. In Nottinghamshire:
  - the annual Childcare Sufficiency Assessment is underway;
  - a review of the financial support offered to the Early Years Private, Voluntary and Independent (PVI) sector has begun;
  - capital developments will help ensure there are sufficient childcare places where they are needed;
  - current local compliance arrangements will be reviewed, in consultation with provider representatives for the sector, to drive further quality improvement across the provider network.

## Roll Out of Early Education Places for Two Year Olds

15. To date, a total of 800 new childcare places are being created across the County with Department for Education capital and transformation funding. These additional places, focused on the areas of greatest need for places, will also ensure the Council is in a good position to meet the demands of the expanded offer for 2 years olds which will extend to include 3,600 places for eligible two year olds from September 2015. The figure varies dependent on existing provision.

District	Places Created
Ashfield	82
Bassetlaw	84
Broxtowe	81
Gedling	105
Mansfield	254
Newark & Sherwood	158
Rushcliffe	36

16. There are currently 1,441 (75.4%) 2 year olds across the County taking up their free early education place. The total number of eligible children from September 2013 to July 2014 is 1912. The summer term data is currently being collated and will be available by mid - June. The DfE target is for 80% of 2 year olds taking up the offer by term 3 which the Council is on track to exceed. In this respect we are required to encourage the take up of early education places and undertake outreach activities to identify those children not taking up their full hours and support them to do so. We achieve this by working closely with children's centres and health providers and via the Families Information Service to ensure families can access information about eligibility and availability.

### Summary

17. The Council is very well placed to meet its statutory duty to ensure all eligible 2 year olds are able to access good quality early education places in areas where they are needed the most. The Early Years' service target for September 2014 is to ensure at least 85% of eligible children take up the offer and Nottinghamshire County Council is currently achieving a higher take up rate than the national local authority average (74%).

### Other Options Considered

18. No other options have been considered.

### Reason/s for Recommendation/s

19. To ensure the Council continues to meet its statutory duties regarding the provision of early education and childcare.

## **Statutory and Policy Implications**

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

## **Public Sector Equality Duty Implications**

21. An equality impact assessment was undertaken in October 2013 and is available as a background paper.

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

22. Continued support to early education and childcare providers will remain focused to ensure children in their care are safeguarded.

## **Implications for Service Users**

23. Children and families will benefit from increased and/or improved services aimed at giving young children the best start in life, preparing them better for school.

## **RECOMMENDATION/S**

That:

- 1) the information on proposed changes to the statutory duties for local authorities regarding early education and childcare that come into effect later this year, and the update on the Council's current position and proposed response to such changes be noted.
- 2) the progress of the roll out for the Education Entitlement for 2 year olds in Nottinghamshire be noted.

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

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## **Constitutional Comments**

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

## **Financial Comments (KLA 02/06/14)**

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

## **Background Papers and Published Documents**

Draft Early Education and Childcare – Statutory guidance for local authorities, September 2014

Achieving 2 year olds free early education entitlement – update – report to Children and Young People’s Committee on 9 December 2013

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

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

All.

C0444

16 June 2014

Agenda Item: 8

## **REPORT OF THE SERVICE DIRECTOR, YOUTH, FAMILIES AND CULTURE**

### **NOTTINGHAMSHIRE MUSIC EDUCATION HUB - PROGRESS REPORT**

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

1. To provide information on the progress of the Nottinghamshire Music Education Hub and the challenges related to meeting the outcomes required by the Department of Education in return for Music Hub funding.

#### **Information and Advice**

2. On behalf of the Department for Education, Arts Council England awarded funding to Nottinghamshire County Council in 2012 to lead the Nottinghamshire Music Education Hub in the period to March 2015. The award followed the submission of an application for Music Education Hub status from the County Council and its partners in 2012.
3. Music education hubs were established by the Government to augment and support music teaching in schools so that more children experience a combination of classroom teaching, instrumental and vocal tuition and input from professional musicians. Hubs deliver an offer to children, reaching beyond school boundaries and draw in the expertise of a range of education and arts partners, such as local orchestras, ensembles, charities and other music groups. The County Council chairs the existing Hub Programme Board, which brings together a range of partners and stakeholders including representatives from The Royal Concert Hall, Thoresby Estates, secondary and primary phase school representatives and Nottingham Trent University.
4. The vision for Nottinghamshire's Music Education Hub is that:  
  
*We want all children and young people in Nottinghamshire to access high quality learning opportunities in music which are relevant to their own musical interests. We want all children and young people to join in a wide range of music groups and progress to their own level of musical excellence.*
5. The key features of the Nottinghamshire Music Education Hub business plan for 2012-15 include:

- the delivery of a whole-class instrumental teaching programme in every primary school in Nottinghamshire with 7-11 year old pupils
- encouraging children and young people to take part in music groups and performances in and out of school
- providing music-making opportunities for teenagers in school holidays
- providing a subsidised instrumental teaching service for small groups and 1-1 tuition
- providing access to online learning for different instruments
- helping all schools to get children and young people to participate in, enjoy and develop their singing
- setting up projects to help specific groups of children and young people engage in music-making
- supporting a continuing professional development (CPD) training network for teachers and other professionals who work with children and young people in music
- providing more opportunities for children and young people to work with professional musicians and attend musical performances.

6. Key notable achievements of the Nottinghamshire Music Education Hub include:

- over 5,000 primary children “learning to play an instrument” free of charge for at least one term through Whole Class Instrumental Tuition projects in schools;
- significantly increased participation and engagement of school music teachers in CPD networks;
- partnership working with The Royal Concert Hall, Orchestras Live, Sinfonia Viva and Live Music Now to provide children and young people from all backgrounds and abilities with opportunities to perform, experience and work with professional venues and musicians;
- active school engagement with the Hub increasing to 80%;
- secondary consolidation projects for Whole Class Instrumental Teaching surpassing expected interest levels and influencing schools music curriculum delivery;
- Working, in conjunction with other East Midlands Hubs, on a number of regional projects as part of MEHEM, a consortium of East Midlands Music Hubs. These include a regional talent project and training programme for the new Certificate for Music Educators.

7. Alongside the core functions related to school based teaching, a range of projects and events are planned for the current year. They include:

- a new county wide urban music project for targeted young people
- the continuation of Tolfest, Showcase and Sonar festivals and the strengthening of the existing relationship with the BBC on “BBC Introducing”
- A BBC Concert Orchestra collaboration with the IPAD-Orchestra - a disability project using music technology
- Becoming a partner organisation for the BBC’s Ten Pieces



- Dark Clouds, a performance art project with Sinfonia Viva centred on the anniversary of World War 1.
8. **Appendix 1** shows the progress to date of Music Hub activity against targets set.
  9. Music hub progress on a national scale was reviewed during 2013 to capture information that would be used to influence future national strategy. This work resulted in the publication, in November 2013 by Her Majesty's Inspectors (HMI), of a new strategic document "*Music in Schools: what hubs must do*". In the document, hubs are challenged with implementing the recommendations of the report in the absence of additional funding to support them. The report recommends that hubs will:
    - promote themselves with schools as confident, expert leaders of music education in their areas, not simply as providers of services;
    - ensure that all schools engage with them and the National Plan for Music Education;
    - have regular supportive, challenging conversations with each of their schools about the quality of music education for all pupils in that school;
    - support all schools in improving the music education they provide, especially in class lessons, ensuring that evaluation is robust;
    - offer expert training and consultancy to schools, which supports school leaders and staff in understanding what musical learning, and good progress by pupils in music, are like;
    - ensure that their own staff and partners are well trained and ready to do this work;
    - spend a suitable proportion of staff time on working with school leaders strategically, alongside their work in teaching pupils directly;
    - publicise their work effectively to schools and explain how it can contribute to school improvement;
    - facilitate school-to-school support as appropriate;
    - promote high quality curriculum progression in schools and ensure that hubs' work in schools is integral to this;
    - robustly evaluate the impact of their own work on pupils' music education.
  10. The challenge for the Nottinghamshire Hub, therefore, is to evaluate and implement these additional requirements in relation to the core and extension roles that were agreed as part of the original Music Education Hub agreement. This remains a key issue, especially in view of the funding limitations of all partners and stakeholders.
  11. The original funding for the Nottinghamshire Music Hub totalled £2.4 million (over 3 years), with a current allocation for 2014/15 of £832,732. The current funding award was due to run until March 2015, however Arts Council England has recently announced that funding will be extended to March 2016 without the need for a new application. The amount of funding is unknown at present but it is likely to be in line with previous annual awards. The County Council's 2014/15 contribution to Music Hub activity is £280,000 and is used to support

a wide range of programmes in three areas; Instrument and Music Teaching (IMT), County Youth Arts (CYA) and Nottinghamshire Performing Arts (NPA).

12. It is expected that the Hub will need to re-apply for funding post March 2016 and guidance from central Government and Arts Council England as to the bidding criteria is awaited.

### **Conclusion**

13. Nottinghamshire receives very positive feedback from the Arts Council on the management and delivery of the music hub objectives and work programme. The County Council has a long tradition of support to music development, particularly with young people. The introduction of music hubs has facilitated the opportunity to work with new partners that share a common interest in music education and creative learning. There are undoubtedly a range of challenges for the Hub Programme Board to resolve in relation to maintaining levels of provision and standards against a backdrop of reducing overall resources.

### **Other Options Considered**

14. The report is for noting only.

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

15. The report is for noting only.

### **Statutory and Policy Implications**

16. This report has been compiled after consideration of implications in respect of crime and disorder, finance, human resources, human rights, the 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 progress of the Nottinghamshire Music Education Hub and the challenges related to meeting the outcomes required by the Department of Education in return for Music Hub funding be noted.

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

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

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### **Constitutional Comments**

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

### **Financial Comments (KLA 28/05/14)**

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

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

Music in Schools: what music hubs must do – HMI, November 2013

Outline Business Case B14 Cultural & Enrichment Services – Full Council on 27 February 2014

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

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

All.

C0442



Activity	Outcome	Milestone	Key Performance Indicator	Lead	Progress to
<b>1.0 Ensure that every child aged 5-18 has the opportunity to learn a musical instrument through whole-class ensemble teaching programmes</b>					
1.1 Deliver year-long whole-class teaching programmes in primary schools	Every KS2 pupil has minimum of one free term instrumental tuition as part of whole-class ensemble	Baseline 59 schools Jun 13 80 schools [90] March 14 100 schools [120] March 15 80 schools [120] revised due to reduction in ACE grant & SMEP focus.	120 primary schools in year whole-class programme 90% learner satisfaction [based on sample and impact statement]	IMT	66 year long projects as of January 2014. 82 projects to date
1.2 Deliver free term whole-class teaching in primary schools	Every KS2 pupil has minimum of one free term instrumental tuition as part of whole-class ensemble	Baseline 0 schools Jun 13 10 schools [40] March 14 40 schools [90] March 15 80 schools [90]	80 primary schools in term whole-class programme 90% learner satisfaction [based on sample and impact statement]	IMT	45 free term projects as of January 2014. 21 further for Summer term
1.3 Support primary schools to deliver their own whole-class teaching programmes	Every KS2 pupil has minimum of one free term instrumental tuition as part of whole-class ensemble	Baseline 0 schools Jun 13 10 schools March 14 30 schools [60] March 15 60 schools	60 primary schools delivering own whole-class programme and providing information on programmes to music education hub	IMT	17 schools delivering their own programmes. Poor take up of training opportunities.
1.4 Deliver free term consolidation whole-class teaching	Every child aged 5-18 has minimum of one free term of instrumental tuition as part of whole-	Baseline 0 classes Jun 13 10 Y7 classes [30] March 14 30 Y7 classes	60 classes e.g. 10 secondary schools x 6 classes in term whole-class programme	IMT	37 Year 7 classes from January 14. Further 18

Activity	Outcome	Milestone	Key Performance Indicator	Lead	Progress to
programmes in secondary schools	class ensemble	[60] March 15 60 Y7 classes	90% learner satisfaction [based on sample and IMT impact statement]		classes for Summer Term
<b>2.0 Provide opportunities to play in ensembles and to perform from an early stage</b>					
2.1 Support schools in providing ensemble opportunities	Every pupil has the opportunity to take part in a school ensemble	Sept 13 Establish baseline number of school ensembles via statistical data return. Identify gaps and prioritise support for schools. March 14 Provide practical support for schools with additional ensemble activity [minimum 150 school ensembles] March 15 Every school has at least one ensemble opportunity [Minimum 200 school ensembles]	All 5-18 year-olds have access to school-based ensemble	IMT	See data return. 401 school based ensembles in 12-13
2.2 Provide local area music groups delivered through NPA	Provide local area music ensembles at 4 NPA performing arts centres and through a range of NPA companies with	Jun 13 850 young people March 14 1000 young people March 15 900 [1000] young people. Revised	1000 7-18 year-olds take part in NPA music ensembles. Number of LAC, SEN and FSM taking part is	NPA	907 NPA members as of Jan. 14 98% satisfaction

Activity	Outcome	Milestone	Key Performance Indicator	Lead	Progress to
	free access for FSM pupils	due to reduction in LA grant	at least equal to proportion of those groups in school population. 90% satisfaction [based on sample and NPA impact statement].		rating. LAC above SEN/FSM below county averages
2.3 Promote local area music groups and activities delivered by associate partners	Improved awareness of local area music groups and activities	Mar 14 10 associate partners Mar 15 15 associate partners [10]	Minimum 10 partner organisations promoting activities via hub website and providing information on activities to music education hub	Hub associate partners	10associate partners as at Feb 14
2.4 Provide regular performance opportunities through schools, CYA and NPA provision	Each school and local area music ensemble has a minimum of 1 performance opportunity each year	Jun 13 Audit performance opportunities in 12-13 academic year March 14 Identify gaps in performance provision and use associate/delivery partners to provide additional opportunities [200 performances] March 15 Pupils at every school able to take part in music performance opportunity [250	All 5-18 year olds are able to take part in a music performance opportunity relevant to their level of progress	IMT, CYA, NPA	Over 40 events scheduled through lead organisation for 13-14 academic year across wide range of genres

Activity	Outcome	Milestone	Key Performance Indicator	Lead	Progress to
		performances]			
<b>3.0 Ensure that clear progression routes are available and affordable to all young people</b>					
3.1 Ensure that affordable instrumental tuition is available in every primary and secondary school	Offer small group tuition supported by remission scheme to every primary and secondary school in Nottinghamshire. Audit provision in schools with other arrangements for providing instrumental tuition.	Baseline figure for small group tuition delivered by IMT in 11-12: 4987 Oct 13 Increase in number of pupils learning to reflect minimum 50% continuation from 11-12 Oct 14 Increase in number of pupils learning to reflect minimum 50% continuation from 12-13	Minimum of 50% pupils continue learning a musical instrument after first free access via whole-class ensemble teaching.  Number of LAC, SEN and FSM continuing to learn is at least equal to proportion of those groups in school population  90% learner satisfaction [based on sample and IMT impact statement]	IMT	5067 pupils in small group tuition as of Feb 14. Reporting continuation rate of 30%. NB this is under-reporting due to low return of pupil-level information from schools and incomplete registers from 11-12 SEN 11%/20% BME 11%/9% EAL 4.3%/3.4%
3.2 Provide	Deliver exciting, relevant	Baseline 2 projects	Provide minimum of 5	CYA	25 projects



Activity	Outcome	Milestone	Key Performance Indicator	Lead	Progress to
opportunities for young people to develop their music-making interests	out-of-school music-making projects with 13-19 year olds which are free to all participants	Jun 13 5 projects March 14 5 projects March 15 5 projects	projects in each academic year with a minimum of 15 young people involved in each 90% learner satisfaction [based on project evaluation]		impacting on 549 young people in 12-13
3.3 Provide opportunities for children and young people in challenging circumstances to take part in music projects	Deliver projects to engage young people at risk of exclusion; looked after; SEN&D	June 13 Project with at least 1 target group March 14 Projects with at least 2 target groups March 15 Projects with at least 2 target groups	Provide 5 projects between Aug 12 and March 15 which increase participation and engagement of young people from targeted groups in music-making 90% learner satisfaction[based on project evaluation]	CYA	LAC project with 5 LAC funded through £13k YM funding. 4 out of 5 YP moved on to music production course
3.4 Provide online music learning resources for young people to access	Charanga resources available to support instrumental learning out of lessons	Baseline 73 schools Jun 13 100 schools with pupil login to Charanga March 14 120 schools [150 schools] March 15 150 schools [200 schools]	Minimum of 150 schools providing access to Charanga resources for pupils	IMT/ Charanga Ltd	143 schools as at Feb 14.
3.5 Provide accreditation	Increase in number of young people achieving	Oct 13 Establish baseline for 12-13 academic year	5% increase in number of children and young	IMT, NPA, CYA	Information not recorded

Activity	Outcome	Milestone	Key Performance Indicator	Lead	Progress to
opportunities for young people through music grade examinations, Arts Award etc	accreditation through music lessons and projects	[+10% on 11-12] Oct 14 +5% increase in accreditation	people achieving accreditation in music from 2012-13	TMC as bridge organisation	in 12-13. 130 NPA members taking Arts Award. Feb.14
3.6 Develop regional provision for talented young people	Work with other EM music hubs to create regional provision for talented young musicians with exceptional potential in a wide range of music styles and genres	June 13 Agree programme outline with other EM hubs March 14 Minimum 5 young people from Nottinghamshire involved [Minimum 10 young people involved] March 15 Minimum 10 young people involved	Establish EM regional provision. Minimum 10 young people from Nottinghamshire schools join	IMT, NPA	HOHA report complete Jan 14. EM Hubs to discuss at March meeting. However 6 Notts G&T involved in trumpet and vocal workshops.
<b>4.0 Develop a singing strategy to ensure that every pupil is singing regularly and that choirs and vocal ensembles are available in the area</b>					
4.1 Provide CPD in singing for teachers	Increase in number of pupils receiving vocal tuition and choirs	June 13 – Establish baseline information of singing CPD needs in schools March 14 – Provide CPD sessions as needed [40 teachers attend CPD for singing]	Establish singing hub school in each of 7 districts 90% satisfaction rate for participants in CPD sessions	IMT + partner	5 Singing Hub Schools in place. January 14. Singing has been part of CPD network. 7 schools

Activity	Outcome	Milestone	Key Performance Indicator	Lead	Progress to
		March 15 - Provide CPD sessions as needed [50 teachers attend CPD for singing]			have had individual CPD visits.
4.2 Provide advice and guidance for schools to develop their own singing projects and activities	Increase in number of schools offering vocal tuition and choirs	Oct 13 Establish baseline number of singing opportunities in schools March 14 – Increase participation in vocal activities in schools by 10% March 15 - Increase participation in vocal activities in schools by +10%	20% increase in number of pupils receiving vocal tuition and taking part in school choirs	IMT	Baseline of 126 vocal groups in schools in 12-13 data return 28 schools with vocal tuition provided by IMT.
4.3 Facilitate Big Sing projects including workshops, performances for large-scale massed choirs	Regular opportunities for pupils to take part in large-scale singing events	Baseline 2 events per year July 13 3 events in 12-13 Jun 14 3 events in 13-14 March 15 2 events in 14-15	Minimum of one major singing event per term 90% satisfaction rating from schools taking part	IMT + partner	3 events in 13-14. 3 big sings, AF workshop, 10 schools sing up day, 17 Xmas, 5 schools DALP project. Planned MD, KS2 pop up

Activity	Outcome	Milestone	Key Performance Indicator	Lead	Progress to
					choir.
4.4 Facilitate transitional singing projects involving secondary and primary schools	Increase in singing opportunities for secondary school pupils	Jun 13 5 projects in 12-13 Jun 14 5 projects in 13-14 March 15 3 projects in 14-15	Minimum of 5 transition singing projects each academic year 90% satisfaction rating from schools taking part	IMT + partner	5 singing transition projects in place in 13-14 Singing hub schools. Further 2 Brunts and QE.
<b>5.0 Offer Continuous Professional Development [CPD] to school staff particularly in supporting schools to deliver music in the curriculum</b>					
5.1 Provide a CPD network for music teachers in Nottinghamshire primary and secondary schools	Teachers confident and able to provide an outstanding music education provision in curriculum music	See KPI	90% satisfaction rating from teachers taking part [based on response to CPD impact statement]	The Minster School	Secondary - 100% very useful/ useful Primary – 95% very useful/ useful (July 13) 29 school s engaging. Feb 14
5.2 Provide additional professional development support for teachers	Nottinghamshire teachers access professional development e.g. NTU programmes, Confetti	See KPI	Additional professional development opportunities signposted through 6 CPD network sessions	The Minster School	Limited engagement to date

Activity	Outcome	Milestone	Key Performance Indicator	Lead	Progress to
	music technology courses				
<b>6.0 Provide an instrument loan service with discounts or free provision for those on low incomes</b>					
6.1 Provide an instrument loan scheme in a wide range of instruments with free provision for those on low incomes	Every pupil learning through IMT able to access instrument loan	Oct 13 Establish baseline number of pupils loaning an instrument in 2012-13 Oct 14 Increase in number of pupils loaning/purchasing an instrument to reflect minimum 50% continuation from 12-13 to 13-14	Instrument loan/purchase in line with numbers of pupils learning  Free instrument available to every child receiving FSM or whose family are in receipt of WTC – NHS exemption	IMT	2280 pupils hired an instrument in 13-14[excluding WCET instrument hire]
<b>7.0 Provide access to large scale and high quality music experiences for pupils, working with professional musicians and/or venues.</b>					
7.1 Provide a relevant, exciting offer for primary and secondary phase pupils to experience working with professional musicians	More pupils experience and are inspired by professional musicians and groups	Jun 13 See KPI Jun 14 See KPI Mar 15 See KPI	Minimum of 2 concerts per academic year Increase in take-up of subsidised access to Nottinghamshire schools to music events and concerts at Theatre Royal Concert Hall 3 opportunities per year for specific groups of young musicians from Nottinghamshire	Theatre Royal + Royal Concert Hall	Now Hear This concert for primary phase in June 13. Ticket offers, workshops and masterclasses for secondary March 14.

Activity	Outcome	Milestone	Key Performance Indicator	Lead	Progress to
			schools to work with professional musicians in workshops and/or performances Positive response from young people and schools based on impact statement		
7.2 Provide major orchestral projects for schools in north Nottinghamshire	More pupils experience and are inspired by working with professional musicians and groups	Jun 13 See KPI Mar 14 See KPI Mar 15 See KPI	One major project per academic year for schools in north Nottinghamshire. Positive response from young people and schools based on impact statement	Orchestras Live	FLT concert Mansfield Palace Theatre. All Saints Schools.
7.3 Develop more partnerships to provide music projects for children and young people in and out of school	More pupils experience and are inspired by working with professional musicians and groups	Jun 13 Identify gaps in provision Mar 14 Facilitate 3 projects Mar 15 Facilitate 5 projects	Facilitate 5 additional projects with partners which address needs not met through other MEH or YM activity	Partner organisations	Gap in provision in special schools identified. Addressed by LMN interactive concerts in 9 special schools. SoundLincs

Activity	Outcome	Milestone	Key Performance Indicator	Lead	Progress to
					project for WCET planned with special schools.
<b>School Music Education Plan</b>					
Planning	Meaningful school/hub engagement. Improved quality/opportunities for young people across Nottinghamshire.	<p>Apr 14 - Audit of current school engagement against core/extension activities.</p> <p>June 14 - Programme Board Define 'meaningful', identify success criteria and evidence.</p> <p>June 14 - Programme Board establish schools' RAG rating. Plan support.</p> <p>Sept 14 – July 15 Review engagement, support and impact.</p>	<p>Baseline figure of engagement for each school based on core role and extension roles.</p> <p>Criteria and evidence agreed and published. School's RAG rating established and priority established.</p> <p>Commission external review of hub impact.</p>	Hub, Programme Board & Area Coordinators	

Activity	Outcome	Milestone	Key Performance Indicator	Lead	Progress to
Expertise	Improved quality, access, transition and opportunities for young people across music.	<p>Apr 14 – July 14 Establish a team of experts to act as advocates for the hub and good quality music education in schools.</p> <p>Apr 14 – Dec 14 Identify, establish and train music subject review team.</p> <p>Sept 14 – Dec 14 Pilot subject review scheme in schools.</p> <p>Jan 15 –Commence targeted schools subject review. Secondary priority and primaries with no/limited hub engagement.</p>	<p>Good practice seen and evidenced.</p> <p>Team established.</p> <p>10+ trained and confident in music subject reviews.</p> <p>10 subject reviews carried out as part of pilot scheme.</p> <p>July 15 - 15 secondary subject reviews completed</p> <p>July 15 – 15 primary reviews completed. (funding dependent)</p> <p>July 16 – remainder secondary reviews completed(funding dependent)</p> <p>July 16 – further 30 primary subject reviews (funding dependent)</p>	Hub	
Networks		Establish links with	Hub and bridge	Hub	



Activity	Outcome	Milestone	Key Performance Indicator	Lead	Progress to
		<p>Midlands Bridge Organisation (TMC).</p> <p>Apr 14 – Dec 14 Develop team of Head teacher Music Advocates (HTs, SLT)</p> <p>Contact and discuss partnership working with Teaching Schools.</p>	<p>organisation sharing information on school engagement and support.</p> <p>Case studies of school impact on website/social media.</p> <p>Music/hub discussed at HT/SLT meetings and network.</p> <p>Contact made. Information and data shared regarding music.</p>		
Communication		<p>Produce Hub information pack for Senior Leaders and Governors.</p> <p>Apr 14 – Dec 14 Develop team of Head teacher Music Advocates (HTs, SLT)</p> <p>Music Advocates speak at HT/Governor</p>	<p>Sept 14 - Pack and associated material ready.</p> <p>Contact with Governor Services.</p> <p>See above – “networks”</p> <p>See above – “networks”</p>	Hub programme Board	

Activity	Outcome	Milestone	Key Performance Indicator	Lead	Progress to
		<p>Conferences and network meetings.</p> <p>Invite HTs/Senior Leaders and Governors to Hub events. No/limited engagement schools priority.</p>	<p>Attendance targeted schools at events.</p>		
Curriculum	<p>Curriculum resource for WCIT 1<sup>st</sup> access</p> <p>Create Nottinghamshire Music Curriculum Skills Ladder from KS1 to GCSE, including 1<sup>st</sup> Access, singing strategy and transition.</p> <p>Share examples of good curriculum delivery and musical offer</p>	<p>Apr 14 -Establish cross hub working parties to produce SoW/Curriculum for primary and secondary consolidation.</p> <p>Establish a cross hub and phase “burning issues” music CPD conference.</p> <p>Establish CPD network “sharing wall”</p> <p>Identify good practice across the county and use teachers to lead/share at CPD network.</p>	<p>Working parties formed</p> <p>Dec 14 – SoW available</p> <p>Conference happens and is well attended.</p> <p>“Sharing wall” created and being used.</p> <p>CPD sessions led by identified teachers.</p>	<p>IMT</p> <p>Minster</p> <p>Hub</p>	

Activity	Outcome	Milestone	Key Performance Indicator	Lead	Progress to
	Continuation after WCIT 1 <sup>st</sup> Access	<p>Use hub website/social media to highlight national and international music education developments.</p> <p>Establish with schools receiving Free Term WCIT/yearlong WCIT/Yr7 consolidation projects, continuation routes and opportunities for YP after</p>	All WCIT/ 1 <sup>st</sup> Access schools have an agreed, written, signed “progression plan”	IMT, Area Coordinators	
CPD		<p>Continue providing CPD networks for music teachers in primary and secondary schools (5.1)</p> <p>Review impact of CPD networks.</p> <p>Develop “twinning” schools. Peer to peer learning visits/observation (Secondary/Primary).</p>	<p>3 termly CPD meetings. Increased participation on current figures.</p> <p>Apr 14 – yearly review External impact report (see above – planning)</p> <p>Schools engaged with CPD network have completed 1 learning visit.</p> <p>July 14 – Singing</p>	<p>Minster</p> <p>Hub</p> <p>IMT</p>	

Activity	Outcome	Milestone	Key Performance Indicator	Lead	Progress to
		Establish 5 district Singing Hub Schools (4.1, 4.2)	schools provided 1 CPD event.  July 14 - Baseline of support, advice and visits established  July 14 – 1 transition event delivered.		

16 June 2014

Agenda Item: 9 (revised)

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

### **MATTERSEY AND WINTHORPE COMMUNITY PRIMARY SCHOOLS: PROPOSALS FOR THE DELIVERY OF EARLY YEARS EDUCATION PLACES – OUTCOMES OF PUBLISHED SECTION 19 NOTICES**

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

1. This report provides Committee with the outcome of published Section 19 Notices and seeks approval, with effect from 8 September 2014, for the implementation of the following proposals to:-
  - establish 10 full-time equivalent (20 part-time) early years places within the existing premises of Mattersey Community Primary School and lower the school's age range from 5-11 to 3-11 years and
  - establish 5 full-time equivalent (10 part-time) early years places within the existing premises of Winthorpe Community Primary School and lower the school's age range from 5-11 to 3-11 years.

#### **Information and Advice**

2. Formal proposals were agreed by Committee at its meeting on 23 April 2014 and in accordance with the provisions of the Education and Inspections Act 2006, the Local Authority (LA) is required to publish Section 19 Notices. Appropriate Notices were subsequently published on 1 May 2014 which provided details of the proposals referred to in paragraph 1 above.
3. There is a four week representation period following the publication of Notices during which support, objections and comments can be made. The Notices expired on 29 May 2014 and during their publication period no representations were received.
4. The decision on the above proposals now falls to Committee to determine. It is a statutory requirement however, that this determination has to be made within two months of the expiry of the Notice's representation period i.e. by 29 July 2012. Failure to meet this requirement would result in the proposal having to be referred to an independent Schools Adjudicator for a decision to be made.

## **Other Options Considered**

5. As previously reported, the closure during December 2013 of a local pre-school playgroup in Mattersey has reduced parental choice for early years provision. The only other feasible option available to the school for parents who wish their children to receive early years education between the ages of 3-4 years, is to send them to alternative early years providers outside of the village.
6. There is currently no early years provision within the Winthorpe community and the nearest alternative provider is located one and a half miles away from the school.
7. The only other feasible option available to either school's parents/carers who wish their children to receive early years education between the ages of three and four years, is to continue to send them to alternative providers and move the children to Mattersey and Winthorpe Primary Schools as appropriate for their statutory education.

## **Reason for Recommendation**

8. It is Government policy that early years education places can be delivered through LA maintained schools and providers in the private, voluntary and independent sectors. The proposals outlined in this report are perceived as being in the best interests of both schools and their respective communities.

## **Statutory and Policy Implications**

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

## **Implications for Service Users**

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

## **Financial Implications**

11. Any variation to the numbers of children attending the schools through these proposed changes to the admission arrangements will be reflected in the schools' budgets through the Early Years Single Funding Formula.

## **Public Sector Equality Duty Implications**

12. If approval was to subsequently be given for these proposals to proceed, the proposals will ensure the availability of an early years education place for all children whose parents wish them to have one.
13. Equal opportunities issues for staff will be addressed within an agreed enabling document which will follow an agreed standard format.

14. An Equality Impact Assessment has been undertaken and is available as a background paper.

### **Human Resources Implications**

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

### **Crime and Disorder Implications**

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

### **Human Rights Implications**

17. Parental preference will be facilitated.

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

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

## **RECOMMENDATIONS**

That:-

- 1) Committee notes the outcome of the Section 19 Notices published under the provisions of the Education and Inspections Act 2006 concerning Mattersey and Winthorpe Community Primary Schools.
- 2) Committee agrees to the implementation of the proposals with effect from 8 September 2014 to respectively lower the existing age limits of Mattersey and Winthorpe Community Primary Schools from 5-11 to 3-11 years, thereby enabling the schools to admit children to attend early years education places.

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

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

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T: 0115 9772571  
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### **Constitutional Comments (SLB 23/05/14)**

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

### **Financial Comments (KLA 23/05/14)**

20. The financial implications of the report are set out in paragraph 11 above.

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

- 1) Mattersey and Winthorpe Community Primary Schools:  
Proposals for the Delivery of Early Years Education Places - report to Children and Young People's Committee on 10 February 2014 (previously published)
- 2) Mattersey and Winthorpe Community Primary Schools:  
Proposals for the Delivery of Early Years Education Places - report to Children and Young People's Committee on 23 April 2014 (previously published)
- 3) The Complete Proposals referred to in the published Section 19 Notices
- 4) Equality Impact Assessment

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

### **Electoral Divisions and Members Affected**

Misterton: Councillor Liz Yates  
Collingham: Councillor Maureen Dobson

C0435



16 June 2014

Agenda Item: 10

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

### **AWARD OF SCHOOL TRANSPORT SERVICE TENDERS**

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

1. To seek Committee approval to award school transport service contracts.

#### **Information and Advice**

2. Tenders are sought on an annual basis for the provision of school transport services following a review and planning process. The contracts are for home to school journeys for which the County Council has a statutory duty to provide free transport.
3. The review and tender exercise has been completed with the need to secure efficiency savings whilst retaining standards of service. The current value of the services involved is £3m per year.
4. Tenders were invited through the County Council's Framework tender process (2013) and evaluated on the most economically advantageous basis with an average of five bids per tender. Seventeen contracts have not been awarded to the lowest bidder because of operating capacity issues.

#### **Results**

5. The proposed pattern of awards is shown in **Appendix A**. Committee should note that the recent withdrawal of Bus Service Operator Grant (BSOG) from the Department for Transport to operators may result in higher tender prices and it is estimated that prices could rise by 12% to reflect the loss of grant funding. However, on a like for like basis, the new contracts will achieve a full year efficiency saving of £69,000.

#### **Other Options Considered**

6. There are no other options available.

#### **Reasons for Recommendation**

7. The County Council provides the transport to meet its home to school transport statutory duties.

### **Statutory and Policy Implications**

8. 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.

### **Financial Implications**

9. The current contracts cost £3.041m per year; the new contracts will cost £2.972m per year, delivering efficiency savings of £69,000 per year. This can be offered up to offset the County Council's current financial shortfall.

### **Implications for Service Users**

10. The new contracts will ensure that appropriate transport services are provided for young people to travel to and from school.

## **RECOMMENDATION**

- 1) It is recommended that Committee approve the award of school transport service contracts as set out in **Appendix A**.

**John Slater**

**Service Director, Education Standards and Inclusion**

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

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Group Manager, Transport and Travel Services

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or

Chris Ward

Team Manager, Transport and Planning Operations

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### **Constitutional Comments (LM 02/06/14)**

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

### **Financial Comments (KLA 02/06/14)**

12. The financial implications of the report are set out in paragraph 9 above.

**Background Papers and Published Documents**

None.

**Electoral Divisions Affected**

All.

C0441



APPENDIX A - Schedule of school bus contract awards					
CONTRACT REFERENCE	OPERATOR	ROUTE	NEW PRICE	OLD PRICE	
W/801/7/060	AOT	6B	£150.00	£153.00	
W/801/3/081	TIGER	362	£179.00	£348.98	WITH 361
W/801/3/092,3,4,5	JBR	342,3,4,5	£640.00	£611.82	
W/801/4/046	JB TOUR	442	£152.00	£152.47	
W/801/4/050,1	AOT	413,414	£278.00	£305.97	
W/801/4/052	AOT	417	£140.00	£142.80	
W/801/5/041	AOT	649	£125.00	£159.68	
W/801/6/040,41,42	AOT	650		£159.68	
		651		£142.17	
		652	£400.00	£149.38	
W/801/7/064	TIGER	602	£145.00	£150.96	
W/801/7/067	JB TOUR	710	£149.00	£122.59	
W/801/7/068	TIGER	610	£139.00	£140.00	
W/802/3/092	AOT	962	£160.00	£188.23	
W/802/3/093	AOT	963	£160.00	£183.01	
S/801/8/134	NOTTM COACH	447	£119.00	£149.38	
S/801/8/141	NOTTM COACH	435	£159.00	£173.59	
S/801/8/142	SILV	63	£149.50	£164.00	
S/801/8/150	TIGER	481	£160.00	£166.27	
S/801/8/153	NOTTM COACH	487	£149.00	£175.91	
W/801/5/042	NOTTM COACH	517	£139.00	£195.00	
W/801/5/043	NOTTM COACH	525	£139.00	£178.50	
W/801/6/043	LOWES	218	£160.00	£179.15	
W/801/7/065	TIGER	608	£150.00	£176.74	
W/801/7/066	TIGER	607	£150.00	£153.50	
W/801/3/080	TIGER	361	£149.00		WITH 362
W/801/3/082	JBR	363	£165.00	£156.86	
W/801/3/083	JBR	364	£195.00	£195.74	
W/801/3/084	MARSH	365	£165.00	£166.06	
W/801/3/086	TIGER	968	£149.00	£171.48	
W/801/4/045	FRE	435	£125.00	£138.00	
W/801/4/047,8,9	FRE	401,402,403	£420.00	£401.78	
W/801/3/085, 802/3/094,5,6	TWRT	965,924,926,966	£655.30	£661.80	
N/801/1/064	KETT	688	£150.00	£360.57	
N/801/1/065	MOX	689	£189.00		WITH 688
N/801/1/066	KETT	691	£118.50	£122.59	
N/801/1/067	MOX	730	£180.00	£183.60	
N/801/1/068	GEM	731	£168.00	£188.23	
N/801/1/069	MOX	732	£165.00	£164.83	
N/801/1/070	GEM	733	£160.00	£130.24	
N/801/1/072	MOX	38	£165.00	£160.14	
N/801/1/073,802/1/069	MOX	130	£330.00	£174.10	
N/801/1/074	GEM	735	£163.00	£177.78	
N/801/1/075	GEM	736	£168.00	£171.36	
N/801/1/076	MOX	739	£170.00	£183.60	
N/801/2/042	JBR	9		£145.00	
N/801/2/055	JBR	223	£270.00	£154.66	
N/801/2/043	JBR	18		£160.00	
N/801/2/049	JBR	217	£300.00	£160.00	
N/801/1/071	JBR	36		£147.73	
N/801/2/045	JBR	213		£710.84	
N/801/2/046	JBR	214			WITH 213
N/801/2/047	JBR	215			WITH 213
N/801/2/048	JBR	216			WITH 213
N/801/2/056	JBR	224	£1,040.00	£140.00	
N/801/2/050	BB	218	£139.00	£265.79	
N/801/2/052	FRE	219	£149.00		WITH 218
N/801/2/053	SEM	221	£258.00	£260.53	
N/801/2/054	SEM	222	£258.00	£255.63	

N/801/3/089	JBR	301			
N/801/3/090	JBR	304			
N/801/3/091	JBR	305			
N/801/3/096	JBR	906			
N/801/3/097	JBR	907	£850.00	£854.00	
N/802/1/061	KETT	906	£109.50		
N/802/1/062	WILF	907	£88.00		
N/802/1/063	NUNNS	926	£20.36	£61.81	
N/802/1/064	MARSH	936	£165.00	£176.36	
N/802/1/065	BASS	971		£115.06	
N/802/1/073	BASS	MISTERTON PRIM	£59.40		
N/802/1/066	KETT	985	£128.50	£144.23	
N/802/1/067	KETT	987	£128.50	£144.23	
N/802/1/068	KETT	991	£159.50	£164.83	
N/802/1/070	KETT	994	£122.50	£149.38	
N/802/1/071	MEDEN	933	£63.00	£63.64	
N/802/1/072	BASS	GRINGLEY TAXI		£41.11	
N/802/1/074	BASS	N.WHEATLEY TAXI	£63.37	£22.26	
N/802/1/075	NUNNS	TUX TAXI	£20.36	£28.74	
N/802/2/031	NUNNS	ST JOSEPHS RC 912	£23.32	£22.26	
N/802/3/098	NUNNS	900	£20.36	£60.59	
N/802/3/099	K&R	AVERHAM	£60.00	£54.40	
N/802/3/100	NUNNS	CHRISTS HOSP	£45.42	£34.00	
N/802/3/101	RIO	CODDINGTON	£26.00	£40.00	
N/802/3/102	ALFA OR ANDYS ??	MAGNUS	£25.00	£25.50	
S/801/8/133	SILV	442	£153.50	£153.50	
S/801/8/135	SILV	449	£168.50	£169.47	
S/801/8/140	SHARP	432	£150.00	£168.30	
S/801/8/143	SHARP	436	£133.50	£156.58	
S/801/8/151	SILV	482	£148.50	£283.31	
S/801/8/152	SILV	484	£148.50		WITH 482
S/801/3/088	TWRT	680	£188.72	£190.59	
S/801/8/120	SHARP	651		£156.58	
S/801/8/121	SHARP	652		£156.58	
S/801/8/122	SHARP	654		£158.16	
S/801/8/123	SHARP	655	£1,072.40	£156.58	
S/801/8/124	SHARP	656		£156.58	
S/801/8/125	SHARP	657		£156.58	
S/801/8/154	SHARP	480		£156.59	
S/801/130	SILV	680	£147.50	£148.25	
S/801/131	SILV	681	£144.50	£144.31	
S/801/132	SILV	441	£153.50	£158.65	
			£15,642.51	£16,004.73	
		FULL YEAR COST	£2,972,076.00	£3,040,898.70	
		<b>SAVING</b>	<b>£68,882.00</b>		

**16 June 2014**

**Agenda Item: 11**

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

**WORK PROGRAMME**

**Purpose of the Report**

1. To consider the Committee's work programme for 2014/15.

**Information and Advice**

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

**Other Options Considered**

4. None.

**Reason for Recommendation**

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

## **Statutory and Policy Implications**

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

## **RECOMMENDATION**

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

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

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

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

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

## **Financial Comments (PS)**

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

## **Background Papers**

None

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

All.



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

<b><u>Report Title</u></b>	<b><u>Brief summary of agenda item</u></b>	<b><u>Lead Officer</u></b>
<b>14 July 2014</b>		
School Places and Capital Strategy		John Slater
Update on a revised operating model for Nottinghamshire children's services		Anthony May
A Strategy for Closing the Educational Gaps in Nottinghamshire – six month review	Six monthly review report	John Slater
Raising the Participation Age (RPA) Plan update		John Slater
Outcome of consultation on proposal to close Bassetlaw Learning Centre		John Slater
Quality assurance arrangements for alternative SEBD provision		John Slater
Nottinghamshire Child and Family Poverty Strategy annual performance report	Annual update	Derek Higton
Troubled Families Programme update		Derek Higton
Youth Justice Plan 2014-15		Derek Higton
Child Sexual Exploitation Action Plan - update		Steve Edwards
Children Missing Education annual report	For information	Steve Edwards
Knowledge Transfer Partnership		Derek Higton
Encompass Notts		Steve Edwards
Nottinghamshire Children's Trust	Annual officer group report	Derek Higton
Rota Visits	Six monthly report	Steve Edwards
National Children and Adult Services Conference 2014	For decision	Anthony May
Work Programme		Anthony May

