

Children and Young People's Committee

Monday, 25 April 2022 at 10:30

County Hall, West Bridgford, Nottingham, NG2 7QP

AGENDA

- | | | |
|----|---|---------|
| 1 | Minutes of the last Meeting held on 7 March 2022 | 5 - 12 |
| 2 | Apologies for Absence | |
| 3 | Declarations of Interests by Members and Officers:- (see note below)
(a) Disclosable Pecuniary Interests
(b) Private Interests (pecuniary and non-pecuniary) | |
| 4 | Establishment of Additional Posts within the Looked After Children and Leaving Care Service | 13 - 16 |
| 5 | Change to Staffing Establishment at Adoption East Midlands | 17 - 20 |
| 6 | Contact Service Annual Report | 21 - 28 |
| 7 | Foster Carer items | |
| 8 | Best Start Strategy 2021-25 Six Month Progress Update and Consultation on Change of Use of Hawtonville Children's Centre building, Newark, and Summerhouse Children's Centre building, Sutton in Ashfield | 29 - 44 |
| 9 | Outcomes of Ofsted Inspections of Schools - Termly Update | 45 - 56 |
| 10 | The Future of North Clifton Primary School | 57 - 60 |

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Notes

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

Customer Services Centre 0300 500 80 80

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

Councillors or Officers requiring clarification on whether to make a declaration of interest are invited to contact Martin Gately (Tel. 0115 977 2826) 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 7 March 2022 (commencing at 10:30 am)

Membership

Persons absent are marked with an 'A'

COUNCILLORS

Tracey Taylor (Chairman)
Sinead Anderson (Vice-Chairman)
Sam Smith (Vice-Chairman)

	Matt Barney		Roger Jackson
	Anne Callaghan		Johno Lee
A	Samantha Deakin		Andy Meakin
	Errol Henry	A	Michelle Welsh

Substitute Members:

Jim Creamer
Daniel Williamson

CO-OPTED MEMBERS (NON-VOTING)

4 Vacancies

OFFICERS IN ATTENDANCE

Colin Pettigrew	Corporate Director, Children and Families Services
Marion Clay	Service Director, Children and Families Services
Steve Edwards	Service Director, Children and Families Services
Laurence Jones	Service Director, Children and Families Services
Lucy Peel	Service Director, Children and Families Services
Martin Gately	Democratic Services Officer, Chief Executive's

1. MINUTES OF THE LAST MEETING HELD ON 17 JANUARY 2022

The minutes of the meeting held on 17 January 2022 having been circulated to all Members, were taken as read and have been signed by the Chairman.

2. APOLOGIES FOR ABSENCE

Councillor Jim Creamer substituted for Councillor Michelle Welsh.
Councillor Daniel Williamson substituted for Councillor Samantha Deakin.

3. DECLARATIONS OF INTEREST BY MEMBERS AND OFFICERS

None.

4. PARTNERSHIP STRATEGY FOR LOOKED AFTER CHILDREN AND CARE LEAVERS IN NOTTINGHAMSHIRE 2022-2025

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

RESOLVED 2022/010

That:

- 1) the proposed Partnership Strategy for Looked After Children and Care Leavers in Nottinghamshire (2022 to 2025) be approved.
- 2) approval be given for annual updates on the impact of the Local Offer for Care Leavers to be provided as appropriate
- 3) approval be given for an annual report on the work of the Partnership Board and the impact of the Strategy for Looked After Children and Care Leavers in Nottinghamshire (2022 to 2025) to be provided as appropriate.

5. DESTINATIONS OF YEAR 12-13 LOOKED AFTER YOUNG PEOPLE COHORT 2020-2021

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

RESOLVED 2022/011

That:

- 1) no further actions were required in relation to the information contained in the report.

6. CHILDREN AND YOUNG PEOPLE CORE DATA SET – PERFORMANCE AND FINANCE

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

RESOLVED 2022/012

That:

- 1) no further actions were required in relation to the performance information on the Council's services for children and young people for the period 1st October to 31st December 2021.

7. FINANCIAL SUPPORT FOR STUDENTS IN POST-16 EDUCATION AND EXCEPTIONAL PAYMENTS FOR SCHOOL CLOTHING AND FOOTWEAR

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

RESOLVED 2022/013

That:

- 1) the arrangements for the 2022/2023 financial year in respect of discretionary financial support for post-16 students following courses in educational institutions as set out in paragraphs 10-12 of the report.
- 2) the following guide scale of payments for school clothing and footwear allowances granted under the category of exceptional circumstances, subject to consideration of the individual circumstances of each application be approved:
 - Primary age children to be eligible for 50% of the full allowance of £50 per qualifying pupil
 - Secondary age children to be eligible for 75% of the full allowance of £50 per qualifying pupil.

8. PRINCIPAL CHILD AND FAMILY SOCIAL WORKER ANNUAL REPORT

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

RESOLVED 2022/014

That:

- 1) No further actions were required in relation to the information contained in the report.

9. SUPPORTING FAMILIES UPDATE AND CHANGES TO THE FAMILY SERVICE STAFFING ESTABLISHMENT

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

RESOLVED 2022/015

That:

- 1) approval be given for a follow up report to be provided as appropriate in six months.
- 2) the extension of the temporary establishment of 1 FTE Supporting Families Project Officer (Grade 5) post to March 2025 and 0.5 FTE Reducing Parental Conflict Co-ordinator Development Worker (Grade 5) post until September 2022 be approved.
- 3) The disestablishment of a 0.5 FTE Early Help Case Manager (Band A) post and the establishment of a 0.5 FTE Senior Professional Practitioner (Band C) post in Family Services North be approved.

10. NEURODEVELOPMENTAL BEHAVIOUR SUPPORT SERVICE

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

RESOLVED 2022/016

That:

- 1) approval be given for the TUPE (Transfer of Undertakings (Protection of Employment)) Transfer of relevant/eligible Family Action Staff, who are engaged in delivering the activities prescribed in the contract to deliver the Small Steps Early Neurodevelopmental Behaviour Service into the Local Authority Children's Services
- 2) the establishment of 3.0 fte Parent and Family Worker (Grade 5) posts, temporary until March 2024 to be based within the existing Family and Parenting Teams in the Family Service to provide additional capacity to deliver parenting interventions for families where children present with neurodevelopmental behaviour needs be approved.

11. WHOLE FAMILY SAFEGUARDING PROGRAMME PROGRESS REPORT

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

RESOLVED 2022/017

That:

- 1) the extension of the social work apprenticeship programme by establishing the following posts be approved:
 - 10 FTE Social Work Apprentices (Hay Band A)
- 2) the establishment of a multi-disciplinary safeguarding team in Newark and Sherwood be approved
- 3) the development of an edge of care team for vulnerable adolescents by establishing the following posts be approved:
 - 0.5 FTE Team Manager (Hay Band D)
 - 2 FTE Parent & Family Workers (NJE Grade 5)
 - 3 FTE Youth Workers (JNC Qualified point 20-23)
- 4) the development of a kinship support service by establishing the following posts be approved:
 - 1 FTE Team Manager (Hay Band D)
 - 2 FTE Social Workers (Hay Band B)
 - 1 FTE Kinship Practitioner (NJE Grade 5)
 - 0.5 FTE Social Work Support Officer (NJE grade 4)
- 5) the transfer of the following posts from the Transformation and Change team to the Service Improvement Group be approved:
 - 2 FTE Project Managers (Hay Band C)
 - 3 FTE Project Officers (Hay Band A).

12. CHANGES TO THE STAFFING ESTABLISHMENT IN THE MULTI-AGENCY SAFEGUARDING HUB AND THE EARLY HELP UNIT

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

RESOLVED 2022/018

That:

- 1) the extension of the following temporary posts in the Multi-Agency Safeguarding Hub and Early Help Unit for one year be approved:
 - 6 FTE Social Workers (Hay Band B)
 - 2 FTE Advanced Practitioners (Hay Band C)
 - 3 FTE Early Help Officers (Hay Band A)
 - 1 FTE Business Systems Analyst (Hay Band C)
 - 1 FTE Business Intelligence Report Developer (Hay Band B).
- 2) the establishment of the following posts for one year be approved:

- 2 FTE Advanced Practitioners (Hay Band C)
 - 2 FTE Senior Early Help Officers (subject to job evaluation).
- 3) an increase in the establishment of the Early Help Unit Manager (Hay Band D) post from 0.8 FTE to 1 FTE be approved.

13. CHANGES TO THE STAFFING ESTABLISHMENT IN THE INDEPENDENT CHAIR SERVICE

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

RESOLVED 2022/019

That:

- 1) the establishment of the following posts in the Independent Chair Service from 1st April 2022 be approved.
 - 1 FTE Child Protection Co-ordinator (Hay Band D)
 - 1 FTE Independent Reviewing Officer (Hay Band C)
 - 1 FTE Fostering Independent Reviewing Officer (Hay Band C)

14. CHANGES TO THE STAFFING ESTABLISHMENT IN THE INFORMATION AND SYSTEMS TEAM

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

RESOLVED 2022/020

That:

- 1) the disestablishment of 1 FTE Senior Practitioner – Support and Implementation (Hay Band C) post from the Information and Systems Service be approved
- 2) the permanent establishment of the following posts in the Information and Systems Service from 1st April 2022 be approved:
 - 1 FTE Senior Practitioner – System Design (Hay Band C, indicative grade)
 - 1 FTE Senior Practitioner – Support (Hay Band B, indicative grade)
 - 2 FTE Data Management Officers (NJE Grade 4).
- 3) a budget virement of £100,967 from a permanent underspend in the teachers pension enhancements budget to Information & Systems to fund the above posts be approved.

15. ESTABLISHMENT OF A TEMPORARY DEPUTY PRINCIPAL EDUCATIONAL PSYCHOLOGIST POST

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

RESOLVED 2022/021

That:

- 1) the establishment of a temporary 0.8 FTE Deputy Principal Educational Psychologist (Soulbury 6-10 + SPA) post until 31st August 2023.

16. LOCAL AUTHORITY GOVERNOR APPOINTMENTS TO SCHOOL GOVERNING BODIES DURING THE PERIOD 30TH SEPTEMBER 2021 TO 1ST FEBRUARY 2022

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

RESOLVED 2022/022

That:

- 1) further updates regarding future appointments be provided as appropriate in accordance with the Constitution.

17. RESPONSES TO THE GOVERNMENT'S CONSULTATION ON PROPOSED CHANGES TO THE SCHOOL ADMISSION APPEALS CODE

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

RESOLVED 2022/023

That:

- 1) the draft response to the Government Consultation on proposed changes to the School Admission Appeals Code, as detailed in Appendix A be agreed, for submission by the closing date of 3 April 2022.

18. WORK PROGRAMME

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

RESOLVED 2022/024

That:

- 1) No further amendments were required to the work programme.

The meeting closed at 11:51 am.

CHAIRMAN

25th April 2022

Agenda Item: 4

REPORT OF THE SERVICE DIRECTOR, YOUTH, FAMILIES AND SOCIAL WORK

ESTABLISHMENT OF ADDITIONAL POSTS WITHIN THE LOOKED AFTER AND LEAVING CARE SERVICE

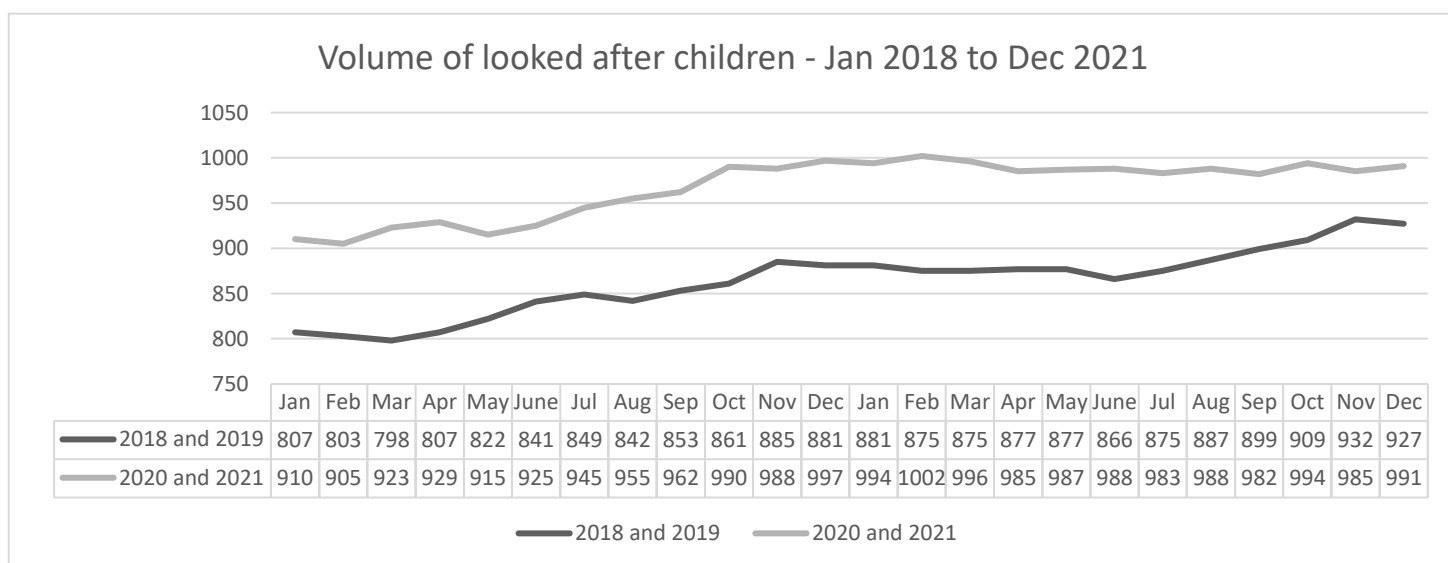
Purpose of the Report

1. The report seeks approval to establish 2 FTE Social Work Support Officer (Grade 4) posts totalling £62,934 per annum within the Looked After Service, and 2 FTE Personal Advisor (Grade 5) posts, effective from the date of the Committee meeting.

Information

Looked After and Leaving Care Services

2. The Looked After Service is responsible for providing dedicated social work assessment, planning and support for children who are looked after by the Local Authority, and who become care leavers upon transitioning into adulthood. The last three years have seen a steady increase in the numbers of young people coming into care, from 807 in January 2018 to 991 in December 2021:



3. An experienced Social Worker in the Looked After Service is expected to support 18-20 children, although this number will be lower if the Social Worker is supporting children who are placed out of area or where there are young people with significant levels of risk due to missing episodes or risk of child criminal exploitation. The current social work establishment increased in April 2021 by 4 FTE posts to 32.3 FTE to manage the increase in the number of children who are looked after.
4. Currently there are 5 FTE Social Work Support Officers in the Looked After Service. Social Work Support Officers support Social Workers by undertaking tasks that do not need to be undertaken by a qualified Social Worker. Committee agreed in 2018 that the ratio should be 1 FTE Social Work Support Officer to 4 FTE Social Workers. The current ratio is 1 Social Work Support Officer to 6.46 Social Workers, which exceeds the agreed ratio. By establishing an additional 2 FTE Social Work Support Officers, this would bring the ratio to a manageable level of 1 FTE Social Work Support Officer to 4.6 FTE Social Workers.
5. Since September 2020, the Social Work teams have been completing three Personal Education Plan meetings for each looked after child per year in order to improve the opportunities for children and link them with appropriate training and educational opportunities from an early age. Prior to this one meeting per year was held. This has increased the workload of the Social Work Support Officers as they are responsible for arranging the meetings and uploading the paperwork following the meetings.
6. The continuing increase in looked after children in Nottinghamshire has impacted on the resources required for Leaving Care. The Service has attempted to provide early allocation and meaningful input from Leaving Care Personal Advisors prior to looked after children reaching their 17½ birthday as recommended by Ofsted. This is getting more challenging due to the demand for the service. The Council's re-modelling of the provision of services for unaccompanied asylum-seeking children (UASC) to make full use of Home Office Grant funding has redirected some pressures on Leaving Care and allowed for an increase in capacity of almost 3 Personal Advisor caseloads within the generic Leaving Care Service without any additional budget pressures. However, this increase in capacity is still not fully meeting the provision required for the number of young people entitled to services under the guidance of the Children (Leaving Care) Act 2000. The provision of a further 2 FTE Personal Advisors within the Leaving Care Service will enable continuation and development of earlier Personal Advisor allocation and build capacity for the projected growth of the care leaver population within Nottinghamshire.

Other Options Considered

7. The alternative option is no change; however, this would mean that the Social Workers will have less time to spend with children as they will have less support to complete the administration tasks as part of their work with children. If there were no change to the Leaving Care Personal Advisor capacity then allocation of leaving care provision is likely to be just prior to a young person's 18th birthday, as well as presenting a need to increase case load allocations across the team, impacting on the quality of provision and service to our young people.

Reason/s for Recommendation/s

8. The establishment of an additional 2 FTE Social Work Support Officer posts will create the specialist administration support needed due to the increase in the number of children in care, the number of extra Social Work posts within the team and the increase in the number of Personal Education Plan meetings. The establishment of an additional 2 FTE Personal Advisor posts will enable Leaving Care to continue to meet the needs of the growing number of young people identified as care leavers, whilst maintaining and developing Nottinghamshire's service and offer to Care Leavers.

Statutory and Policy Implications

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

Financial Implications

10. The cost of 2 FTE Social Work Support Officer (Grade 4) posts is £62,934 per annum and 2 FTE Personal Advisor (Grade 5) posts is £73,098 per annum. This cost of the posts can be contained within the 2022/23 Youth Families and Social Work staffing budget of £25.7m.

Human Resources Implications

11. Recruitment will occur in line with the Council's agreed procedures.

RECOMMENDATION/S

- 1) That Committee approves the establishment of 2 FTE Social Work Support Officer (Grade 4) posts within the Looked After Service and 2 FTE Personal Advisor (Grade 5) posts within the Leaving Care Service effective from the date of the Committee meeting.

Steve Edwards
Service Director, Youth, Families and Social Work

For any enquiries about this report please contact:

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Constitutional Comments (LW 24/03/22)

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

Financial Comments (LCD 24/03/22)

13. The cost of 2 FTE Social Work Support Officer (Grade 4) posts is £62,934 per annum and 2 FTE Personal Advisor (Grade 5) posts is £73,098 per annum. This cost of the posts can be contained within the 2022/23 Youth Families and Social Work staffing budget of £25.7m.

HR Comments (BC 23/03/22)

14. The staffing implications are contained within the body of the report. New posts will be recruited to in line with the vacancy control and recruitment procedures.

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.

[Supporting Improvements in Children's Social Care – report to Children & Young People's Committee June 2018](#)

[Changes to the staffing establishment in Children's Social Care – report to Children and Young People's Committee on 22nd February 2021](#)

Electoral Division(s) and Member(s) Affected

All.

C1557

25th April 2022**Agenda Item: 5****REPORT OF THE SERVICE DIRECTOR, YOUTH, FAMILIES AND SOCIAL
WORK****CHANGE TO STAFFING ESTABLISHMENT AT ADOPTION EAST MIDLANDS****Purpose of the Report**

1. The report seeks approval to disestablish 2.5 FTE vacant Adoption Support Worker (Grade 5) posts and establish 1.5 FTE Social Work (Band B) posts and a 0.6 FTE Senior Social Work Support Officer (Grade 5) post, in the Adoption East Midlands staffing establishment.

Information

2. In June 2021, it was agreed to establish Adoption Support Worker posts as exist within the Permanence team and similar Fostering Support Worker posts which exist within the Fostering Service, in Adoption East Midlands, to work in adoption support.
3. Since this time, the organisation of work within the adoption support service has changed to a system of tiers which enable families to access the level of support they need, when they need it.
4. The volume of work within the support services has led to a review of the staffing establishment which concluded that the need is for qualified social workers, who deliver all levels of the services available.
5. In addition, the number of Social Work Support Officer posts within Adoption East Midlands has grown over the past two years; unlike childcare, these posts are directly managed by social work team managers. We now seek agreement to create a part-time Senior Social Work Support Officer role to manage the Social Work Support Officers across Adoption East Midlands, which will bring consistency to the operations, and free up social work team manager time for social work management tasks.

Other Options Considered

6. The other option would be to make no change, and therefore not have the benefit of the right skills mix across the service.

Reason/s for Recommendation/s

7. Workload now shows that social work posts rather than support roles would be most use for service delivery and a Senior Social Work Support Officer role would free up social work management time.

Statutory and Policy Implications

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

Financial Implications

9. The cost of establishing 1.5 FTE Social Worker (Band B) posts and a 0.6 FTE Senior Social Work Support Officer post (Grade 5) is £89,471. This cost will be mostly offset by disestablishing 2.5 FTE Adoption Support Worker (Grade 5) posts, a saving of £83,873. The shortfall of £5,598 can be contained within the existing Adoption East Midlands budget.

Human Resources Implications

10. As the Adoption Support Worker (Grade 5) posts are currently vacant there are no implications for any individual.

Implications for Service Users

11. Service will be enhanced by more readily available wider range of interventions.

RECOMMENDATION/S

- 1) That the Committee approves the following changes to the Adoption East Midlands staffing establishment:
 - disestablishment of 2.5 FTE Adoption Support Worker (Grade 5) posts
 - establishment of 1.5 FTE Social Work (Band B) posts
 - establishment of 0.6 FTE Senior Social Work Support Officer (Grade 5) post.

Steve Edwards

Service Director, Youth, Families & Social Work

For any enquiries about this report please contact:

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Constitutional Comments (LW 24/03/22)

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

Financial Comments (LCD 24/03/22)

13. The cost of establishing 1.5 FTE Social Worker (Band B) posts and a 0.6 FTE Senior Social Work Support Officer post (Grade 5) is £89,471. This cost will be mostly offset by disestablishing 2.5 FTE Adoption Support Worker (Grade 5) posts, a saving of £83,873. The shortfall of £5,598 can be contained within the existing Adoption East Midlands budget of £5.4m.

HR Comments (BC 23/03/22)

14. The staffing implications are contained within the body of the report. New posts will be recruited to in line with the vacancy control and recruitment procedures.

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.

[Changes to staffing establishment at Adoption East Midlands – Adoption Support Worker posts: report to Children & Young People's Committee on 21st June 2021](#)

Electoral Division(s) and Member(s) Affected

All.

C1560

25th April 2022**Agenda Item: 6****REPORT OF THE SERVICE DIRECTOR, COMMISSIONING AND RESOURCES****CONTACT SERVICE ANNUAL REPORT****Purpose of the Report**

1. To provide an update on the Contact Service with regard to the supervision of contact for looked after children.

Information

2. The Local Authority has a statutory duty to provide and promote contact – unless it is not in the best interests of the child.
3. The primary law and key reference documents emphasise the need for the child to be at the centre of planning contact arrangements. The Children Act 1989 and case law (decisions of the higher courts) identifies contact as 'a right of the child' - birth parents, relatives and others do not have a 'right' to contact, although local authorities must provide and promote contact, providing evidence to court if they are planning to change or withdraw contact.
4. The 'Good Practice Guidance Note ADCS/CAFCASS-2013' also emphasises the need for contact to be in the best interests of the child and, in particular, the level of contact must be based upon observation of the contact and the need to adjust the plan if contact is detrimental to the child. This is fundamental to the Contact Service.
5. The Contact Service provides a County-wide service and has been operational since June 2012. In September 2013 a full review of the service was initiated and the service has embedded the revised practice guidance and procedures. The child has remained the focus of all decision making and key processes within the service model.
6. The core offer is:
 - the Contact Service 'core offer' is to 'provide supervised contact to children who are looked after by the Local Authority to inform their permanency plan until this is agreed'. Priority is given to cases within the court arena and where there is a requirement to provide evidence to the proceedings
 - contact is also supervised where there continues to be evidence of 'significant risk' to a child and where no other alternative is appropriate. The Contact Service will also provide

supervised contact for a time limited period to children who may be at risk and report to inform the future plan for the child with regard to contact arrangements.

7. The Contact Service has extended the service and, where possible, has supervised the contacts held in the Looked After Children team, to support the contact arrangements for long term looked after children where risks remain high and there is no suitable alternative.
8. There are Nottinghamshire Looked After Children placed across the UK who may require supervised contact with their families; this is a challenge to support and, depending on the distance involved, an independent agency is commissioned to supervise on the Council's behalf.
9. Service delivery is Monday – Friday, 8.30am – 7pm.
10. Over the previous 10 months the Contact Service has provided between 978 and 1,290 contact sessions per month. This equates to an average of 1,131 sessions each month. The referrals on average relate to 18 new referrals each month. During the Covid 19 pandemic indirect contact by way of audio and video calling and video exchanges has been introduced to ensure that the requested level of contact between children and their families can be maintained. Due to the success of this, virtual contact will remain an option for contact where appropriate, including if there is a delay in the contact service being able to undertake direct contacts, if the child would prefer a mixture of both types of contact and if a contact had to be cancelled due to the child being ill.
11. The contact service is split into three areas: north, central and south districts. North covers Retford, Worksop and Ollerton; central covers Mansfield and Ashfield, and south covers Broxtowe, Rushcliffe, Gedling and Newark.

Venues

12. There are dedicated venues across the County to ensure:
 - children are transported within a reasonable time
 - venues which are fit for purpose with age appropriate accommodation
 - children to access sessions outside of school times without being restricted by external venue opening times which has reduced the time pressures on staff
 - increased safety for Contact Support Workers
 - the ability to control infection and keep rooms clean. This has been paramount during the pandemic.
 - control over booking contact rooms
 - a reduction to changes and cancellations
 - better consistency of worker for the child, which contributes to safeguarding priorities and best outcomes for the child
 - a reduction in Contact Support Worker travel time which leads to increased capacity to supervise more sessions and upload notes in a timely manner
 - a reduction in mileage spend by Contact Support Workers travelling between venues
 - using the Council's own venues has avoided the potential disruption to service as a result of venue closures and limited access restrictions during the pandemic.

North:

Ollerton Contact Centre – based on the Dukeries Academy School site. This venue continues to work well for all ages; there are two large contact rooms, a small team office and a kitchen area. There is no outdoor play space available at this venue.

Worksop – Priory Contact Centre – this is a development of three individual bungalows and has a total of eight contact rooms (only four of these are in use during the pandemic on the advice of health and safety), there are three kitchens attached to larger contact rooms, a team office and a smaller office space. Outdoor play areas are available. The building is appropriate for supporting assessments and can also be used for contact which requires low level supervision, but for which a private space is required. The building is situated in central Worksop and has excellent access to public transport links.

It is proposed that a new purpose-built contact centre will occupy the former Bassetlaw learning centre site and the current bungalows will be demolished with construction on this due to start in late 2022 with completion planned for late 2023. This will be a positive development for the service. The building will be bespoke and more in line with meeting the needs of children who are spending time with their families.

Retford Office at Chancery Lane – we are currently not using the Chancery Lane site but are working with colleagues in Property to secure rooms within the post-16 centre to ensure that the Bassetlaw area is fully covered and this will be completed by spring 2023 at the latest. There is no current impact on the service.

Central:

Sandy Bank – this is considered as the central base of the Contact Service. Team leaders work across their area in the respective venues to ensure management presence and oversight. Sandy Bank has 12 rooms available for contact, there are kitchen facilities and outdoor play areas, and the centre continues to be well used.

South:

Beeston Central – this venue is currently closed for refurbishment. When complete (April 2022) this will be a corporate venue for co-located teams (contact service, business support including social work support officers and the independent chair service. There will be two rooms available for the Contact Service for use as necessary. Beeston will be used as a satellite centre.

Home Brewery Building – this venue is no longer used for supervised contact.

Gedling View

The contact service is now fully established in Gedling View with four contact rooms, kitchen facilities and an outdoor play area. There is also a small meeting room that is bookable externally and a quiet room which can be used for overseen contacts where a supervisor is not needed but can be observed via a two-way mirror.

The centre is on a bus route from Nottingham with the bus stop at the end of the drive. Gedling View is a corporate building.

Hawtonville Children's Centre – Newark – there are four rooms available of varying sizes. There is an outdoor area and kitchen. There is a Service Level Agreement in place for the use of this area of the Children's Centre.

13. It is usual practice for the foster carer to transport children to and from contact. In exceptional circumstances the Contact Service workers will transport children. As numbers of contact sessions have increased the availability of workers to transport has decreased.
14. Where foster carers or contact workers are unable to support with transport this remains a challenge. There has been an increase demand for transport via taxi to be provided with obvious impact on budgets.

Staffing

15. The establishment is 3 fte Team Leaders. There is currently a pilot model for 1 fte Deputy Team Leader. This position is currently under review and a business case has been presented for this to become permanent.
16. Benefits of this role:
 - management of long term Looked After cases
 - assisting and ensuring that all long term Looked After cases have identified Contact Support Workers
 - improvement in communication between the contact service, Looked After Children team and parents and carers.
 - ensuring consistency of worker in all cases and enabling children to build relationships with the Contact Support Worker
 - regular case discussions are held between Deputy Team Leader and Contact Support Workers. This has enabled team leaders to focus on case discussion with staff for cases that have weekly supervised contacts ensuring consistency and quality of service
 - regular case reviews taking place to identify clear and more beneficial plans for the children and supports more effective throughput and use of resources
 - in September 2021 a pilot project was set up to have a small number of existing Contact Support Workers from each area to focus on children with full care orders. This project is lead and coordinated by the Deputy Team Leader in consultation with Team Leaders and to date has received positive feedback from the Looked After Children team, children and parents and has reduced the usage of Relief workers and being more cost effective.
17. The Deputy Team Leader role also has responsibility for the weekly scheduling of contact; prior to the role, this was undertaken by team leaders focusing on the areas they managed. This was not always effective or efficient. The Deputy Team Leader will look at all areas across the County two weeks in advance to ensure all supervised contacts are covered and that staff are used efficiently. This has not only saved time but has had a positive cost implication, as the Deputy Team Leader has been able to identify the most effective use of human resources i.e. reducing travel cost etc.

18. The Deputy Team Leader supervises, offers guidance and supports relief workers at a frequency of 4-12 weekly dependent on frequency of use. This has supported the team leaders in reducing the amount of staff they are supervising. The Deputy Team Leader has been able to deputise in the absence of a team leader, dealing with and managing any day-to-day staffing and coordination for that area. This has enabled the remaining team leaders to focus on their area and service development. There have been occasions when a team leader has been on long term sick leave and the Deputy Team Leader would act up into the role reducing the need for an interim replacement therefore reducing cost.
19. The impact of not having this role is:
- the time and capacity on team leaders including less time to develop staff and the service
 - impact on the coordination and planning for long term looked after children including consistency of workers and communication with the Looked After Children team
 - risk of time delays in teams allocating incoming requests as most of the time would be spent on the day-to-day scheduling. This would have an impact on social work teams as social workers would have to supervise contacts until the arrangements were in place
 - reduction in the service cost effectiveness
 - loss of consistency and cohesiveness across the County as it has at present.
20. The service has 23.5 fte Contact Support Workers. There is currently a pool of 3 Relief Contact Support Workers to support with the flow of work and to cover any emergencies. The workers are assigned to a particular area, although as a countywide service there are times when flexibility is required to cover contacts.
21. In addition to the above the Contact Service is currently being supported by five additional workers from residential services, four of these hold a full-time position and one is part time.
22. There has been an increase of looked after children which therefore increases the requirements for supervised contact sessions. By having the additional workers it has been possible to meet the demand on a consistent basis and minimise requests to case holding qualified social workers to undertake contacts.

Training

23. It is a specification of the job description that contact support workers hold a Level 3 City and Guilds Diploma or equivalent in Children and Young People's Workforce. All workers are suitably qualified. All Contact Support Workers and Team Leaders have completed the Grow Wise programme and this is offered to new employees as part of their induction. An ongoing training programme is available to all workers and is reviewed as part of the Employee Development & Performance Review process.

Systems

24. The service is currently working with a project manager for environment and resources to develop scheduling software through TotalMobile. There has been a delay to this project due to uncertainty of continued licencing for TotalMobile, however a solution to this is being sought. This is as a result of the SharePoint system not being adequate to meet the needs of the service. In the interim period a customised version of SharePoint developed specifically for the service is being used. This was originally designed to last 6-12 months

but has been in place over three years. The current system as described is now showing signs of significant deterioration and is no longer fit for purpose.

25. Mosaic supports the current referral process and ongoing recording and information sharing. It is anticipated that the new TotalMobile system will work seamlessly alongside Mosaic, reducing time strains on workers and team leaders.

Other Options Considered

26. No other options have been considered.

Reason/s for Recommendation/s

27. The report provides an opportunity for the Committee to consider any further actions arising from the information contained within the report.

Statutory and Policy Implications

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

Financial Implications

29. From April 2022 the posts highlighted in **paragraph 21** will create a challenge for the service during 2022/23 as there is no longer any funding available for them. The service will need to seek a permanent financial solution to this if they are also seeking to make the Deputy Team Leader post permanent.

RECOMMENDATION/S

- 1) That the Committee considers whether there are any actions it requires in relation to the information contained in the report.

Laurence Jones
Service Director, Commissioning and Resources

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Constitutional Comments (KK 23/03/22)

30. The proposal in this report is within the remit of the Children and Young People's Committee.

Financial Comments (LCD 24/03/22)

31. From April 2022 the posts highlighted in **paragraph 21** will create a challenge for the service during 2022/23 as there is no longer any funding available for them. The service will need to seek a permanent financial solution to this if they are also seeking to make the Deputy Team Leader post permanent. The current Contact staffing budget is £898,109.

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.

None.

Electoral Division(s) and Member(s) Affected

All.

C1561

25th April 2022**Agenda Item: 8****REPORT OF THE SERVICE DIRECTOR, COMMISSIONING AND RESOURCES****BEST START STRATEGY 2021–2025: SIX MONTH PROGRESS UPDATE AND
CONSULTATION ON CHANGE OF USE OF HAWTONVILLE CHILDREN'S
CENTRE BUILDING, NEWARK, AND SUMMERHOUSE CHILDREN'S CENTRE
BUILDING, SUTTON IN ASHFIELD****Purpose of the Report**

1. The report invites the Committee to review progress so far of the delivery of the Nottinghamshire Best Start Strategy 2021 – 2025 and approve next steps for successful implementation.
2. The report seeks approval from Committee to launch local consultation regarding the future use of Hawtonville Children's Centre in Newark and Summerhouse Children's Centre in Sutton in Ashfield, with findings and proposals taken to Cabinet for consideration and approval in June/July 2021.

Information

3. The Best Start Strategy 2021-25 was agreed by Policy Committee in February 2021 following previous endorsement by Children and Young People's Committee in November 2020 and the Health and Wellbeing Board in January 2021. The Strategy is available at [Giving Children the Best Start in Life | Nottinghamshire County Council](#).
4. The Best Start Strategy began on 1st April 2021. This is the second six-month progress report to Children and Young People's Committee, with the first report shared in November 2021.
5. The Strategy uses an early help approach and prioritises early childhood to improve outcomes for young children and their families. Giving children the best start in life is a fundamental part of improving health and reducing inequalities. The earliest years of a child's life have a significant impact on their long-term development and their life chances.
6. Investing in early childhood services has been shown to have a greater return on investment than many other economic development options. For example, for every £1 invested in quality early care and education, taxpayers save up to £13 in future costs; in addition, for

every £1 spent on early years education, £7 would need to be spent to have the same impact in adolescence¹.

7. Giving a child the 'best start' begins before birth, with good pre-conception and maternity care. Pregnancy and the early years offer a unique opportunity to shape the lives of our children: if a child receives appropriate support during their early years, they have a real chance of maximising their potential.
8. On behalf of the Health and Wellbeing Board, the Best Start Partnership acts as the responsible body for the development, delivery, and performance management of the Strategy. The Partnership has met six times since April 2021.
9. The Best Start Partnership works with existing partnership groups to agree actions, develop and deliver successful initiatives and review progress. In some cases sub-groups have been created to help lead on one or more of the ambitions of the strategy.
10. Since the strategy has been launched ensuring children have the best start in life is now a key priority within the plans of Mid Notts Place Based Partnership and there has been increased engagement from a range of partners including Primary Care Networks and District Councils.

Progress of the Best Start Strategy

11. The Best Start Strategy focuses on the achievement of the following 10 ambitions:
 - i. prospective parents are well prepared for parenthood
 - ii. mothers and babies have positive pregnancy outcomes
 - iii. babies and parents/carers have good early relationships
 - iv. parents are engaged and participate in home learning from birth
 - v. parents experiencing emotional, mental health and wellbeing challenges are identified early and supported
 - vi. children and parents have good health outcomes
 - vii. children and parents are supported with early language, speech, and communication
 - viii. children are ready for nursery and school and demonstrate a good level of overall development
 - ix. children have access to high quality early years provision
 - x. parents are in secure employment.
12. Each ambition has (or will soon have) an action plan focussing on how the Best Start Partnership will achieve its goals. Each action plan is then delivered by the relevant Best Start Partnership sub-group or partnerships that are already in existence.
13. The following table provides an update on the progress so far for each of the 10 ambitions.

¹ Early Intervention Foundation (2018a) Realising the Potential of Early Intervention [realising-the-potential-of-early-intervention.pdf](#)

	Ambition	Summary of Progress
1.	Prospective parents are well prepared for parenthood	<p>The partnership discussed this ambition in November 2021 and we will now implement the following:</p> <ul style="list-style-type: none"> • Roll out of new antenatal BABES groups within the Children's Centre Service. • Increased engagement of Maternity Services to deliver courses in community venues (Bassetlaw is leading the way), further work is required in other districts. • Targeted additional support in between pregnancies for families with multifaceted needs. • Relationships and Sex Education in schools and informal settings to be used as an opportunity to discuss pregnancy and parenthood with young people including young men.
2.	Mothers and babies have positive pregnancy outcomes	<ul style="list-style-type: none"> • A local maternity and neonatal system data dashboard is live. It includes key 'Best Start' indicators drawn from the Partnership and progress is regularly reviewed by the Local Maternity and Neonatal System. • Sherwood Forest Hospital Foundation Trust (SFHFT) is an early implementor for NHS England's tobacco treatment model and as from December 2021 is delivering in-house, hospital-led treatment for tobacco dependence to pregnant women with the aim of increasing engagement in tobacco support and reducing rates of smoking in pregnancy. The team will shortly begin delivering financial incentives alongside treatment, in line with NICE guidance. Nottingham University Hospitals NHS Trust (NUHT) and Doncaster and Bassetlaw Teaching Hospitals NHS Foundation Trust (DBTH) have begun planning the delivery of similar in-house models of care and there are project groups established around each Hospital Trust. • There has been a multi-agency approach to increasing uptake of Covid-19 vaccination in pregnancy, supported by a comprehensive communications campaign widely promoted across partners. • Links have now been made with South Yorkshire and Bassetlaw Local Maternity Neonatal System (LMNS) and all Maternity Services are represented at the Best Start Partnership. • The Children's Centre Service developed new Antenatal BABES groups during the pandemic to ensure expectant parents could access support virtually and face to face. • Since June 2021, the Children's Centre Service has been holding 'welcome back discussions' with families attending universal services. Records of these discussions found

		that families missed face to face contact, were concerned about their child's development because they had less time to interact with other children and parents were feeling more isolated. The activities they missed the most were universal and targeted group sessions where they can build relationships with other parents and carers.
3.	Babies and parents/carers have good early relationships	<ul style="list-style-type: none"> • Most health visitors in the Healthy Families Programme have now been trained in the Brazelton Newborn Observation. This evidence-based tool supports health visitors to deliver brief advice in relation to the quality of the parent-infant relationship to all new parents and carry out an assessment of this relationship. A small cohort of health visitors yet to be trained have their training booked. • A targeted offer to improve the quality of the parent-infant relationship has been developed. This is delivered by two specialist practitioners based in the Healthy Families Programme and has recently commenced in March 2022. Practitioners will deliver a six-session package of support tailored to the needs of individual women using a strengths-based approach. • New Parents Groups have been established by the Children's Centre Service and these are being rolled out in 2022. These groups focus on building positive relationships between parents/carers and their new baby. • Targeted Baby Massage courses have been delivered by the Children's Centre Service throughout lockdown and capacity has now increased following the lifting of restrictions. Baby massage helps build attachment, sensory stimulation, and healthy development. In 2021/22 1,011 parents/carers were referred to Baby Massage courses through the service (14% of all referrals into the service).
4.	Parents are engaged and participate in home learning from birth	<p>The Early Years Attainment group which oversees this priority is well established and has now created a new Early Years Improvement Plan for 2022-25.</p> <ul style="list-style-type: none"> • Home Learning opportunities have been promoted to families across Nottinghamshire through the Notts Help Yourself website, Children's Centre Service, Families Information Service, and Inspire Facebook pages. Content is created by the Children's Centre Service and the Early Childhood Service Quality and Attainment Team, along with signposting to national resources such as Tiny, Happy People and Hungry Little Minds. • The additional resources created through lockdown restrictions have been shared with parents including 'Story Time' and activities to do at home.

		<ul style="list-style-type: none"> • The Bookstart programme delivered by Inspire has been successful in disseminating resources to families through Healthy Family Teams, Early Years providers and Children's Centre Service teams. • The Home Talk speech, language and communication needs early help programme is being delivered in family homes to support home learning. • The Children's Centre Service has commissioned training to help deliver the evidence-based home learning programme called 'PEEP Learning Together' how the learning together programme helps children's learning peep. This will assist their work to support school readiness and help create positive home learning environments. • Other school readiness interventions provided by the Children's Centre include Let's Play in the home, Little Talkers, BABES peer support groups, evidence-based parenting programmes and universal groups such as 'stay and play'.
5.	Parents experiencing emotional, mental health and wellbeing challenges are identified early and supported	<ul style="list-style-type: none"> • A multi-agency group has been working to strengthen the pathway of care for women with mental health needs in the perinatal period. • Additional training has been delivered to midwives and health visitors and referral pathways to mental health support strengthened. • A new guide to emotions leaflet covering pregnancy and the postnatal period and all levels of emotional and mental health need has been developed. A copy is given to all women at their antenatal booking appointment, and it is used by Healthy Family Teams. • The Routine Enquiry about Adversity in Childhood (REACH) programme is now fully implemented within the Children's Centre Service. REACH aims to raise awareness amongst professionals and the public about long term outcomes of childhood adversity and trauma. This is achieved by establishing and supporting organisational practice and culture change by embedding REACH within every appropriate assessment. By using this approach in Children's Centre Service Family Assessments, the service has received 406 disclosures in the last four months (1.10.21 to 5.1.22) which enabled the service to put the right package of support in place, and enabled parents/carers to understand the impact of adverse childhood experiences on children's development.

		<ul style="list-style-type: none"> • The Children's Centre Service is working with the NHS Nottingham Community Perinatal Psychiatry to roll out sessions in Children's Centre buildings across the County, making ongoing support services more accessible. • The Relationships Really Matter resource developed on Notts Help Yourself has received 1,611 "hits" during Quarter 1 – 3 2021/22 and Families Information Service Facebook posts focused on reducing parental conflict have "reached" 2,217 people.
6.	Children and parents have good health outcomes	<ul style="list-style-type: none"> • There are a range of partnership groups focusing on health outcomes during pregnancy and post-natal stages who report into the Best Start Partnership. These include: <ul style="list-style-type: none"> ○ Nottingham and Nottinghamshire Safer Sleep Steering Group ○ Childhood Obesity Trailblazer Project Group ○ Nottingham and Nottinghamshire Breastfeeding and Infant Feeding Partnership ○ Maternal Public Health Workstream (Nottingham and Nottinghamshire LMNS) ○ Accident Prevention Steering Group (South Yorkshire and Bassetlaw LMNS) • A multi-agency Nottinghamshire and Nottingham Safer Sleep Steering Group is in place. Key actions include: <ul style="list-style-type: none"> ○ Completion of a mapping activity of key points when Safer Sleep messages are given by practitioners to families ○ Training delivered in both County and City through Safeguarding Partnerships - January 2022 ○ Risk assessment tool reviewed and disseminated ○ Safer Sleep messages shared widely across partnerships in line with Lullaby Trust winter messaging campaign and Safer Sleep week ○ 'Your Baby's Sleep' survey completed by 142 parents. Results being analysed and action plan will be developed. • From August 2021 the Best Start in Life Breastfeeding Partnership was established as a sub-group to the Nottinghamshire Best Start Partnership. Improving breastfeeding rates is outlined as a priority in the Nottinghamshire Best Start Strategy and Local Maternity and Neonatal System. Some of the key actions underway include developing a joint data dashboard, a breastfeeding pathway and influencing the LMNS delivery plan.

		<ul style="list-style-type: none"> ○ Breastfeeding rate for Nottinghamshire County has continued to increase achieving 46% - comparing better now with England figure of 47.6%, 2020/2021. ○ There are however still “cold spots” well below this figure where further work is being targeted, for example two thirds of babies are still being breastfed at 6-8 weeks in Rushcliffe, compared with one third in Bassetlaw. ○ Working with district and borough councils, the Nottinghamshire Breastfeeding Friendly in the Community initiative has been re-launched following a pause during the pandemic and as of March 2022, with 232 venues being accredited through the scheme, welcoming breastfeeding mums and babies. ● Since November 2020, working with the national charities Family Action and Fare Share, as part of the Childhood Obesity Trailblazer Programme, we have created 21 FOOD Clubs, with 10 of them located in Children’s Centres specifically targeting families with pre-school children. Membership numbers in the Children’s Centres hosted clubs currently stand at 748 and there is now at least one FOOD Club in every district ● Also linked to the Childhood Obesity Trailblazer programme is the Food for Life initiative, in partnership with the Soil Association. Seven early years settings across the County have been supported to undertake this externally evaluated programme, with two sites already accredited and the further sites close to completion. The two accredited sites are also part of the Children’s Kitchen initiative collaborating with the local Children’s Centre FOOD Club. ● Additionally, 180 training licences for Loughborough University’s acclaimed School of Sport, Exercise, and Health Sciences Fussy Eaters e-learning programme have been issued free of charge to local early years practitioners upskilling them to cascade support on feeding challenges to families. ● Healthy Start – in October 2021, the uptake of Healthy Start in Nottinghamshire was 64%. The scheme is changing from paper based to digital and all beneficiaries are required to re-apply. Current uptake data only shows those still on the paper scheme, and no data is available yet regarding those on the digital scheme. Uptake data for February 2022 is 34% but is not therefore indicative of the whole picture.
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7.	Children and parents are supported with early language, speech, and communication	<p>A multi-agency Speech, Language and Communication Needs (SLCN) Best Start subgroup has been established to lead on this ambition and an action plan has been developed. The following work has been progressed so far:</p> <ul style="list-style-type: none"> • Completion of the Early Intervention Foundation SLCN self-assessment. • A new SLCN resource has been created on Notts Help Yourself to support parents, carers and practitioners with information and ideas to support early language development. It is currently undergoing user testing, prior to launch later this month. • A SLCN consultation has taken place with parents. There were 88 responses and analysis is underway. Focus groups will be established to deep dive into some recurring themes. • SLCN training is currently being commissioned for the early years sector, whilst refresher training will be provided to the Children's Centre Service. • Language Lead networks continue to be provided to the early years sector termly, with 128 practitioners attending during Quarter 3 2021/22, with 89% reporting they had improved knowledge and confidence to identify and address SLCN following attendance at the network.
8.	Children are ready for nursery and school and demonstrate a good level of overall development	<ul style="list-style-type: none"> • The Early Years Attainment group oversees this priority, is well established and has now created a new Early Years Improvement Plan for 2022-25. • The take up rate for vulnerable 2-year olds is increasing and is now higher than pre-lockdown levels. At the end of the Autumn Term 2021, 82.18% of eligible children were taking up a place. • 55% of all vulnerable children aged 2-4 were meeting their expected levels of development in three or more areas of the Early Years Foundation Stage (out of 5) according to Better Start returns in Autumn 21. • 1,345 children under the age of 4 were referred to the Children's Centre Service for school readiness interventions, including Little Talkers, Let's Play, 'Now I am 2' and Forest Schools.
9.	Children have access to high quality early years provision	<ul style="list-style-type: none"> • The Early Years Attainment group oversees this priority, is well established and has now created a new Early Years Improvement Plan for 2022-25. • The Childcare Sufficiency Assessment for 2020/21 has been completed and highlights that there is currently

		<p>sufficient high-quality early years provision across Nottinghamshire, in some areas there are surplus places.</p> <ul style="list-style-type: none"> • In Nottinghamshire, 793 early years settings out of 1,082 have been rated as 'Good' or 'Outstanding' by Ofsted. • The Council's Early Years Training and Development Opportunities (TADO) offer to the early years sector now includes both virtual and face to face training. In the last 12 months 1,085 early years practitioners accessed training provided by the council. • The local early years recruitment campaign has received national interest and has been identified as an example of good practice. workinginchildcareleaflet.pdf (nottinghamshire.gov.uk)
10.	Parents are in secure employment	<ul style="list-style-type: none"> • The action plan has been agreed with members of the Improving Life Chances for Children and Families partnership group which is already well established. This is multi-faceted, covering diverse subjects such as promoting schemes such as the Warm Welcome initiative for families with new babies, the Life Skills financial management initiative from Family Action, the Opening Doors to Employment programme from the Children's Centres, Job Centre Plus and West Notts College and employment and money support through the Building Better Opportunities programme. • The Families Information Service promotes a range of childcare funding support, including the Tax Free Childcare scheme and 30 funded hours per week for 3 and 4 year olds with working parents. In Autumn 2021 94.3% of 3 and 4 year olds from working families were receiving the 30 hours per week funding offer. In addition, the Work and Volunteering section on Notts Help Yourself received 4,111 "hits" providing useful self-serve information to Nottinghamshire families. • Children's Centre Service volunteer training courses have re-started following a pause due to the pandemic. There are 134 active parent volunteers helping to delivering the service, including 33 Breastfeeding Peer Support Volunteers (PSVs). • 37 parents engaged with Children's Centre work readiness activities between April 2021 and September 2021. 30 completed the 'Opening Doors with Confidence' course, 14 completed 'Opening Doors to Employment' and three parents became new volunteers. <ul style="list-style-type: none"> ○ 98% said the programme has improved their skills and confidence, encouraging, and supporting them to undertake or gain a qualification

		<ul style="list-style-type: none"> ○ 90% said the programme has increased their skills and confidence to look for employment. ○ 30% said that from coming to the programme their employment situation has improved. ○ 25% said they have gone on to undertake or gain other qualifications.
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Best Start for Life and Family Hubs

14. [The Best Start for Life: a vision for the 1,001 critical days](#) was published by the Department for Health and Social Care (DHSC) in March 2021, following the Early Years Healthy Development Review, which was commissioned by the Prime Minister and chaired by Rt Hon Dame Andrea Leadsom DBE MP. Family Hubs are at the heart of this vision for baby-centred services, designed to give every baby the best start for life.
15. The review focused on the period between conception and the age of two – the first 1,001 critical days – and considered evidence gathered from a wide range of sources. It learnt about good practice and identified where change was needed to make a real difference to the lives of parents, carers and babies.
16. The resulting vision set out a programme of work to transform how families are supported. The goal is to ensure the very best support throughout these 1,001 critical days, setting babies up to maximise their potential for lifelong emotional and physical wellbeing. To achieve this, Family Hubs are required because research for the review demonstrated clearly that what parents and carers want is accessible, joined-up services, available in one place, both physically and virtually. Family Hubs can become that home for services during this critical period from conception to the age of two, providing universal and seamless support and encouragement to every new family.
17. Family Hubs will not be provided solely through buildings. The experience of lockdown has added a new dimension to the Family Hub offer and the development of virtual tools offering easy access and convenience for parents and carers has been a positive consequence of the pandemic. From mums nervous about seeking face-to-face breastfeeding assistance, to fathers asking for mental health support, online and virtual services have a significant role to play, especially at a time when a baby's needs can be exhausting. Each Local Authority has been asked to provide a strong Best Start local offer to provide flexible and accessible support to new families; in Nottinghamshire this will be added to the Notts Help Yourself website alongside the Parents and Carers Zone.
18. Although Family Hubs are designed to support families from conception to 19 (or 25 if they have special educational needs or have disabilities), the Best Start for Life vision is for services to be offered as a core part of all local Family Hub Networks. A locally published Start for Life offer would ensure that families know what is available to them and this is a task that will be led by the Nottinghamshire Best Start Partnership.
19. Following the decision made by Committee in December 2021, to create a Family Hub in Retford, this paper now also seeks permission to launch consultation to change the use of Hawtonville Children's Centre in Newark, and Summerhouse Children's Centre in Ashfield to become Family Hubs. Both of these centres are located in priority neighbourhoods and

have space to accommodate additional services to include increased activities and interventions for families with children up to the age of 19, and up to the age of 25 for young people with Special Educational Needs & Disabilities. They will continue to retain Children's Centre services for families during the antenatal and postnatal stages and until children reach the age of 4.

Next Steps

20. The Best Start Partnership discusses one of the 10 ambitions in depth at each of their meetings. They have already agreed priorities to address ambitions 1, 4, 5, 7, 8 and 9 and are carrying out further work on each of the ambitions which do not yet have agreed action plans.
21. Family Hub Networks will be created in Nottinghamshire with Best Start at their core. The Best Start Partnership will have a role to play to ensure that local Family Hub developments do not lose the focus on antenatal support and the first 1,001 days of a baby's life.
22. If approved by Committee, local consultation with families will begin in Newark and Sutton in Ashfield to ask families if they want their local Children's Centre building to increase its scope and be identified as Family Hubs whilst retaining Children's Centre Services. Consultation will take place during the summer term and will last for 6 weeks. Consultation will take place both online and with hard copy questionnaires given to families. If the outcomes of the consultation exercises state that families would prefer the buildings to become Family Hubs main sites, additional work will take place in the locality with children, parents/carers, young people, and local stakeholders to confirm what will be provided, how and by whom. It is anticipated that the District Council, voluntary sector, and community and acute health providers will be engaged in planning and delivery. If this option is approved, both sites will be the second and third Family Hub pilots in the County.
23. A task and finish group will be established to lead the development of the Best Start Local Offer which will be published on Notts Help Yourself and promoted to families during the antenatal and postnatal stages of pregnancy.
24. Information Sharing Agreements are being progressed to enable the successful implementation of Family Hub Networks and the Best Start Local Offer. This work will enable services to provide integrated support and care, whilst identifying and addressing needs early.

Other Options Considered

25. No other options have been considered.

Reasons for Recommendations

26. Work to enable children to have the best start in life spans a wide range of services and social issues. There has been no co-ordinated partnership strategy which brings together all key partners and activities which focus on antenatal and postnatal care, children's development, and support for families with pre-school children.

27. The Best Start Partnership will provide a cross-cutting solution to a complex set of problems and risks which face children and families. For this reason, the Strategy and Partnership will build links between many different parts of the system to provide joined-up and holistic services.
28. Any planned change of use of a Children's Centre property is subject to public consultation with local families and stakeholders. The option for the use of two Children's Centre properties to become Family Hubs are a change in use so the views of local families must be sought as detailed in the Statutory Guidance Section 5D and outlined in the Apprenticeships, Skills, Children and Learning Act (2009).

Statutory and Policy Implications

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

Crime and Disorder Implications

30. By using evidence-based practice to target and engage children at risk of poor outcomes, it is anticipated that longer term outcomes for children involved in offending behaviour will reduce.

Financial Implications

31. Partners in the delivery of the Best Start Strategy will use their own resources to help shape and improve services and interventions for pre-school children and their families; no additional funding has been provided to support the delivery of the strategy.
32. The Children's Centre property budget is managed by the Place Department at £1.1 million per annum and this will remain unchanged.
33. If one or both Children's Centre sites become Family Hubs, the Council will be expected to continue to pay for running costs. Some of these costs will be offset by charging a room hire for some partners who intend to use the building on a regular basis. This historically has not been in place for Children's Centre Service buildings, who have permitted free use of the building to partner services who work to meet the same intended objectives for families with preschool children. This means that maternity services and others have previously been able to use the buildings for free. Further work may be required to firm up funding arrangements for physical Family Hubs and this will be dealt with in a future report to Cabinet.
34. Changing the use of a Children's Centre Service property funded from the Department for Education Sure Start Children's Centre Capital Grant may carry a clawback risk, however the risk is mitigated if at least 50% of the property is used for families with preschool children.

In both Children's Centre buildings, we will retain antenatal and postnatal services and services for families with preschool children.

Safeguarding of Children and Adults at Risk Implications

35. Safeguarding children and families will continue to be a key priority within the Best Start Strategy and for all partners represented at the Best Start Partnership.

Public Sector Equality Duty implications

36. The consultation will be carried out online on the Council's Citizen Space, this will be promoted to all organisations in the area working with expectant parents, and families with children aged 0-19; and young people up to the age of 25 with Special Educational Needs & Disabilities, as well as stakeholders from the District Council. These stakeholders will be asked to promote the consultation to their service users and families living in either Newark or Sutton in Ashfield. The Council will also promote the consultation through social media channels.
37. Hard copy questionnaires will also be provided for those without internet access and will be sent to key stakeholders to pass to families. The questionnaire will also be made available in a variety of languages on request.
38. An Equalities Impact Assessment will also be completed.

Safeguarding of Children and Adults at Risk Implications

39. Consultation will ensure that the views of families are gathered to shape the delivery of services from two Children's Centre buildings. Any users of the property will be required to safeguard children and families as a condition of a lease or room hire agreement.

Implications for Service Users

40. Successful delivery of the Best Start Strategy will improve a range of outcomes for children and families including emotional health and wellbeing, healthy pregnancy, school readiness, speech, and language to name but a few.

RECOMMENDATIONS

That Committee:

- 1) acknowledges the progress made so far to deliver the new Best Start Strategy.
- 2) approves the suggested next steps for the effective delivery of the Best Start Strategy and improvement of outcomes for children and families.
- 3) approves the pending consultation exercise which will inform the change in the use of the Hawtonville Children's Centre building and Summerhouse Children's Centre building to become a Family Hub or remain as a Children's Centre focusing on services for families with pre-school children only.

Laurence Jones
Service Director, Commissioning and Resources

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Constitutional Comments (LPW 06/04/22)

41. The recommendations fall within the remit of the Children and Young People's Committee by virtue of its terms of reference. Any actions arising out of the consultation exercise contemplated in recommendation 3 will be subject to a future report to the relevant Cabinet Member.

Financial Comments (CDS 06/04/22)

42. Partners in the delivery of the Best Start Strategy will use their own resources to help shape and improve services and interventions for pre-school children and their families; no additional funding has been provided to support the delivery of the strategy.
43. There are no financial implications arising directly from undertaking the proposed consultation exercise. Ultimately, any cost savings/income as detailed in **paragraph 33** would accrue to the Children's Centre property budget that is managed by the Place Department, circa £1.1million per annum. This would be subject to a future report and clarification of Sure Start grant clawback mitigation/risk.

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.

[Joint Strategic Needs Assessment Chapter – 1,001 Days, Conception to Age 2 – report to Children and Young People's Committee on 16th December 2019](#)

[Joint Strategic Needs Assessment Chapter – Early Years and School Readiness – report to Children and Young People's Committee on 16th December 2019](#)

[Giving children the best start: Nottinghamshire Best Start Strategy 2021 – 2025 – report to Children and Young People's Committee on 30th November 2020](#)

[Giving children the best start: Nottinghamshire Best Start Strategy 2021 – 2025 – report to Health and Wellbeing Board on 6th January 2021](#)

[Giving children the best start: Nottinghamshire Best Start Strategy 2021-2025 - report to Policy Committee on 10th February 2021](#)

[Best Start Strategy 6 month progress report – report to Children and Young People's Committee on 1st November 2021](#)

Best Start Strategy 2021-2025 Equality Impact Assessment
[Completed Equality Impact Assessments \(EqiAs\) | Nottinghamshire County Council](#)

Electoral Divisions and Members Affected

All.

C1568

25th April 2022**Agenda Item: 9****REPORT OF THE SERVICE DIRECTOR, EDUCATION, LEARNING AND
SKILLS****OUTCOMES OF OFSTED INSPECTIONS OF SCHOOLS – TERMLY UPDATE****Purpose of the Report**

1. To inform the Committee of the outcomes of inspections of state funded schools over the Autumn term 2021 and any actions being taken by the Council to support those schools identified as Requiring Improvement (RI) or Ofsted category of concern.
2. For the schools identified in the report judged by Ofsted to Require Improvement, the report seeks approval for the Chairman of the Children and Young People's Committee and the Corporate Director of Children and Families Services to write to the head teacher and chair of governors to inform them that the Committee will track closely their progress towards becoming a Good school. In relation to academies, the Chairman and Corporate Director will also write to the Regional Schools Commissioner.
3. For schools identified in the report judged by Ofsted to remain or become Good or Outstanding, the report also seeks approval for the Chairman of the Children and Young People's Committee and the Corporate Director of Children and Families Services to write to the head teacher and chair of governors of Local Authority maintained schools to congratulate them on their achievement. Copies of congratulatory letters will also be sent to the Regional Schools Commissioner in relation to academies judged to be Good, remain Good or Outstanding.

Information

4. There is a time lag between inspection outcomes as known within the Council and the published summary data. This report will focus on published Ofsted reports for the Autumn term, 2021-22 academic year.
5. This report draws on two main sources of data:
 - Ofsted's website www.gov.uk/government/organisations/ofsted which publishes individual school inspection reports, usually within two weeks of inspection. However, this can take considerably longer for a school that is judged as Inadequate as Ofsted carries out increased quality assurance exercises. This can take up to two months to complete.

- Ofsted's monthly management information <https://www.gov.uk/government/statistical-data-sets/monthly-management-information-ofsted-school-inspections-outcomes>. This is up to date as at 28th February 2022 and provides data on the proportion of Good schools at Local Authority level but not the proportion of learners attending Good schools. This provides an overall comparison of the performance of Nottinghamshire schools with those nationally.

6. All schools inspected across the Autumn term 2021 were inspected under the revised inspection framework. The revised framework has brought some significant changes to the inspection process.

- Schools are graded on the areas that Ofsted believe matter most to parents:
 - the quality of education
 - behaviour and attitudes
 - personal development
 - leadership and management.
- Inspectors look at how a school contributes to pupils' broader development, including their character, citizenship and resilience. They also look at how the school manages behaviour, low-level disruption and bullying, so that parents can be assured that the school is one in which pupils are safe and able to learn.
- Inspectors check that school leaders are behaving with integrity by putting children's interests first. This includes checking that schools do not enter pupils for qualifications that are inappropriate for the child but that may have a positive impact on the school's published performance data.
- Inspectors also check that schools are not removing pupils from the school's roll without a formal, permanent exclusion when this is not in the child's best interests. We refer to this as 'off-rolling'.
- The reports are short and clear. They tell parents what it's like to be a child in that school, what the school is doing well and what it could be doing better.
- Ofsted have the current grading system of:
 - outstanding
 - good
 - requires improvement
 - inadequate.

7. There are two types of inspection under the common inspection framework that are used to judge the performance of schools in England and both will be a two day inspection unless the school has less than 150 pupils when a section 8 inspection will be for one day only:

- the Section 5 inspection is a two-day inspection of a school that provides judgements against the four key inspection areas (the quality of education, behaviour and attitudes, personal development, leadership and management) and the overall judgement for the

school. If the school has an Early Years Foundation Stage or a 6th Form, these will receive additional judgements.

- the Section 8 inspection is a two-day inspection of schools previously judged as Good by Ofsted (and for Outstanding special schools and Pupil Referral Units). This inspection evaluates whether the school remains at the same grade as at the previous inspection. If the Ofsted pre-inspection desktop analysis indicates that the inspection is likely to convert to a Section 5 inspection, the school will be informed at the initial contact telephone call that the inspection will be carried out as a section 5 inspection rather than a section 8. If inspectors are concerned that a particular area of provision has declined significantly then the inspection will convert and be deemed a section 5 inspection. This will mean that all the areas within the framework will receive a judgement as outlined above.

8. **Appendix 1** shows Local Authority inspections over the Autumn term 2021. Inspections resumed on site in Summer 2021, they were previously paused due to the pandemic:

- there were 22 schools inspected in the Autumn term which reflects a full return to the inspection cycle.
- nine of the inspections in the Autumn term were of Good schools. All of these schools retained their previous Good judgement. (Kingston Park Academy, Bracken Lane Primary & Nursery, Thrumpton Primary, Greasley Beauvale Primary, Porchester Junior, Westdale Junior, Gunthorpe C of E Primary, Ashfield School and Bracken Hill Special School.
- four of the inspections were of schools previously judged to be Outstanding. Outstanding schools have been included in the inspection regime since September 2021 and these four schools had not been inspected for over a decade. All four schools are now judged to be Good, none were judged to still be Outstanding. This is reflecting the national picture of inspections of Outstanding schools and also reflects the rigour of the current inspection framework. (Bramcote Hills Primary, Kinoulton Primary, West Bridgford Junior and Willoughby Primary.)
- two schools had their first inspection since converting to academy status and both were judged to be Good. (St. Mary Magdalene Primary Academy and Willow Farm Primary.)
- one school previously judged to be Inadequate was inspected and continues to be judged as Inadequate. (Kirkby College). Members are advised that the Regional Schools Commissioner has now re-brokered this stand alone academy to a new trust. Outward Grange Academy Trust has now completed its due diligence and the school will become part of OGAT, with a proposed transfer date of 1 September 2022. However, OGAT is already supporting the school, has met with parents and is developing its partnership with the wider community.
- six of the inspections were of schools previously judged to be Requiring Improvement. One of these schools was judged to now be Inadequate (Brierley Forest Primary & Nursery), two were judged to still be Requiring Improvement (Sir Edmund Hilary Primary & Nursery and The Bramble Academy) and three were judged to be Good (Beardall Fields Primary & Nursery, Healdswood Infant & Nursery and Sherwood Junior), where the support of the Education Improvement team provided high quality challenge and support.

9. **Appendix 2** shows the areas for continued development for each school not yet providing provision that is judged to be good or better.
10. The summary table below shows that, as a result of the inspections over the last term, Nottinghamshire is in line with all schools nationally. Nottinghamshire primary schools are performing 1% below primary schools nationally which is an improvement on the 2% gap previously reported. All schools in Nottinghamshire remain above the East Midlands figure. Nottinghamshire secondary schools continue to perform well above the national and regional figures. Nottinghamshire primary schools are 1% above the regional figure.

Management Information for Schools 28 th February 2022			
Number of Good or better schools	National	Notts	E Midlands
All Schools	87%	87%	85%
Primary	88%	87%	86%
Secondary	78%	84%	73%

11. Following the Government's publication of their education and levelling up White Paper, "Opportunity for all: strong schools with great teacher for your child", the Government outlines its vision and commitment that every child is able to access an excellent education with a pledge to parents that no child should fall behind and if they do, should access high quality bespoke tuition. Looking to the future, the education White Paper will drive further improvements in the quality of education in all schools for every child, regardless of ability.

Other Options Considered:

12. No other options have been considered.

Reason/s for Recommendation/s

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

Statutory and Policy Implications

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

Financial Implications

15. It is part of the Local Authority's statutory duty to support maintained schools which have been risk assessed as Requiring Improvement. Due to the Education Improvement Service annual risk assessment process these schools have already been identified as requiring additional support and the cost of this will be met from the DfE School Improvement Grant. The School Improvement Grant was £642,941 for 2021-22 but following the consultation held earlier this year the grant for 2022-23 will be reduced by 50% and removed in 2023-24.

RECOMMENDATION/S

That:

- 1) for any schools identified in the report judged by Ofsted to Require Improvement, the Chairman of the Children and Young People's Committee and the Corporate Director of Children and Families Services write to the head teacher and chair of governors of Local Authority maintained schools to inform them that the Committee will track closely their progress to become a Good school and that the Education Improvement Service will work directly with them to provide a range of support packages aligned to the issues raised during the inspection. This support will continue until the school is judged to be securely Good. In relation to academies, a letter will also be sent to the Regional Schools Commissioner.
- 2) for any schools identified in the report judged by Ofsted to remain Good, or become Good or Outstanding, the Chairman of the Children and Young People's Committee and the Corporate Director of Children and Families Services write to the head teacher and chair of governors of Local Authority maintained schools to congratulate them on their achievement. A copy of this letter will also be sent to the Regional Schools Commissioner in relation to academies.

Marion Clay
Service Director, Education, Learning and Skills

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Constitutional Comments (EKH 29/03/22)

16. The recommendations fall within the remit of the Children and Young People's Committee under its terms of reference.

Financial Comments (MDN 28/03/22)

17. It is part of the Local Authority's statutory duty to support maintained schools which have been risk assessed as Requiring Improvement. Due to the Education Improvement Service annual risk assessment process these schools have already been identified as requiring additional support and the cost of this will be met from the DfE School

Improvement Grant. The School Improvement Grant was £642,941 for 2021-22 but following the consultation held earlier this year the grant for 2022-23 will be reduced by 50% and removed in 2023-24.

Background Papers and Published Documents

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

[Outcomes of Ofsted Inspections of schools – termly update: report to Children and Young People's Committee on 1 November 2021](#)

Electoral Division(s) and Member(s) Affected

All.

C1563

District	School type	School	Previous overall effectiveness	Current overall effectiveness	Date
* Not previously inspected					
PRIMARY - AUTUMN 2021					
Ashfield	Academy	St Mary Magdalene Primary Academy	*	2	10.11.2021
Ashfield	Community	Brierley Forest Primary	3	4	02.11.2021
Ashfield	Community	Beardall Fields Primary and Nursery	3	2	06.10.2021
Ashfield	Community	Healdswood Infant and Nursery	3	2	16.11.2021
Bassetlaw	Community	Sir Edmund Hillary Primary and Nursery	3	3	14.09.2021
Bassetlaw	Academy	Kingston Park Academy	2	2	15.09.2021
Bassetlaw	Academy	Bracken Lane Primary and Nursery	2	2	29.11.2021
Bassetlaw	Academy	Thrumpton Primary Academy	2	2	08.12.2021
Broxtowe	Community	Bramcote Hills Primary	1	2	05.10.2021
Broxtowe	Community	Greasley Beauvale Primary	2	2	02.11.2021
Gedling	Academy	Porchester Junior	2	2	12.10.2021
Gedling	Academy	Willow Farm Primary	*	2	08.12.2021
Gedling	Academy	Westdale Junior	2	2	03.11.2021
Mansfield	Community	Sherwood Junior	3	2	02.11.2021
Mansfield	Academy	The Bramble Academy	3	3	28.09.2021
Newark	Academy	Gunthorpe CofE Primary	2	2	06.10.2021
Rushcliffe	Community	Kinoulton Primary	1	2	28.09.2021
Rushcliffe	Community	West Bridgford Junior	1	2	23.11.2021
Rushcliffe	Community	Willoughby Primary	1	2	29.11.2021
SECONDARY					
Ashfield	Academy	Ashfield Comprehensive School	2	2	06.10.2021
Ashfield	Academy	Kirkby College	4	4	23.11.2021
SPECIAL					
Ashfield	Community	Bracken Hill	2	2	24.11.2021

Change from last inspection	Quality of education	Behaviour and attitudes	Personal Development	Leadership and management	Early Years/Post 16	
	2	2	2	2	2	Section 5
↓	4	4	3	4	3	Section 5
↑	2	2	2	2	2	Section 5
↑	2	2	2	2	2	Section 5
→	3	2	2	2	2	Section 5
→						Section 8
→						Section 8
→						Section 8
↓	2	1	2	2	2	Section 5
→	2	2	2	2	2	Section 5
→						Section 8
	2	2	2	2	2	Section 5
→						Section 8
↑	2	2	2	2	2	Section 5
→	3	2	3	3	3	Section 5
→						Section 8
↓	2	2	2	2	2	Section 5
↓	2	2	2	2	2	Section 5
↓	2	2	2	2	2	Section 5
→						Section 8
→	4	4	4	4		Section 5
→						Section 8

School	Ofsted Judgement	What does the school need to do to improve? (Information for the school and appropriate authority)	Actions by LA
Brierley Forest Primary Ashfield	4	<ul style="list-style-type: none"> • Leaders have not ensured that the behaviour of all pupils is consistently good. There are too many serious behavioural incidents. Some pupils and staff feel unsafe and learning is disrupted. Leaders should ensure that a consistent behaviour system is introduced, so that all pupils behave well and that learning is not impeded. • The governing body has not ensured that their systems enable them to review and challenge leaders' actions. The governing body and leaders do not use all the information available to them about the school's safeguarding procedures to help them connect events or concerns. This limits their ability to identify, support and purposefully plan work to keep pupils safe. Governors and leaders should ensure that they have sufficient oversight of all the information available to them about safeguarding. This will enable them to make rigorous checks on the effectiveness of their strategies to keep pupils safe. • Leaders are not rigorous in checking pupils' attendance, particularly for the most disadvantaged. These pupils are missing too much of the school's curriculum and this is leading to gaps emerging in their knowledge and skills. Leaders should identify the pupils at risk of developing poor patterns of attendance at an earlier stage. Leaders should work closely with parents to overcome barriers to pupils' poor attendance. • The current approach for the teaching of phonics and early reading does not help pupils to learn to read well enough. Too many pupils are falling behind the standard expected for their age. Leaders should implement the new phonics programme with urgency. Leaders should ensure that all staff receive training, so that they can deliver the teaching of phonics and early reading consistently 	<p>An LA Statement of Action has been drawn up and sent to the DfE identifying the level of support being provided by the LA to address the areas for improvement as the school transitions towards becoming an academy.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Equivalent of 5 days of support per term from Education Improvement Service (EIS) • 2 days of English Consultant support from EIS • 2 days of support from Governor Body Services • 1 day of support from Safeguarding Children in Education Officer <p>An Executive Headteacher has been brokered by the LA from Transform Trust, who</p>

Appendix 2 – Autumn Term 2021

		<p>well. Leaders should ensure that the teaching of early reading and phonics supports all pupils in becoming confident, accurate and fluent readers.</p> <ul style="list-style-type: none"> • Most curriculum leaders are new to their roles. They have not yet received appropriate training. As a result, some curriculum leaders do not have sufficient knowledge of how to evaluate the quality of their curriculum subjects. Senior leaders should build curriculum leaders' knowledge and understanding of subject leadership and curriculum development. They should support curriculum leaders in making checks, so that all pupils, including those with SEND, are provided with a well sequenced and suitably planned curriculum. • Leaders have not ensured that all curriculum subject plans, including those in the early years, help teachers to know which knowledge and skills are the most important and need to be revisited regularly. Pupils, including those with SEND, do not remember these concepts nor have a deep enough understanding of them. Leaders should identify clearly the most important knowledge and skills that they want all pupils to gain. • Leaders have not put in place a system for teachers to accurately assess what pupils know and understand in all subjects. This has an impact on the ability of teachers to determine the next learning steps for pupils. Leaders should design and implement a consistent approach to checking on what pupils have learned and can recall. This will ensure that pupils can learn more in each subject and across the curriculum, making them better prepared for the next stage of their education. 	<p>have been identified as the academy sponsor. This will strengthen leadership capacity and provide clear strategic direction as the school moves towards becoming an academy.</p> <p>The LA has drawn up a Service Level Agreement between Transform, the school and the LA detailing additional schedules of support for the school during the summer term.</p>
Sir Edmund Hillary Primary Bassetlaw	3	<ul style="list-style-type: none"> • Leaders have not made sure that there is a consistent approach to the teaching of phonics. Not all pupils gain the knowledge that they need to become fluent readers. Leaders should ensure that there is a consistent approach to the teaching of phonics. They should make sure that all staff follow this approach and that the books that pupils read match the sounds that they securely know. Leaders should check that pupils who need to rapidly gain phonics knowledge catch up with their peers. <p style="text-align: right;">Page 54 of 132</p>	<p>An EIS advisor has been allocated by the LA to address the areas for improvement identified by Ofsted.</p> <p>This includes:</p>

Appendix 2 – Autumn Term 2021

		<ul style="list-style-type: none"> The curriculum is not well sequenced in all subjects. In some subjects, pupils cannot remember the key information that they previously encountered to help them with new learning. Leaders should refine the curriculum so that these key concepts are clearly identified. They should make sure that it includes opportunities for pupils to practise and recall important knowledge. 	<ul style="list-style-type: none"> Equivalent of 4 days of support in the Spring term from Education Improvement Service (EIS) 2 days of Reading Consultant support from EIS 1 day EYFS consultant support from EIS 1 day EIA allocated advisor support for ½ termly progress meetings. <p>In addition to this the school has accessed funded places on EIS courses for English and the wider curriculum.</p> <p>Support is currently being scheduled for the summer term.</p>
The Bramble Academy Mansfield	3	<ul style="list-style-type: none"> Leaders are not providing a good enough quality of education. The curriculum is not implemented well enough. Across the curriculum, almost all plans for learning identify the important knowledge pupils need to learn from the early years to Year 6. Not all teachers routinely implement these plans to ensure that pupils have the knowledge they need to complete complex tasks or learn new concepts. This can lead to teachers planning lesson activities which do not provide pupils with the opportunities to acquire the knowledge that they need. Additionally, not all teachers routinely check pupils' understanding before introducing new learning. This can limit how well pupils build their knowledge over time. Leaders should ensure that teachers know what to teach and when, and how to check pupils' understanding effectively, so that pupils develop the necessary knowledge and skills in all subjects. 	<p>No actions for the LA the trust will lead on the school improvement.</p>

Appendix 2 – Autumn Term 2021

		<ul style="list-style-type: none">• Across the school, pupils who struggle to read have reading books that are too hard. They do not receive enough support to help them to become confident readers. As a result, these pupils struggle to become confident readers who can read unfamiliar words and access the curriculum. Leaders should make sure that pupils who struggle to read receive the support they need to become confident and fluent readers.• Not all staff successfully adapt the curriculum well enough for pupils with SEND. Leaders have not established rigorous systems to identify, assess and meet these pupils' individual needs. As a result, pupils with SEND do not always benefit from a good quality education. Leaders should make sure that pupils with SEND receive the support they need, including through adaptations to the curriculum, so that they achieve as highly as they should.• Some pupils' understanding of different faiths and British values is not good enough. As a result, pupils are not as well prepared for life in modern Britain as they should be. Leaders should ensure that the wider curriculum enables pupils to understand the fundamental British values and different faiths and beliefs.	
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25th April 2022**Agenda Item: 10****REPORT OF THE SERVICE DIRECTOR, EDUCATION, LEARNING AND
SKILLS****THE FUTURE OF NORTH CLIFTON PRIMARY SCHOOL****Purpose of the Report**

1. This report seeks approval that North Clifton Primary School remains open following the statutory consultation around the future of the school undertaken between 23rd June and 23rd July 2021.

Information

2. Members have considered two separate reports relating to the future of North Clifton School during the last nine months. On 21st June 2021, the Committee agreed to an initial statutory consultation regarding the future of the school including possible closure. The consultation feedback was considered by the Committee on 13th September 2021 when it was agreed that given the level of support for the school, decisions about possible closure would be delayed for up to 12 months to allow the school to increase the number of children attending the school. Both reports are available as Background Papers.
3. This report is written within the context of Department for Education Statutory Guidance which presumes against the closure of rural schools. North Clifton Primary School is designated as a rural school. Nottinghamshire County Council has therefore followed the guidelines regarding the presumption against the closure of rural schools. This is enshrined in the prescribed process described in 'Opening and closing maintained schools: Statutory guidance for proposers and decision-makers' Department for Education, 2019.
4. Stage One of this statutory process, consultation, indicated options available to the Council with regard to the future of North Clifton Primary School. One of these was to 'Continue with no change'. This is the option which is being recommended to the Committee, and if approved, no further action will be taken in this regard.
5. Since September 2021, the Governors at North Clifton Primary School have refurbished their community room with the support of the late Councillor Maureen Dobson's financial contributions - combined with voluntary contributions of finance and labour from the community. This allowed for a breakfast and after school club to be opened which is now attended by an average of six pupils per day.

6. Whilst the actual number of statutory aged children has not increased since September 2022, the governing body continue to be of the view that the school can continue to provide an education for children in their catchment and beyond. Projections continue to suggest that numbers will remain small, and likely to be below 30.

			PAN				School years								Whole school projection	
DfE No					Net ca	Proj Yea	R	1	2	3	4	5	6	TOTAL	surplus / deficit place	
	School Name	Planning Area	FA	IJ												
2793	North Clifton Primary School	Rural	8	0	56	2021-22	3	3	4	4	3	6	4	27	+29	
2793	North Clifton Primary School	Rural	8	0	56	2022-23	4	3	3	4	4	3	6	27	+29	
2793	North Clifton Primary School	Rural	8	0	56	2023-24	4	4	3	3	4	4	3	25	+31	
2793	North Clifton Primary School	Rural	8	0	56	2024-25	5	4	4	3	3	4	4	27	+29	
2793	North Clifton Primary School	Rural	8	0	56	2025-26	6	5	4	4	3	3	4	29	+27	

7. The Local Authority will continue to work with the Chair of Governors and the Governing Body to continue to secure the sustainability of this small rural school.

Other Options Considered

8. Consideration has been given to closing the school. Given the strength of the community support for the school as well as the Council's commitment to rural schools, and in the context of a Department for Education presumption against the closing of rural schools, this option is not recommended at this time.

Reason/s for Recommendation/s

9. Small rural schools provide more than education to children; it is a central resource and landmark in their communities. Therefore, supporting the school to remain open is the recommendation to the Committee.

Statutory and Policy Implications

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

Financial Implications

11. In November 2021 North Clifton Primary School forecast a £21,000 deficit. If the school closed, then the Local Authority would be liable for this deficit. Other costs if the school closed include redundancy costs.
12. If the school remains open, then the financial position of the school is dependent on variable factors. These factors will affect the school's ability to be sustainable. This includes pupil numbers as funding is dependent on this. October 2021 census data showed that pupil numbers were 24 compared with 26 in October 2020.

13. Another factor is the school funding formula. Should the formula not be affordable a gains cap may be applied again. The funding formula for future years is subject to School Forum consultation.
14. Finally, staffing costs and the stability of the staffing structure and leadership will impact the school finances.

RECOMMENDATION/S

- 1) That Committee completes the Stage One Consultation process by approving the option 'Continue with no change' and that, as a result, North Clifton Primary School remains open.

Marion Clay
Service Director, Education, Learning and Skills

For any enquiries about this report please contact:

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Constitutional Comments (LPW 07/04/22)

15. The recommendations fall within the remit of the Children and Young People's Committee by virtue of its terms of reference.

Financial Comments (AC 06/04/22)

16. As stated in the financial implications, in November 2021 North Clifton Primary School forecast a £21,000 deficit. If the school closed, then the Local Authority would be liable for this deficit. Other costs if the school closed include redundancy costs. If the school remains open and the school cannot meet its financial commitments with its school budget, then there is a financial risk to the Local Authority that the school could increase its deficit and increase the liability for the Local Authority.

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.

[Proposed consultations on options for the future of North Clifton Primary School and the alternative use of the Manners Sutton Primary School site – report to Children & Young People's Committee on 21st June 2021](#)

[Outcome of the consultation on options for the future of North Clifton Primary School and response to petition to keep the school open – report to Children & Young People's Committee on 13th September 2021](#)

Electoral Division(s) and Member(s) Affected

Collingham

Cllr Debbie Darby (Ind)

C1562

25th April 2022**Agenda Item: 11****REPORT OF THE SERVICE DIRECTOR, EDUCATION, LEARNING AND
SKILLS****SUPPORTING THE SUSTAINABILITY OF SMALL SCHOOLS****Purpose of the Report**

1. The purpose of this report is to update Members on how small schools are supported across the County. In addition, the report seeks the approval of Members to further disseminate the revised 'Small Schools Toolkit' to support governing bodies explore leadership models which can support the sustainability of small schools into the future.

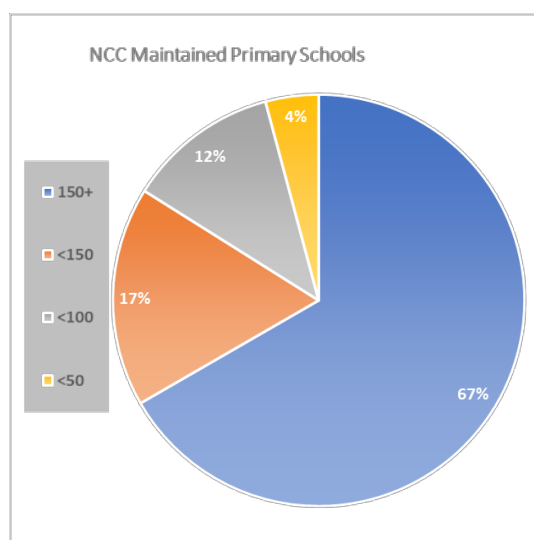
Information

2. This report has been finalised in the context of the Government's White Paper, 'Opportunity for all: strong schools with great teachers for your child' published on 28th March and updated on 29th March 2022. The Government's ambitions for schools and families are already captured in Nottinghamshire County Council's ambition as outlined in The Nottinghamshire Plan 2021-2031, Ambition 4, which is committed to ensuring children and young people are provided with sufficient high quality early years provision and school places in their local communities.
3. In addition, this report is written in the context of the report to this Committee on 13th September 2021 'Outcome of the Consultation Options for the future of North Clifton Primary School and Response to Petition to Keep the School Open'. A recommendation was made in that report regarding a review of Nottinghamshire's small schools in partnership with the dioceses to ensure that rural schools can be sustainable into the medium and longer terms. Whilst this review is ongoing, surveys have been undertaken with school leaders and governors to inform the initial stages of this work. This report provides Members with an update regarding the progress which has been made to date and includes feedback from the surveys where relevant.

Small Schools – contextual information

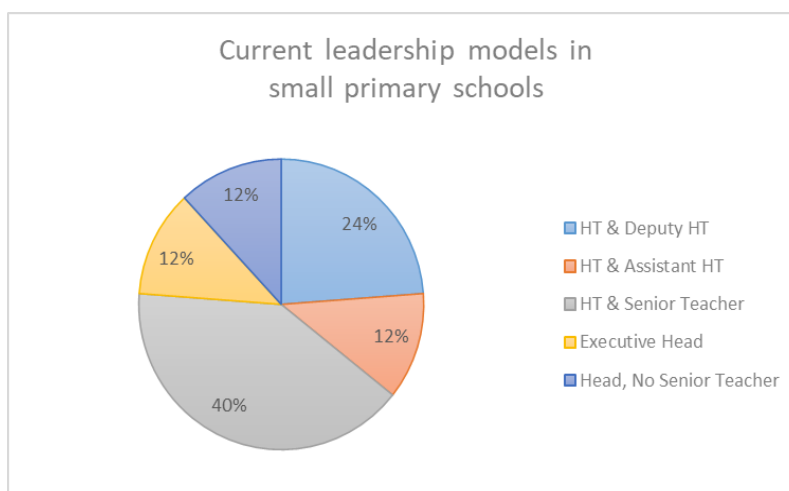
4. There is no legal definition of a small school. For the purposes of this report a definition has been applied based on that typically used by the Department for Education which suggests that a small primary school has less than 150 pupils.

5. On 14th March 2019, the Department for Education published its research into 'Running small rural primary schools efficiently'. This found that the three main challenges faced nationally by small rural schools with regard to funding to be:
 - volatility in pupil numbers. A decline in pupil numbers causes a significant percentage drop in the school's budget
 - typically staff are more experienced (therefore more expensive) and less likely to leave than in larger and non-rural schools
 - the cost of providing cover for teachers who need training can be high in small schools due to the lack of available cover within the school.
6. There are 284 primary schools in Nottinghamshire.
 - 116 primary schools are academies: 25 of these academy schools are Church Schools (12 Voluntary Aided (VA) and 13 Voluntary Controlled (VC)
 - 168 primary schools LA maintained: 56 (1/3) LA maintained schools have cohorts of less than 150 pupils, 27 of these with less than 100 pupils There are 7 schools that currently have fewer than 50 pupils (1 infant and 6 primary)
 - of the 56 LA maintained small schools, 14 are infant schools, 1 is a junior school and 41 are primary schools. 1 school formerly an infant school has now been designated as primary (Christ Church CofE Primary).

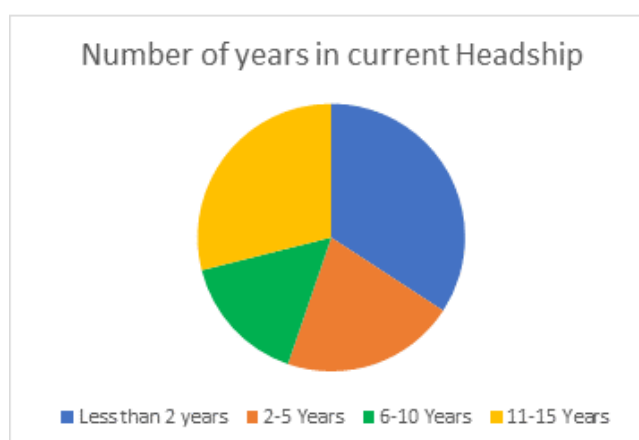


7. From the October census of pupil numbers, considering all small primary schools, the small school pupil population was 6,797 pupils while for all Nottinghamshire primary schools was 66,728 pupils. Therefore, 10.2% of the primary school population access their education in a small school.
8. The rural schools tend to be primary schools serving small rural communities. However, the majority of small infant schools are in urban areas, geographically close to many other neighbouring larger schools. This contrasts to rural small schools that are quite geographically spread in many cases. In Ashfield there are 4 small schools (all are infants), in Bassetlaw 21 (1 is an infant), in Broxtowe 3 (2 are infant), in Gedling 5 (3 are infants), in Mansfield 4 (2 are infants, 1 is a junior), in Newark 11 (1 is an infant), and in Rushcliffe 8, (1 is an infant). Maps are attached at **Appendix 1**.

9. Leadership models in small schools are varied. A quarter of our small schools have both a headteacher and deputy headteacher and approximately half have a headteacher and no other staff on the leadership pay spine.



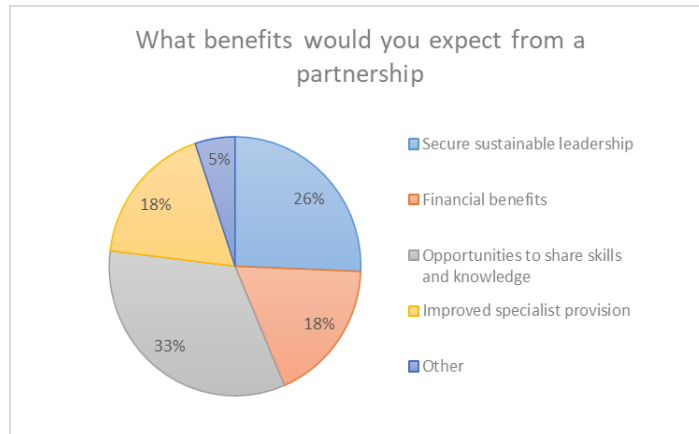
10. The Department for Education, in its research brief, found that recruiting to remote rural locations (sometimes with limited and expensive housing) was considered harder than recruiting to urban schools. Most small schools identified headteachers and senior teaching staff as particularly difficult to recruit, while many also highlighted issues finding administrative and supervisory staff.
11. In Nottinghamshire, the recently revised package on offer to schools for headteacher recruitment has been developed to ensure that small schools can access this within their budgets. Data from the Council's Governing Body Services shows that 82% of headteacher appointments are completed at the end of the first round of the process. The stability of small school headteachers in Nottinghamshire is high, with only 11% of small schools recruiting 2 or more headteachers since 2008. Almost half of headteachers have been in post in Nottinghamshire County Council schools for over 6 years and 28% of small school headteachers have been in post over 11 years and therefore succession planning/leadership options should be key considerations for governing bodies.



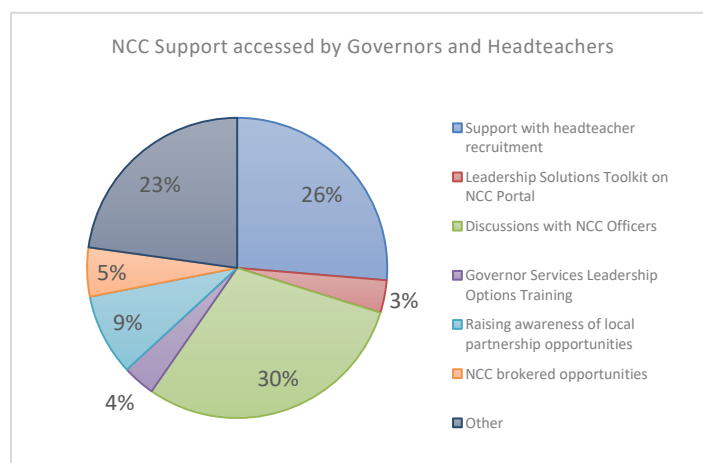
12. It has been Nottinghamshire's long-standing policy to support small schools working in partnership. In the survey to headteachers, 88% stated their school is currently working in

partnership either formally or informally with other schools or groups of schools. All stakeholders are clear about the benefits they receive from partnership working.

Many schools are proud of the impact their partnership is having on ensuring high quality provision for their children.



13. Governors and headteachers have accessed a range of support from the Council to help and advise with leadership solutions and develop partnership working.



14. Current/planned support for small schools provided by the Council include:

a. Services to schools

- HR: provide a buyback service to all schools based on staff headcount to reduce the cost to small schools.
- Governor Services provide a buyback service to all schools. As part of Governor Services work on the small schools project, this service and others have reviewed the 'Leadership and Governance Toolkit for Small Schools'. The Toolkit is an online support tool which allows it to be updated in line with any new national or local legislation, advice and guidance, such as the recently published education White Paper. The Toolkit has been developed collaboratively in consultation with HR Services, Finance, Education Improvement Services and Legal Services and in

response to the needs of small schools. The online document is accessed by governors on Governor Hub. The toolkit comprises:

- A Collaboration Guide: including a Template Collaboration Agreement and Terms of Reference
 - A Secondment Agreement: for when schools share staffing/leadership arrangements. The Education Improvement Service is formulating a process for undertaking these arrangements
 - A Federation Guide: including a suggested Timeline for a Federation
 - An Academy Guide: to be reviewed in the context of the Government's White Paper
 - A Leadership and Governance Solutions PowerPoint. The intention is to record a webinar based on the PowerPoint and link it to the Governor Hub ready for governors to access when it is convenient to them.
- Small schools are also able to buyback services including:
 - Finance
 - Maintenance
 - Place planning
 - Transport.
- b. Quality of Education
- A bespoke Small School Network providing funded training sessions tailored to meet the needs of small schools (for example, all these sessions are 'twilights' meaning the schools do not need to fund supply teacher cover)
 - Regular headteacher briefings
 - A Universal Offer for Continuing Professional Development and training from the Education Improvement Service, East Midland Education Support Service
 - A funded annual leadership conference (maintained schools)
 - Special Educational Need & Disability (SEND) area/family SEND Co-ordinator meetings/SEND small schools network
 - Funded support for vulnerable pupils
 - Bespoke funded strategic support
 - Advisers to support governors undertaking headteacher appraisal.
- c. Developing effective partnerships is a key element of Education Improvement Service work. Promoting, developing and brokering partnerships both formal and informal have been a key support strategy over the last decade, including supporting academy conversion where applicable.

Resource implications

15. No immediate additional resource is required to disseminate the revised small school toolkit although capacity may be required to develop Nottinghamshire's education 'Local Strategic Plan' as outlined in the Government's White Paper.

Other Options Considered

16. No other options were considered.

Reason/s for Recommendation/s

17. Small schools are valued by this Council as they provide statutory school places, mainly but not exclusively, in rural communities. The work of the Council to support small schools continues to be a priority. The revision of the Governance Toolkit for Small Schools will support governing bodies and headteachers to explore alternative leadership and governance models to support the sustainability of small schools for the benefit of their communities.

Statutory and Policy Implications

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

Financial Implications

19. There are no immediate financial implications. With the ending of the Local Authority Monitoring and Brokerage grant in October 2022, Members will need to consider models to finance and deliver school improvement for maintained schools which are not yet good or better or at risk of requiring improvement.

RECOMMENDATION/S

That Committee:

- 1) approves the relaunching of Nottinghamshire's revised small school toolkit during the summer term 2022 to support small school governing bodies and school leaders to explore leadership options which strengthen the sustainability of their schools.
- 2) approves the further dialogue and partnership with school leaders, including CEOs of Multi-Academy Trusts as well as the relevant Church of England and Roman Catholic Dioceses operating in Nottinghamshire to explore potential ways forward to support the leadership and sustainability of small schools in the context of the Government's White Paper, 'Opportunity for all: strong schools with great teachers for your child'.

Marion Clay
Service Director, Education, Learning and Skills

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E: karen.hughman@nottscc.gov.uk

Constitutional Comments (ELP 08/04/22)

20. The recommendations fall within the remit of Children and Young People's Committee under its terms of reference.

Financial Comments (MDN 12/04/22)

21. There are no direct financial implications from this report. With the 50% funding reduction of the Local Authority Monitoring and Brokerage Grant in 2022/23, and its complete cessation for 2023/24 (£642,941 was received in 2021/22), Members will need to consider models to finance and deliver school improvement for maintained schools which are not yet good or better or at risk of requiring improvement.

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.

[Running rural primary schools efficiently - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/running-rural-primary-schools-efficiently)

[Opportunity for all: strong schools with great teachers for your child - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/opportunity-for-all-strong-schools-with-great-teachers-for-your-child)

[Outcome of the Consultation Options for the future of North Clifton Primary School and Response to Petition to Keep the School Open – report to Children & Young People's Committee on 13th September 2021](#)

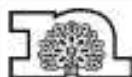
Electoral Division(s) and Member(s) Affected

All.

C1570

GLOSSARY

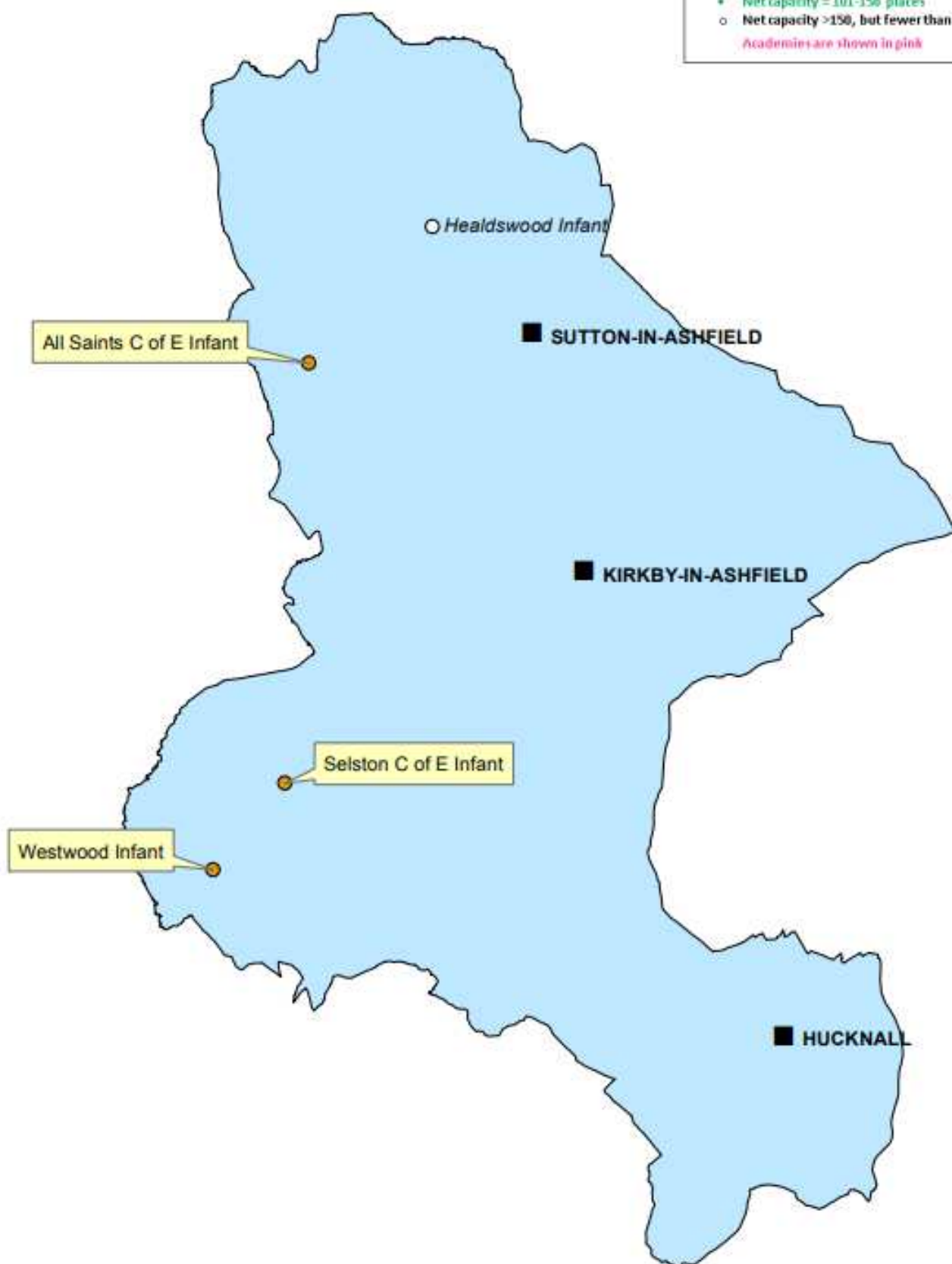
Maintained School:	A community school that received funding via Nottinghamshire County Council
VC (Voluntary Controlled):	A school funded solely by the Local Authority which is the admission authority but a foundation or trust (usually a Christian denomination) has some formal influence in the running of the school
VA (Voluntary Aided):	A schools state-funded via NCC in which a foundation or trust (usually a religious organisation), contributes to building costs and has a substantial influence in the running of the school. In most cases the foundation or trust owns the buildings.
Partnership:	Where two or more schools work together informally to support shared development
Collaboration:	Where two of more schools agree to establish a formal partnership overseen by a Joint Committee. Each school retains its own governing body
Federation:	Where two or more schools agree to establish a formal partnership under a single governing body



Ashfield small schools

Key

- Net capacity = 0-50 places
 - Net capacity = 51-100 places
 - Net capacity = 101-150 places
 - Net capacity >150, but fewer than 150 pupils
- Academies are shown in pink

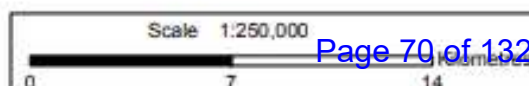
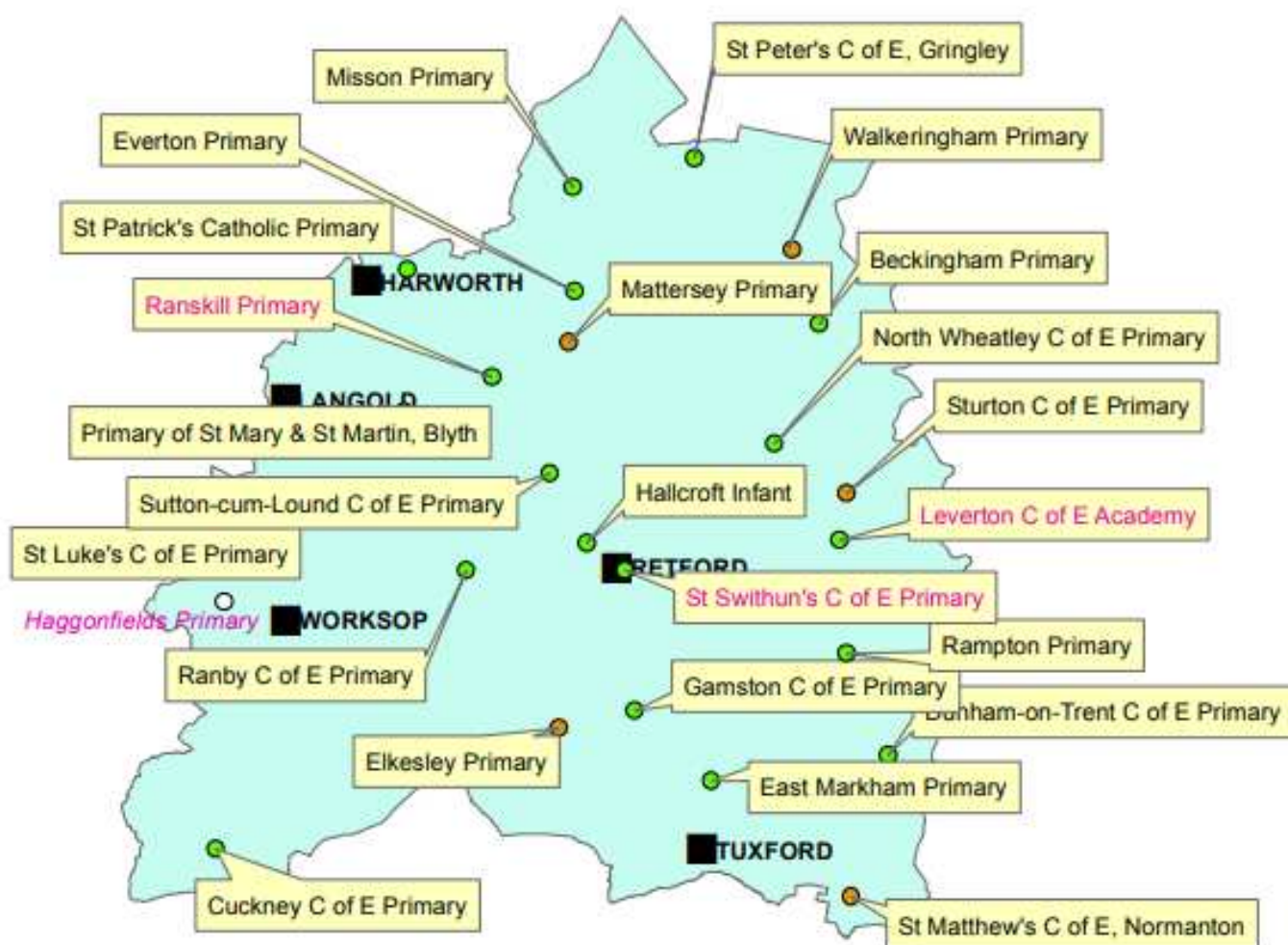


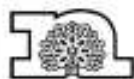


Bassetlaw small schools

Key

- Net capacity = 0-50 places
 - Net capacity = 51-100 places
 - Net capacity = 101-150 places
 - Net capacity >150, but fewer than 150 pupils
- Academies are shown in pink

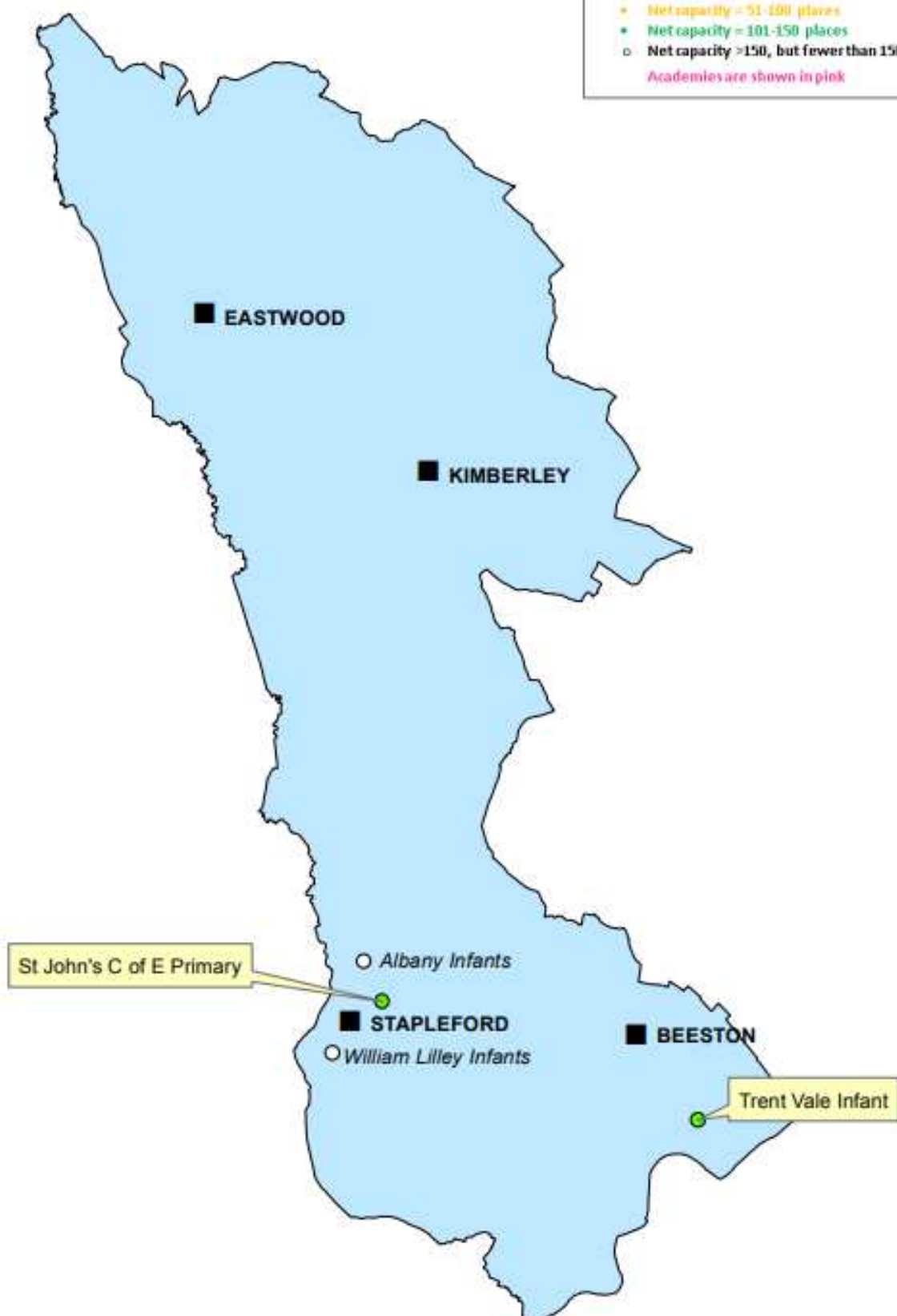




Broxtowe small schools

Key

- Net capacity = 0-50 places
 - Net capacity = 51-100 places
 - Net capacity = 101-150 places
 - Net capacity >150, but fewer than 150 pupils
- Academies are shown in pink

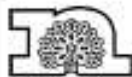


Scale 1:80,000

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2017 Ordnance Survey 100019713.

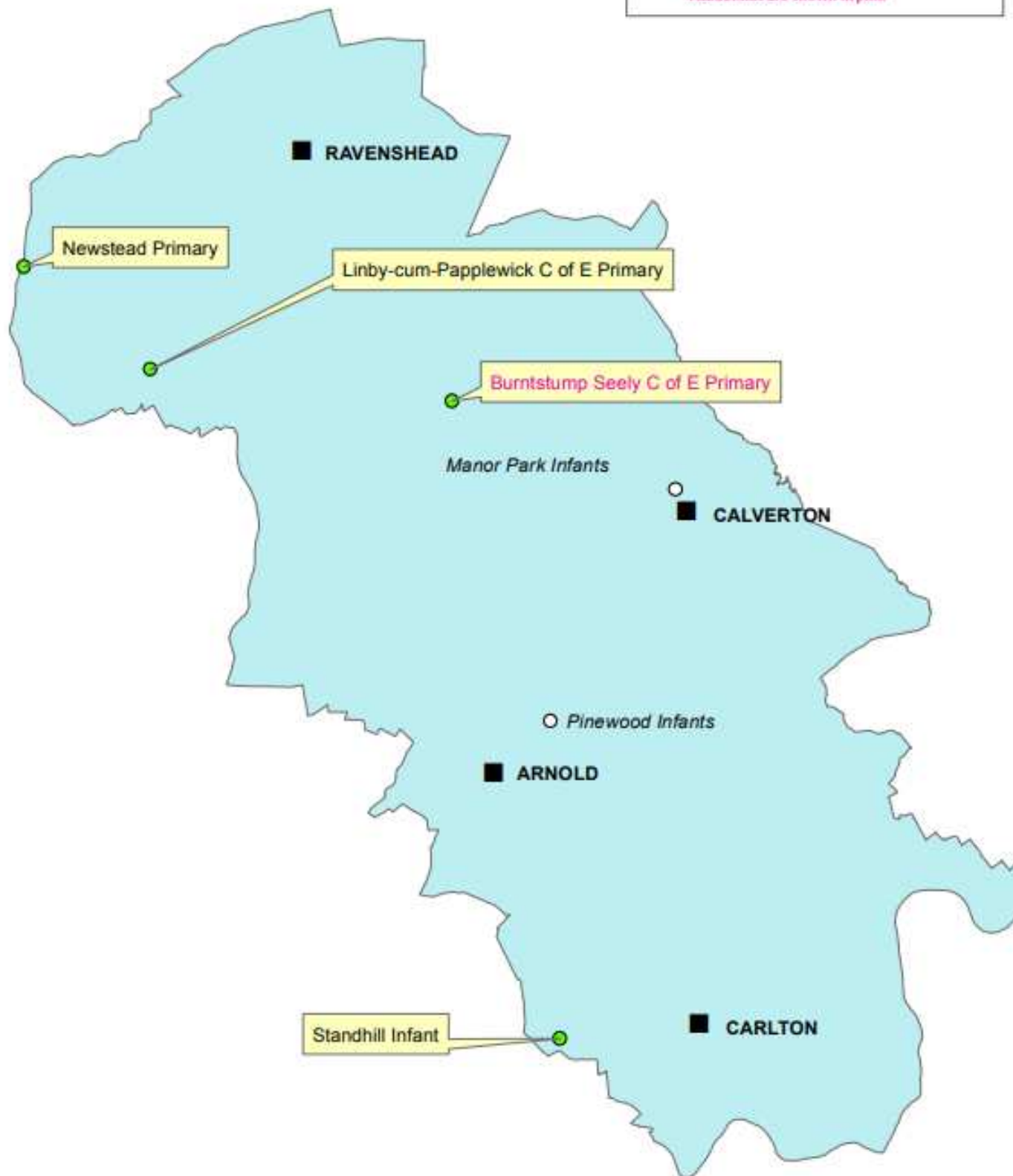
Produced using ArcGIS software.
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Gedling small schools

Key

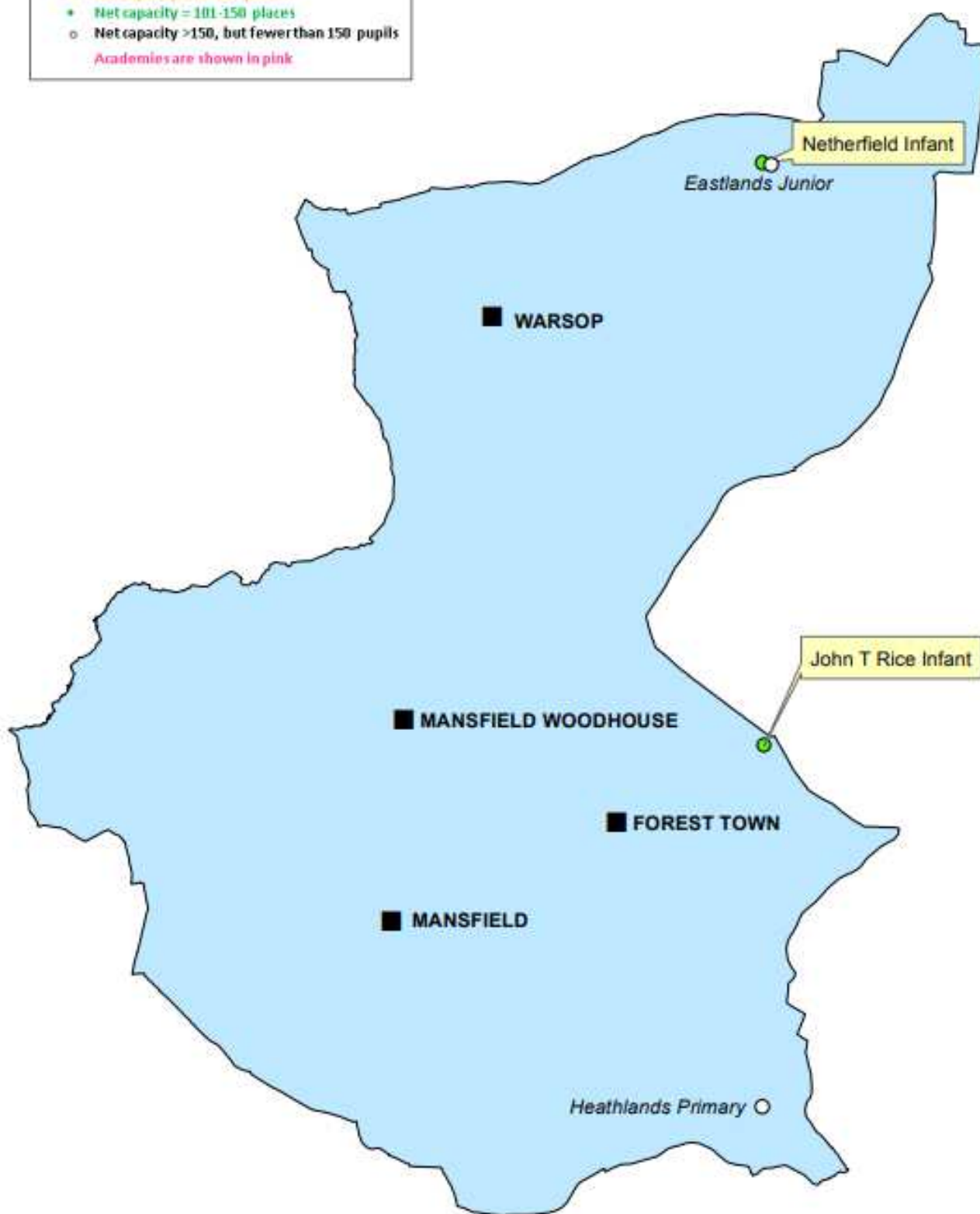
- Net capacity = 0-50 places
 - Net capacity = 51-100 places
 - Net capacity = 101-150 places
 - Net capacity >150, but fewer than 150 pupils
- Academies are shown in pink





Key

- Net capacity = 0-50 places
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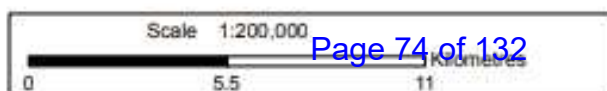
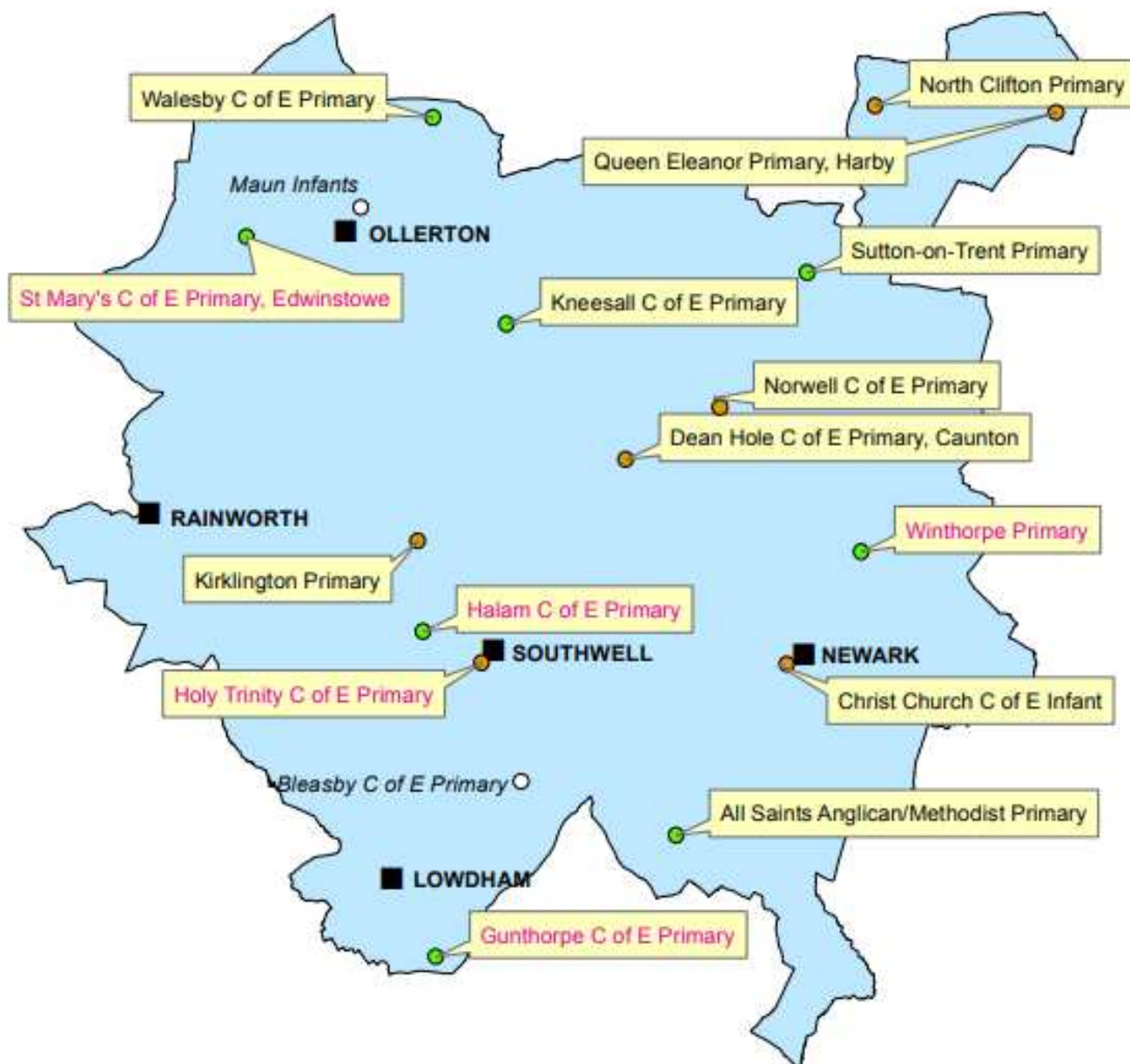
Scale 1:63,360

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Newark small schools

Key

- Net capacity = 0-50 places
 - Net capacity = 51-100 places
 - Net capacity = 101-150 places
 - Net capacity >150, but fewer than 150 pupils
- Academies are shown in pink

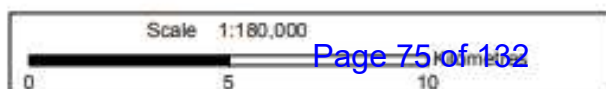




Rushcliffe small schools

Key

- Net capacity = 0-50 places
 - Net capacity = 51-100 places
 - Net capacity = 101-150 places
 - Net capacity >150, but fewer than 150 pupils
- Academies are shown in pink



25th April 2022**Agenda Item: 12****REPORT OF THE SERVICE DIRECTOR, EDUCATION, LEARNING AND
SKILLS****ELECTIVE HOME EDUCATION - UPDATE****Purpose of the Report**

1. The report provides the seventh six-monthly report on electively home educated pupils to enable Committee to monitor the Council's delivery of support and discharge of statutory duty in this area. Committee is asked to endorse the Education White Paper "Opportunity for all: strong schools with great teachers for your child" commitment to the creation of a register of children who are not in school.

Information

2. The last update report provided to this Committee was in November 2021 and this report is made following agreement of the recommendation that future reports should be aligned with the midpoint and end of the academic year in order that trends of deregistration and return to school can be more easily identified and understood. This report to Committee focusses on data available at the mid-point of the Academic year 2021-22, the end of the Spring 1 half term.
3. Parents' legal rights and duties are set out in the Education Act 1996. The parent of every child of compulsory school age must ensure that he/she receives an efficient, full-time education, suitable to his/her age, ability and aptitude and any special educational needs that he/she may have, either by regular attendance at school or otherwise. A parent/carer has the legal right to withdraw a child from school by delivering notification of that fact to the school. The school then has a duty to notify the local authority and to remove the child's name from the school register. The local authority records the child as being electively home educated, and parents/carers can choose whether to engage with support offered by the local authority. From that point, a child acquires elective home educated status and the parents/carers are elective home educators. The parent/carer then becomes completely responsible for the costs, provision, management and delivery of the education of that child. There are no curricular or other requirements incumbent on elective home educators, who are free from any educational regulation.
4. The current service structure is a Senior Professional Practitioner and three Professional Practitioners (one post vacant), supported by a Business Support team. The line management of the service sits with the Fair Access Team Manager. Commissioning

through the Dynamic Purchasing System allows the Council to draw on the expertise of Associate Advisers as and when required.

5. All parents registered as elective home educators in Nottinghamshire are offered at a minimum a yearly intervention visit with the intention of offering support to them in continuing to fulfil their responsibilities as specified by the Education Act 1996. During the pandemic, visits were conducted in a hybrid way with the majority of interventions taking place virtually. More recently, choice is being offered to children and families and visits are being made in person where this is requested or needed.
6. A change to the service delivery model in September 2021, following agreement by this Committee in April 2021, has ensured that more timely support can be offered to children and families, particularly the most vulnerable, by 3 Professional Practitioner posts now embedded within the team structure. The primary focus of these posts is to ensure that parents are aware of their rights and responsibilities when making the decision to electively home educate, to support children in returning to school where this is needed in order that this happens without delay and to provide an additional layer of support to children identified as the most vulnerable. A team of 12 Associate Advisers continue to be commissioned to undertake specialist education support and guidance visits to families on behalf of Nottinghamshire County Council where this is identified as a need. The Council's procurement process enables new applicants to be approved, ensuring that the team's capacity is sustainable. Associate Advisers meet termly with the Elective Home Education Senior Practitioner and Fair Access Team Manager with the purpose of ensuring that all Elective Home Education Advisers access relevant training to fulfil their role effectively, in line with the Council's policies and procedures and current legislation and guidance. Support and supervision is also available to all advisers.
7. Parents/carers are under no legal obligation to see anyone from the Elective Home Education team and in this case the Local Authority writes to home educators on a yearly basis to make informal enquiries about the home education provision, supported by Department for Education non-statutory guidance '*Elective home education; Departmental guidance for local authorities*', April 2019 and further by recent case law *Goodred v Portsmouth* (2021). Improvements have been made within this process and information submitted is now reviewed by a panel comprising at least one member with Qualified Teacher Status, ensuring that decisions are not taken by one individual alone and that a holistic and individual focus is maintained. The Local Authority fulfils its duty to ensure that all children of compulsory school age in its area are being suitably educated and to act if it appears that any child is not receiving such an education through well-established working practices, as described in the Council's Elective Home Education Policy endorsed by the Children and Young People's Committee on 13th January 2020 and approved at Policy Committee on 12th February 2020. This is generally very well received because it has been influenced by the views of electively home educating families in Nottinghamshire. Parents/carers retain the right to apply for their child to return to a mainstream school whilst they are of statutory school age and can be reconnected to the Local Authority and other services should they wish to cease elective home education, where there is evidence of a safeguarding concern or they cannot demonstrate that suitable home education is being provided.
8. The dashboard for elective home education (attached as **Appendix 1**) identifies groups of electively home educated children and the reasons behind the parental decision to become

electively home educated as of 13th February 2022 and reports on the first half of the academic year. Information from the dashboard is used to inform decisions regarding the operation of the Elective Home Education team and identify areas of possible concern in relation to deregistration from school to elective home education in order that they can be explored appropriately by Local Authority officers.

Children electively home educated at the time of reporting

9. In Nottinghamshire, 1,222 children were registered as electively home educated on 13th February 2022, an increase of 76 since February 2021. Of these 1,222 children, 857 were receiving direct support from the Elective Home Education team, while parents/carers of 365 children declined Local Authority involvement. It should be noted that there is an unknown number of parents who have always electively home educated and never enrolled their child/ren at school. These children are not recorded as being in receipt of home education unless they are brought to the attention of the Local Authority by parents or another means.
10. There were no children on a Child Protection Plan and there were nine with Child in Need status. For these children the Senior Practitioner for Elective Home Education is responsible for close monitoring and review of the suitability of their elective home education provision. Work has been undertaken to improve communication with Children's Social Care teams and review the support offered to children during periods of elective home education, which would only be supported for children on a Child Protection Plan if a joint decision was made that this was in the best interests of the child(ren) and would provide a safe and suitable education environment.
11. 24 children had an Education, Health and Care Plan indicating a significant level of identified Special Educational Need. Some of these children have had an Education, Health and Care Plan issued whilst home educated due to their level of Special Educational Need.
12. Diagrams 1-3 on the dashboard at **Appendix 1** show further breakdown of the demographic of children currently electively home educated. Numbers are slightly higher in Newark, where a greater number of families choose elective home education for cultural reasons, and are lower in Rushcliffe. The split by gender shows that slightly more females than males are electively home educated and there continues to be a sustained pattern of increase in numbers to a peak in Year 11.
13. Reasons for withdrawal from school to home educate as stated by the parent or the school at the time of withdrawal are displayed in diagram 4 on the dashboard at **Appendix 1**. Educational choice remains the primary reason given, with 361 parents citing this. The number of children home educated as a result of Covid is lower than the 127 reported in the November 2021 update to Committee as many of these children have now returned to a school roll. Social, Emotional and Mental Health reasons, including Anxiety Related Non-Attendance, were reported for 227 children and joined up working continues to be undertaken with schools to support children in staying on the school roll and having access to appropriate provision where this is in their best interests. It is, however, difficult to draw meaningful conclusions when nearly a quarter of the cohort have chosen not to provide a reason for their decision. Improved data collection at the point of withdrawal from school is

one of the key areas being supported by the Professional Practitioners in an attempt to better understand the needs of the electively home educated cohort in Nottinghamshire.

14. 289 Education Adviser visits have been commissioned to electively home educated families during the period covered by this report.

New electively home educated children in the reporting period

15. 282 children have become electively home educated within the period reported by the dashboard, within this number there are slightly more females than males.
16. Data reported to Committee in October 2021 highlighted a shift in the trend as elective home education numbers in Nottinghamshire had been impacted by new intentions across all key stages in the 2020-21 academic year. Prior to this point the greatest impact was reported in Key Stage 4. The data available at the mid-point of this academic year shows that since September 2021 these has continued to be intentions across all key stages, but overall numbers are impacted by higher numbers in secondary who have remained home educated, with particular spikes in new intentions at Years 7 and 10. Parents/carers of the Year 7 group report a number of different reasons for the decision to home educate; anxiety about the ability of a secondary setting to meet their child's Special Educational Needs and cultural reasons are common. In all cases the Elective Home Education team work closely with young people, their parents/ carers and schools to promote the best interests of the child. Referrals to education support services are recommended where this is appropriate. It could be hypothesised that the increased curriculum pressure faced by learners in Year 10 leads to more children becoming deregistered from the school at this point.
17. Numbers of new electively home educated children have been higher in Newark and Bassetlaw. Structured conversations are planned with schools identified as having higher movement to elective home education to better understand the reasons for this and support any change needed for systems within the area.

Children for whom elective home education has ended within the reporting period

18. Elective home education has ended for 130 children in the first half of the 2021-22 academic year, again with the trend of slightly more females than males within this cohort.
19. There is a broad split across all year groups, with the highest number (20) being in Year 10. Reports from some of these parents are that they are finding home education more challenging to deliver at this point and wish for their child to return to school in order to be able to gain formal qualifications. The difficulty that some parents have experienced in sourcing external examination centres over the past two years may have contributed to this.
20. The highest number of children for whom elective home education has ended are resident in Ashfield and Mansfield. Data will continue to be analysed over the course of the school year to establish any trends and support needed within the area.
21. For children where elective home education has ended, the outcomes are summarised in diagram 11 in the dashboard at **Appendix 1**. The timely return of children to school has been supported by the revisions to the service structure because the Professional

Practitioners are able to engage quickly with families and provide necessary advice, guidance and challenge through this process. The collaborative work they undertake with schools and families ensures that any return to school is appropriately planned and supported.

22. Systems and processes have been reviewed to ensure swift action is taken in cases where the Local Authority is not confident that suitable education is being provided. Where parents/ carers do not take action to apply for a school place following support from a Professional Practitioner on this, there is an agreed process for monitoring this child through the Council's Children Out of School process and for referral to the Council's Family Service to consider whether a school attendance enforcement pathway is appropriate. This ensures that children do not become missing from education.

Five-year data

23. Five-year data continues to show rising numbers of children electively home educated year on year, this is also the case nationally.
24. The increase in the number of children known to be electively home educated at some point during the 2021-2022 academic year to 1,605 has been explained in previous reporting in the context of more children becoming home educated during this period as a direct response to the Coronavirus pandemic. The November 2021 Association for Directors of Children's Services survey referenced the high level of 'churn' within the national electively home educated population over the 2020-21 academic year, resulting in children having further educational disruption. The number of children electively home educated at some point during the 2021-22 academic year will be available in reporting after August 2022 and will require detailed analysis to better understand whether this is a continued trend.

Service developments

25. Further service developments underway include the creation of a public website for home educated young people and their families, offering education guidance and health and wellbeing support, including signposting to other avenues of support. As part of this work and the wider work of the Elective Home Education team, a young person and parent/ carer engagement group is being established to ensure that the views of service users are considered effectively in decisions taken about delivery of the service.
26. Attendance at the regional home education forum continues and concerns about the rising number of children being electively home educated are escalated through this group to the Association of Elective Home Education Professionals. The Government response in February 2021 to the Children Not in School consultation that was undertaken in 2019 proposes a number of changes:
 - a duty on Local Authorities to maintain a register of children not registered at specific types of school
 - a duty on parents of these children to register their child with the Local Authority
 - a duty on proprietors of defined settings to supply information about relevant children in the scope of the register
 - a duty on Local Authorities to provide support to parents who educate children at home.

Further details regarding proposed changes to the legislative framework and any subsequent implementation of proposals will be shared with Members when they are available.

27. This report has been prepared as the Government's White Paper, "Opportunity for all: strong schools with great teachers for your child" was published on 28th March and updated on 29th March 2022. The White Paper aims to create a stronger and fairer school system with a proposal around increased Local Authority powers in relation to school admissions. Chapter 2 of the Paper focusses on delivering high standards of curriculum, behaviour and attendance with suggested legislation to establish a register of children not in school. Members of the Children & Young People's Committee have long requested of Government the introduction of an 'EHE Register' of some kind to be coordinated at local level. The White Paper goes further and also suggests new statutory expectations on local authority attendance services; the Paper outlines an expectation that schools, regardless of their governance, and local authorities work closely to re-engage children who are "severely absent" from school.

Other Options Considered

28. The Council remains statutorily responsible for ensuring that all children and young people of statutory school age access full-time education. The Elective Home Education Policy approved by the Policy Committee on 12th February 2020 continues to be implemented to ensure this responsibility is met. No other options have been considered.

Reason/s for Recommendation/s

29. Members will wish to be assured that the Council's statutory duty under s436a Education Act 1996 to make arrangements to identify children not receiving education continues to be fulfilled.

Statutory and Policy Implications

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

Financial Implications

31. There are no financial implications as a result of this report.

RECOMMENDATION/S

That the Committee:

- 1) considers whether there are any actions it requires in relation to the information contained in the report.
- 2) endorses the Education White Paper “Opportunity for all: strong schools with great teachers for your child” commitment to the creation of a register of children who are not in school.

Marion Clay
Service Director, Education, Learning and Skills

For any enquiries about this report please contact:

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 Team Manager, Fair Access
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 E: sarah.whitby@nottsgov.uk

Constitutional Comments (EKH 29/03/22)

32. The report is appropriate to be considered by the Children and Young People’s Committee.

Financial Comments (MDN 07/10/21)

33. The 2021/22 Local Authority budget for the Elective Home Education service is £251,814 and will be sufficient to cover the cost of the service and the service delivery revision that has been implemented as a result of the increase in registrations.
34. 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.

Education Act 1996, Published
<https://www.legislation.gov.uk/ukpga/1996/56/contents>

[Revised Children Missing Education Strategy and Elective Home Education Policy – report to Policy Committee on 12th February 2020](#)

Elective home education; Departmental guidance for local authorities, April 2019, Published
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/791527/Elective_home_education_guidance_for_LAv2.0.pdf

Goodred v Portsmouth City Council (2021)
[Goodred v Portsmouth City Council | \[2021\] EWHC 3057 \(Admin\) | England and Wales High Court \(Administrative Court\) | Judgment | Law | CaseMine](#)

[Elective Home Education update report to Children and Young People's Committee on 1st November 2021](#)

Government response to the Children Not in School Consultation, February 2022
[Children not in school - consultation response \(publishing.service.gov.uk\)](#)

Electoral Division(s) and Member(s) Affected

All.

C1566

Schools Forum Members

Maintained Primary

Andrew Rossington	Arno Vale School
Ben Waldram	Lowdham CofE Primary
Steve Border	Lady Bay Primary
Vacancy	
Vacancy	

Maintained Secondary

David Phillips	Chilwell School
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Academy Representatives

Anne Hall (Vice Chair)	Carlton Junior Academy (Redhill Trust)
Dr Philip Smith	Outwood Grange Academies Trust
Halina Angus	The Southwolds Academy (EMET Trust)
James MacDonald (Chair)	Whitehills Park Federation
Neil Holmes	Diverse Academy Learning Partnership (DALP)
Neil Robinson	Flying High Trust
Vacancy	
Vacancy	

Maintained Special School

Matt Rooney	St Giles School
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Academy Special School

Jamie Hutchinson	Foxwood
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Governors

Paul Hawkins	SHINE MAT
Fiona Jones	Winthorpe Academy
Colin Barnard	Abbey Gates Primary
Andy Palmer	Chilwell School
Jacquie Sainsbury	Foxwood Special

PVIs (Private, Voluntary & Independent Nursery Providers)

Karen Richards	Early Years Consultation Group
Laura Gapski	Early Years Consultation Group

Diocesan Representatives

Nigel Frith	Diocesan Director of Education, Church of England Diocese
Daniel Moore	Diocesan Finance Director, Our Lady of Lourdes Catholic Multi-Academy Trust

14-19 Partnership Representative

Louise Knott	West Nottinghamshire College
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Trade Union Representatives

Jo Myers	Support Staff Unions UNISON
Joe Jefferies	Teacher Trade Unions NASUWT

25th April 2022

Agenda Item: 13

REPORT OF THE SERVICE DIRECTOR, EDUCATION, LEARNING AND SKILLS

TACKLING EMERGING THREATS TO CHILDREN TEAM

Purpose of the Report

1. The report provides an update to Committee regarding the work of the Tackling Emerging Threats to Children (TETC) Team. The last report to Committee was provided in March 2021.

Information

2. The Tackling Emerging Threats to Children (TETC) Team was established in January 2017 and comprises:
 - Team Manager (TETC)
 - Safeguarding Children in Education Officer
 - Anti-bullying, Online-safety & Behaviour Co-ordinator
 - Child Sexual Exploitation Co-ordinator
 - Three School Health Hub Co-ordinators.
3. The TETC Team until November 2021 sat within the wider Psychology Services group, itself comprising the TETC Team, the Virtual School Team, the Educational Psychology Service, the Coping with Risky Behaviours Service, and the Education Improvement Adviser (Special Educational Needs & Disability). The TETC Team Manager reported directly to the Group Manager, Psychology Services. Since November 2021 the team has been located within Education Access, Standards and Safeguarding and reports to the associated Group Manager. The Group Managers report directly to the Service Director, Education, Learning & Skills.
4. Acting as a central point of contact for schools and other professionals working across children's services, the TETC Team provides support, advice, and training in respect of the health, wellbeing, and safeguarding agendas. This team does not hold child-level caseloads as any high risk children would be supported by other case holding services. The team's current remit includes:

- anti-bullying and child on child abuse
 - child criminal exploitation including 'County Lines'
 - child sexual exploitation
 - equality, hate crime and prejudice
 - female genital mutilation
 - forced marriage and honour-based abuse
 - harmful sexual behaviour
 - mental health
 - obesity and body image
 - online safety and behaviour
 - radicalisation and extremism
 - relationships, sex, and health education
 - risk taking behaviour (including thrill-seeking and anti-social activity)
 - substance misuse
 - youth violence (including knife crime).
5. Although team members have specialist knowledge, the aim of the team is to develop capacity and resilience across the children's workforce, building confidence and the necessary skills and understanding to deal with often complex and highly sensitive issues. Using a strengths-based approach, the team supports others to develop practices which enable practitioners to recognise risk and harm at the earliest opportunity. The team's practice is based on relationship-based and contextual safeguarding frameworks and the principles of partnership working, collaboration and co-production.
 6. The team works closely with other partners including Social Care, Family Service, Youth Justice, District Councils, Youth Service, Police, Health and the Third Sector. They also collaborate with colleagues across the Education, Learning and Skills Division.
 7. Safeguarding practices in school continue to be supported by the TETC Team through the development of model policies, audit tools, guidance documents, as well as the dissemination of key learning from serious case reviews and reports from the Children's Commissioner and other national bodies. All schools are regularly contacted directly with safeguarding updates and information. The Designated Safeguarding Leads network has been reinstated and now takes place virtually each half term, allowing a greater number of Designated Safeguarding Leads to attend. Working closely with the Multi-Agency Safeguarding Hub Education Advisor the team has been able to identify key themes to focus on to develop schools' understanding and raise their awareness of the latest guidance. Topics covered include: 'Private Fostering'; 'Preventing Sexual Violence and Sexually Harmful Behaviour Between Children in Schools'; 'Notts Knives and Weapons Guidance'; and 'The Revised NCC & NSCP Child Protection and Confidential File Audit Toolkit for 2021/22'. The events are well-attended and well-received.
 8. The Safeguarding Children in Education Officer (SCIEO) provides support and challenge to schools around safeguarding policy and procedures, and where appropriate carries out external safeguarding reviews. Since the last report the SCIEO has supported six schools through these reviews where there were identified concerns regarding their safeguarding practices. The SCIEO proactively supports the work of the Nottinghamshire Safeguarding Children Partnership and workforce development and represents the team at a number of

strategic and operational meetings. The SCIEO supports colleagues across the Education, Learning and Skills Division through training and advice.

9. The TETC Team is often required to respond on behalf of the Local Authority, or to inform the response made by Members and senior Local Authority officers where complaints are raised about schools' practices in regard to the areas listed in **paragraph 4**. This includes responding to Ofsted Qualifying Complaints. The team has responded to more than 30 Ofsted Qualifying Complaints / complex complaints to governors or other bodies during this reporting period and supported the Council's response to a number of Freedom of Information requests on sensitive topics.
10. Since the last report to Members key areas of work have come into focus. By far the most frequent requests for support relate to online safety, harmful sexual behaviour, child criminal exploitation and child sexual exploitation and concerns about weapons/violence. There has also been a significant increase in the number of enquiries relating to gender identity, racism and bullying in all its forms. **Appendix 1** provides some data to evidence the current trends. However, as a number of teams and partner agencies besides TETC provide support and advice around mental health, the figures do not accurately reflect the prevalence of concerns relating to children's emotional health and wellbeing. TETC staff have also noted significant concerns relating to the resilience and wellbeing of staff working in schools. There may also be a direct correlation between this and parental mental health based on the increasing number of complaints and conflicts the team has been asked to help resolve.
11. Demand for the service has increased significantly since the start of the pandemic. During this reporting period the team has faced some challenges in respect of capacity, including one long term staff absence and the secondment of another team member to simultaneously support the Council's COVID response work with schools and the education aspects of the Violence Reduction Unit's work (December 2020 - October 2021). The team has been carrying a vacancy since October when the said post-holder secured promotion. Public Health have however, secured some additional resource to enable the team to continue to support the work of the COVID Response Team. It is anticipated that the team will be back up to full strength from April 2022.
12. Increasingly, support from the team is being sought out by colleagues in Social Care and the Family Service as well as by school staff and governing bodies. Evaluations demonstrate that the work of the team is highly valued and feedback is overwhelmingly positive. All respondents indicated high levels of satisfaction and advised they would recommend the service to others. **Appendix 2** provides a sample of some of the qualitative feedback received by the team. Parents and carers and, more importantly, children and young people also report that the team's support has had positive impact. For example, one young person who was at risk of permanent exclusion and who had been referred to the Prevent team, has been supported to have his needs met following consultations lead by TETC staff with the school, colleagues in the Family Service, and his parents and carers. Having advised a child centred approach which focused on identifying and responding to his unmet needs, there has been a significant change in his behaviour and attendance. On being asked what had made the difference to him in terms of outcomes, he reported that he had "felt listened to". All involved have indicated that TETC involvement in the case made a significant difference. Feedback on consultations would suggest this is the norm rather than the exception.

13. As demand for the service continues to grow the team are turning their attention to how we can support parents/carers on a larger scale than is currently possible. This has resulted in discussions about how we might become involved in/contribute to the proposed family hubs in each locality, as well as making more effective use of the various Council and partner digital communication platforms. Over the coming months the team plans to refresh its own information hub on the schools portal, and will be developing a number of resources specifically aimed at supporting parents/carers to identify and respond to risk and vulnerabilities whilst strengthening protective factors. The intention is to further develop our training offer in order to upskill professionals across the children's workforce so frontline staff are suitably confident and knowledgeable to address the most prevalent threats in our communities.
14. Through the team's training offer, TETC has been able to equip a range of practitioners with the knowledge and confidence needed to carry out work on sensitive and challenging issues. Training is informed by the team's co-production work with young people and parents/carers. **Appendix 2** provides some feedback from course participants and indicates that this aspect of the team's work is also highly valued.
15. TETC staff are engaged in a number of strategic and operational groups involving multi-agency partnerships. By working closely with partners across specific localities they have good local knowledge of the issues and play a vital role in connecting schools and service providers. Work with district councils is particularly valued and by working collaboratively the team has been better able to ensure that the right support is put in place for some of the most vulnerable young people in our communities.

Other Options Considered

16. No other options considered.

Reason/s for Recommendation/s

17. Members requested an update on progress in respect of the TETC Team's work. The report is for noting.

Statutory and Policy Implications

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

Crime and Disorder Implications

19. The work of the team supports a multi-agency approach to some key crime and disorder agendas, including but not exclusive to: knife crime and youth violence; anti-social behaviour; child sexual exploitation; child criminal exploitation; radicalisation & extremism;

hate crime; female genital mutilation; forced marriage & honour-based abuse; drugs. The TETC Team works to raise awareness of a range of issues which can make young people vulnerable including being drawn into criminal activity or becoming victims of crime. By providing advice, training, and support to schools and other professionals across the children's workforce and by engaging young people in co-production of resources and training materials, the TETC Team aims to reduce the risk levels of young people being drawn into criminal activity.

Data Protection and Information Governance

20. The team is not a case holding service and consultations are conducted anonymously. As such no personal data is held about specific individuals. Any resources or training content developed through the team's co-production work is also anonymised so no individual can be identified. Any data relating to Ofsted Qualifying Complaints or other complaints is stored securely and in line with the General Data Protection Regulation.

Financial Implications

21. The total cost of the TETC Team is £365,330. The cost of the three School Health Hub Co-ordinator posts and the Child Sexual Exploitation Co-ordinator post is £183,090 and will be funded by Public Health until 31st March 2023. The cost of the remaining posts is £182,240 and will be contained within the Education, Learning & Skills staffing budget.
22. The work of the TETC Team is best thought of as providing a universal service for the benefit of all Nottinghamshire children and young people regardless of where they are being educated. In this sense the TETC Team fulfils a key role of the Local Authority to champion the safety, health and wellbeing of all Nottinghamshire's children. In providing this service it is important that charging for the service does not get in the way of schools, professionals and other organisations from seeking the advice, guidance and access to the resources which the TETC Team makes universally available. The exceptions to this are where the TETC Team is asked to carry out work, e.g. training or external safeguarding reviews, which a school might reasonably commission and pay for from another source, or do for themselves. In these circumstances the TETC Team charges a daily rate roughly comparable to what is charged by other teams in the Division. Over the reporting period March 2021 to February 2022 the income generated for this work totalled £16,389. The source of this income was £3,725 from academies, £2,664 from maintained schools and other internal partners, as well as an additional £10,000 of Safer Streets funding from Bassetlaw District Council for work that the team was commissioned to undertake with schools in Worksop. In addition, £8,606 was provided by the Violence Reduction Unit in line with the secondment arrangements described in **paragraph 11**.

Human Rights Implications

23. The team seeks to support those working with children to uphold their rights by keeping them safe from exploitation and other forms of abuse and harm.

Implications in relation to the NHS Constitution

24. The team works to promote the physical and mental health of children and young people, with a focus on prevention and early intervention.

Public Sector Equality Duty implications

25. Many aspects of the TETC Team's focused work requires a conscious consideration of all the protected characteristics. The team is proactively co-ordinating working groups to develop anti-racist practice and trans inclusivity, as well as planned activity in respect of boys' emotional health and wellbeing and healthy masculinity. Part of the team's remit is to address gender-based violence, as well as challenge stereotypes which may result in young people not being identified as at risk of harm (for example boys at risk of Child Sexual Exploitation). Schools are supported to understand and fulfil their legal duties in relation to the general duty of the Public Sector Equality Duty, including advancing equality, fostering positive relations between people with different characteristics, and tackling discrimination, harassment, and victimisation. This is done through training and the provision of quality assured resources and intervention programmes. Case consultations also focus on developing an understanding of the 'whole child' so that advice can be tailored accordingly - this includes, but is not exclusive to, consideration of Special Educational Needs & Disability needs, race, religion, gender, sexual orientation, age, and pregnancy.

Smarter Working Implications

26. The TETC Team has made full use of the available technology to ensure effective service delivery during the current pandemic and will continue to work smartly moving forward.

Safeguarding of Children and Adults at Risk Implications

27. The TETC Team's work is entirely focused on safeguarding vulnerable children and young people and some aspects of the work also relate to the safeguarding of vulnerable adults (for example, women who have undergone female genital mutilation; those who are subject to exploitation by criminal gangs).

Implications for Service Users

28. Although the TETC Team does not work directly with individual young people and families a core principle of the team's work is to ensure their voices inform policy and practice. Our co-production work ensures the lived experiences of vulnerable children and parents/carers guides all aspects of both the team's work and that of our partners.

Implications for Sustainability and the Environment

29. The team makes best use of digital platforms and technology and is able to deliver much of the service offer remotely thus limiting its impact on the environment.

RECOMMENDATION/S

- 1) That the Committee notes the update on the Tackling Emerging Threats to Children Team.

Marion Clay
Service Director, Education, Learning and Skills

For any enquiries about this report please contact:

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Constitutional Comments (LW 24/03/22)

30. Children and Young People's Committee is the appropriate body to consider the content of the report.
31. The total cost of the TETC Team is £365,029. The cost of the three School Health Hub Co-ordinator posts and the Child Sexual Exploitation Co-ordinator post is £183,090 and will be funded by Public Health until 31st March 2023. The cost of the remaining posts is £181,939 and will be contained within the Education, Learning & Skills staffing budget.

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.

[Tackling Emerging Threats to Children team – report to Children and Young People's Committee on 15th March 2021](#)

Electoral Division(s) and Member(s) Affected

All.

C1565

Table detailing training and consultative work across the range of areas relevant to the TETC team: March 2021 to February 2022

Threat/Concern	Number of delegates trained	Number of consultations provided	Additional information
Safeguarding	759	190*	*This figure relates to advice re policy/practice. All other consultations usually have a safeguarding element to them
Radicalisation & Extremism	231	15	Some schools consult directly with the Police Prevent Team rather than TETC
Equality, Hate Crime & Prejudice	590	120	The vast majority of these consultations and trainings relate to gender identity, race and sexual violence and misogyny.
Female Genital Mutilation	40	5	School staff are also encouraged to access Home Office online training via the NSCP
Forced Marriage & Honour Based Abuse	n/a	2	Additional face to face training is usually provided by the charity <i>Equation</i> , commissioned by Public Health.
Child Sexual Exploitation	304	30	The TETC team contributes to NSCP multi-agency training
Harmful Sexual Behaviours	198	45	Training is generally delivered by another service
Child Criminal Exploitation	170	75	The TETC team contributes to newly developed NSCP multi-agency training
Online Safety & Behaviour	410	65	The TETC team contributes to NSCP multi-agency training
Anti-bullying & Child on Child Abuse	313	75	The majority of complaints to Ofsted relate to allegations around bullying.
Youth Violence & Knife Crime	70	15	Many consultations related to youth violence also have a CCE element. Youth Justice also provide advice and guidance to schools as do the SEIOs (police)
Substance Misuse	n/a	2	Training & support is provided by the commissioned service <i>Change, Grow, Live</i> (CGL)
Mental Health	174	55	Focus is on preventative work rather than targeted which is delivered by other teams such as PMHT, SEMH team, EPS

Relationships, Sex & Health Education Curriculum	105	60	RSHE resources are promoted during most consultation/training sessions delivered by the TETC team and through the TETC newsletter
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The figures provided are indicative of the main area of threat or concern which was reported at the time when consultation or training was first requested. However, the nature of threats and concerns are such that there are usually multiple and overlapping concerns, and the TETC team could engage with all presenting concerns simultaneously. Also, the TETC team rarely works in isolation, and much of the work listed above would have taken place collaboratively.

Evaluation of Impact - a selection of the feedback from schools and partners

The newsletters are brilliant and such a great source of signposting and information. Thank you for the obvious thought, effort and hard work that goes into these. TETC are extremely approachable, skilled and knowledgeable; being clearly solution focused.

Incredibly grateful for a fresh, and knowledgeable, set of eyes - we feel much more confident in our approach.

The work carried out by this team is greatly appreciated. Their knowledge and expertise should be valued and celebrated. Thank you!

Having access to a group of highly trained people with the most up to date knowledge of often difficult areas is really valuable. I may not need to use it regularly but when I do I know that I will receive good advice and support and it is reassuring to know that it is there.

All the training I have attended around RSE and PSHE has been engaging, informative and has impacted on the children within my school. The TETC team are a very valued resource for schools. Thank you!

I have found the consultations very informative. The advice and suggested resources have enabled me to complete one to one sessions with greater confidence and knowledge.

They were supportive, amazing and would recommend all schools talk to them.

The TETC is a team that I have in my mind when analysing our CPOMS incidents as they have a breadth of knowledge/resources/expertise to enable me in putting support in place for our families. They go above and beyond continuing to support after a consultation and provide up to date information which is vital to my role in school. A big THANK YOU

It is only session one and the team have arrived like a catalyst! Their enthusiasm is infectious and their engagement with the children was instant. We are all looking forward to the collaborative work in September. They are knowledgeable and highly skilled in gaining the trust of the children, to draw out our "school specific" contextual safeguarding needs.

The support we have received from the TETC team has been invaluable in terms of offering advice and support but also pointing us in the direction of other agencies. Thank you.

The TECT team are our first go-to for advice and support with some sensitive issues requiring delicate handling and a sound grounding of knowledge. TECT fill our gaps in knowledge and understanding relating to all topics ticked above. It is reassuring to know we can email / call and a quality response will follow. Huge thanks for your support over the years, whether it be training, consultations and advice (numerous times), resources, materials for teaching, keeping us in the loop with 'the bigger picture', and ultimately equipping us to better support our pupils. Our wider pastoral team of Year Directors, Pastoral Assistants, Deputy Heads and PSHE value your ongoing support.

A great team who know their stuff and very committed

The newsletters are amazing actually and really informative - good tool to use for discussions in team meetings Review of our workshop on Teenager's was so helpful and feedback from parents

is positive Always feel in Case discussions I can refer staff to this team for support with particular cases

The TETC team has a wealth of expertise and are very approachable for advice on a whole range of issues and challenges. Their knowledge of current issues affecting CYP and families is always up to date and they regularly lead on valuable new initiatives. Training they deliver is always of a high standard and they are able to tailor to meet the specific needs of the team/child/family/school. The sessions are interesting, provide ample opportunities to discuss with others and network. Course participants are treated with respect and are given time to reflect and share their own experiences and expertise. Sessions they run in school are engaging and relevant and capture the attention of CYP and make a positive impact- they are delivered in a way that CYP can relate to. The safeguarding information and training that is offered is highly effective, as are the resources and policies- they are always provided quickly following changes in DfE guidance and are adapted to reflect Notts practices which is very helpful. The newsletter is highly informative and an excellent reference tool- I send it to colleagues in other LAs as it contains so much up to date useful advice and is produced in a very professional and clear format at just the right intervals.

Working with the TETC Team allows us to broaden knowledge for other partners around the table. resources and insight into different areas is invaluable

I have worked with TETC team to help our service develop training materials to be delivered to parents. The TETC Team has been fantastic in sharing resources and I often give out their details to colleagues who are also seeking support/guidance for the families they are working with. Great service!

Very supportive and helpful and knowledgeable . Vast array of resources available to support working with families.

The work of this team is absolutely essential to support the fantastic work that all in education do to support safeguarding and well- being of children and young people.

Over the past few years, I have contacted several members of the TETC team for support, benefiting greatly from their knowledge and experience in their respective fields. I have only ever had positive experiences when I have approached the team and all staff have been forthcoming with any information and resources they believed would help. This in turn has allowed me to share this with schools, thus improving the outcomes for our young people.

The TETC Team have been incredibly supportive of governors and governor services. Their information around RSHE, Race and various other areas have been invaluable to our governors and service. The TETC team are always very helpful and knowledgeable when supporting us with the management of complex complaints. Thank you TETC Team!

I think the work the whole TETC team does is excellent and very valuable not only to all schools/pupils/teachers across Nottinghamshire but also to all multi-agency partner agencies. The specialist knowledge and support the team offer around a multitude of topics is so valuable and very much appreciated. Many members of the TETC team have regularly contributed to the NSCP training programme which has supported the Partnership in delivering high quality training, therefore delivered by local practitioners with specialist knowledge around often difficult safeguarding topics. They have been instrumental not only in delivering training but also in developing course content and programmes to meet the needs of partners in Notts working with children & families. Some examples would be our: Child Sexual Exploitation, Child Criminal Exploitation, On-line Safety and Radicalisation & Extremism training. All of our courses are

available to all partner organisations across Nottinghamshire, which includes education staff, giving them the opportunity to network with colleagues from Police, Health, Social Care etc. The team is also very committed to partnership working often attending Partnership events and meetings themselves and a member of the team is a representative on our Learning & Workforce Development Group - which has been a vital link between education/TETC team themselves and the Partnership. I would recommend that the NSCP and the TETC team continue to work collaboratively, to aid partnership working and therefore hopefully improve outcomes for children. The TETC Team have a vast amount of knowledge and skills. Always available to consult with, have up to date information on the laws around the world, specific groups, trend in movements etc etc. Wealth of knowledge and very practical advice, which you WONT GET from a website!!!!

Have had nothing but positive interactions and advice/guidance and support from TETC. They are a fantastic team doing a great work!

The TETC Team have always been a huge source of knowledge and understanding particularly when it comes to local information and support. The training has been invaluable and we look forward to the TETC team training events as we know the impact they have is positive both from a CPD and confidence point of view but also regarding the impact it can have on the young people we work with. I am hugely grateful to the TETC team for all their support.

The work of the TETC is outstanding, always thoughtful always thought-provoking and always sensitively prepared and delivered

I really enjoy working with the TETC Team. I have found consultations with them to be reassuring supportive and I have always learned so much from them. I am always recommending them to my families of schools at Springboards and increasingly my schools say they have been in touch with the Team and found them helpful.

I forward the TETC team monthly newsletter to SENCOs and ELSAs and mention the team at all springboards and Elsa supervisions. You are an amazing team and I always appreciate that you start from where I am so I feel I can ask any question and not look stupid!

This was the best training I have had in the last 12months. My team have been so positive about it. Just Brilliant!

I need to thank xxx for such an informative and emotive presentation. I believe the way she delivered the training was extremely engaging, eye opening and I have not only learnt about criminalisation and radicalisation I have also learnt to look deep at the root of what leads people to make these choices. I will use this thought process in my practice throughout my life, not only in radicalisation but other areas of safeguarding. This is a training session that I will not forget, thank you

In my experience the Team are very approachable and keep things relevant to the context we are working in. It is very reassuring to have the Team as a means of support and advice, especially when dealing with extremely complex and sensitive issues.

YouTube comment – NCC channel -

“Enjoyed viewing this on YouTube = Please keep doing this so CoGs can log on and listen at our own pace. Superb presentations”

25th April 2022**Agenda Item: 14****REPORT OF THE SERVICE DIRECTOR, EDUCATION, LEARNING AND
SKILLS****ESTABLISHMENT OF TWO ADDITIONAL POSTS WITHIN THE HEALTH
RELATED EDUCATION TEAM AND THE EDUCATION PARTNERSHIP TEAM****Purpose of the Report**

1. To seek approval for the temporary establishment of an additional 2 full-time equivalent (FTE) Teacher (Mainscale - UPS3) posts within the Health Related Education Team and 1 permanent FTE Education Other than at School Senior Professional Practitioner (Grade B) post, and 1 permanent FTE Education Other than at School Professional Practitioner (Grade 5) post within the Education Partnership Team. Both of these teams sit within Education, Learning and Skills and all four posts can be funded from the increased levels of High Needs Block Funding available to support pupils with Special Educational Needs & Disability in Nottinghamshire.

Information**Health Related Education Team**

2. The Local Authority has a statutory duty under section 19 of the Education Act 1996 to make educational provision for pupils who for health reasons are unable to attend school and for whom provision is not being made. These arrangements are provided by specialist teachers and teaching assistants from the Health Related Education Team which up until 31st March 2020 formed part of the extended services at Fountaindale School. On 1st April 2020, they became part of the Council's Education, Learning and Skills division. Pupils remain on the roll of their school throughout their provision. There are two main categories of pupils in receipt of provision:
 - (1) Those with a physical or medical condition which prevents them from attending school. This could be due to post-operative recovery or life limiting conditions (such as cancer) or an illness lasting more than 15 days.

- (2) Those experiencing severe anxiety about attending school. This might include those with a psychological, psychiatric or mental health issue where school requires support and guidance to put appropriate provision in place.
3. The Health Related Education Team has reported considerable pressures in providing guidance to schools and supporting pupils. This year 172 pupils have required direct support in comparison to 106 in 2020-2021. The number of requests for advice and guidance have also increased. Lockdown has appeared to have an impact upon the social, emotional and mental health of children and young people and upon the resilience and capacity of schools. The Health Related Education Team is increasingly having to work with young people for longer due to the complexity of cases. Last year 40% of pupils needed more than 15 weeks provision, some significantly more, whereas the year before 17% had 15 weeks of support.
4. The current pressures on the Health Related Education Team mean that they are now operating a waiting list for pupils requiring support. This is a statutory responsibility for Nottinghamshire County Council so it is essential that we respond to this new level of need.
5. It is not yet known whether this rise in number and complexity of Health Related Education Team social emotional and mental health referrals is linked to the impact of Coronavirus and the recent lockdowns. As a consequence this proposal for two additional Health Related Education Team Teachers is proposed on a temporary basis for the next two years.

Education Partnership Team

6. The Local Authority also has a statutory duty under section 19 of the Education Act 1996 to make educational provision for pupils who have been permanently excluded and also for those who for health or other reasons cannot currently attend a school. The Local Authority should ensure that the education that the children receive is of good quality and allows each child to take appropriate qualifications. This provision should also prepare children and young people to return to the mainstream education system at the earliest opportunity. The Local Authority is expected to address the needs of individual pupils and to ensure that they are effectively safeguarded.
7. There are clear processes in place in Nottinghamshire to ensure that alternative education is commissioned for pupils who do not have a school place, and for those pupils for whom a placement in a mainstream or specialist school environment would currently be inappropriate. The Virtual School, the Partnership Team, the Fair Access Team and the Integrated Children's Disability Service all have a need to commission such provision.
8. These children and young people are particularly vulnerable and the Local Authority teams involved currently work together to fulfil the duties placed upon them to ensure that these children and young people are enabled to access appropriate education, that they are attending and achieving, that their wellbeing, safeguarding and/or special educational needs are being met and that they are returned to a mainstream or specialist education setting at the earliest opportunity.
9. In February 2022 there are currently 286 pupils accessing Education Other than at School (EOTAS), 147 of these have an Education, Health and Care Plan. The Local Authority currently employs four EOTAS Professional Practitioners who work within the Partnership

Team to monitor the attendance, wellbeing and progress of pupils accessing alternative education provision commissioned by Nottinghamshire County Council because they have been permanently excluded, because they have no school place and are not yet ready to be placed in a school, or because they have Education, Health and Care Plans.

10. The Partnership Team has evolved clear processes and procedures that support children and families of EOTAS of statutory school age. They work in close partnership with the Fair Access Team, the Looked After Children Team and the Integrated Children Disability Service all of whom commission EOTAS provision.
11. It would be equitable if the same level of support was provided in future years to those children and young people with Education, Health and Care Plans who are post 16 and are educated through EOTAS to ensure that these vulnerable young people receive a high level of support.

Funding for these posts

12. The allocation of an additional £9.92m High Needs Block funding (part of the Dedicated Schools Grant) to Nottinghamshire County Council for the financial year 2022-2023 provides an opportunity for the Local Authority to create these four posts.

Other Options Considered

13. The current structure remains in place which would:
 - a) mean that Nottinghamshire County Council could not fulfil the statutory duty to meet the needs of pupils with Health Related Education needs as demand is currently at risk of exceeding the support available.
 - b) post 16 pupils with an Education, Health and Care Plan placed by the Local Authority in alternative provision settings would not receive the same level of support and challenge as those pupils of statutory school age.
14. Health Related Education support could be procured on an ad hoc basis by commissioning the additional provision from agency staff who would not have the same links to schools and academies to ensure that pupils were accessing the most appropriate curriculum, and would not be best placed to reintegrate pupils to school. This option would create additional expense.

Reason/s for Recommendation/s

15. The addition of these four posts uses an element of the additional High Needs Block funding in a way that:
 - a) ensures that pupils with Health Related Education Needs are able to access an appropriate education until they are able to return to school or a longer term education plan has been put in place by their school
 - b) an equitable level of support can be provided to Post 16 EOTAS pupils who have an Education, Health and Care Plan.

Statutory and Policy Implications

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

Financial Implications

17. The additional costs of the posts is £181,768. This is broke down as follows :-
- 2 FTE Health Related Education Team Teacher (Mainscale - UPS 3) posts is £106,326 (£53,163 per FTE) per annum
 - 1 FTE Education Other than at School Senior Professional Practitioner (Grade B) post is £47,303 per annum
 - 1 FTE Education Other than at School Practitioner (Grade 5) post is £34,306 per annum.

The funding required has been included in the High Needs Block funding allocation for 2022-2023. This was shared with the Schools Forum on 26th February 2022.

Human Resources Implications

18. The staff would be appointed subject to the Council's recruitment process.

RECOMMENDATION/S

- 1) That approval is given to the temporary establishment of an additional 2 FTE Health Related Education Team Teacher (Mainscale - UPS3) posts within the established Health Related Education Team, and the permanent establishment of 1 FTE Education Other than at School Senior Professional Practitioner (Grade B) post and 1 FTE Education Other than at School Professional Practitioner (Grade 5) within the Education Partnership Team.

Marion Clay
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Constitutional Comments (LW 23/03/22)

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

Financial Comments (MDN 28/03/22)

20. The additional costs of the posts is £181,768. This is broke down as follows:

- 2 FTE Health Related Education Team Teacher (Mainscale - UPS 3) posts is £106,326 (£53,163 per FTE) per annum
- 1 FTE Education Other than at School Senior Professional Practitioner (Grade B) post is £47,303 per annum
- 1 FTE Education Other than at School Practitioner (Grade 5) post is £34,306 per annum.

The funding required has been included in the High Needs Block funding allocation for 2022-2023, this includes £9.92m of extra funding added to the High Needs Block. This was shared with the Schools Forum on 26th February 2022.

HR Comments (BC 25/03/22)

21. The staffing implications are contained within the body of the report. Posts will be recruited to in line with the vacancy control and recruitment procedures.

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.

Education Act 1998

Electoral Division(s) and Member(s) Affected

All.

C1559

25th April 2022**Agenda Item: 15**

REPORT OF THE SERVICE DIRECTOR, YOUTH, FAMILIES AND SOCIAL WORK

HOLIDAY ACTIVITY AND FOOD (HAF) PROGRAMME UPDATE AND ESTABLISHMENT OF HAF DELIVERY TEAM

Purpose of the Report

1. To update Committee on delivery of the Holiday Activity and Food (HAF) Programme 2021 within Nottinghamshire and confirmed funding for 2022.
2. The report also seeks approval to establish a HAF Delivery Team to manage and coordinate the programme in accordance with the Department for Education (DfE) grant conditions.

Information

HAF 2021

3. The DfE funded a HAF Programme in 2021 which provided free meals, nutritional education and engaging activities for children and young people eligible for Free School Meals (FSM), aged 5-16 years, over the 2021 Easter, Summer and Christmas school holidays.
4. Nottinghamshire County Council was allocated £2,584,070 in 2021 to coordinate delivery by establishing a steering group to support implementation and delivery, by mapping existing holiday provision and identify gaps, and in doing so was able to develop a localised plan for HAF provision.
5. HAF in 2021 was delivered through a hybrid approach of face-to-face delivery and food and activity packs due to the Covid 19 pandemic, and the HAF team remained responsive to the change in government guidance to ensure safe delivery. The programme was delivered via the Youth Service and Children's Centres Service, and along with a growing partnership approach with schools, district & borough councils, commercial and voluntary sector providers.
6. During 2021 HAF in Nottinghamshire saw 12,872 individuals access provision across the Easter, Summer and Christmas holiday period.

HAF 2022

7. The continuation of HAF for a further three years has been confirmed, with funding to be allocated on an annual basis. Nottinghamshire County Council will be allocated £2,633,980 for the 2022/23 financial year. The DfE requires the programme to support children and young people aged 5-16 who receive benefits-related free school meals.

8. The aim of the programme will continue to offer high quality provision with a focus on healthy food, enriching activities, physical activities and nutritional education.
9. For 2022, the Council, through the Young People's Service, will coordinate delivery for:
 - a minimum of 4 days delivery at Easter
 - a minimum of 12 days delivery over 3 calendar weeks at Summer
 - a minimum of 4 days delivery during October half term
 - a minimum of 4 days delivery over Christmas.

Up to 15% of funding can be used to provide free or subsidised holiday club places for children who are not in receipt of benefits-related free school meals, and there is a greater emphasis placed on supporting families who participate in this programme to develop their understanding of nutrition and food budgeting and are signposted towards other information and support, for example, health, employment, and education.

HAF Delivery Team

10. Under the DfE issued grant agreement, the Council can fund resource to coordinate HAF within Nottinghamshire up to 10% of the total grant. It is a requirement that every local authority will appoint or have in place a dedicated HAF team and must also have sufficient staff in place working on HAF all year round.
11. Recognising existing pressures within the Young People's Service management structure, this additional resource presents an opportunity to propose that Nottinghamshire County Council establish a dedicated HAF team as follows:
 - 1 FTE Team Manager (Hay Band D) post
 - 1 FTE HAF Coordinator (Indicative Hay Band B) post
 - 3 FTE HAF Development Worker (Indicative Grade 5) posts
 - 1 FTE Business Support (Indicative Grade 4) post.

In establishing a new team, it is anticipated that a development opportunity will arise within the service. Therefore, it is expected that a current Senior Practitioner post within the staffing establishment will be held vacant, and instead a Youth Worker post will be established for the duration of the programme. This variation reflects the changes in the span of control for the newly established Team Manager post and is cost neutral.

12. The role of the HAF team will be to grow and maintain links with local community groups and delivery partners, and in maintaining the ongoing relationship with District and Borough Councils, and with schools all year round. This is especially important when targeting children and young people who will benefit most from the programme to encourage their attendance in the holiday period. The HAF team will also provide support in gathering information and data as required by the DfE. As well as providing support, advice and training to all HAF providers and partners to ensure the DfE's framework of standards (including areas such as safeguarding, health and safety, food provision, and nutritional education) are met, which will also continue outside of the holiday delivery period.
13. It is proposed that the HAF Delivery Team will be employed for the duration of the programme. The Team Manager will report to the Group Manager for Young People's Service.

Other Options Considered

14. Existing Young People's Service management capacity is stretched and managing the HAF programme alongside existing duties is presenting a challenge. The DfE issued grant agreement provides resource allocation to establish a dedicated HAF team, which will alleviate these pressures.

Reason/s for Recommendation/s

15. To effectively deliver the HAF programme across Nottinghamshire.

Statutory and Policy Implications

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

Financial Implications

17. The cost of a HAF delivery team as presented in **paragraph 11**, for a 12-month period will be £250,869 (including on-costs) and majority will be funded from the DfE grant provided to deliver the HAF programme. Up to 10% of the allocation, £263,398, can be used to co-ordinate delivery on-costs associated with running the programme, including management capacity. If an existing Senior Practitioner is appointed to the HAF Team Leader role, their current post will be held vacant and replaced with a Youth Worker post for the duration of the HAF programme. The financial benefit would be £13,133 and would be used to fund, in part, the HAF Team Manager post as they would retain some existing NCC duties.

Human Resources Implications

18. Recruitment and selection will be in line with Nottinghamshire County Council's employment procedures.

RECOMMENDATION/S

- 1) That the Committee approves the establishment of the HAF Delivery Team to coordinate the Holiday Activity and Food Programme provision for the duration of the programme as follows:
 - 1 FTE Team Manager (Hay Band D) post
 - 1 FTE HAF Coordinator (Indicative Hay Band B) post
 - 3 FTE HAF Development Worker (Indicative Grade 5) posts
 - 1 FTE Business Support (Indicative Grade 4) post.

Steve Edwards

Service Director, Youth, Families and Social Work

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Constitutional Comments (LPW 28/03/22)

19. The recommendations fall within the remit of the Children and Young People's Committee by virtue of its terms of reference.

Financial Comments (JG 29/03/22)

20. In the eventuality that a Senior Practitioner post is held vacant and replaced with a Youth Worker post for the duration of the HAF programme, the financial benefit would be £13,133 and would be used to fund, in part, the Team Manager post. The cost of the HAF delivery team as presented in **paragraph 11** will be £250,869 (including on-costs) and will be funded from up to £13,133 from the Youth Service budget, as per the temporary staffing arrangement, and DfE grant provided to deliver the HAF programme.

HR Comments (EMcG 28/03/22)

21. The staffing implications are contained within the body of the report. Posts will be appointed to in line with the agreed employment and recruitment procedures.

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.

None.

Electoral Division(s) and Member(s) Affected

All.

C1569

25th April 2022

Agenda Item: 16

REPORT OF THE SERVICE DIRECTOR, COMMISSIONING AND RESOURCES

CHANGES TO THE STAFFING ESTABLISHMENT IN THE COMMISSIONING AND PLACEMENTS GROUP

Purpose of the Report

1. This report seeks approval for the staffing changes within the Commissioning and Placements Group as set out below:

Within the Looked After Children Placements Service to:

- establish 3 fte Service Organiser (grade subject to Job Evaluation) posts with effect from 1 May 2022.

Within Commissioning and Contract Management Service to:

- establish 1 fte Project Manager (grade subject to Job Evaluation) on a temporary basis for 12 months with effect from 1 May 2022

Information and Advice

Background

2. The Commissioning & Placements Group performs the role of a commissioning hub for the department, bringing together the commissioning and contract management of a range of specialist care / education provision for vulnerable children and young people, including:
 - foster care and residential home placements for Children in Care, together with management of the payment process for all forms of care placement - from individual foster carers, adopters or guardians to large organisations who operate and manage children's homes and independent fostering agencies in the private sector
 - semi-independent / supported accommodation for older Looked After Children and Care Leavers, homeless 16/17 year-olds, and vulnerable 18-21 year-olds
 - alternative / specialist education placements in the independent and non-maintained sector for children and young people with an Education, Health & Care Plan, whose level and complexity of need is such that appropriate education provision cannot be provided in a mainstream setting

- Short Break services for children and young people with a disability – to promote independence and to provide parents/carers with a break from their caring responsibilities.
3. The changes to the Group staffing establishment described in this report fall within the services that manage the first two of the above functions. In both cases the need for additional resource is based upon the continuing increase in the number of children placed in the care system, an acknowledged national issue for which the local impact is evidenced by a 25% increase over the past four years. The consequent increase in workload across these two services has reached the point where additional resource is required to enable the respective services to fulfil their statutory duties to secure homes for the Council's children in care, and to provide a range of support for care leavers, in an appropriately efficient and timely manner.

Proposals

Service Organiser Posts

4. The Placements Service continues to secure high quality, Ofsted registered and approved placements for all Nottinghamshire children in care. The overall staffing level within the Placements Service has remained largely unchanged for a number of years during which time the number of children in care within Nottinghamshire has risen markedly - in line with national trends. Moreover, the care system - and in particular the private sector market through which the majority of placements are secured - has changed immeasurably during this time.
5. The day-to-day process of securing a placement is increasingly challenging and requires a bespoke approach for many placements because availability is so limited relative to the cumulative demand from local authorities effectively competing with one another for the same placement. One of the consequences of this is that commissioning officers can become tied up for long periods doing tasks that could be delegated to other more junior staff.
6. It is proposed that 2 fte new Service Organiser (grade subject to Job Evaluation) posts be established in the Placements Service to work alongside and support the commissioning officers in securing placements. This would free up commissioning officers to ensure other key parts of their role, e.g. quality assurance and provider relationship management, are not compromised by their spending all of their time on the 'duty desk' finding placements.
7. It is proposed that a further 1 fte Service Organiser post be established via transferring the funding from a (currently vacant) post within the Business Support Service which has been agreed following discussions with colleagues in that service regarding the best way in which to provide the necessary support to the placements' duty function.
8. These proposals will provide an appropriate mix of skills, knowledge and experience within the service and allows scope for staff to develop and grow into more senior roles, whilst also providing the most cost-effective way of providing the overall capacity that is required effectively to secure sufficient placements on a day-to-day basis.

Project Manager – Staying Close, Staying Connected

9. The Staying Close, Staying Connected approach has been piloted with funding through the Department for Education's Children's Social Care Innovation Programme to reform support to care leavers that have been in residential care to avoid the (so-called) 'cliff edge' as they attain their 18th birthday. The transition from adolescence into adulthood is a learning curve

for all young people but is often much more challenging for those moving on from residential care. Without the financial and emotional safety net families often provide, research has shown that those leaving residential care tend to be poorly prepared for independent living and are particularly vulnerable to risk. They are at greater threat of housing instability and homelessness, lower engagement in education and employment, are more likely to be involved in criminal activity and experience mental health difficulties and loneliness. In recognition of this, eight Staying Close pilots were developed, and their successes have been evaluated.

10. Nottinghamshire has provided a strong offer to care leavers for many years, enabling them to access supported accommodation up to their 22nd birthday to maintain positive relationships with support workers and engage in wrap around services. As a result of this, many of the recommendations of the pilot projects and examples of best practice are already in place within Nottinghamshire.
11. The window to bid for funding from the Department for Education to implement the Staying Close, Staying Connected approach is due shortly, and in preparation for this it is proposed that a temporary Project Manager (grade subject to Job Evaluation) post is established to support the bid writing process, and drive forward the plans for Nottinghamshire. The funding for this post has been provided via the regional improvement alliance, i.e. it comes at no additional cost to the County Council.

Other Options Considered

12. Consideration has been given to the use of temporary agency staff and the Group does procure agency staff from time-to-time to cover short term resource issues. For example, an agency member of staff is currently fulfilling the duties of the vacant business support role that will transfer to the Placements Service. However, there is a cost premium attaching to agency staff, especially where there is an identified long-term need, and establishing these posts will allow the Council to invest in training staff and provide them with the skills they need to achieve positive outcomes for children in care.

Reasons for Recommendations

13. The staffing changes outlined in this report will enable the Council to continue to fulfil its statutory duties as corporate parent to secure homes for children in care in an appropriately efficient and timely manner.

Statutory and Policy Implications

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

Financial Implications

15. The additional full-year cost of the 3 fte Service Organiser posts within the Placements Service (£85,104 in total) is contained within the Placements Service budget, the funding for 2 posts having been included within the growth in external placements budget pressure that

was approved as part of the budget setting process for the current year and a transfer of budget from business support contributing to the third post. Likewise, there is provision within to the Group's budget fund the temporary Project Manager post, for which the maximum cost could be £52,392. The necessary income from the regional improvement alliance to fund this post has already been received. The precise grades are subject to job evaluation and therefore the actual costs may vary slightly.

Human Resources Implications

16. Recruitment for the new posts arising from this report will follow normal procedures and be advertised internally in the first instance.

RECOMMENDATION

That the Committee:

- 1) approves the following changes to the staffing establishment in the Commissioning & Placements Group:
- establish 3 fte Service Organiser (grade subject to Job Evaluation) posts with effect from 1 May 2022
 - establish 1 fte Project Manager (grade subject to Job Evaluation) post on a temporary basis for 12 months with effect from 1 May 2022

Laurence Jones

Service Director, Commissioning and Resources

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Constitutional Comments (KK 28/03/22)

17. The proposals in this report are within the remit of the Children and Young People's Committee.

Financial Comments (CDS 28/03/22)

18. The additional full-year cost of the 3 fte Service Organiser posts within the Placements Service (£85,104 in total) is contained within the Placements Service budget, the funding for 2 posts having been included within the growth in external placements budget pressure that was approved as part of the budget setting process for the current year and a transfer of budget from business support contributing to the third post. Likewise, there is provision within to the Group's budget fund the temporary Project Manager post, for which the maximum cost could be £52,392. The necessary income from the regional improvement alliance to fund this post has already been received. The precise grades are subject to job evaluation and therefore the actual costs may vary slightly.

HR Comments (EVM 04/04/22)

19. The staffing implications are contained within the body of the report. Posts will be evaluated in line with Job Evaluation and will be appointed to in line with the agreed employment and recruitment procedures.

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.

None.

Electoral Divisions and Members Affected

All.

C1567

25th April 2022**Agenda Item: 17****REPORT OF THE SERVICE DIRECTOR, COMMISSIONING AND RESOURCES****COMMISSIONING AND CONTRACTS BOARD – ANNUAL REPORT****Purpose of the Report**

1. To provide a summary of the work of the department's Commissioning and Contract Management Board in providing management oversight and decision-making in relation to the department's commissioning and contract management activity.

Information

2. The Board was constituted in its current guise in 2018 following the departmental restructuring that established the Commissioning and Resources Division and, within it, the Commissioning and Placements Group which acts as the *commissioning hub* for the department. The Board is chaired by the Service Director, Commissioning and Resources, and membership includes representation from each division of the department together with colleagues from Public Health Procurement and Finance. Other colleagues from across the department and from other corporate services attend as necessary.
3. The purpose of the Board is to ensure all commissioning activity undertaken within the department is delivered in line with the commissioning principles outlined within the department's Commissioning Framework, and provide robust challenge to commissioners where necessary. It receives reports at key stages through the commissioning cycle, and all decisions and recommendations to remodel, recommission or decommission services are made by this Board.
4. It also provides oversight of contract management of the department's externally commissioned services, to ensure quality services are provided which deliver the desired outcomes for children, young people and their families. To this end, the Board will receive exception reporting and contract review reports to inform decision making regarding value for money, and efficiency savings.
5. Finally, the Board considers business cases which seek to make savings on care and / or specialist education placement costs, e.g. invest-to-save initiatives that seek to make a temporary or permanent saving to the department's external placements budget. The Board will make recommendations to the department's senior leadership team about the business case/s, as appropriate.

6. The Board meets every two months and during the past year has presided over contracts and commissioned spend totalling in excess of £153m – up by almost 25% on the previous year. The cumulative value of spend with our top 10 suppliers has increased by just 1% during the same period, albeit they collectively account for 15% of the overall total.
7. The supplier with whom the department transacts the greatest volume of spend is Homes2Inspire, a third sector residential home provider which provides placements for approximately 30 Children Looked After by the Local Authority at its homes across Nottinghamshire via a block contract that was first established in 2015. As might be expected, the top 10 suppliers comprise residential home providers and private foster care agencies with whom the department contracts for residential and foster placements for Children Looked After, together with independent non-maintained schools and colleges who provide specialist education placements for children and young people who might typically have an Education, Health and Care Plan whose educational needs cannot be met within the state-funded school sector.
8. We have established contracts and frameworks in place for the department's key services and the vast majority of the department's spend is transacted within the terms and conditions attaching to these. Many of our newer contractual arrangements, especially for services linked to children in care, have been developed jointly with Nottingham City, Derby City and Derbyshire County Councils. Nine of the top 10 children in care suppliers are part of this D2N2 framework or a block contract. Many of our education-based contracts are a little older and work is currently underway to review these ahead of the necessary recommissioning exercise that will be undertaken for new arrangements to commence from the academic year 2023/24.
9. Though the majority of the department's spend is managed within our local contracts and frameworks, the use of 'spot contracts' has also risen over the past couple of years in both care and education sectors. There have been over 100 spot contracts in place in the past year and the trend continues to rise. However, when a residential or foster placement for a Child Looked After cannot be sourced via a local contract or framework, it is procured via the national Independent Children's Homes Association (ICHA) Directory. This gives assurance that the provider is registered and regulated by Ofsted and the Individual Placement Agreement (IPA) attaching to placements procured in this way contain exactly the same terms and conditions as the corresponding IPAs for local framework-sourced placements.
10. Key pieces of upcoming work for which the Board will provide direction, scrutiny and oversight includes:
 - Further procurement and evaluation activities in support of the D2N2 Children in Care Framework, Alternative Provision, Independent Non-Maintained Special Schools, Short Breaks, Education Advisors/Associates, High Needs Supported Accommodation, and Therapeutic Support for Adoptive Families Framework/ contractual arrangements
 - Recommissioning of Supported Accommodation for children in care and care leavers aged 16+; Fostering and Mediation Service; and Community Learning
 - New procurement exercises around medical assessments for prospective Foster Carers, and also for Unaccompanied Asylum-Seeking Children Support Service and Young Families

- Review of arrangements for procuring independent specialist education provision ahead of the cessation of the current Nottinghamshire Approved Provider List (NAPL) in August 2023, including a full recommissioning plan.

Other Options Considered

11. The options presented have been derived from the Sufficiency Strategy and analysis of the needs of children in the care of the Local Authority. A wide range of options have been considered regarding the size and functions of homes, but the recommendations of this report represent the best options for stable placements that are close to children's home communities and that provide safe and high-quality care.

Reasons for Recommendations

12. These recommendations ensure that for those children who are most difficult to place in the children's residential home market the Council has high quality provision that will meet their needs.

Statutory and Policy Implications

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

Financial Implications

14. There are no direct financial implications arising from this report. The finance representative on the Board helps ensure there is appropriate financial and budgetary scrutiny applied to the department's commissioned services.

HR Implications

15. There are no direct HR implications arising from this report.

RECOMMENDATIONS

- 1) That Committee considers whether there are any further actions required arising out of the information contained in the report.

Laurence Jones
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Constitutional Comments (LW 10/02/22)

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

Financial Comments (CDS 10/02/22)

17. There are no direct financial implications arising 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.

None.

Electoral Divisions and Members Affected

All.

C1550

25th April 2022**Agenda Item: 18****REPORT OF THE SERVICE DIRECTOR, EDUCATION, LEARNING AND
SKILLS****EARLY YEARS AND SCHOOLS FORUM AND EDUCATION TRUST BOARD
OFFICER GROUP REPORT****Purpose of the Report**

1. To advise Committee on the legal status, composition and constitution of the Early Years and Schools Forum and update Members on its work.
2. To advise Committee of the terms of reference, composition and recent work of the Education Trust Board.
3. The report also seeks approval for further update reports on the work of the Early Years and Schools Forum and Education Trust Board to be provided as appropriate. Due to the Pandemic; the last report to Members was in November 2020.

Information**Early Years and Schools Forum**

4. The Government requires that each local authority (LA) maintains an Early Years and Schools Forum to represent its schools' and early years settings' views on matters relating to the total Schools Budget. There are national regulations which govern the composition, constitution and procedures of Early Years and Schools Forums. However, the responsibility for determining the local funding formula for schools and early years providers lies with the local authority.
5. Early Years and Schools Forums are made up of representatives from schools and academies, but with some representation from other non-school organisations, such as Private Voluntary and Independent (PVI) sector and the Dioceses. Schools and Academies representatives should be roughly proportionate to the number of pupils in each sector. In Nottinghamshire, the membership is reviewed annually to ensure that this proportional representation is maintained.
6. In Nottinghamshire, the current Forum membership as of 1st September 2021 is made up as follows and further details are attached as **Appendix 1**:

School and Academy membership (based on pupil population):

- 5 maintained primary Head Teachers
- 1 maintained secondary Head Teacher
- 8 academy representatives
- 1 maintained special school Head Teacher
- 1 academy special school representative
- 5 governor representatives (2 maintained, 2 academies and 1 special).

Non-school membership:

- 2 PVI early years representatives
- 2 Diocesan representatives – 1 Roman Catholic and 1 Church of England
- 1 FE representative from a Nottinghamshire College
- 2 Trade union representatives (1 teaching union & 1 non-teaching union).

Total membership: 28

As of 1st March 2022, there are 4 vacancies:

- 2 maintained primary representatives
- 2 academy representatives.

7. Vacancies are appointed to in line with the process determined by The Schools Forum Constitution. There is currently a process running to fill these vacancies which will conclude in time for the next Early Years and Schools Forum meeting in June 2022
8. The Forum is chaired by an annually elected member and is required to meet at least four times a year. Forum members are elected for a period of five years. Members can stand for a further period of five years at the end of their first term of office. Any member who has been a member for 10 years must stand down.
9. The Early Years and Schools Forum is currently being chaired by James MacDonald, Trust Operations Director at The White Hills Park Trust
10. The Forum acts as a consultative body on some issues and is a decision-making body on others. The Forum acts in a **consultative** role for:
 - changes to the local funding formula and operation of the minimum funding guarantee
 - changes to or new contracts affecting schools
 - arrangements for pupils with special educational needs, in pupil referral units and in early years provision.
11. Members of the Forum have a responsibility to represent the interests of their peer group by whom they are elected and can reasonably expect to be canvassed by schools and academies. Members are also expected to provide feedback to their peers through existing headteacher meetings and networks.
12. The Local Authority's role is to ensure that there are suitable arrangements in place for the organisation and administration of the Early Years and Schools Forum to ensure that it is

effective in its operation. Part of this is to ensure that Forum meetings are open to the public and papers are made available on a [public website](#).

13. The Forum is **responsible** for decisions on:
 - movements of up to 0.5% from the schools block to other funding blocks
 - how much funding may be centrally retained within the Dedicated Schools Grant
 - any proposed carry forward of deficits on central spend from one year to the next
 - proposals to de-delegate funding from maintained primary and secondary schools
 - changes to the scheme of financial management (school members only).
14. The Early Years and Schools Forum continues to face significant challenges due to the budget pressures in the High Needs Block of the Dedicated Schools Grant which funds specialist services for pupils with Special Educational Needs & Disability (SEND). During the financial year 2020-2021, the High Needs Block ended with an overspend of £2.473m which was addressed through the Non-Individual School Budgets reserve. Whilst the High Needs Block received an increase of £11.833m for 2020-2021, and a further increase of £10.875m in 2021-2022, the pressures remain and the projected overspend for the end of the 2021-2022 financial year is £0.914m.
15. The element of the high needs budget continuing to face the most significant pressure is that used to fund education for children in independent and non-maintained settings both within and out of Nottinghamshire as a result of parental preferences as expressed through the Education Health and Care Plan processes. Despite actions taken to minimise these costs, expenditure continues to increase year on year. Since 2018, the average cost of an Independent Non Maintained placement has increased from £41,400 to £47,350 per annum. In addition, and as a result of increased permanent and short-term exclusions, there has been a need to provide statutory education funded through the High Needs Block.
16. The School and Early Years Finance (England) Regulations 2021 amended The Schools Forums (England) (Coronavirus) (Amendment) Regulations 2020 to make permanent provisions to enable schools forums meetings to be held remotely. This includes (but is not limited to) telephone conferencing, video conferencing, live webcast, and live interactive streaming. Where a schools forum decides to hold a public meeting by remote means only, the forum should provide support or make alternative arrangements so that any interested parties who do not have telephone or online access can attend virtual meetings.

Education Trust Boards: Primary, Special and Governor Boards

17. As Members will be aware, the Department regularly seeks the views of headteachers and governors through a range of consultation processes. These consultations vary from statutorily required consultation over such matters as a school's closure, amalgamation or expansion, through to more informal processes such as e-mailing schools to seek their comments on proposed strategy or policy changes which affect them. Since the report to Committee in November 2020, the Education Trust Board has supported consultation and stakeholder feedback a range of matters and continued to meet virtually throughout the Pandemic.

18. Therefore, the Education Trust Board continues to fulfil an important role in involving headteachers and governors actively as the Department continues to evolve due to the on-going, changing educational landscape, as a result of national education policy. The continued defined purpose of the Board is:

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

19. The Education Trust Board comprises two headteacher phase boards, one for primary, and special schools, and a separate board to represent the views of school governors. Whilst the secondary board ceased in April 2015 as attendance at these meetings had declined, partnership working with secondary academy headteachers continued throughout the Pandemic through regular Teams meetings and the ‘Pulling Together’ bulletins.
20. The Special School Trust Board continues to meet and is chaired on rotation by one of the 11 special school headteachers. This Board is currently chaired by the headteacher of Foxwood Academy, James Hutchinson. In the case of the governors’ board, each district of the Council has a governor representative, as well as there being an equal number of representatives nominated by the Nottinghamshire Association of Governors (NAGS).
21. The boards are served by the Service Director for Education, Learning and Skills or by the four Group Managers within the Education, Learning and Skills Service area. Other officers attend as required, according to the agreed agendas. Trust members and officers put forward items for the agenda, with the final version being approved by the chairs. Ed Seely, Headteacher of Edgewood Primary School, and member of the primary trust board continues to represent the collective trust boards on the Children and Families Alliance and fulfils the role of vice chair of the Alliance. **Appendix 2** presents an overview of membership of the Education Trust phase boards.
22. Since November 2021, the Governor Trust Board has engaged in the following agendas:
- Covid update
 - Responsibilities of the Virtual School and LAC for Governors
 - NottAlone Website update
 - Local transformation plan for children and young people’s emotional and mental health / other health programmes
 - Outcome of Governor training survey – plans for governor training moving forward
23. Since November 2020, the Primary Trust Board has engaged with the following agendas:
- Personal and intimate care and medication guidance and policies
 - Integrated SEND Commissioning Strategy/SEND Action Plan
 - Head Teacher Wellbeing
 - Elective Home Educated and Exclusions
 - Blended Learning
 - Equality is everyone’s business toolkit
 - Wellbeing Website

- Locality Working Updates
- Coronavirus Catch Up plans
- Specialist places strategic planning
- Job Evaluation of Teaching Assistant Job Descriptions
- EHCP Annual Review Update
- Locality Working Updates
- Strategy for Looked After Children and Care Leavers 2022-2025 consultation
- Council Plan
- Academisation.

24. Since November 2020, the Special Trust Board has engaged with the following agendas:

- Personal and Intimate Care and Medication Guidance and Policies
- Integrated SEND Commissioning Strategy/ SEND Strategic Action Plan
- Blended Learning
- School Consultations
- Equality is Everyone's Business Toolkit
- Well-Being Website
- Locality Working Updates
- Coronavirus Catch Up plans
- SEND Strategic Place Planning Strategy
- Special Schools Therapy Project
- All Ages Approaches Programme
- EHCP Annual Reviews
- Placement Consultations
- Special School Therapy Offer
- Council Plan.

Other Options Considered

25. No other options have been considered.

Reason/s for Recommendation/s

26. The Council is legally required to maintain an Early Years and Schools Forum for the purposes outlined in the report. The report advises Members of how the Forum is set up and the key features of its work.
27. The Education Trust Board provides the Department with a formal process to consult with publicly funded schools throughout the academic year. This ensures that any policy or strategy developed by the Department are informed by the views of key stakeholders.

Statutory and Policy Implications

28. This report has been compiled after consideration of implications in respect of crime and disorder, data protection and information governance finance, human resources, human rights, the NHS Constitution (public health services), the public sector equality duty, safeguarding of children and adults at risk, service users, smarter working, sustainability and the environment and where such implications are material they are described below.

Appropriate consultation has been undertaken and advice sought on these issues as required.

Financial Implications

29. The operation of the Early Years and Schools Forum is financed by a ring-fenced budget held within the centrally retained element of the Dedicated Schools Grant.

RECOMMENDATION/S

- 1) That Committee gives approval for further update reports on the work of the Early Years and Schools Forum and Education Trust Board to be provided as appropriate.

Marion Clay,
Service Director, Education, Learning and Skills

For any enquiries about this report please contact:

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Constitutional Comments (EKH 29/03/22)

30. This report is appropriate to be considered by the Children and Young People's Committee.

Financial Comments (MDN 28/03/22)

31. The operation of the Early Years and Schools Forum is financed by a ring-fenced budget held within the centrally retained element of the Dedicated Schools Grant. There are no financial implications directly arising 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.

None.

Electoral Division(s) and Member(s) Affected

All.

C1556

Elective Home Education Dashboard 13 February 2022

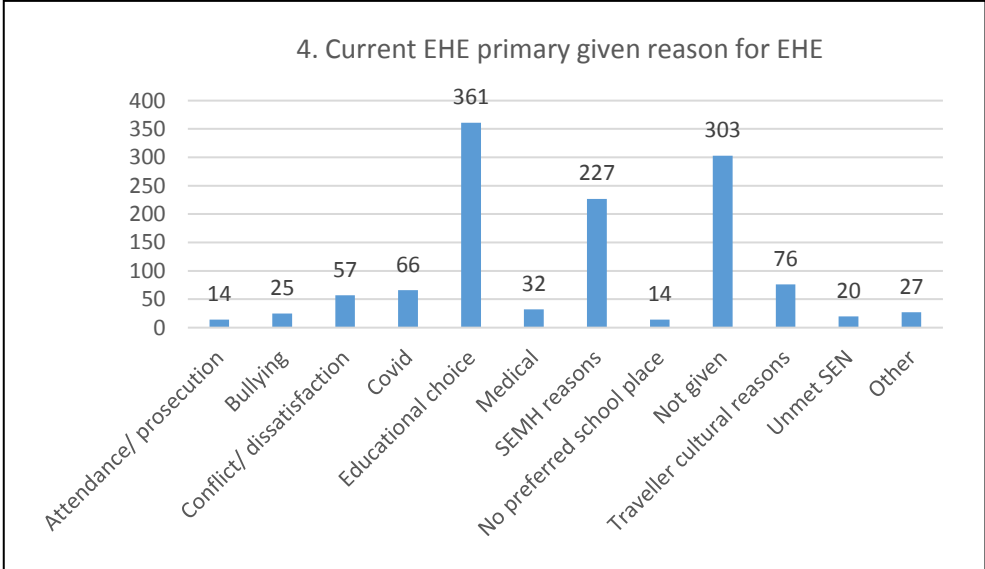
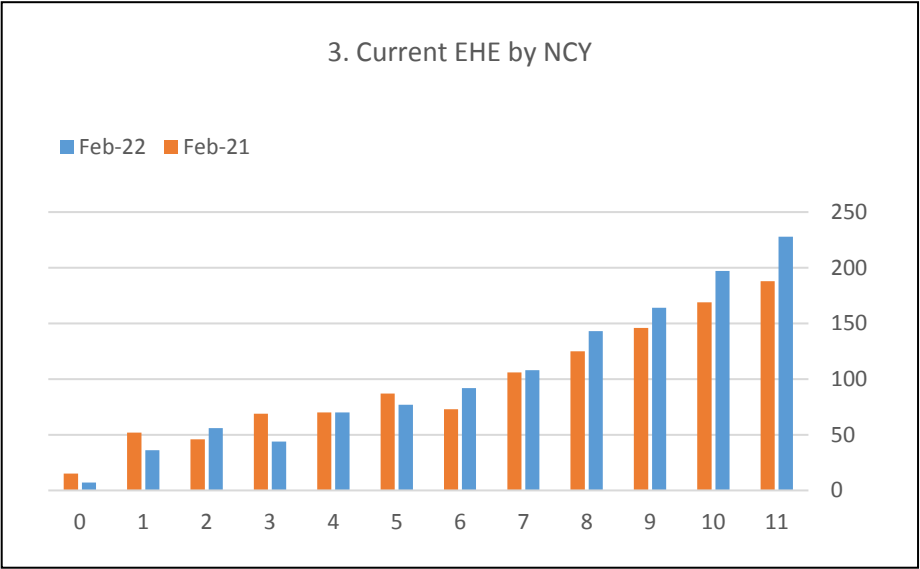
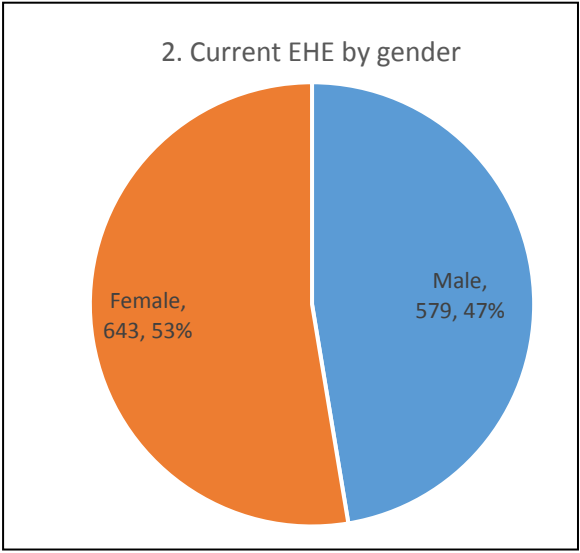
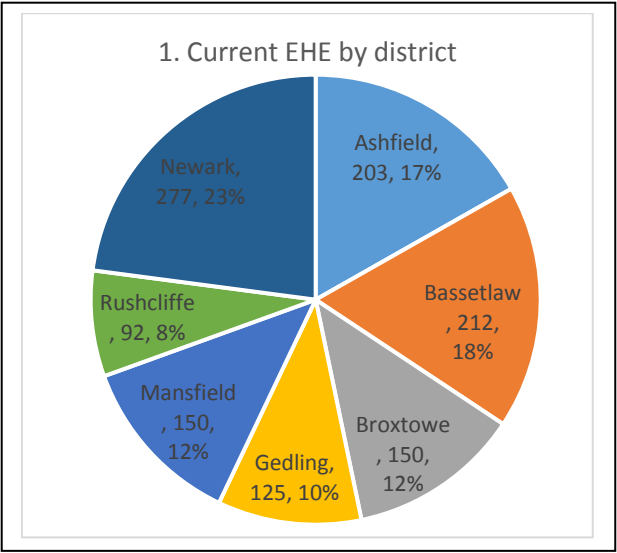
No of known EHE children: 1222

No of EHE children who have an EHCP: 24

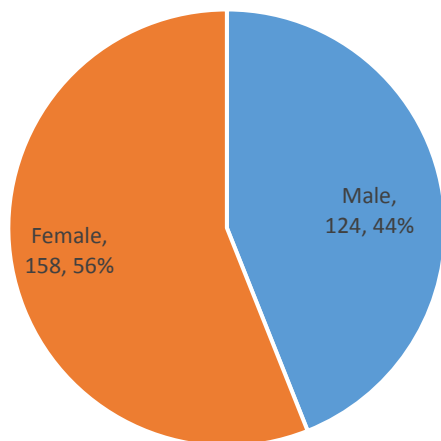
No of EHE children who are CIN: 9

No of children where there is active involvement from the EHE Service: 857

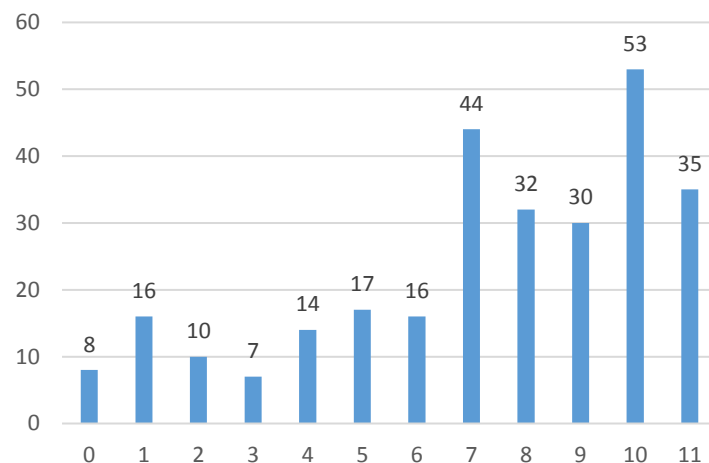
No of children where parents have declined this: 365



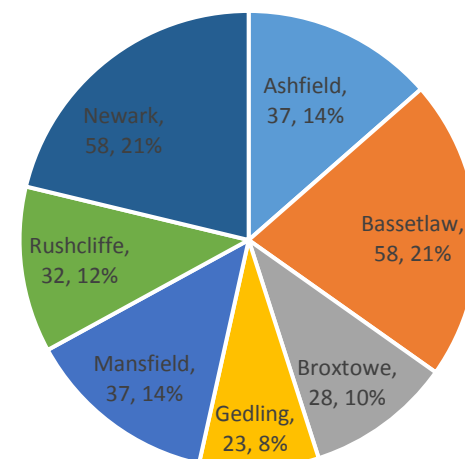
5. New EHE this academic year by gender



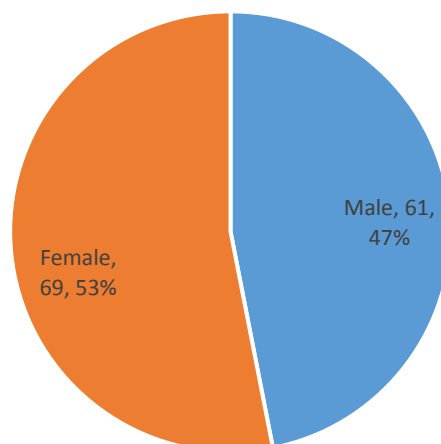
6. New EHE this academic year by NCY



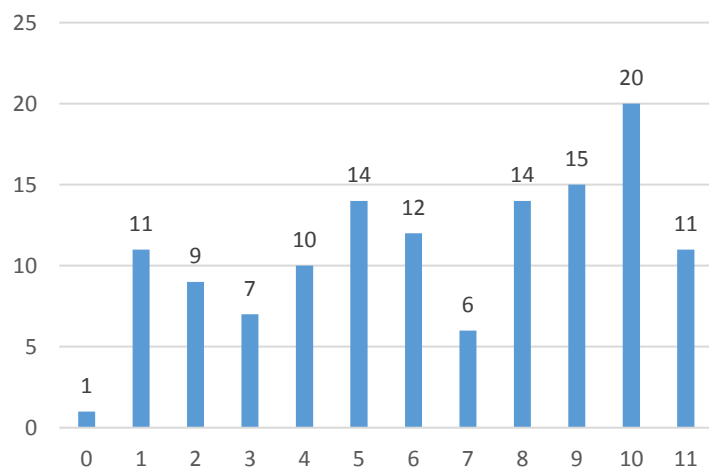
7. New EHE this academic year by district



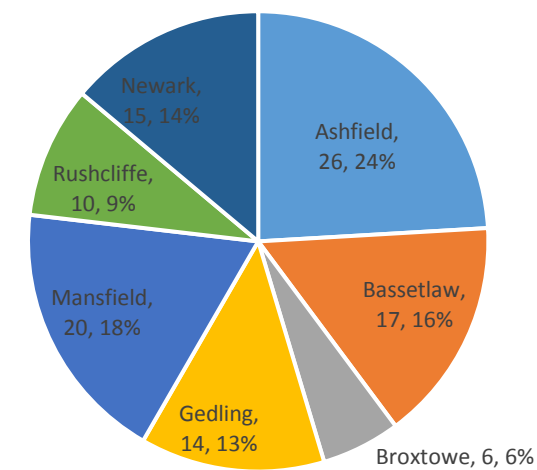
8. EHE ended this academic year by gender

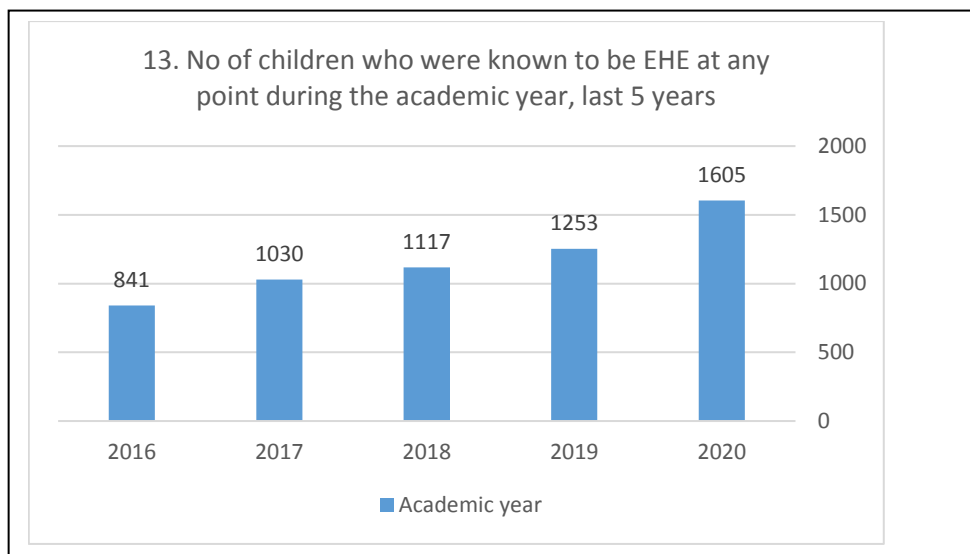
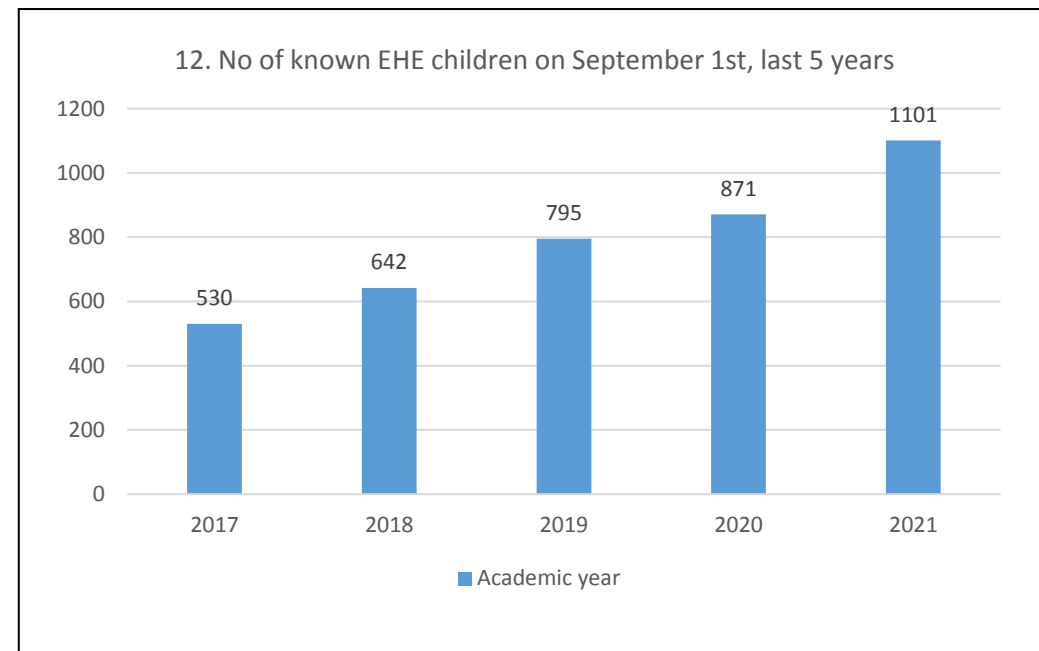
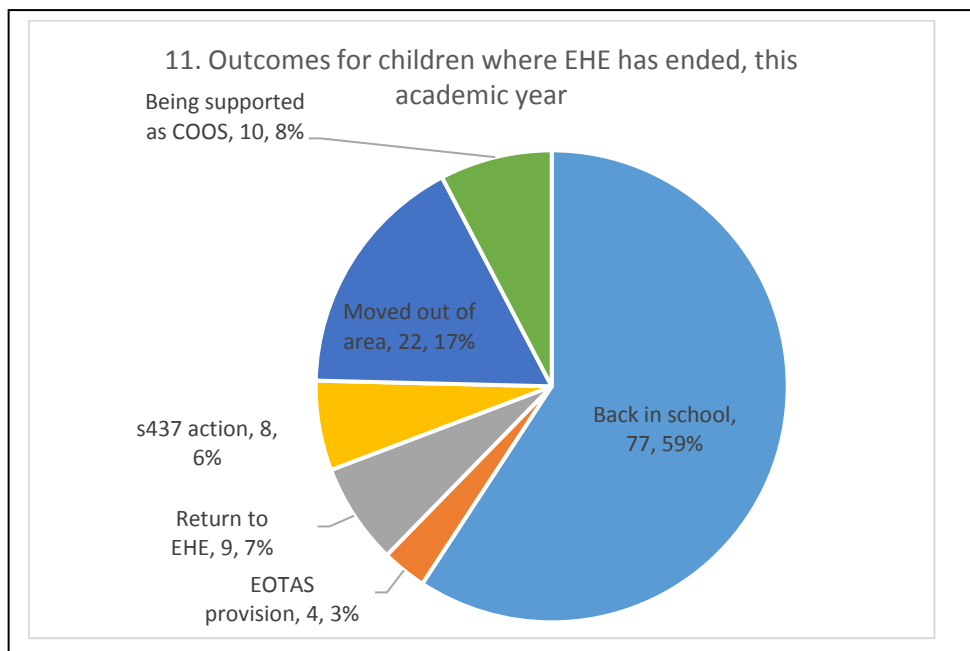


9. EHE ended this academic year by NCY



10. EHE ended this academic year by district





	Number of known EHE children on 1 September	Percentage increase on previous year	Number of known EHE children at any point during the academic year	Percentage increase on previous year
2021	1101	26.4%		
2020	871	9.6%	1605	28.1%
2019	795	23.8%	1253	12.2%
2018	642	21.1%	1117	8.4%
2017	530		1030	22.5%

Appendix 2

Education Trust Board Members

Primary

Edward Seeley	Edgewood Primary and Nursery School	Ashfield
John Birch	Misson Primary	Bassetlaw
Vacancy		Broxtowe
Rachel Otter	Pinewood Infant School and Foundation Unit	Gedling
Helen Atkins (Chair)	Leas Park Junior School	Mansfield
Jenny Hodgkinson	Lovers Lane Primary and Nursery School	Newark
Richard Waldron	James Peacock Infant and Nursery School	Rushcliffe

Governors

Chris Levy (NAGS Executive) (Chair)	Bassetlaw
John Heald (NAGS Executive)	Ashfield
Gordon Taylor (NAGS Executive)	Mansfield
John Wilson (NAGS Executive)	Ashfield
Jane Mansell (NAGS Executive)	Ashfield
Jayne Littlewood (NAGS Executive)	Mansfield
Deborah White (Additional Governor)	Rushcliffe/Ashfield
Chris Bailey (Additional Governor)	Bassetlaw
Sarah Dennis (Additional Governor)	Newark
Sonya Hand (Additional Governor)	Gedling
Colin Barnard (Additional Governor)	Gedling/Ashfield
Paul Key (Additional Governor)	Gedling
Tina Launchbury (non -member invited as an observer)	Broxtowe

Special

Kate Davies	Ash Lea School
Neil Davies	Beech Academy
Catherine Askham	Bracken Hill School
Janet Spratt-Burch	Carlton Digby School
Cathy Clay	Derrymount School
Jan Collins	Fountaindale School
Jamie Hutchinson	Foxwood Academy
Margot Tyers	Newark Orchard School
Courtney Hoop & Claire Gouthwaite	Redgate / Yeoman Park Academy
Matt Rooney	St Giles School
Meetings chaired on a rota basis	

