

Children and Young People's Committee

Monday, 17 June 2019 at 10:30

County Hall, West Bridgford, Nottingham, NG2 7QP

AGENDA

- 1 To note the appointment by Full Council on 16 May 2019 of Councillor Philip Owen as Chairman, and Councillor Sue Saddington and Tracey Taylor as Vice Chairmen of the Committee for the 2019-20 municipal year.
- 2 To note the membership of the Committee for the 2019-20 municipal year as follows: Councillors Philip Owen, Sue Saddington, Tracey Taylor, Samantha Deakin, Boyd Elliot, John Handley, Errol Henry JP, Paul Henshaw, Roger Jackson, John Peck and Liz Plant.
- 3 Minutes of the Last Meeting held on 20 May 2019 5 - 8
- 4 Apologies for Absence
- 5 Declarations of Interests by Members and Officers:- (see note below)
(a) Disclosable Pecuniary Interests
(b) Private Interests (pecuniary and non-pecuniary)
- 6 Fostering Service Annual Report April 2018 to March 2019 9 - 12
- 7 Foster Carer Items
- 8 Children and Young people Core Data Set - Performance Quarter 4 13 - 26
- 9 Your Nottinghamshire Your Future - Departmental Strategy Six Month Review of Progress October 2018 - March 2019 27 - 40

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12	Post-16 Attendance Framework for Young People with Education, Health and Care Plans	63 - 66
13	Support to Schools Service Structure and Consultation on the Updated Special Educational Needs and Disability policy 0-25 Years	67 - 90
14	Change to the Establishment of the Quality Assurance and Improvement Team within the Safeguarding, Assurance and Improvement Group	91 - 100
15	Child Sexual Exploitation and Children Missing from Home and Care Annual Report 2018-19	101 - 110
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17	Local Transformation Plan for Children and Young People's Emotional and Mental Health - Update	121 - 128
18	Work Programme	129 - 132

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 20 May 2019 (commencing at 10.30am)

Membership

Persons absent are marked with an 'A'

COUNCILLORS

Philip Owen (Chairman)
Sue Saddington (Vice-Chairman)
Tracey Taylor (Vice-Chairman)

Boyd Elliot
Tony Harper
Errol Henry JP
Paul Henshaw

Roger Jackson
Rachel Madden
John Peck JP
Liz Plant
Yvonne Woodhead

CO-OPTED MEMBERS (NON-VOTING)

4 Vacancies

OFFICERS IN ATTENDANCE

Mick Allen,	Group Manager, Place
Marion Clay	Service Director, Children and Families Services
Steve Edwards	Service Director Young Families & Social Work
Laurence Jones	Service Director, Children and Families Services
Colin Pettigrew	Corporate Director, Children and Families Services
Pip Milbourne	Business Support, Children and Families Services
Martin Gately	Democratic Services Officer, Chief Executives

1. MINUTES OF THE LAST MEETING

The minutes of the meeting held on 29 April 2019 having been circulated to all Members, were taken as read and were signed by the Chairman.

2. APOLOGIES FOR ABSENCE

For this meeting only, Councillor Woodhead replaced Councillor Henry, Councillor Harper replaced Councillor Handley and Councillor Madden replaced Councillor Deakin.

3. DECLARATIONS OF INTEREST

None.

4. SCHOOL CAPITALS PROGRAMME PROGRESS

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

RESOLVED 2019/044

That:

- 1) The progress being made in delivering the Schools Capital Programme be considered and any further issues identified.

5. CHANGE OF AGE RANGE OF SCHOOLS: RELOCATION OF CHRIST CHURCH INFANT VOLUNTARY AIDED (VA) SCHOOL, NEWARK, AND EXTENSION OF ALL SAINTS CHURCH OF ENGLAND INFANT (VA) SCHOOL, ASHFIELD: PUBLICATION OF STATUTORY NOTICES AND CONSULTATION

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

RESOLVED 2019/045

That:

- 1) The proposal to change the age range of Christ Church Infant School for it to become a primary school be approved.
- 2) The proposal to relocate Christ Church Primary School and to rebuild it on a site in the Middlebeck development be approved.
- 3) The proposal to change the age range of All Saints CE Infant School in order for it to become a one form entry primary school be approved.
- 4) The proposal to later the admission arrangements which formally link All Saints CE Infant School with Woodland View Primary School be approved

6. REORGANISATION OF STAFFING WITHIN THE COMMISSIONING AND PLACEMENTS GROUP

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

RESOLVED 2019/046

That:

- 1) The revised staffing structure of the Commissioning & Placements Group, as show in Appendix 1 be approved.
- 2) The establishment / disestablishment of specific posts as detailed in paragraph 6 be agreed.

7. DEVELOPMENT OF THE FOSTERING SERVICE

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

RESOLVED 2019/047

That:

- 1) the establishment of 1 full-time equivalent (FTE) permanent Team Manager (Band D) post within the Fostering Service to lead the development and implementation of a revised approach to recruitment and assessment of Foster Carers be approved
- 2) the establishment of 0.5 FTE permanent Training Social Worker (Band B) post be approved
- 3) the disestablishment of 1 FTE permanent Supervising Social Worker (Band B) post be approved.

8. UPDATE ON EDUCATION PENALTY NOTICES FOR UNAUTHORISED ABSENCES FROM SCHOOL

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

RESOLVED 2019/048

That:

- 1) any actions required in relation to the issues contained in the report be considered
- 2) a further report be received in the next 12 months and that this be included in the work programme

9. TERMS OF REFERENCE FOR THE CHILDREN'S HOMES GOVERNANCE BOARD

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

RESOLVED 2019/049

That:

- 1) the Terms of Reference for the Children's Homes Governance Board, attached, Appendix 1, be approved.
- 2) the Terms of Reference be reviewed and any recommendation for changes be presented to Committee within the next 12 months.

10. WORK PROGRAMME

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

RESOLVED: 2019/050

That:

- 1) the work programme be agreed.

The meeting closed at 11:10 am.

CHAIRMAN

17 June 2019**Agenda Item: 6****REPORT OF THE SERVICE DIRECTOR, YOUTH, FAMILIES AND SOCIAL
WORK****FOSTERING SERVICE: ANNUAL REPORT APRIL 2018 TO MARCH 2019****Purpose of the Report**

1. This report provides information on the activity and performance of the Fostering Service from April 2018 to March 2019.

Information

2. The number of children in the Council's care has increased over the last year from 807 (March 2018) to 875 (March 2019). Of the 875 children in the Council's care, 658 are placed in foster care (75.2% compared with 78.07% at the end of March 2018). Of these 658 children, 403 (61%) are placed with a foster carer approved by Nottinghamshire County Council. 39% are placed with an independent, external foster care provider. These figures present a slight decrease in percentage terms, of children placed with internal foster carers since April 2018 to March 2019 from 62% to 61% and an increase in the number of children placed with external independent fostering agencies by 1%.
3. Of the 875 children in the Council's care, 403 are placed with a foster carer approved by Nottinghamshire County Council. This equates to 46.06% of the total looked after population. This is a decrease of 1.8% in internal fostering provision since April 2018.
4. The internal fostering service is the Council's highest provider of placements at the lowest cost.
5. The Family and Friends Fostering Team accepted 79 referrals as part of Regulation 24 (the temporary approval of a connected person as a foster carer) assessments under the 2010 Care Planning Placement and Review Regulations. Of the total number of children placed in the Council's care 19 are placed with family and friends carers. This equates to 4.7% of the total number of children placed with internal fostering providers, which is a marginal increase on last year. Despite undertaking significant assessments of family and friends carers, relatively few remain as approved foster carers. This is for a number of reasons; children may be rehabilitated back to their parents' care, carers may withdraw from the assessment process or carers may go on to achieve Special Guardianship Orders/ Child Arrangements Orders.

6. The expansion of internal fostering is being progressed as part of the Review of Children's Care with additional posts being recruited to establish a Recruitment and Assessment Team.
7. The recruitment and retention of foster carers is the core activity and focus within the Fostering Service and recruitment continues to be challenging. There was a decrease in the number of households approved at fostering panel; 27 households were approved in 2018/19 compared with 32 in 2017/18. This comprised 15 mainstream applications and 12 Family and Friends applications.
8. The Council follows National Standards when assessing and reviewing its foster carers, which includes all foster carers having an annual review undertaken by a Fostering Independent Reviewing Officer.
9. Outcomes for children fostered by Nottinghamshire foster carers are positive, the Council provides high quality supervision and support to its foster carers, ensuring foster carers access relevant training, are provided with support, advice, guidance and when necessary challenge. Ensuring that looked after children are safe is the Council's highest priority. During 2018/19, the Council terminated the approval of three foster carers following concerns of a safeguarding nature.
10. Special Guardianship Orders were granted to 23 Family and Friends fostering households which is a positive outcome for the children in securing permanence.
11. In terms of recruitment in 2018/19, there were 121 enquiries made, compared with 130 during 2017/18, which resulted in 115 initial visits, compared with 133 during 2017-18.
12. Nationally the recruitment of foster carers is very challenging. The Council's Marketing and Communications Team work very closely with the Fostering Service on the recruitment and retention strategy. Regular information events are held around the County, including at evenings and weekends. It is planned that the frequency of recruitment events will be increased. An advocacy group of carers attend local events to discuss and promote fostering. In addition, social media is used extensively to promote fostering in Nottinghamshire; all Nottinghamshire foster carers are encouraged to promote fostering for Nottinghamshire County Council with their family and friends.
13. Following recent new investment agreed by the Committee, the Council's support package for foster carers is being strengthened and the fostering allowance is being increased, which should help in retaining and attracting more carers. A dedicated recruitment and assessment team has been established and will provide an immediate response to enquiries to become foster carers.
14. The children and young people for whom there is a continued struggle to find placements are teenagers and siblings groups. An ambitious focused recruitment campaign is currently being developed and will be rolled out later in the year.
15. The Fostering Service has strengthened its support strategy to foster carers and children who foster. A Sons and Daughters Council has now been established and a sixth annual event took place during summer 2018 at the Mill Adventure Base. The contribution of the

foster carers' birth children to the outcomes for a fostered child has long been appreciated and recognised.

16. The Fostering Service has a good reputation in respect of the support it provides to its foster carers. The service continues to engage foster carers in service developments and continues to support its foster carers in their professional development and professional identity through a varied programme of learning, training and developmental opportunities.
17. The profiles of children who wait for a long term foster family have been featured on the local and regional family finding sites as well as a national site. Due to the complex needs of some of these children, progress can be limited but there is a work-stream dedicated to promoting this work. Child specific adverts are being produced to attract potential foster carers for some younger children in residential care, where it is deemed that their longer term needs would be better met in a foster placement.
18. The Council is committed to celebrating the achievements of looked after children and young people. The Fostering Service recently held its fourth annual 'Fostering's Got Talent' event at which 12 acts performed. The event was attended by looked after children and young people, foster carers and their families and staff from both the fostering and children's service.
19. The Fostering Service has excellent staff retention. The level of passion and commitment the staff demonstrate is outstanding. The service is committed to providing high quality care for children and young people in a family environment and is expanding with a new recruitment and assessment team being established.

Other Options Considered

20. No other options have been considered.

Reason/s for Recommendation/s

21. 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

22. 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

23. There are no financial implications arising from the report.

RECOMMENDATION/S

That the Committee:

- 1) considers whether there are any actions it requires in relation to the information on the activity and performance of the Fostering Service from April 2018 to March 2019
- 2) agrees to receive a further report on the activity and performance of the Fostering Service in 12 months and that this be included in the work programme.

Steve Edwards

Service Director, Youth, Families and Social Work

For any enquiries about this report please contact:

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Fostering Service Manager

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Constitutional Comments (EP 23/05/19)

24. The Children and Young People's Committee is the appropriate body to consider the content of the report. If Committee resolves that any actions are required, it must be satisfied that such actions are within the Committee's terms of reference.

Financial Comments (SAS 05/06/19)

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

Background Papers and Published Documents

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

None.

Electoral Division(s) and Member(s) Affected

All.

C1255

17 June 2019**Agenda Item: 8****REPORT OF THE SERVICE DIRECTOR, FINANCE, INFRASTRUCTURE &
IMPROVEMENT****CHILDREN AND YOUNG PEOPLE CORE DATA SET - PERFORMANCE FOR
QUARTER 4****Purpose of the Report**

1. This report provides the Committee with a summary of the performance of the Council's services for children and young people for quarter 4 of 2018/19 (1st January to 31st March 2019).

Information

2. The Council's Planning and Performance Framework establishes the approach that the Council takes to planning and managing its performance to deliver effective and responsive services.
3. The Council has agreed that the key measures of its performance will be defined through a number of core data sets which are detailed in its Council Plan and each of its Departmental Strategies.
4. Performance against these core data sets is reported to Committee every three months (quarterly) to support the performance management of the delivery of services.

Performance Reporting for 2018/19

5. This report provides a summary of the quarter 4 position for the Children's Social Care and Education Core Data Set performance measures that fall within the responsibility of the Children and Young People's Committee. The full Core Data Set is included in **Appendices 1 and 2**. **Appendix 1** shows those measures which have received updates since the previous quarter. **Appendix 2** shows those measures which have not changed.
6. For each measure, the following information is provided:
 - Current performance and whether a high or low value is regarded as 'good'.
 - The period this current value relates to.

- An indication of whether performance has improved (+), declined (-), or remained the same (=) over the current reporting period. The most recently available annual performance and which year this relates to.
- The underlying numbers used to calculate the % for some measures is provided within the measure description.
- If a measure is cumulative, this is stated in the measure description.
- Comparator data of the national average for England, and that of the Council's children's services statistical neighbours, where this data is available.

Child and Family Assessments

7. The percentage of Child and Family Assessments completed within timescale has continued to improve from 97.1% in quarter 3 to 98.2% in quarter 4. This is well above the target of 85% and above the Council's statistical neighbours and national averages. This continued improvement has been delivered while focussing on proportionate and timely assessments being undertaken. Assessment Service principles and guidance alongside the SMART (specific, measurable, achievable, realistic, timely) allocation system ensures that staff are able to meet this timescale consistently.

Child protection

8. The number of children subject to a child protection plan (CPP) has increased this quarter to 51.8 per 10,000. England and statistical neighbour comparisons show Nottinghamshire as being above average, but this is based on 2017/18 benchmarking data due to the lag in this being available from the DfE. There continues to be close monitoring by children's service managers and also chairs of child protection conferences. The rise from quarter 3 is in line with the rise in children discussed at Initial Child Protection Conferences (ICPCs) this quarter. Analysis to date indicates that children are being brought to conference appropriately and likewise, plans are only being made where required. This is a continued area of close management focus.
9. There has been an increase in the percentage of CPPs lasting two years or more this quarter, which relates to 24 children in 13 families in Nottinghamshire in March whose plans have lasted two years or more. The cases represent some of the most difficult and a large number have involved legal planning meetings, Public Law Outline and/or court applications. Management action is taken as required after a child has been on a plan for 15 months. Further consideration of initial analysis will be carried out by operational managers.
10. There has been a small increase in the proportion of children becoming subject of a CPP for a second or subsequent time this quarter, although values are still lower than in quarters 1 and 2. The largest category of registration for children on repeat plans is neglect, followed by emotional abuse. These are therefore typically complex cases. This area is subject to close management attention which will continue.
11. The percentage of CP cases reviewed within timescales is a cumulative measure over a rolling 12 month period and therefore, sustained good performance is required over the year. Performance in the last three quarters has exceeded the national average and now stands at 91.5%. However, improvement is still required to meet the Nottinghamshire target of 98%.

Child Sexual Exploitation (CSE) and Missing

12. Numbers of referrals to the Multi-Agency Safeguarding Hub (MASH) for CSE has decreased this quarter while the number of CSE strategy discussions held has increased. This is considered positive given the focus required on addressing these issues promptly and at an earlier stage.
13. The missing measures represent a consistent picture for children who go missing from home and care with a slight reduction in numbers given the time of year (colder and darker). There has been a slight increase over the year in children going missing five times or more in the last 12 months. This will remain an area for close management attention. There are some improvements in the completion of Return Interviews within timescales and work will continue with operational teams to support this practice through training and attendance at team meetings.

Looked After Children

14. Looked After Children (LAC) who have had more than three placements during the previous 12 months as a proportion of all LAC has increased by 0.7% points since last quarter and is now higher than the corresponding data for statistical neighbours and the national average. Whilst the general rule of fewer placement moves resulting in better outcomes prevails for the majority of cases, the computation of this specific measure is such that the otherwise excellent work done to move 16/17 year old LAC into a number of discrete supported placements that provide this group with the necessary life skills to equip them for independence into adulthood, perversely impacts in a negative way on this particular piece of data. However, it does not impact in any practical sense on the overall long-term stability of placements.
15. The Council is continuing to perform well in terms of the percentage of children remaining in long-term placements. At 72.9% for quarter 4, it remains better than the national average and statistical neighbours, albeit showing a marginal decrease on the previous quarter. This may well be due in part to the planned placement moves into semi-independent accommodation for older young people, though this measure confirms that these do not compromise the overall objective of achieving placement stability over the longer term.

Adoption

16. The average length of time between a child's admission into care and placement has increased marginally this quarter to 446 days. This remains below the latest national average of 486 days and shows good performance in this area. Within this quarter, a sibling group of four children, who have waited a considerable time, have been successfully placed. Whilst this is a great outcome for children it has impacted negatively on this measure.
17. The average number of days between placement order and deciding on an appropriate family for a child or children has also increased and is now at 194 days. This remains below the latest national average of 201 days and similar to statistical neighbours. The Council remains committed to finding placements for harder to place children and this tenacity

results in some good outcomes. Finding the right placement does take longer and this is reflected in the value this quarter.

Care leavers

18. The percentage of care leavers aged 19-21 years currently classed as in education, employment and training, has improved slightly this quarter (from 47.5% to 49.8%) and is now just above the target of 49%. This puts Nottinghamshire slightly above statistical neighbours but slightly below the national average.
19. The percentage of care leavers aged 19-21 years living in suitable accommodation has increased slightly from 85.5% to 87.4% in quarter 4. This is slightly above statistical neighbour and national averages. There are currently 14 young people aged 19-21 years in unsuitable accommodation (they are all aged 20 years old). The definition of unsuitable is as defined by the DfE and includes those with no fixed abode, in custody, temporarily staying with friends, who have gone abroad or where the residence is not known. Of the 14 reported this quarter, 9 are currently in custody with the rest spread across the other categories.

Educational standards

Ofsted inspections

20. The following paragraphs on Ofsted inspections are based on the current inspections of schools and do not take into account the former judgement of schools which have closed and re-opened as a sponsored academy (current Ofsted reporting arrangements). Numbers on roll are as at January 2019.
21. The number of primary schools in an Ofsted category (Inadequate) has increased to three schools from two at the last quarter. Haggonfields Primary (Bassetlaw district, LA maintained school with 108 pupils on roll) became Inadequate in March (previously judged as Good). The other two schools from the last quarter remain. These are Hillocks Primary (Ashfield district, LA maintained school; 329 pupils on roll) and Langold Dyscarr (Bassetlaw district, LA maintained school; 280 pupils on roll). Langold Dyscarr has however since closed and re-opened early April as a sponsor led academy under the leadership of Shine Multi Academy Trust.
22. The number of secondary schools in an Ofsted category remains unchanged at one school from the last quarter. Kirkby College (Ashfield district; a converter academy which converted August 2012 with 434 pupils on roll) remains Inadequate since the last quarter.

Attainment of looked after children

23. The following attainment outcomes relating to looked after children (LAC) are based on Nottinghamshire LAC who have been looked after for 12 months or more as at 31st March 2018 regardless of the location of school they attend.
24. This attainment data is based on a very small cohort with only 16 Nottinghamshire LAC pupils in the end of Key Stage 1 cohort for 2017/18 (each pupil accounting for 6.3%). Almost two thirds of the cohort were boys (62.5%) which is above the national cohort

(55.0%). Nottinghamshire had a higher proportion of pupils with SEN (special educational needs) Support (56.3% compared with a national figure of 39.0%) and a lower proportion with an EHCP (Education Health and Care Plan) / Statement (0% for Nottinghamshire and 12.0% nationally). The average SDQ (strength and difficulties questionnaire) score for the cohort stands at 18.6 compared with a national figure of 13.7 meaning the Nottinghamshire cohort has more complex needs. More Nottinghamshire LAC (75.0%) were educated within Nottinghamshire Local Authority (LA) than was the case nationally (67.0%).

25. The percentage of LAC achieving the expected standard in Key Stage 1 reading teacher assessments in 2018 was 31.3% which represents a fall from 2017 of 16.3 percentage points. Nationally 51.0% of pupils achieved this standard which represents no change from the previous year.
26. For Key Stage 1 writing teacher assessments for LAC pupils Nottinghamshire is below national with 25.0% and 42.0% achieving the expected standard respectively. As with reading Nottinghamshire witnessed a fall of 13.1 percentage points from 2017 while nationally there was a 3 percentage points increase.
27. For Key Stage 1 mathematics teacher assessments 37.5% of Nottinghamshire LAC achieved the expected standard compared with almost half of pupils nationally (49.0%). Mathematics witnessed a slight increase from the previous year of 4.2 percentage points while nationally there was a 3 percentage point increase.
28. There were 32 Nottinghamshire LAC pupils in the end of Key Stage 2 cohort for 2017/18 (each pupil accounting for 3.1%). 43.8% of the cohort were boys which is slightly below the national cohort (55.0%). Nottinghamshire had a broadly similar proportion of pupils who had some form of special educational needs as nationally. 37.5% of the cohort required SEN Support (36.0% nationally) and 21.9% had an EHCP (Education Health and Care Plan) / Statement (22.0% nationally). The average SDQ (strength and difficulties questionnaire) score for the cohort stands at 16.9 compared with a national figure of 14.1 meaning the Nottinghamshire cohort has more complex needs. More Nottinghamshire LAC (78.1%) were educated within Nottinghamshire LA than was the case nationally (66.0%).
29. The percentage of LAC achieving the expected standard in Key Stage 2 reading tests in 2018 was 46.9% which represents an increase of 4.4 percentage points from 2017. Nationally 51.0% of pupils achieved this standard which represents a 6 point increase on 2017. Against all local authorities nationally (92 with published data) Nottinghamshire is ranked 55th on this measure (where 1st is best) and against statistical neighbours is placed 9th (out of 11 LAs; where 1st is best). This represents a fall from 51st and 7th respectively in 2017.
30. Just over a third (37.5%) of Nottinghamshire LAC achieved the expected standard in Key Stage 2 writing teacher assessments in 2018, this represents a fall of 12.5 percentage points from 2017. Nationally 49.0% achieved this which is a 2 percentage point increase from 2017. Against all LAs nationally (92 with published data) Nottinghamshire is ranked 83rd on this measure (where 1st is best) and against statistical neighbours is placed 11th (out of 11 LAs; where 1st is best). This represents a fall from 35th and 4th respectively in 2017.

31. In Key Stage 2 mathematics test 37.5% of Nottinghamshire LAC achieved the expected standard in Key Stage 2. This represents a decrease of 7.5 percentage points from 2017 compared with a national increase of 1 point (to 47.0% in 2018). Against all LAs nationally (89 with published data) Nottinghamshire is ranked 75th on this measure (where 1st is best) and against statistical neighbours is placed 10th (out of 11 LAs; where 1st is best). This represents a fall from 45th and 10th respectively in 2017.
32. There were 44 Nottinghamshire LAC pupils in the end of Key Stage 4 cohort for 2017/18 (each pupil accounting for 2.3%). Just over half the cohort were boys (52.3%) which is slightly less than the national cohort (56.0%). Nottinghamshire had a broadly similar proportion of pupils who had some form of special educational needs as nationally. 22.7% of the cohort required SEN Support (22.0% nationally) and a slightly higher proportion who had an EHCP (Education Health and Care Plan) / Statement (25.0% for Nottinghamshire and 20.0% nationally). The average SDQ (strength and difficulties questionnaire) score for the cohort stands at 13.4 compared with a national figure of 13.8. A slightly higher proportion of KS4 LAC pupils were educated within the LA (68.2% of the cohort were educated within Nottinghamshire) than was the case nationally (63.0%).
33. The percentage of Nottinghamshire LAC achieving 9-5 grades (or a strong pass) in both GCSE English and mathematics at the end of Key Stage 4 in 2017/18 stands at 6.8% which is a 4.7 percentage point fall on the year before. Nationally 7.8% of LAC achieved this threshold which is a 0.4 percentage point increase. National benchmarking is not provided due to low number of LA's with reported results (only 14 LA's nationally).
34. The percentage of Nottinghamshire LAC achieving a standard pass (grade 4 or above) in both English and mathematics is above national. 22.7% of Nottinghamshire LAC achieved this compared with 17.8% nationally. Locally, this is an improvement of 1.4 percentage points (from 21.3% in 2017) while nationally there was a marginal increase of 0.3 points. Rankings remain broadly stable – 3rd for statistical neighbours (no change on 2017) and 29th (out of 68 LAs), an improvement of one place from 2017.

School absence and exclusions of looked after children

35. Persistent absences are below the national average although they have increased from last year. 8.9% of Nottinghamshire LAC pupils are classed as persistent absentees (an increase from 7.9% in 2017) compared with 10.6% nationally. Against statistical neighbours Nottinghamshire is ranked 2nd (was 3rd in 2017) and 37th nationally (out of 140; was 32nd in 2017) on this measure.
36. As exclusion data is collected two terms in arrears the following exclusion outcomes relate to the 2016/17 academic year which has been matched to pupils who were looked after for 12 months or more as at 31st March 2017. This is a year earlier than the cohort reported for attainment / attendance purposes.
37. In 2016/17 there were no Nottinghamshire LAC pupils who were permanently excluded. This compares with a national average of 0.10%. Both locally and nationally there was no change from the year before.
38. For the percentage of pupils with one or more fixed term exclusion there has been a slight increase from 2016. 10.6% of Nottinghamshire LAC pupils had at least one fixed term

exclusion compared with 11.8% nationally in 2017. Nationally this represents an increase of 0.4 percentage point while locally the figure is 0.8 point increase. Rankings against statistical neighbours show a slight decrease to 6th in 2017 (was 5th in 2016) and 52nd (out of 142 LAs; was 34th in 2016) nationally.

Two-year-old take up

39. The number of 2-year olds taking up their free entitlement in the spring 2019 term shows an increase from the same period last year. 75.3% of eligible 2 year olds are attending providers, a 2.3 percentage point increase (from 73.0%) from the same term last year. Rushcliffe district continues to have the highest proportion of eligible 2 year olds accessing their entitlement whereas Bassetlaw district has the lowest at 63.2%. Comparisons with the same term last year show Ashfield district witnessed a fall (down 7.8 percentage points from spring 2018 to 64.1%) followed by Bassetlaw district with a slight fall of 0.7 percentage points over the same period to 63.2%. All other districts witnessed increases in take up.

Outcomes by age 19

40. The percentage of young people qualified to Level 3 (2 or more passes at A-Level or equivalent) shows no change from the previous academic year. Data for young people aged 19 years at the end of the 2017/18 academic year shows 51.8% of those who attended a Nottinghamshire school at age 16 years attained this. Nottinghamshire remains at the bottom of its statistical neighbours on this measure. The gap between Nottinghamshire and Northamptonshire has narrowed slightly from 0.6 percentage points last year to 0.4 points this year. Cheshire West and Chester is placed first where 59.6% attained this measure. Against all authorities nationally Nottinghamshire is placed 116th (out of 150, where 1st is best), which represents a slight improvement in rank from 121st last year. The statistical neighbour average is 56.2% (a slight fall from 56.7% from the previous year), while nationally the figure for the state sector is 57.2% (a slight decrease of 0.4 percentage points).
41. The percentage of young people not achieving a Level 2 (A*-C or equivalent) qualification in English and mathematics in a Nottinghamshire school at age 16 years who go on to achieve this by age 19 years has seen a slight increase of 0.5 percentage points to 23.4% (from 22.9% in 2016/17). Nationally over the same period there has been an increase of 1.3 percentage points to 27.2% of pupils achieving this threshold. Nottinghamshire is placed last (out of 11 local authorities) amongst its statistical neighbours in this measure and 127th nationally (out of 150, where 1st is best).

School absence

42. The percentage of sessions missed in all Nottinghamshire schools (primary, secondary and special schools) due to overall (authorised and unauthorised) absence shows good performance from last academic year. Figures for the 2017/18 academic year show 4.5% of sessions were missed (an increase of only 0.1 percentage points). Nationally there has been a similar increase over the same period to 4.8% of sessions missed with the statistical neighbour average increasing 0.3 percentage points to 4.8%. Comparisons with all LAs nationally place Nottinghamshire 21st (out of 152; an improvement from 28th last year) whilst against statistical neighbours the position is 1st (an improvement from 2nd last year).

43. Comparisons by school phase show overall absence in primary schools has increased slightly (0.1 percentage points) from last year to 4.0% of sessions missed in 2017/18. Nationally the figure is 4.2% (an increase of 0.2 percentage points). Secondary school overall absence has also increased at a similar rate (0.1 points) to 5.1% of sessions missed in 2017/18. Nationally the figure was 5.5% for secondary schools (again a 0.1 increase from the previous year). Special schools remained unchanged at 9.7% of sessions missed in 2017/18. Nationally there was a 0.5 percentage point increase to 10.2%.

Youth Offending & Early Help Support

44. The rate (per 100,000 population) of First Time Entrants is reported a quarter in arrears and for the first three quarters of this year has seen a drop from 245 to 198 relative to the same quarter last year. The focus on reducing FTEs within the Youth Justice Service is believed to be partly responsible for this decline. The revised Police procedures have taken time to bed-in with frontline staff and deviance from these is being monitored.

Other Options Considered

45. This report is provided as part of the Committee's constitutional requirement to consider performance of all areas within its terms of reference on a quarterly basis. The departmental strategy was agreed on 24 January 2018 and the format and frequency of performance reporting were agreed by the Improvement and Change Sub-Committee on 12 March 2018. Due to the nature of the report no other options were considered appropriate.

Reason/s for Recommendation/s

46. This report is provided as part of the Committee's constitutional requirement to consider performance of areas within its terms of reference on a quarterly basis.

Statutory and Policy Implications

47. 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

48. There are no direct financial implications arising from the report.

Safeguarding of Children and Adults at Risk Implications

49. Reporting on the performance of services for looked after children and care leavers will better enable the Council to ensure that children are effectively safeguarded.

RECOMMENDATION

- 1) That Committee considers whether there are any actions it requires in relation to the performance information on the Council's services for children and young people for the period 1st January to 31st March 2019.

Nigel Stevenson

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Constitutional Comments (EP 24/05/19)

50. The Children and Young People's Committee is the appropriate body to consider the content of the report. If Committee resolves that any actions are required, it must be satisfied that such actions are within the Committee's terms of reference.

Financial Comments (SAS 05/06/19)

51. There are no financial implications arising directly from the report.

Background Papers and Published Documents

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

Performance reporting (Quarter 3 2018/19) – services for children and young people – report to Children and Young People's Committee on 18th March 2019.

Electoral Division(s) and Member(s) Affected

All.

C1247

Appendix 1 - Indicators updated from previous report

Core Data Set for CYP Committee Performance for Quarter Four

Key Performance Indicator	Nottinghamshire						Comparator Data		
	Current Value		Best to be	Current Reporting Period		Previous Value	Previous Annual Performance	National Average	Statistical Neighbours
Child and Family assessments for Children’s Social Care carried out within statutory timescales	98.2%	+	High	2018/19 Q4		97.1%	86.2% (2017/18)	82.7% (2017/18)	81.3% (2017/18)
Percentage of child protection cases reviewed within timescale	91.5%	-	High	2018/19 Q4		95.3%	84.8% (2017/18)	90.5% (2017/18)	93.3% (2017/18)
Children subject to a Child Protection Plan – Rate per 10,000	51.8	N/A	N/A	2018/19 Q4		46.9	49.0 (2017/18)	45.3 (2017/18)	44.3 (2017/18)
Children who are subject to a child protection plan for 2 years or more	7.9%	-	Low	2018/19 Q4		4.6%	4.4% (2017/18)	3.4% (2017/18)	3.6% (2017/18)
Children becoming the subject of a child protection plan on more than one occasion	22.9%	-	Low	2018/19 Q4		16.8%	21.6 (2017/18)	20.2% (2017/18)	20.4% (2017/18)
Total number of individual children reported missing this quarter	298	+	Low	2018/19 Q4		321	951 (2017/18)	–	–
Of the children reported missing, % missing from home (187/298)	62.8%			2018/19 Q4		63.9%	77% (2017/18)	–	–
Of the children reported missing, % missing from care placement (115/298)	38.5%			2018/19 Q4		38.6%	27% (2017/18)	–	–
Of the children reported missing, % missing from NCC LAC care placement (77/298)	25.8%			2018/19 Q4		19.0%	15% (2017/18)	–	–
Total number of missing occurrences* this quarter generated by these children	654	-	Low	2018/19 Q4		639	2461 (2017/18)	–	–
Percentage of Nottinghamshire LAC missing from placement by individual child (L) (77/875)	8.8%	-	Low	2018/19 Q4		8.1%	18% (2017/18)	11% (2017/18)	10.1% (2017/18)
Percentage of Return Interviews completed within timescale (L) (183/232)	78.9%	+	High	2018/19 Q4		70%	70% (2017/18)	–	–
Percentage of children reported missing this qtr who have gone missing 5+ times in last 12 mths (80/298)	26.8%	-	Low	2018/19 Q4		25%	13% (2017/18)	–	–
Number of children reported to MASH as at risk of CSE	110	+	Low	2018/19 Q4		120	336 (2017/18)	–	–
Number of LAC children subject to CSE strategy meeting	2	+	Low	2018/19 Q4		3	8 (2017/18)	–	–
Number of non LAC children subject to CSE strategy meeting	22	-	Low	2018/19 Q4		10	100 (2017/18)	–	–
Percentage of looked after children placed 20 miles or more from home (L) (132/821)	16.1%	-	Low	2018/19 Q4		15.1%	15.0% (2017/18)	15.0% (2017/18)	15.5% (2017/18)
Looked after children with 3 or more placements in any one year (L)	12.2%	-	Low	2018/19 Q4		11.5%	11.5% (2017/18)	10.0% (2017/18)	10.1% (2017/18)
Percentage of looked after children remaining in long-term placements (L)	72.9%	-	High	2018/19 Q4		74.6%	90.0% (2017/18)	70% (2017/18)	70.5% (2017/18)
Percentage of care leavers in education, employment or training aged 19-21 (L) (111/223)	49.8%	=	High	2018/19 Q4		49.8%	44.0% (2017/18)	51% (2017/18)	47.8% (2017/18)
Percentage of care leavers in higher education aged 19-21 (L) (15/223)	6.7%	+	High	2018/19 Q4		6.3%	3.0% (2017/18)	6.0% (2017/18)	5.5% (2017/18)
Percentage of care leavers in suitable accommodation (L) (195/223)	87.4%	+	High	2018/19 Q4		85.5%	86.0% (2017/18)	84% (2017/18)	84.3% (2017/18)

For Nottinghamshire, the performance data available at the end of quarter 2 2018/19 is reported. The most recent data for national average and children's services statistical neighbours is reported, where available. Please note, comparisons may be indicative only, as the reporting periods are not necessarily aligned. Where Nottinghamshire performance meets or exceeds the latest national performance information, this is highlighted by the emboldened boxes. Key: (p) = provisional data; (L) = reported against the outcomes in the LAC & Care Leavers Strategy (+) = better than previous value; (-) = worse than previous value; (=) = same as previous value; (n/a) = not comparable to previous value

NB Missing definition = reported as missing to Police, includes missing no risk (absent) as well as missing

* missing occurrences - Current value is total over 3 months, annual performance is total over 12 months

Appendix 1 - Indicators updated from previous report (contd)

Core Data Set for CYP Committee Performance for Quarter Four

Key Performance Indicator	Nottinghamshire					Comparator Data		
	Current Value	Best to be	Current Reporting Period		Previous Value	Previous Annual Performance	National Average	Statistical Neighbours
Percentage of school-age LAC with an up-to-date Personal Education Plan (L) (428/623)	68.7%	+	High	2018/19 Q4	60.8%	74.0% (2017/18)	—	—
Percentage of LAC who took up the opportunity to be consulted by their Independent Reviewing Officer (IRO) prior to the LAC Review Meeting (L) (163/547)	25.8%	-	High	2018/19 Q4	29.4%	35.9% (2017/18)	—	—
Average time between a child entering care and moving in with its adoptive family, for those adopted children (days)	446	-	Low	2018/19 Q4	442	444 days (2015-18)	486 days (2015-18)	481 days (2015-18)
Average time between a LA receiving court authority to place a child and deciding on a match to an adoptive family (days)	194	-	Low	2018/19 Q4	126	184 days (2015-18)	201 days (2015-18)	189 days (2015-18)
Percentage of LAC achieving expected standard at KS1 in Reading (L)	31.3%	-	High	2017/18 academic	47.6%	47.6% (2016/17)	51.0% (2017/18)	—
Percentage of LAC achieving expected standard at KS1 in Writing (L)	25.0%	-	High	2017/18 academic	38.1%	38.1% (2016/17)	42.0% (2017/18)	—
Percentage of LAC achieving expected standard at KS1 in Maths (L)	37.5%	+	High	2017/18 academic	33.3%	33.3% (2016/17)	49.0% (2017/18)	—
Percentage of LAC achieving expected standard at KS2 in Reading (L)	46.9%	+	High	2017/18 academic	42.5%	42.5% (2016/17)	51.0% (2017/18)	53.4% (2017/18)
Percentage of LAC achieving expected standard at KS2 in Writing (L)	37.5%	-	High	2017/18 academic	50.0%	50.0% (2016/17)	49.0% (2017/18)	49.2% (2017/18)
Percentage of LAC achieving expected standard at KS2 in Maths (L)	37.5%	-	High	2017/18 academic	45.0%	45.0% (2016/17)	47.0% (2017/18)	47.1% (2017/18)
Percentage of LAC achieving 9-5 grades in GCSE English & maths at KS4 (L)	6.8%	-	High	2017/18 academic	11.5%	11.5% (2016/17)	7.8% (2017/18)	9.8% (2017/18)
Percentage of LAC achieving 9-4 grades in GCSE English & maths at KS4 (L)	22.7%	+	High	2017/18 academic	21.3%	21.3% (2016/17)	17.8% (2017/18)	18.6% (2017/18)
Percentage of LAC classed as persistent absentees (L) (32/360)	8.9%	-	Low	2017/18 academic	7.9%	7.9% (2016/17)	10.6% (2017/18)	10.8% (2017/18)
Percentage of LAC permanently excluded (L) (0/387)	0.0%	=	Low	2016/17 academic	0.0%	0.0% (2015/16)	0.10% (2016/17)	—
Percentage of LAC with at least one fixed term exclusion (L) (41/387)	10.6%	-	Low	2016/17 academic	9.8%	9.8% (2015/16)	11.8% (2016/17)	11.5% (2016/17)
Percentage of young people qualified to Level 3 (2 passes at A-Level or equivalent) by age 19	51.8%	=	High	2017/18 academic	51.8%	51.8% (2016/17)	57.2% (2017/18)	56.2% (2017/18)
Percentage of young people who have not attained a Level 2 qualification in English & maths at age 16 who go on to attain Level 2 or higher in both by the end of the academic year in which they turn 19	23.4%	+	High	2017/18 academic	22.9%	22.9% (2016/17)	27.2% (2017/18)	26.4% (2017/18)
Number of primary schools in an Ofsted category (Inadequate)	3	-	Low	2018/19 Q4	2	n/a	—	—
Number of secondary schools in an Ofsted category (Inadequate)	1	=	Low	2018/19 Q4	1	n/a	—	—
Percentage of two year olds taking up their free entitlement	75.3%	+	High	Spring Term 2019	73.0%	73.0% (Spring 2018)	—	—
Percentage of overall absence in primary, secondary and special schools	4.5%	-	Low	2017/18 academic	4.4%	4.4% (2016/17)	4.8% (2017/18)	4.8% (2017/18)
Participation in education, employment and training (EET) aged 16-17	94.9%	+	High	2018/19 Q4	94.7%	95.1% (2017/18 Q4)	—	—
Percentage not in education, employment or training (NEET) aged 16-17	1.7%	-	Low	2018/19 Q4	1.6%	1.4% (2017/18 Q4)	—	—
Percentage whose destination is not known aged 16-17	3.4%	+	Low	2018/19 Q4	3.7%	3.5% (2017-18 Q4)	—	—

For Nottinghamshire, the performance data available at the end of quarter 2 2018/19 is reported. The most recent data for national average and children's services statistical neighbours is reported, where available. Please note, comparisons may be indicative only, as the reporting periods are not necessarily aligned. Where Nottinghamshire performance meets or exceeds the latest national performance information, this is highlighted by the emboldened boxes. Key: (p) = provisional data; (L) = reported against the outcomes in the LAC & Care Leavers Strategy (+) = better than previous value; (-) = worse than previous value; (=) = same as previous value; (n/a) = not comparable to previous value

Key Performance Indicator	Nottinghamshire						Comparator Data	
	Current Value	Best to be	Current Reporting Period		Previous Value	Previous Annual Performance	National Average	Statistical Neighbours
Numbers of individual children and young people engaged in positive activities delivered by the Young People's Service (cumulative)	16,338	+	High	2018/19 Q4	10,022	20,254 (2017/18)		–
Numbers of children and young people accessing Outdoor and Environmental Education (cumulative)	29,056	+	High	2018/19 Q4	22,813	28,826 (2017/18)		–
Numbers exiting substance misuse treatment in a planned manner	96%	-	High	2018/19 Q3	98%	98% (2017/18)	81% (2017/18)	–
First time entrants to the Youth Justice System aged 10-17 (per 100,000) (cumulative)	198	-	Low	2018/19 Q3	127	269 (2017/18)	276 (2017/18)	–
Breastfeeding prevalence at 6-8 weeks, incl. mixed feeding methods (Nottinghamshire NHS)	41.4%	+	High	2018/19 Q3	40.2%	38.8% (2017/18)	42.7% (2017/18)	42.3% (2017/18)
For Nottinghamshire, the performance data available at the end of quarter 2 2018/19 is reported. The most recent data for national average and children's services statistical neighbours is reported, where available. Please note, comparisons may be indicative only, as the reporting periods are not necessarily aligned. Where Nottinghamshire performance meets or exceeds the latest national performance information, this is highlighted by the emboldened boxes. Key: (p) = provisional data; (L) = reported against the outcomes in the LAC & Care Leavers Strategy (+) = better than previous value; (-) = worse than previous value; (=) = same as previous value; (n/a) = not comparable to previous value								

Appendix 2 - Indicators that remain unchanged from previous report

Key Performance Indicator	Nottinghamshire					Comparator Data		
	Current Value	Best to be	Current Reporting Period	Previous Value	Previous Annual Performance	National Average	Statistical Neighbours	
Average Strengths and Difficulties Question (SDQ) Score per LAC (for at least 12 months) (L) (<i>Maximum possible score 40</i>)	15.9	-	Low	2017/18	14.9	14.9 (2016/17)	14.2 (2017/18)	14.1 (2017/18)
Percentage of LAC (for at least 12 months) with up to date immunisations (L) (551 /557)	98.9%	+	High	2017/18	87%	87% (2016/17)	85% (2017/18)	85.1% (2017/18)
Percentage of LAC (for at least 12 months) who have had their teeth checked by a dentist (L) (457/557)	82.0%	-	High	2017/18	83%	83% (2016/17)	84% (2017/18)	77.5% (2017/18)
Percentage of LAC (for at least 12 months) who have had their annual health assessment (L) (523/557)	93.9%	-	High	2017/18	95%	95% (2016/17)	88% (2017/18)	84.6% (2017/18)
Percentage of LAC (for ar least 12 months & under 5) whose development assessments are up to date (33/33)	100.0%	+	High	2017/18	98%	98% (2016/17)	85% (2017/18)	76.8% (2017/18)
Percentage of LAC (for at least 12 months) identified as having a substance misuse problem (L) (/)	5.0%	-	Low	2017/18	4%	4.0% (2016/17)	4% (2017/18)	1.5% (2017/18)
Percentage of LAC (for at least 12 months) convicted or subject to a final warning or reprimand (L) (0/572)	0.0%	=	Low	2017/18	0.0%	0.0% (2016/17)	4% (2017/18)	3.4% (2017/18)
Early years foundation stage attainment (Reaching a 'Good Level of Development' - at least expected in all early learning goals in all prime areas and in the specific areas of literacy and mathematics)	69.7%	+	High	2017/18 academic	68.2%	68.2%	71.5% (2017/18)	72.1% (2017/18)
Pupils achieving at least the expected standard in reading, writing & mathematics at age 11	64.7%	+	High	2017/18 academic	61.8%	61.8%	65% (2017/18)	64.5% (2017/18)
Achievement of 9-5 grades in GCSE English & maths	45.6%	=	High	2017/18 academic	45.6%	45.6%	43.5% (2017/18)	42.7% (2017/18)
Achievement of 9-4 grades in GCSE English & maths	66.6%	+	High	2017/18 academic	65.9%	65.9%	64.4% (2017/18)	64.5% (2017/18)
Percentage of A level entries at A*-E grades	98.5%	-	High	2017/18 academic	99.0%	99.0%	97.7% (2017/18)	—
Percentage of A level entries at A*-B grades	49.3%	-	High	2017/18 academic	50.2%	50.2%	50.0% (2017/18)	—
Attainment gap for a good level of development in EYFSP between pupils taking free school meals and the rest	22.7%	+	Low	2017/18 academic	23.0%	23.0%	17% (2017/18)	—
Attainment gap at age 11 between pupils taking free school meals and the rest (<i>FSM during past six years</i>)	22.6%	+	Low	2017/18 academic	24.0%	24.0%	21.0% (2017/18)	—
Attainment gap at age 16 between pupils taking free school meals and the rest (<i>FSM during past six years</i>) 9-5 grades in GCSE English & maths	28.2%	+	Low	2017/18 academic	30.2%	30.2%	24.7% (2017/18)	—
Attainment gap at age 16 between pupils taking free school meals and the rest (<i>FSM during past six years</i>) 9-4 grades in GCSE English & maths	28.0%	+	Low	2017/18 academic	31.4%	31.4%	26.2% (2017/18)	—
Primary schools judged by Ofsted as having good or outstanding standards of behaviour	93.4%	+	High	As at Sept 2015	92.7%	n/a	94.3% (Sept 2015)	94.1% (Sept 2015)
Secondary schools judged by Ofsted as having good/outstanding standards of behaviour	79.1%	-	High	As at Sept 2015	83.3%	n/a	85.1% (Sept 2015)	84.2% (Sept 2015)
Rate of permanent exclusions from school (primary, secondary and special schools)	0.04%	-	Low	2016/17 academic	0.03%	0.03% (2015/16)	0.10% (2016/17)	0.10% (2016/17)
Percentage of children aged 0-4 living in low income areas registered with children's centres (snapshot)	100.0%	=	High	2018/19 Q1	100.0%	100% (2017/18 Q4)	—	—
Percentage of children aged 0-4 living in low income areas seen at children’s centres (cumulative)	75.5%	+	High	2018/19 Q1	72.4%	75.5% (2017/18 Q4)	—	—
For Nottinghamshire, the performance data available at the end of quarter 2 2018/19 is reported. The most recent data for national average and children’s services statistical neighbours is reported, where available. Please note, comparisons may be indicative only, as the reporting periods are not necessarily aligned. Where Nottinghamshire performance meets or exceeds the latest national performance information, this is highlighted by the emboldened boxes. Key: (p) = provisional data; (L) = reported against the outcomes in the LAC & Care Leavers Strategy (+) = better than previous value; (-) = worse than previous value; (=) = same as previous value; (n/a) = not comparable to previous value								

17 June 2019**Agenda Item: 9****REPORT OF THE CORPORATE DIRECTOR, CHILDREN AND FAMILIES****YOUR NOTTINGHAMSHIRE YOUR FUTURE – DEPARTMENTAL STRATEGY
SIX MONTH REVIEW OF PROGRESS (OCTOBER 2018 – MARCH 2019)****Purpose of the Report**

1. This report provides the Committee with an overview of performance against the Children and Families Departmental Strategy at the end of quarter 4 of the year 2018-19.

Information

2. The Council Plan - Your Nottinghamshire, Your Future - sets out the strategic ambition for the future of Nottinghamshire and the Council. It is focused on the future of Nottinghamshire as a prosperous place where people want to live, work, visit and invest.
3. The Council Plan is the core component of the Council's Planning and Performance Framework. The Framework sets out that delivery of the Council Plan will be through four Departmental Strategies detailing the activity and key measures to achieve the Council's strategic ambition. The first four Departmental Strategies – for Adults, Children's, Place and Resources - were developed during 2017 and agreed by Policy Committee in January 2018.
4. The Planning and Performance Framework also sets out how the Council will plan and manage its performance. The approach and format for reporting this was agreed by the Improvement and Change Sub-Committee on 12 March 2018. As part of that approach Members agreed that progress against the four departmental strategies will be reported to committee every six months. This is the second of those updates.

Review of Progress from October 2018 – March 2019

5. The Dashboard set out at **Appendix 1** provides an overview of performance for the key activities and measures set out in part 3 of the Children and Families Departmental Strategy. The Dashboard is focused on the 12 Council Plan commitments and covers the second six months of October 2018 to March 2019.
6. During this period the Council has continued to operate in a challenging financial landscape with ongoing change to local authority funding coupled with many Council services experiencing continued increases in demand.

7. Progress has been made against the Children and Families Departmental Strategy, with the actions contributing across the range of Council Plan Commitments. Highlights include:

Commitment 1 – Families prosper and achieve their potential

- The Future in Mind plan was published on the Local Authority and Clinical Commissioning Group websites in Autumn 2018. Following publication the format of the CYP Mental Health Executive has changed to ensure task and finish groups report into one strategic group aligned to the strategic action plan.

From December 2018, Nottingham North and East and Rushcliffe have piloted mental health support teams in schools, ensuring an increase in the level of support available for children and young people. Evaluation of the pilot will follow and inform future commissioning.

Commitment 2 – Children are kept safe from harm

- Adoption East Midlands Regional Adoption Agency (AEM RAA) went live on 3 April 2019. AEM is responsible for recruiting adopters and finding adoptive families for the children of Derby, Derbyshire, Nottingham and Nottinghamshire, and for providing adoption support in these same areas. This means Nottinghamshire children with adoption plans can be matched with a wider pool of adopters, recruited and supported by AEM RAA. This should result in timely local matches, and when a suitable family is not available, AEM RAA will work with partners in the region to find a family.

There is a now consistent adoption support offer across the region to support those affected by adoption, which will contribute to lifelong positive outcomes for children.

- Nottinghamshire Safeguarding Children Partnership was formed on 1st January 2019, and intends to build on the strengths of the previous arrangements under the Local Safeguarding Children Board (LSCB). Through the introduction of new arrangements the partnership is seeking to provide a streamlined structure, reducing duplication and lessening the demand on safeguarding leads to attend meetings.

Commitment 3 – Children and young people go to good schools

- A new "Improving Educational Opportunities for All" Strategy is being developed which, in time, will replace the Closing the Gap Strategy. The draft Strategy was shared at head teacher briefings and a formal consultation will take place in June and July 2019. Final outcomes in 2018 indicate that the gap for children eligible for Free School Meals (FSM6) at both Key Stage 2 (KS2) and Key Stage 4 (KS4) have narrowed. Gaps for children with Special Educational Needs and Disability (SEND) have widened slightly at KS2 but narrowed at KS4. Children from Black Minority Ethnic (BME) groups outperform non BME children at KS4 and have narrowed the gap at KS2. Looked After Children (LAC) in Nottinghamshire outperform LAC nationally at KS4 whilst the gap at KS2 has widened - this group remains statistically a very small cohort. All groups, except LAC at KS2, have improved attainment at KS2 and KS4 since 2017. A summary table in the appendix shows that, as a result of the inspections over the last term, Nottinghamshire continues to remain above the national average for all schools and secondary schools in terms of the proportion of good or better schools and is well above

the East Midlands average in all three areas. Nottinghamshire remains above the East Midlands average, but below the national average in terms of the proportion of primary schools that are good or better.

8. Further progress is expected to be made against the actions in the Departmental Strategy over the next six months. Particular attention will be given to any commitment where delivery of an action has not yet been matched by a change in the measure of success linked to it. This will include:

Commitment 2 – Children are kept safe from harm

- Progress on mobilising the Social Impact Bond has stalled during the latter part of the current period, following the withdrawal of the social investor from the provider-led delivery consortium. The provider remains committed to the programme and is actively seeking a replacement social investor. Nottinghamshire County Council, Nottingham City Council, and Derby City Councils continue to support this process in liaison with The Big Lottery Fund which will provide financial support to the programme once it gets underway.
9. The Committee is invited to consider the progress reported in **Appendix 1** and any further information that it might require.

Other Options Considered

10. The matters set out in the report are intended to provide effective and proportionate performance management reporting to the Department and the Committee. This approach was agreed by the Improvement and Change Sub-Committee in March 2018 and no other options were considered.

Reason/s for Recommendation/s

11. The Council's Constitution requires each Committee to review performance in relation to the services provided on a regular basis. The recommendation contributes to this requirement.

Statutory and Policy Implications

12. 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

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

RECOMMENDATION/S

- 1) That the Committee considers the performance issues outlined in the report and whether any additional information or actions are required in relation to them.

Colin Pettigrew
Corporate Director, Children and Families

For any enquiries about this report please contact:

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Constitutional Comments (EP 21/05/19)

14. The Children and Young People's Committee is the appropriate body to consider the content of the report. If Committee resolves that any actions are required, it must be satisfied that such actions are within the Committee's terms of reference.

Financial Comments (SAS 23/05/19)

15. 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.

Departmental Strategies – report to Policy Committee on 24 January 2018.

Your Nottinghamshire Your Future – Departmental Strategy six month review of progress (April to September 2018).

Electoral Division(s) and Member(s) Affected

All.

C1248

Your Nottinghamshire Your Future Council Plan

Children and Young People's Department

Our commitments measuring our success

Priority 1 - A great place to bring up your family

Commitment 1 - Families prosper and achieve their potential

Success means	Council Plan Key Measures of Success	Latest	Target	Good is	Previous	National
Young people will have improved physical and mental health	Number of children and young people accessing Outdoor and Environmental Education (cumulative)	29056	-	High	22813	-
More children will achieve a good level of development by the end of reception year	Numbers of individual children and young people engaged in positive activities delivered by the Young People's Service (cumulative)	16338	-	High	10022	-
	Early years foundation stage attainment (Reaching a 'Good Level of Development' - at least expected in all early learning goals in all prime areas and in the specific areas of literacy and mathematics)	69.7% (Academic 2017/18)	72.0%	High	68.2% (Academic 2016/17)	71.6% (Academic 2017/18)
	School Readiness: all children with free school meal status achieving a good level of development at the end of reception as a percentage of all eligible children	49.7% (Academic 2017/18)	-	High	47.6% (Academic 2016/17)	57.0% (Academic 2017/18)

Commitment 2 - Children are kept safe from harm

Success means	Council Plan Key Measures of Success	Latest	Target	Good is	Previous	National
Children at risk are appropriately identified, supported and protected	Child and Family assessments for Children's Social Care carried out within statutory timescales	98.2%	85.0%	High	97.1%	82.9%
Improved outcomes for children, young people and families accessing our safeguarding and family services, as a result of high quality interventions	Percentage of LAC (for at least 12 months) who have had their annual health assessment	93.9% (2017/18)	-	High	95.0%	88.0%
	Percentage of LAC (for at least 12 months) who have had their teeth checked by a dentist	82% (2017/18)	-	High	83.0%	84.0%
	Percentage of (LAC) remaining in long-term placements	72.9%	70.0%	High	74.6%	70.0%
Looked After Children and care leavers are well supported through improved placement provision, health services and learning opportunities	Percentage of care leavers in education, employment or training aged 19-21	49.8%	49.0%	High	47.5%	51.0%
	Percentage of care leavers in suitable accommodation	87.4%	83.0%	High	85.5%	84.0%
Continued good quality, targeted youth services	First time entrants to the Youth Justice System aged 10-17 (per 100,000). Latest is Q3	198	<276	Low	127	276

Commitment 3 - Children and Young People go to good schools						
Success means	Council Plan Key Measures of Success	Latest	Target	Good is	Previous	National
Children and young people are provided with sufficient early years provision and school places in their local communities	Percentage of LAC classed as persistent absentees	8.9% (Academic 2017/18)	-	Low	7.9% (Academic 2016/17)	10.6% (Academic 2017/18)
	Percentage of LAC achieving grades 9-4 (standard pass) GCSEs in both English & Maths at KS4	22.7% (Academic 2017/18)	-	High	21.3% (Academic 2016/17)	17.8% (Academic 2017/18)
Vulnerable children are less likely to miss education	Percentage of LAC achieving grades 9-5 (strong pass) GCSEs in both English & Maths at KS4	6.8% (Academic 2017/18)	-	High	11.5% (Academic 2016/17)	7.8% (Academic 2017/18)
Educational outcomes for vulnerable children improve	Number of primary schools in an Ofsted category (Inadequate) - does not include the former judgement of new schools	3 (Q4 2018/19)	-	Low	3 (Q4 2017/18)	-
More than 90% of Schools are classified as Ofsted "good" or "outstanding"	Number of secondary schools in an Ofsted category (Inadequate) - does not include the former judgement of new schools	1 (Q4 2018/19)	-	Low	2 (Q4 2017/18)	-
Fewer young people are not in education, employment or training (NEET)	Participation in education, employment and training (EET) aged 16-17	94.9%	-	High	94.7%	-

Your Nottinghamshire Your Future Council Plan

Children and Young People's Department

Key activities that support delivery of the council plan

Priority 1 - A great place to bring up your family

Commitment 1 - Families prosper and achieve their potential

Success means	Activities to progress the outcome	Progress
Young people will have improved physical and mental health	Implement a newly commissioned Healthy Families Programme for 0-19 year olds and their families which integrates with children's centre services	This action is complete. NCC will be extending the contract with Nottinghamshire Healthcare NHS Trust for an additional 4 years to deliver the programme until 2024. The key roles and responsibilities remain the same as 2018/19
More children will achieve a good level of development by the end of reception year	Working with CCGs, continue to transform our specialist community health services for children and young people (CCYPS)	The community Children and Young People's service (CCYPS) which provides community based healthcare for children with complex needs continues to undergo transformation in order to meet the needs of Nottinghamshire children. A new care pathways is being piloted across the County for children with behaviours indicative of ASD/ADHD with the introduction of 'Small Steps', an early intervention behaviour support service for children. The ICH is currently reviewing the interface between universal speech and language service sand specialist SLT as delivered by CCYPS
	Implement the Future in Mind Plan to improve services for children and young people with emotional and mental health difficulties	The Future in Mind plan was published on the local authority and CCG websites in Autumn 2018. Following publication the format of the CYP Mental Health Executive has changed to ensure task and finish groups report into one strategic group aligned to the strategic action plan. From December 2018, Nottingham North and East and Rushcliffe will pilot mental health support teams in schools, ensuring an increase in the level of support available for children and young people. Evaluation of the pilot will follow and inform future commissioning.
	Continue to implement the Young People's Health Strategy	The young people's health strategy implementation continues with a focus on enhancing the digital offer within health services. As part of the strategy implementation, public health commissioned services are undergoing the department of Health 'You're Welcome' accreditation assessment, led by NCC Youth Services. The 'health champion has now been appointed.

Commitment 2 - Children are kept safe from harm

Success means	Activities to progress the outcome	Progress
Children at risk are appropriately identified, supported and protected	Continue to review our social work practice in Nottinghamshire, including services for Looked After Children and Care Leavers, to ensure that we are delivering high quality social care at the best possible value	Adopting a strength-based model of social work practice within the Children and Families department was approved by Children and Young People's Committee in March 2019. This model is evidence informed, builds on the strengths of existing practice and responds to feedback from children and families about their experience of social work services. In line with this approach, a new model of quality assurance has been developed, which focuses more on children's outcomes and experience of services, and promotes a learning and improvement culture by involving frontline staff in the audit process.
Improved outcomes for children, young people and families accessing our safeguarding and family services, as a result of high quality interventions	Sustain the culture of embedding assessment tools as part of front line practice, and evaluate the impact	Use of assessment tools is considered as part of the QA approach from the independent chairs service as well as through the quality assurance approach. Tools are being reviewed as part of the implementation of a strengths based practice model.
Looked After Children and care leavers are well supported through improved placement provision, health services and learning opportunities	Continue to deliver a comprehensive set of recruitment and retention activities to enable further reductions in the number and cost of social work agency staff	During the 6-month period we have received 67 applications and recruited 33 new social work staff (28 of those in the period since 1st January - which is a new record on recruitment for Quarter 4). Turnover within our hard to recruit to teams had experienced a temporary rise in Quarter 3, but has settled back to just 5.29% within our Hard to Recruit To (HRT) teams, and 4.05% in our non-HRT teams by the end of Quarter 4 - and we have normally had turnover of around 5% for a good period of time now, so it is reassuring to see this figure settled back to the "norm". The national collection of data on children's social workers from 2018, showed that turnover in the wider workforce stood at 16% - so we are managing to maintain a relatively consistent, and low, level of turnover across our frontline teams.
Continued good quality, targeted youth services		Length of service statistics continue to improve, with 61% of the workforce in post for 5+ years, and 74% in post for 3+ years (this is an improvement on the figure of 50% for 5+ years which was recorded in 2015-16. External advertising of our social work roles has been maintained via the BASW website, regular advertorials in Professional Social Work magazine, adverts on Indeed, and on all our feeder University jobs boards). Our link with local universities continues to generate a good level of graduate applications, and the offer of 1:1 sessions with our SW students on placement is still proving beneficial in encouraging applications. In addition, our recent Health Check showed that a large proportion of our social work workforce (75%) had found the introduction of Smarter Working and more flexible working arrangements beneficial to their working practice and their own wellbeing, with a similar proportion (75%) stating that the introduction of SWSO's and SWA's to their teams had contributed greatly to the level of support they experienced. The top 3 retention factors identified within the Health Check were (in order of priority): 1. Supportive Colleagues 2. Flexible Working 3. Good work:life balance.

Further improve the integration of social work and early help services so that families receive a more coordinated service and have the right level of support at the most appropriate time	The results of the themed audit were positive, with evidence that step down is working better with the introduction of the new mosaic workflow. Required Improvements to the way the two services work together were identified, and these have formed the basis of an action plan which is being delivered by CSC and FS service managers.
Review and implement a revised short-break offer in Nottinghamshire for children and young people with disabilities	The revised Short Breaks Offer was opened to new families from 3 September 2019. The co-production working group (parents / carers) has continued to meet providing useful feedback on the implementation of the revised Offer. Demand for the Standard Offer (24 hours per year) has been less than expected to date. Robust assessment and review processes are now in place for larger packages of Short Breaks.
Co-ordinate the delivery of a multi-agency SEND Strategic Action Plan, ensuring the continuous improvement of services for children and young people with SEND and their families	The SEND Accountability Board reviewed its priorities for 2019-2020 under the general heading of 'Improving Parental Confidence'. These priority areas have been rated on a scale from inadequate to outstanding, and improvement actions agreed. The final SEND Strategic action Plan for 2019-2020 was agreed at the Board's meeting on 1 May 2019.

Commitment 2 - Children are kept safe from harm

Success means	Activities to progress the outcome	Progress
Children at risk are appropriately identified, supported and protected	Remodel our commissioning arrangements for vulnerable children and young people's education and care provision	Progress continues in relation to each of the initiatives highlighted in the previous period. The revised governance arrangements and robust financial controls introduced for specialist education placements have enabled spend to be contained within the budget for the first time in a number of years, whilst the first block contracting arrangement has been agreed with an INM school. In the meantime, the existing residential care block contracts are being extended with additional placements being phased in from May / June 2019. At the same time, planning work continues with neighbouring local authorities to develop joint commissioning arrangements on a D2N2 footprint, starting with residential and foster care placements to replace and enhance the provision currently procured via the east midlands regional care framework.
Improved outcomes for children, young people and families accessing our safeguarding and family services, as a result of high quality interventions		
Looked After Children and care leavers are well supported through improved placement provision, health services and learning opportunities	Continue to remodel our early help services, including youth services and children's centre provision, to improve outcomes and achieve best value	In regards to the Council's Youth Service and Outdoor and Environmental Education Service a report will be taken to the Children's and Young People's committee on 29th April 2019, to seek approval for proposed changes, which reflect the service remaining within the council, and its changing priorities. The Children's Centre Service targeted model is now in place with evidence of improved outcomes for families with preschool children. This new service model will continue in 2019-20 and from 2020 when the service comes under the management of the council. The Family Service continues to offer targeted services to families with children under 5 where there are high levels of complexity (where the children are subject to a child protection plan, have recently closed to statutory services or where support from the children's centre has not brought about the required improvements.) The Family Service are now undertaking a more extensive review which seeks to identify £1million of saving opportunities whilst continuing to achieve outcomes for families.
Continued good quality, targeted youth services		
	Ensure that we continue to meet the requirements of external inspection frameworks across children's services	The Annual Challenge Conversation took place with Ofsted in April 2019, feedback from Ofsted was that the self-evaluation was thorough with extensive performance information, although this is lacking in terms of qualitative evidence, in particular for social work practice and impact. The regional self-evaluation was finalised in December 2018, but has since undergone further updates and changes since our Regional Improvement Alliance Challenge Conversations with our triad (Leicestershire, Derbyshire & Nottinghamshire). Findings from the triad echoed the same discussions with Ofsted, recognising a need to further update the self-evaluation with the improvement activity already underway that demonstrated senior management's strong commentary. Ofsted visited our first line response services in January 2019 to focus on our response to contacts and referrals of those children who were potentially at risk or in need of support. The overview received was very positive with children and family receiving quick and appropriate responses when enquiries for early help and safeguarding concerns had been made. The morale of staff was also praised, as was the thorough and consistent understanding of thresholds. There were some areas for improvement identified, all of which are areas of priority and contained within our 'front door' action plan.
	Transform our safeguarding board arrangements in accordance with the recommendations set out in the Wood Review	Nottinghamshire Safeguarding Children Partnership was formed on 1st January 2019, and intends to build on the strengths of the previous arrangements under the Local Safeguarding Children Board (LSCB). Through the introduction of new arrangements the partnership is seeking to provide a streamlined structure, reducing duplication and lessening the demand on safeguarding leads to attend meetings.

<p>Cooperate with other East Midlands authorities to improve timeliness for children and young people waiting to be adopted</p>	<p>Adoption East Midlands RAA went live on 3 April 2019. AEM is responsibly for recruiting adopters, and finding adoptive families for the children of Derby, Derbyshire, Nottingham and Nottinghamshire, and for providing adoption support in these same areas.</p> <p>This means Nottinghamshire children with adoption plans can be matched with a wider pool of adopters, recruited and supported by AEM. This should result in timely local matches, and when a suitable family is not available, AEM will work with partners in the region to find a family.</p> <p>There is a consistent adoption support offer across the region to support those affected by adoption, which will contribute to lifelong positive outcomes for children.</p>
<p>Cooperate with other East Midlands authorities to contribute to the improvement of social work training and social work practice across the D2N2 Teaching Partnership</p>	<p>Across Quarter 4 the D2N2 Teaching Partnership has delivered 19 CPD events across Nottinghamshire and Derbyshire, with social work practitioners from 4 local authorities attending these events, alongside colleagues from health and the voluntary sector. Our Practice Educators continue to benefit from a tailored programme of CPD activities, organised by the Partnership, and we have also held an event for our ASYE's and student social workers from our local universities (Derby, NTU, UON). We will also be holding a partnership event in July which will bring together a range of charitable organisations who support families across both counties - and allow them to engage directly with our social workers, to promote their work and develop productive relationships with our frontline social workers - raising their awareness of the resources available to support their service users. The Partnership has recently received funding which will maintain it for a further 3 years, with a new programme of CPD activities currently being developed.</p>
<p>Launch a Social Impact Bond to help young people remain out of care and/or to transition from residential to foster care placements</p>	<p>Progress on mobilising the SIB has stalled during the latter part of the current period, following the withdrawal of the social investor from the provider-led delivery consortium. The provider remains committed to the programme and is actively seeking a replacement social investor. The 3 Councils (NCC, Nott City C, Derby City C) continue to support this process in liaison with The Big Lottery Fund which will provide financial support to the programme once it gets underway.</p>

Commitment 3 - Children and Young People go to good schools

Success means	Activities to progress the outcome	Progress																
Children and young people are provided with sufficient early years provision and school places in their local communities	Create additional high quality sustainable childcare places, to ensure adequate sufficiency levels to meet increasing demand for funded childcare following new duties placed on LAs	The CSA is developed annually and the 2019 CSA has yet to be completed and will be presented to CYP Committee in September 2019. Recommendations regarding sufficiency remain as last period and we have increased the active targeting of 2 year olds from low income families to increase the take up of early education entitlements which remain stubbornly at 75%. We have seen a closure of a small number of preschools following the launch of 30 hours funded childcare for 3 and 4 year olds from working households, however this is outweighed by the number of new childcare places created since September 2018. Closures in the main have been attributed to the limitations placed on some early years providers who are unable to offer parents their whole 30 hour childcare entitlement in their setting. Parents prefer not to have to use more than one childcare provider for their child.																
Vulnerable children are less likely to miss education																		
Educational outcomes for vulnerable children improve	Continue to develop an effective working relationship and shared understanding with all schools and the Regional Schools Commissioner to raise standards of attainment and improve pupils' progress in all Nottinghamshire Schools	A new "Improving Educational Opportunities for All" Strategy is being developed which, in time, will replace the Closing the Gap Strategy. The draft Strategy was shared at head teacher briefings and a formal consultation will take place in June and July 2019. Final outcomes in 2018 indicate that the gap for children eligible for Free School Meals (FSM6) at both KS2 and KS4 have narrowed. Gaps for children with SEND have widened slightly at KS2 but narrowed at KS4. Children from Black Minority Ethnic (BME) groups outperform non BME children at KS4 and have narrowed the gap at KS2. Looked After Children (LAC) in Nottinghamshire outperform LAC nationally at KS4 whilst the gap at KS2 has widened - this group remain statistically a very small cohort. All groups, except LAC at KS2, have improved attainment at KS2 and 4 since 2017. The summary table below shows that, as a result of the inspections over the last term, Nottinghamshire continues to remain above the national average for all schools and secondary schools in terms of the proportion of Good or better schools and is well above other East Midlands' local authorities' average in all three areas. Nottinghamshire remains above the East Midlands average, but below the national average in terms of the proportion of primary schools that are good or better.																
More than 90% of Schools are classified as Ofsted "good" or "outstanding"																		
Fewer young people are not in education, employment or training (NEET)																		
		<div>Management Information for Schools</div> <div>31 August 2018</div> <table><tr><td>Number of Good or better schools</td><td>National</td><td>Notts</td><td>E Midlands</td></tr><tr><td>All Schools</td><td>85%</td><td>86%</td><td>83%</td></tr><tr><td>Primary</td><td>87%</td><td>85%</td><td>84%</td></tr><tr><td>Secondary</td><td>75%</td><td>88%</td><td>70%</td></tr></table>	Number of Good or better schools	National	Notts	E Midlands	All Schools	85%	86%	83%	Primary	87%	85%	84%	Secondary	75%	88%	70%
Number of Good or better schools	National	Notts	E Midlands															
All Schools	85%	86%	83%															
Primary	87%	85%	84%															
Secondary	75%	88%	70%															

Continue to implement the Closing the Gap Strategy to improve attainment and progress for vulnerable children and young people identified by the East Midlands Challenge	<p>Head Teachers Briefing presentations took place in the Autumn Term, where R4S background and resources were shared. R4S drop-in sessions were held on several dates across the county, to enable school staff to find out more about the project, resources and support available. In addition to this, 2 transition launch events were held in the autumn term 2018, sharing good transition practice, R4S resources, and the Inclusive transitions website materials. 48 delegates attended over the two dates, including colleagues from mainstream and special schools, SFSS and other STSS teams. 37 families of schools have now taken up R4S. Most schools received personalised packs and were supported with the implementation of the R4S project. The resource and support provided were well received. The R4S package has tools for schools to gather their own data about the impact of each project to enable them to alter their R4S package in subsequent years. However, as transitions have not yet taken place, we do not yet have any numerical data to demonstrate its effectiveness. Evaluations of R4S resources and the support provided indicate that on average, staff confidence regarding transition increased from 7 before support, to 9 after support. Two further training events were held on 25 Jan 2019 for any schools who had missed the Autumn term training programme. On the 29 March 2 sessions were held to enable school staff to moderate examples of work against the new pre-key stage standards. There were circa 70 schools represented across the 2 sessions. The evaluations were 100% good or better for all 4 of these events. A portfolio of examples of writing is being collated following the event on the 29th. The examples will be annotated with comments from the delegates that were produced through the moderation exercise.</p>
Work with key partners to successfully implement the Early Years Improvement Plan to close the attainment gap and prepare children for school	<p>The Early Years Improvement Plan 2018-20 has evidenced a range of successes in the delivery of evidence based interventions to improve school readiness. The plan will be replaced with a new Best Start Strategy which will be launched in January 2020; this plan uses findings of a recent self-assessment exercise (Maturity Matrix) which has identified that interventions need to be strengthened during ante natal stages and for children under the age of 3. A Home Learning pathway has been developed with parents and key stakeholders. A project focusing on target groups of children in Ashfield is underway with a particular focus on children with English as an Additional Language.</p>

<p>Implement the recommended actions from the Post-16 Area Based Review to include a focus on improving Level 3 attainment at the end of Key stage 5</p>	<p>The Employability Grant has been used to commission two external consultants to work with the Local Authority to develop a two phase Supported Internship programme. Vision West Nottinghamshire College, Nottingham College, Portland College, Landmarks College and Inspire Culture and Learning are all engaged in the project and three pilot Supported Internship schemes are on target to start in September 2019. Phase 2 employers for 2020 will include Nottinghamshire County Council, which has agreed to host a three place SI pilot. Support has been provided to Foxwood Academy to offer an exceptional Year 14 for up to 8 young people to participate in Project Search, the Supported Internship programme delivered in partnership with the University of Nottingham NHS Trust. Nottinghamshire County Council was successful in a bid for free consultancy support from the National Development Team for Inclusion to help shape national good practice on policy and provision for 19-25 year olds with EHCPs. Two sessions, which have included colleagues from across the region, have thus far focussed on pathways into adulthood, employment and funding and a third workshop involving parents and carers is planned. Over 400 Young people and their families attended the Preparation for Adulthood Fair, organised by ICDS Assessment, in March. The focus was on employment and employability and plans are already being made to extend the event to include employers next year.</p>
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17 June 2019**Agenda Item: 10****REPORT OF THE SERVICE DIRECTOR, EDUCATION, LEARNING AND
SKILLS****OUTCOMES OF OFSTED INSPECTIONS OF SCHOOLS – TERMLY UPDATE****Purpose of the Report**

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

Information

5. There is a time lag between inspection outcomes as known within the Council and the published summary data. This report will focus on published Ofsted reports for the Spring term, 2018-19 academic year.
6. 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-ofsteds-school-inspections-outcomes>. This is up to date as at 30 April 2019 and provides data on the proportion of Good schools at Local Authority level but not the proportion of learners attending Good schools. This provides an overall comparison of the performance of Nottinghamshire schools with those nationally.

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

- the Section 5 inspection is a two day inspection of a school that Requires Improvement or is Inadequate or is being inspected for the first time (typically a new academy). This inspection provides judgements against the four key inspection areas (Effectiveness of leadership and management; Quality of teaching, learning and assessment; Personal development, behaviour and welfare; Outcomes for pupils) and the overall judgement for the school. If the school has an Early Years Foundation Stage or a 6th Form, these will receive additional judgements.
- the Section 8 inspection is a one day inspection of schools previously judged as Good by Ofsted (and for Outstanding special schools and Pupil Referral Units). This inspection evaluates whether the school remains at the same grade as at the previous inspection. If the Ofsted pre-inspection desktop analysis indicates that the inspection is likely to convert to a Section 5 inspection, the school will be informed at the initial contact telephone call that the inspection will be carried out as a section 5 inspection rather than a section 8.
- from September 2018 Ofsted has adopted a revised schedule for the timing of school inspections summarised as follows (changes are in bold):
 - New schools
 - Ofsted usually inspects all new schools, including academies, **normally this happens in the school's third year**
 - Schools judged 'outstanding'
 - Some schools judged Outstanding are exempt from routine inspection. However, Ofsted can inspect them using a Section 8 inspection.
 - This exemption does not apply to maintained nursery schools, special schools or pupil referral units
 - Schools judged 'good'
 - A school judged Good will normally receive a one-day short inspection, approximately every four years but some will receive a full inspection if the school's performance may have deteriorated significantly.
 - if a school shows improved performance at its short inspection then it may receive a full inspection within two years to determine if it is now outstanding.

- if a lead inspector is not satisfied at a short inspection then the next inspection will be a full inspection within two years to determine if the school remains Good, Requires Improvement or is Inadequate.
- Ofsted will convert short inspections to full inspections within 48 hours if evidence suggests that the school may be Inadequate or there are serious concerns about safeguarding, pupils' behaviour or the quality of education.
- Schools judged Requires Improvement
 - Ofsted may monitor a school judged Requires Improvement. **This will not normally apply to a school that has been judged Requires Improvement for the first time.** The school will usually have **a full re-inspection within 30 months of the school's last full inspection.**
- Schools judged Inadequate
 - When Ofsted judges a school Inadequate, it places the school in a category of concern. This means Ofsted judges the school either to have serious weaknesses or to require special measures.
 - The school will then become a sponsored academy. **Ofsted will not usually monitor the school unless there are safeguarding concerns or there is a delay in the school becoming a sponsored academy.**

- a new inspection framework will be implemented from September 2019.

8. **Appendix 1** shows Local Authority inspections over the Spring term 2019. Compared with previous inspections:

- there were 31 schools inspected in the Spring term
- 3 of the inspections in the Spring term were of schools judged to be Outstanding under previous frameworks. Under the current framework all three of the schools were judged to be Good.
- 24 of the inspections in the Spring term were of Good schools. 19 of these schools retained their previous Good judgement of which one was Good but improving and will receive a full inspection within two years to determine whether it is now Outstanding.
- Eastlands Junior, Christ Church Infants and Holgate Academy all moved from Good to Requiring Improvement. Haggonfields Primary and Sutton Community Academy both moved from Good to Serious Weaknesses.
- John Hunt Primary, Lakeview Primary and Trent Vale Infants all moved from Requiring Improvement to Good.
- Woodland View remains as Requiring Improvement. This is the third inspection resulting in a Requiring Improvement judgement for the school.

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

10. The summary table below shows that, as a result of the inspections over the last term, Nottinghamshire is now in line with the national average for all schools but Nottinghamshire primary schools are performing below the national average although they remain above the East Midlands. Nottinghamshire secondary schools continue to perform well above the national and regional figures.

Management Information for Schools 30 th April 2019			
Number of Good or better schools	National	Notts	E Midlands
All Schools	85%	85%	82%
Primary	87%	84%	83%
Secondary	75%	86%	70%

Other Options Considered:

11. No other options have been considered.

Reason/s for Recommendation/s

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

Statutory and Policy Implications

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

Financial Implications

14. It is part of the Local Authority's statutory duty to support maintained schools which have been risk assessed as Requiring Improvement. Three maintained schools fell into this category and are identified at **paragraph 8**. Due to the Education Improvement Service annual risk assessment process all three schools had 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 £735,000 for 2018-19 and although the full allocation for 2019-20 hasn't been confirmed yet it is expected to be a similar amount.
15. Additional funding will be required to meet the costs of additional support for the maintained schools judged by Ofsted as Inadequate. One school fell into this category and is identified at paragraph 8. This is likely to be up to £35,000 and will be funded from the School Improvement Grant.

RECOMMENDATION/S

That:

- 1) for the schools identified in the report judged by Ofsted to Require Improvement, the Chairman of the Children and Young People's Committee and the Corporate Director of Children and Families Services write to the head teacher and chair of governors of Local Authority maintained schools to inform them that the Committee will track closely their progress to become a Good school. In relation to academies, a letter will also be sent to the Regional Schools Commissioner.
- 2) for the schools identified in the report judged by Ofsted to remain Good but declining, the Chairman of the Children and Young People's Committee and the Corporate Director of Children and Families Services write to the head teacher and chair of governors of Local Authority maintained schools to inform them that the Committee will track closely their progress to become a Good school. In relation to academies, a letter will also be sent to the Regional Schools Commissioner.
- 3) for schools identified in the report judged by Ofsted to remain 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
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Constitutional Comments (EP 20/05/19)

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

Financial Comments (SAS 05/06/19)

17. The additional funding required to support the maintained schools which have been assessed as Requiring Improvement and Inadequate will be met from the DfE School Improvement Grant. The School Improvement Grant was £735,000 for 2018-19 and although the full allocation for 2019-20 has not been confirmed yet it is expected to be a similar amount.

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 10th March 2019

Electoral Division(s) and Member(s) Affected

All.

C1249

Appendix 1

District	School type	School	Previous overall effectiveness	Current overall effectiveness	Date	Change from last inspection	Effectiveness of Leadership & Management	Quality of Teaching, Learning & Assessment	Personal Development, Behaviour & Welfare	Outcomes of Pupils	Early Years/Post 16
Ashfield	Community	Bagthorpe Primary	2	2	5.3.19	→	-	-	-	-	-
Ashfield	Academy	Skegby Junior Academy (Daneswood)	2	2	30.1.19	→	-	-	-	-	-
Ashfield	Community	Woodland View (was John Davies)	3	3	2&3 April 2019	→	3	3	3	3	2
Bassetlaw	Community	Haggonfields Primary and Nursery	2	4	9&10 Jan 2019	↓	4	3	3	3	4
Bassetlaw	VA school	Priory CofE Primary and Nursery	2	2	12.2.19	→	good and improving				
Bassetlaw	VC school	St Matthew's CofE Primary	2	2	6.2.19	→	-	-	-	-	-
Broxtowe	VC school	St John's CofE Primary (Stapleford)	2	2	26.3.19	→	-	-	-	-	-
Broxtowe	Community	Trent Vale Infant and Nursery	3	2	3&4 Apr 2019	↑	2	2	1	2	2
Gedling	community	Bestwood Village Hawthorne Primary and N	2	2	24.1.19	→	-	-	-	-	-
Gedling	Community	Burton Joyce Primary	2	2	12.3.19	→	-	-	-	-	-
Gedling	VA school	Colwick St John the Baptist CofE Primary	2	2	26.2.19	→	-	-	-	-	-
Gedling	Community	Coppice Farm Primary	2	2	9&10 Jan 2019	→	-	-	-	-	-
Gedling	Academy	Sacred Heart Catholic Voluntary Academy	1	2	16.1.19	↓	2	2	2	2	2
Gedling	VC school	St Wilfrid's CofE Primary	2	2	13.4.19	→	-	-	-	-	-
Mansfield	Community	Eastlands Junior	2	3	9&10 Jan 2019	↓	3	3	2	3	-
Mansfield	Community	Sutton Road Primary and Nursery	2	2	12.3.19	→	-	-	-	-	-
Newark	VA school	All Saints Anglican Methodist Primary	1	2	26.3.19	↓	2	2	1	2	2
Newark	VC school	Bleasby CofE Primary	1	2	26.3.19	↓	2	2	1	2	2
Newark	VA school	Christ Church CofE Infant	2	3	9&30 Jan 2019	↓	3	3	3	3	3
Newark	VC school	Coddington CofE Primary and Nursery	2	2	15.1.19	→	-	-	-	-	-
Newark	VC school	Dean Hole CofE Primary	2	2	5.2.19	→	-	-	-	-	-
Newark	Community	John Hunt Primary School	3	2	5&6 Feb 2019	↑	2	2	2	2	2
Newark	community	Lake View Primary and Nursery	3	2	26&27 March	↑	2	2	1	2	2
Newark	VC school	Norwell CofE Primary	2	2	13.2.19	→	-	-	-	-	-
Rushcliffe	VC school	Costock CofE Primary	2	2	23.1.19	→	-	-	-	-	-
Rushcliffe	Community	Robert Miles Junior School, Bingham	2	2	19.3.19	→	-	-	-	-	-
Rushcliffe	Academy	St Edmund Campion A Catholic Voluntary A	2	2	5.2.19	→	-	-	-	-	-
Secondaries											
Ashfield	Academy (sp)	Holgate Academy	2	3	2&13 Mar 2019	↓	3	3	3	3	2
Ashfield	Community	Selston High School	2	2	2&3 April 2019	→	2	2	2	2	2
Ashfield	Academy spo	Sutton Community Academy	2	4	9&20 Mar 2019	↓	4	3	4	3	3
Newark	Academy Cor	Joseph Whitaker School	2	2	6.3.19	→	-	-	-	-	-

Appendix 2 – Spring 2019

School	Ofsted Judgement	School strengths	Areas for improvement	Actions by LA
Eastlands	3	<ul style="list-style-type: none"> The recent federation of the school has strengthened the capacity of the leadership team. Leaders and staff across both schools are able to share roles and responsibilities to drive more rapid improvements. The new governing body is ambitious for all pupils. The governors are knowledgeable and have an accurate understanding of the school's performance. Senior leaders are now receiving effective support from the Local Authority and the Redhill Teaching School Alliance to improve the school. Pupils' personal development and welfare are good. Relationships between pupils and staff are caring and positive. The school's current assessment information indicates that rates of progress are improving. 	<ul style="list-style-type: none"> School leaders have not checked the effectiveness of their actions to raise standards. They have not held staff sufficiently to account for pupils' progress. Leaders have taken too long to establish improvements. Too few pupils attain the expected standards in reading and mathematics by the end of Year 6. Leaders' plans for school improvement are not sharply focused. Leaders have not ensured that the quality of teaching, learning and assessment is consistently good across the school. Leaders have not made sure that the additional funding received by the school for disadvantaged pupils is used effectively. Several middle leaders are adapting to their roles and responsibilities within the new federation. They are in the early stages of developing the necessary skills to lead their areas of responsibility. Teachers do not provide frequent enough opportunities for pupils to write at length to practise and develop their writing skills. Teachers do not consistently set high expectations for pupils' spelling, grammar and punctuation in their writing. Not all teachers ensure that work is well matched to pupils' needs. Too many pupils do not progress and learn as they should. 	<ul style="list-style-type: none"> EIA continues to support the school An effective partnership has been established with another junior school. Pupil Premium review has been commissioned and carried out and an action plan has been drawn up.
Haggon fields	4	<ul style="list-style-type: none"> Recently introduced strategies to improve pupils' reading and the teaching of phonics are beginning to have a positive impact. Pupils achieve well in mathematics. Pupils and their families are known well by all staff. 	<ul style="list-style-type: none"> Leaders and governors have not ensured that safeguarding arrangements are effective, including in the early years. Pupils' safeguarding records and staff recruitment records are not as precise, accurate or detailed as they should be. Staff are not fully aware of their responsibilities to protect pupils from radicalisation and extremism. 	<ul style="list-style-type: none"> EIA and Area lead continue to support the school. HR team advice on the incomplete Single Central Record (SCR) and prohibition checks documentation (28.1.19).

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		<ul style="list-style-type: none"> Through good teaching, children in the early years make a positive start to school life. Pupils behave well, respect each other and have positive attitudes to learning. 	<ul style="list-style-type: none"> Leaders did not respond promptly to advice to bring about improvements. They did not implement systems to monitor and evaluate the quality of the provision quickly enough. Governors do not hold leaders to account effectively. They are too reliant on the information provided by school leaders and do not challenge leaders in sufficient depth about their actions. Some teachers do not use assessment information effectively to meet all pupils' needs, including those with special educational needs and/or disabilities (SEND). Teachers' expectations of all pupils are not consistently high. They do not challenge pupils consistently, particularly the most able. Too few pupils achieve the higher standards. Teachers do not provide enough opportunities for pupils to write at length across the curriculum or consistently reinforce high expectations for pupils' grammar, punctuation and spelling. Leaders do not use and evaluate the impact of additional funding effectively, including for disadvantaged pupils, for pupils with SEND and for physical education (PE) and sport. The proportion of pupils who are regularly absent is too high, particularly pupils with SEND. 	<ul style="list-style-type: none"> A review of Safeguarding has been undertaken – by the LA Safeguarding Officer (SCEiO) (25.1.19) and a Safeguarding Action Plan is in place. LA Health and Safety officer made a site visit (30.1.19) to discuss improvements to site security. LA Governing Body Services – review of governance. School partnership plan in place. LA Pupil Premium Review to be undertaken 24.5.19
Christ Church	3	<ul style="list-style-type: none"> This is an improving school. Leaders and other staff have accurately identified the areas in which the school needs to improve. They are beginning to improve standards. Leaders are bringing rigour to school improvement and creating a culture of higher expectations. The school works closely with other schools to help improve standards. Relationships are positive. There is an ethos of care. Pupils with special educational needs and/or disabilities (SEND) receive effective support. 	<ul style="list-style-type: none"> Leaders have not been effective in ensuring that their initiatives are applied consistently well. The governing body is not as effective as it should be in holding leaders to account for pupils' progress or the impact of additional funding. Leaders do not plan or review carefully enough how they use the pupil premium. The quality of teaching is inconsistent. Agreed school approaches are not applied equally well. Leadership of some subjects and aspects of the school's work is still at an early stage of development. Pupils' attainment and progress are not consistent. Too many pupils, including disadvantaged pupils, do not achieve as well as they should. Expectations of behaviour are not consistent. 	<ul style="list-style-type: none"> The school is in a collaboration providing an Executive HT and HoS EIA continues to support the school LA Review of Governance undertaken spring term LA supporting consultation on school expansion and proposed new school build Partner infant school support in place.

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			<ul style="list-style-type: none"> • Sometimes, teachers do not use information about pupils' learning well enough to decide next steps in learning or match work well to pupils' abilities. • Teachers do not address pupils' errors and misconceptions consistently well. • Teachers are not as effective as they could be in ensuring that pupils are fluent with the important ideas in mathematics and that they can use these to solve problems and to reason. • Attendance, including that of disadvantaged pupils, is too low. • The teaching of phonics is improving. However, pupils are still not achieving as well as they should. • Provision in the early years is not sufficiently stimulating and challenging to enable children to make consistently good progress. 	
Holgate Academy	3	<ul style="list-style-type: none"> • Leaders' determined actions to reduce pupil exclusion are highly effective. The number of pupils excluded from the school has dramatically reduced. • The Spring Learning Centre, the alternative provision within the school, is successfully supporting pupils to attend the school and continue their education. • The 16-19 study programmes are good, due to effective leadership of the sixth form and some high-quality specialist teaching. • Middle leaders, including those new to the role, are beginning to improve the quality of provision. Progress is improving. 	<ul style="list-style-type: none"> • Leaders', including governors', view of aspects of the school is too generous. School improvement planning is not sharp enough to drive improvement. • Governors have not ensured that the pupil premium funding is having the required impact on eligible pupils' outcomes. • Successive cohorts of pupils, including disadvantaged pupils and boys, have made insufficient progress. Standards are beginning to improve but are not yet good. • Teachers do not consistently comply with the whole-school assessment and feedback policy. Some pupils do not receive the guidance from their teachers that they should. • Teachers do not routinely plan learning that is well enough matched to pupils' needs. At times, too much attention is paid to the learning activities and not enough to the knowledge, understanding and skills that pupils require in order to progress as they should. • The quality of teaching is not consistently good across departments or within departments. • Some teachers' expectations of pupils are not sufficiently high. This can negatively impact on pupils' behaviour and the quality of their work. • Although attendance is improving at key stage 3 and is good with the sixth form, the proportion of key stage 4 pupils absent from school is still too high. 	<ul style="list-style-type: none"> • School is a part of Diverse Academies and they will be using their own school improvement team to support.

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Sutton Community Academy		<ul style="list-style-type: none"> Students in the sixth form receive effective guidance, feel safe and are well prepared for their next steps. Pupils with special educational needs and/or disabilities (SEND) are well supported and make good progress. The personal, social, health, citizenship education (PSHCE) curriculum helps pupils to understand how to keep themselves safe and prepares them well for life in British society. Pupils conduct themselves well. They are polite, confident and happy. 	<ul style="list-style-type: none"> Trust and school leaders have not fulfilled their statutory duties to ensure that safeguarding arrangements are effective. Leaders have not identified potential risks quickly enough, or taken adequate action to reduce them. Vulnerable pupils have not been sufficiently supported. Records of serious safeguarding incidents are not sufficiently detailed and accurate. It is not always clear that leaders have responded to incidents in a timely manner. Leaders and trustees have not ensured that staff follow the school's policies or the statutory guidance in making checks on staff before they are appointed. Leaders do not evaluate the impact of their work well enough. They have not taken swift enough or rigorous action to bring about improvements, including in the sixth form. Leaders are unable to account for the school's use of the pupil premium and the Year 7 catch-up funding. They are unable to evaluate its impact or amend their plans accordingly. The proportion of disadvantaged pupils who are persistently absent from school is above the national average. Some pupils say that bullying is not resolved well. The quality of teaching, learning and assessment is inconsistent. Teachers do not always have high enough expectations of what pupils are able to achieve. Teachers do not consistently apply the school's assessment and feedback policy. Pupils do not always know how to improve their work. Some parents do not feel that their concerns are responded to quickly enough, or to their satisfaction. 	<ul style="list-style-type: none"> LA safeguarding officer has met and reviewed procedures and HR advice offered on SCR. LA has requested a meeting with the Trust and Regional Schools Commissioner to establish the actions that they intend to take to improve the effectiveness of safeguarding arrangements for Notts children and young people attending the academy. Pupil Premium Review offered by LA adviser.
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17 June 2019**Agenda Item: 11****REPORT OF THE SERVICE DIRECTOR, EDUCATION, LEARNING AND
SKILLS****ELECTIVE HOME EDUCATION - UPDATE****Purpose of the Report**

1. The report provides the third six-monthly report on electively home educated (EHE) pupils to enable Committee to monitor trends in numbers and reasons for elective home education.
2. The report requests that a response be made to the current Elective Home Education consultation by the Department for Education, due by 24 June 2019, stating that Nottinghamshire County Council is seeking:
 - compulsory registration of all Elective Home Education learners;
 - Local Authority power to inspect provision to ensure that it is of a sufficiently high quality;
 - full budget provision by the Department for Education to Nottinghamshire County Council to ensure full costs of the Elective Home Education monitoring processes are covered.
3. The report seeks approval to continue to report to the Committee on a six-monthly basis.

Information

4. 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.
5. A parent/carers has the legal right to withdraw a child from school by delivering written notification of that fact to the school. The school then has a duty to notify the local authority (LA) and to remove the child's name from the school register. The local authority registers the child as EHE. Once registered, parents/carers can choose whether or not to engage with the LA.

6. On 1st May 2019, 654 (of the 842 children in Nottinghamshire registered as EHE) were receiving EHE adviser visits, while parents/carers of 188 children refused Local Authority involvement.
7. 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 and management and delivery of the education of that child, while the LA ceases involvement. There are no curricular or other requirements incumbent on elective home educators, who are free from any educational regulation.
8. All parents registered as elective home educators in Nottinghamshire are offered regular EHE adviser visits and are able to be reconnected to LA and other services should they wish to cease elective home education, or where there is evidence of a safeguarding concern or education is deemed to be unsuitable. If no engagement is chosen, parents/carers are under no legal obligation to see an EHE adviser, to allow their educational provision to be monitored or to provide written reports of their provision. They are free from any regulation.
9. The LA 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 these well-established working practices. These are generally very well received because they have been influenced by the views of electively home educating families in Nottinghamshire. The details of these arrangements were included in the report to Committee on EHE on 23rd April 2018.
10. It should be noted that there is an unknown number of parents who have always electively home educated and never enrolled their child/ren on a school roll. These children are not registered with the LA.
11. The Council's EHE associate adviser team meets termly with the EHE Programme Manager. The purpose of this meeting is to ensure that all EHE advisers access relevant training to fulfil their role effectively, in line with the Council's policies and procedures. At the last meeting, on 7th May, a member of the EHE parent/carer community in Nottinghamshire attended in order to continue establishing effective links between the EHE community and the advisers providing support to home educating families. This will be a standard agenda item at each termly meeting as it will ensure regular opportunities for consultation and feedback, which it is hoped will benefit EHE learners.
12. The EHE team of associate advisers now stands at 15 advisers. The Council's procurement process enables new applicants to be approved which ensures that the team's capacity is sustainable.
13. The dashboard for EHE (**Appendix 1**) identifies groups of electively home educated children and the reasons behind the parental decision to become EHE. The EHE Programme Manager uses the dashboard to inform discussions and decisions taken by a Local Authority multi-agency panel, the Vulnerable Children in Education Commissioning Panel (VCEC). This group ensures rapid action is taken by appropriate services to return these vulnerable children to a suitable education as quickly as possible.

14. In Nottinghamshire, 842 children were registered as EHE on 1st May 2019, an increase of 162 since 2nd October 2018. It is now expected that by June 2019, before Year 11 students leave the cohort, the EHE population may reach 900, based on previous patterns of registration.
15. Of the 842 children registered EHE in Nottinghamshire on 1st May 2019, numbers were virtually equally divided between male and female. 266 were of primary school age and 575 were of secondary school age. Of the secondary age pupils, 279 were in Years 10 & 11.
16. The increase in number of EHE pupils from October 2018 to May 2019 is overwhelmingly derived from a rise in secondary school withdrawals:

Registered EHE pupils: October 2018 – May 2019				
Secondary school		Oct 2018	May 2019	difference
Key Stage 4	Y11	106	124	+18
KS4	Y10	119	155	+36
<i>Total KS4</i>		<i>225</i>	<i>279</i>	<i>+54</i>
KS3	Y9	89	111	+22
KS3	Y8	89	108	+19
KS3	Y7	61	77	+16
<i>Total KS3</i>		<i>239</i>	<i>296</i>	<i>+57</i>
<i>Total secondary</i>		<i>464</i>	<i>575</i>	<i>+111</i>
Primary school				
KS2	Y6	49	57	+8
KS2	Y5	39	43	+4
KS2	Y4	35	40	+5
KS2	Y3	38	50	+12
<i>Total KS2</i>		<i>161</i>	<i>190</i>	<i>+29</i>
KS1	Y2	34	35	+1
KS1	Y1	23	33	+10
FS2	YR	1	8	+7
<i>Total KS1/FS2</i>		<i>58</i>	<i>76</i>	<i>+18</i>
<i>Total primary</i>		<i>219</i>	<i>266</i>	<i>+47</i>
<i>Total primary + secondary</i>		<i>683</i>	<i>841</i>	<i>+158</i>

[Total numbers adjusted to reflect LA involvement]

17. The patterns of age at which children became EHE continue to display sustained features. There is a spike at age 5, when pupils enter primary education. Of the primary age children, 41 became EHE by age 5/6. This number remains fairly constant in each year group, until just before transition into secondary school, i.e. Year 5/Year 6. Parents/carers of this group often report 'inability' of school to meet their child's Special Educational Needs, with autism frequently cited as a common factor in the decision to EHE. Primary schools will almost always work very effectively with parents, agencies and the EHE team to secure an appropriate solution for the child during this phase. A significant proportion of primary aged EHE children will return to school at some point before age 12.
18. Much higher spikes occur from age 11, as children enter secondary phase, with 77 children registered as EHE in the Year 7 cohort of 2018/19. These peaks tend to increase with age,

with 155 students in Year 10 and 124 students in Year 11 electively home educated on 1st May 2019.

19. On 1st May 606 EHE children were White British and 60 were of Gypsy, Roma or Traveller ethnicity, with the remainder being either from other ethnic groups or unknown. 4 children were on a Child Protection Plan and 10 had Children In Need status. 33 children had an Education Health and Care Plan (EHCP) indicating a significant level of identified Special Educational Need (SEN).
20. Reasons for withdrawal from school to home educate as stated by the parent or the school at the time of withdrawal were:
 - 17 - school phobic or refuser
 - 18 - response to legal attendance proceedings or prosecution
 - 48 - bullying at or around school
 - 65 - dissatisfaction or conflict with school
 - 281 - unknown reasons
 - 108 - emotional reasons, e.g. anxiety and mental health issues
 - 305 - preferred method – i.e. parental choice.
21. The number of children recorded as withdrawn from school by Year 7, i.e. the first year of secondary school, continues to exceed those registered as EHE for each of Years 1, 2 and 3. The secondary school number rises considerably during Years 8 and 9. Parents or carers of children withdrawn in Years 7, 8 and 9 often report 'lack of understanding' of a school in meeting their child's Special Educational Needs as the reason for EHE. Autism (by this stage usually diagnosed) is frequently quoted as a major contributor; 'bullying' and associated low attendance and behavioural issues are often mentioned; while 'anxiety' and mental health conditions are increasingly described as influential. Safeguarding concerns, often within a family or social context of domestic violence, addiction, adult mental health needs and sexualised behaviour are prominent as children advance through their early and mid-teens. Young people displaying symptoms of disengagement from an academic, as opposed to a vocational, education sometimes refuse to attend school. A large proportion of secondary aged EHE children will not return to school if they are withdrawn after the age of 12. There is evidence that some secondary academies encourage or persuade parents/carers, unlawfully, to remove a child to home educate. This is challenged by the EHE team, whenever the team becomes aware. In such circumstances, senior officers intervene directly with academies to ensure that such children are not lawfully removed from roll.
22. A final impetus towards EHE appears in the final year of secondary education, during Years 10 & 11, where numbers have been consistently the highest in the total cohort for several years. Here, as well as the causal factors above, an academic, GCSE-based curriculum is often described by parents/carers and young people themselves as too 'hard', 'rigorous' and 'demanding' as the final intensity of the exam year is reached. Elective home education is sometimes chosen as a solution and some parents then take up the offer from FE colleges in Nottingham, Mansfield and Worksop of part-time, pre-16 courses for home educated students.
23. All Year 11 EHE students who engage with EHE advisers are offered a summer term meeting to discuss and identify post-16 provision to ensure continuity of provision at Year

12. Those EHE students who have no post-16 destination are referred to the NEET (Not in Education, Employment or Training) Team within the Family Service.

24. In response to the concerning rise in EHE withdrawals from secondary schools, officers are arranging to establish a headteacher working party to which Nottinghamshire secondary headteachers will be invited to consider this issue and ways in which the rate of withdrawal can be slowed down. Actions are already being taken to require headteachers to provide detailed information on children leaving a school roll, with the expectation that a meeting with parents and the student will have taken place, at which reasons for the choice of EHE are thoroughly discussed.
25. Nationally, following consultation on elective home education in 2018, to which NCC contributed, the DfE has published updated non-statutory guidance for local authorities and for parents (April 2019). Significant points emphasised include:
- LAs should *'offer support and advice based on the individual family's motivations ... and suggesting potential alternatives to home education ... to reduce the number of children who receive unsuitable education at home*
 - Parents should demonstrate that the education provided is suitable and address such issues as progression expected and achieved. *'It should not be simply a statement of intent about what is to be provided'*, which does not enable authorities to reach a conclusion about the quality of what is being offered
 - The safeguarding section has been expanded to pinpoint the relationship of authorities' safeguarding responsibilities to home educating families.....an unsuitable education can also impair a child's intellectual, social or behavioural development and therefore child protection duties need to be considered.
26. The DfE has also responded to the 2018 'call for evidence' on the registration of home educated children. The Government's response to the call for evidence concluded that:
- there is a strong case for consulting on proposals for the registration by local authorities of children who are not attending a mainstream school
 - the Government is not proceeding with any proposals relating to increased powers for local authorities in the monitoring and assessment of education provided to children at home
 - there is a good case for consulting on possible legislation relating to support for families involved in home education.

The current consultation (until 24 June) is seeking views on the practical ways in which the system will operate, which will be put in place through legislation, and on the likely costs.

27. An Ofsted research programme: 'Moving to home education from secondary school', initiated in March is examining the transition from a secondary school roll to home education by sampling pupils', parents'/carers' and secondary school leaders' experiences of and opinions on this process. The programme also seeks the views of officers

responsible for EHE. Nottinghamshire was selected to take part in this project and on 8th May two HMIs met with the Council's EHE Programme Manager, senior leaders from four secondary schools and conducted telephone interviews with home educating parents/carers. This programme will report early in 2020 when it is expected that Ofsted will make recommendations to government.

28. Currently the Council does not hold quantified data on the academic outcomes and career pathways for EHE children post-16 or later. This is a critical area that would justify further investigation, since information on the outcomes for home educated children might have a significant influence on future decisions to withdraw from school made by parents and carers. Approaches are being made to the Education Department of Nottingham University, for the commissioning of a piece of quantitative research into the academic outcomes achieved, and the employment secured by young people who have been electively home educated.
29. EHE adviser visits and reports in the financial year 2018/19 show that there were 998 adviser visits to children registered as EHE. In 70 of these, the education was deemed to be unsuitable, requiring LA intervention and a return to school. 553 adviser visits deemed education to be suitable. A further 77 adviser visits were made to clarify reasons for withdrawal from school, prior to possible registration of child(ren) as EHE or remaining in a school provision.
30. Where EHE is deemed unsuitable children and young people are supported back into education through the Nottinghamshire Fair Access Protocol which makes specific reference to this vulnerable group.
31. At the start of May 2019, there were 437 Nottinghamshire students, aged between 5 and 16 years, on roll at a school or in alternative provision, who had at some point previously been registered as electively home educated. (This figure does not account for those pupils who made multiple movements between EHE and school status).

Other Options Considered

32. The Council remains statutorily responsible for ensuring that all children and young people of statutory school age access full time education. Therefore, the Children Missing Education Strategy endorsed by the Children and Young People's Committee on 23 April 2014 and Policy Committee on 7 May 2014 continues to be implemented to ensure that every school aged child should be on a school roll, with the exception of those who are electively home educated. No other options have been considered.

Reason/s for Recommendation/s

33. Members will wish to be assured that the Council's statutory duty to provide full-time education for all children and young people of statutory school age is being fulfilled.

Statutory and Policy Implications

34. 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

35. The increasing number of electively home educated children means that the budget to monitor the suitability of the education and to enable the LA to fulfil its statutory safeguarding duty is under considerable pressure. The budget for 2019-20 is £77,000 and it is forecast to overspend by £175,000 which will be a significant challenge to contain within the overall Education, Learning & Skills divisional budget.

RECOMMENDATION/S

That the Committee:

- 1) considers whether there are any further actions required in relation to the information contained in the report.
- 2) requests a further six-monthly report on Elective Home Education.
- 3) requests that the response to the current Elective Home Education consultation by the Department for Education, due by 24 June 2019, states that Nottinghamshire County Council is seeking:
 - compulsory registration of all Elective Home Education learners;
 - Local Authority power to inspect provision to ensure that it is of a sufficiently high quality;
 - full budget provision by the Department for Education to Nottinghamshire County Council to ensure full costs of the Elective Home Education monitoring processes are covered.

Marion Clay
Service Director, Education, Learning and Skills

For any enquiries about this report please contact:

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Constitutional Comments (EP 04/06/19)

36. The Children and Young People's Committee is the appropriate body to consider the content of the report. If Committee resolves that any actions are required, it must be satisfied that such actions are within the Committee's terms of reference.

Financial Comments (SAS 06/06/19)

37. The increasing number of electively home educated children means that the budget to monitor the suitability of the education and to enable the LA to fulfil its statutory safeguarding duty is under considerable pressure. The budget for 2019-20 is £77,000 and it is forecast to overspend by £175,000 which will be a significant challenge to contain within the overall Education, Learning & Skills divisional budget of £5.847m. If the service is to achieve a balanced budget in-year savings will need to be made. The service will need a longer term plan to address the shortfall on a permanent basis.

Background Papers and Published Documents

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

Children Missing Education Strategy – report to Policy Committee on 7th May 2014

Elective Home Education update – reports to Children and Young People’s Committee on 23rd April and 17th December 2018

Electoral Division(s) and Member(s) Affected

All.

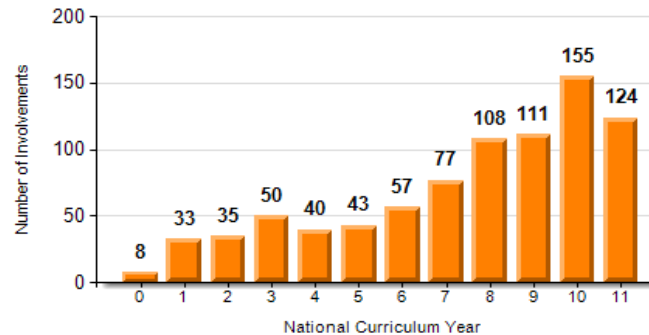
C1250

Children with Current Active Elective Home Education Involvements

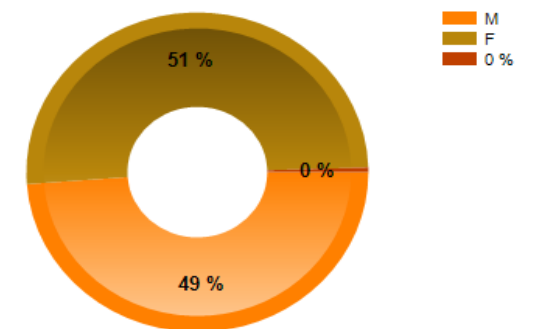
Data Quality Checks:

Current Number of Active EHE Involvements	842
Number of EHE Children who are Looked After	0
Number of EHE Children who are on a Child Protection Plan	4
Number of EHE Children who are on a Child in Need Plan	10

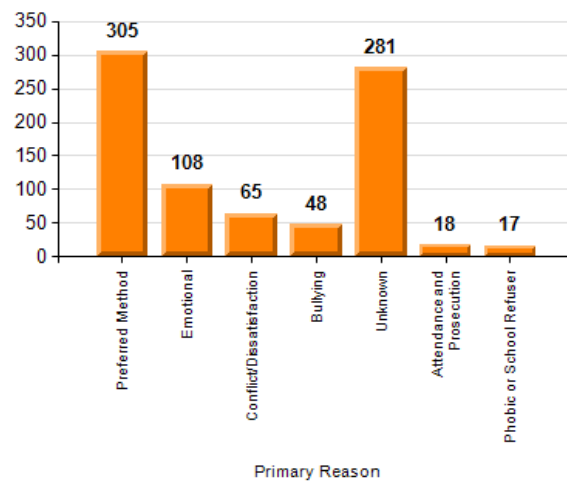
Number of EHE Children by National Curriculum Year (NCY)



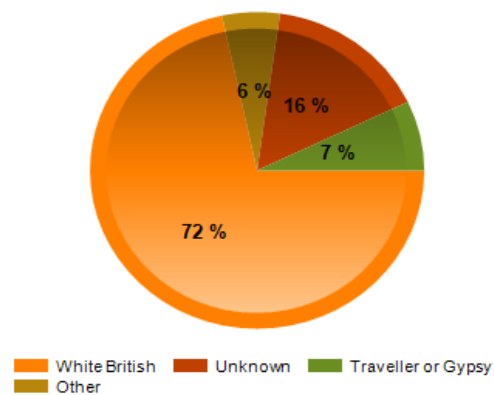
Percentage of EHE Children by Gender



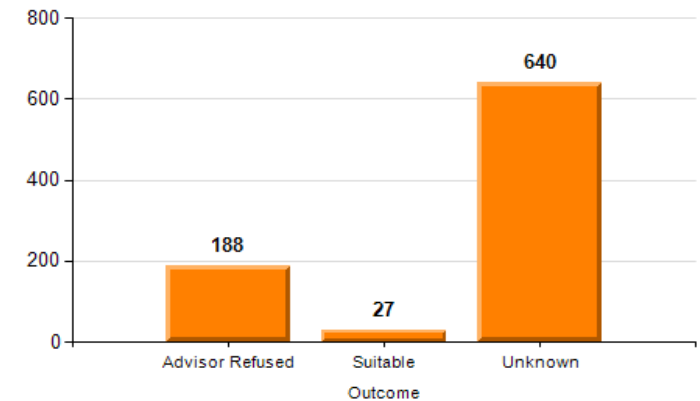
Number of EHE Children by Reason for Involvement



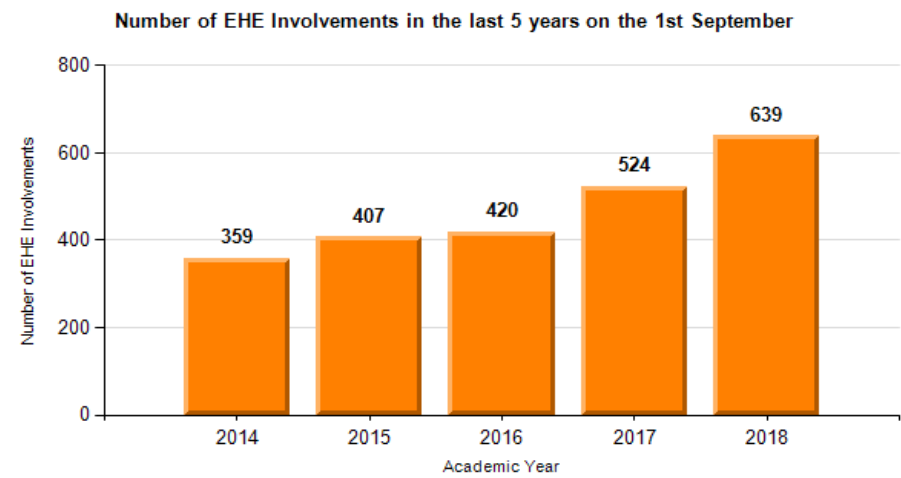
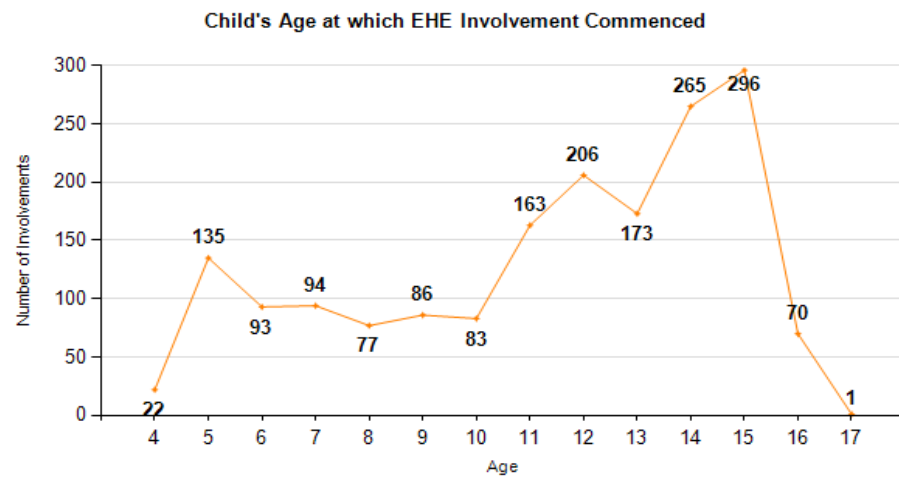
Percentage of EHE Children by Ethnicity



Number of EHE Children by Outcome of Involvement



Number of Elective Home Education Involvements Over the Last Five Academic Years



17 June 2019**Agenda Item: 12****REPORT OF THE SERVICE DIRECTOR, COMMISSIONING AND RESOURCES****POST-16 ATTENDANCE FRAMEWORK FOR YOUNG PEOPLE WITH
EDUCATION, HEALTH AND CARE PLANS****Purpose of the Report**

1. The purpose of this report is to seek approval of the attendance framework in respect of post-16 (Year 12 onwards) educational attendance for young people with Education, Health and Care Plans. It applies to all educational settings – schools (mainstream, special, private and Independent Non-Maintained), alternative providers, and Further Education colleges.

Information**Legislative Context**

2. The attendance framework is informed by the Children and Families Act, and the rights it confers on young people with Education, Health and Care Plans; the non-statutory guidance on 19-25 year olds with Education, Health and Care Plans (EHCPs); and the Raising the Participation guidance which describes the policy expectation that all young people, irrespective of EHCP status, will remain in education or training (not necessarily school and not necessarily full-time) until the age of 18 years. It also reflects the expectation described in the Special Educational Needs (SEN) Code of Practice that young people aged 16 years and over should have ownership of their EHCPs and that their voice should be heard, and their preferences respected, wherever possible.

Expectations for 16-18 Year Olds

3. The purpose of education is to learn and for this to be successful young people must attend, and engage, in a consistent way. This framework acknowledges that young people with EHCPs often have complex physical and emotional health issues. This framework is not designed to address single and sustained periods of certificated absence due to health reasons but patterns of random absence which impact on engagement and attainment.
4. The responsibility to monitor attendance sits with educational settings. If attendance falls below **75%** over any six week period, or if attendance is above this level but the young person is not fully engaging in their programme of study, the educational provider will contact the Local Authority and a meeting will be convened to consider:

- the factors contributing to the non-attendance
 - what steps can be taken to address these including action by the educational provider and referral to other agencies if support outside of the setting is required
 - whether the educational setting remains appropriate or whether a change of placement may be necessary (in which case an early annual review will be convened).
5. Parents/carers and the young person will be actively encouraged to attend the meeting, with a supporter if so wished. The Local Authority and the educational setting will also be in attendance. The purpose of the meeting is solution focussed with a view to identifying and addressing barriers to fuller participation in learning. A further review will take place six weeks after the agreed actions have been implemented to evaluate their impact. Decisions to terminate educational placements for 16-18 year olds will only be taken in extenuating circumstances when all other suitable and affordable educational options have been explored and exhausted and alternative pathways into adulthood identified.

Expectations for 19-25 Year Olds

6. Attendance expectations regarding educational attendance for young adults are more rigorous. Notwithstanding the statutory protection conferred by the Children and Families Act, the Local Authority requires to see evidence that young people within this age range are fully committed to their continuing education in terms of both attendance and engagement. The responsibility for monitoring attendance sits with the educational provider and the Local Authority expects to be notified if uncertificated absence falls below **85%** over any six week period or if attendance is above this figure but the young person is not fully engaging in their programme of study. A meeting will then be convened to explore causation factors and potential solutions. Particular importance will be ascribed to the views and wishes of the young adult and the pathway that they wish to pursue into adulthood which may require consideration of non-educational alternatives such as a referral to Adult Social Care and Health to provide meaningful daytime activities. The Local Authority will follow due process should it consider it appropriate to cease to maintain an EHCP under these circumstances.

Other Options Considered

7. This is a new framework which will be evaluated and, if necessary, amended, six months post-implementation. The other option would be to retain the current position where the Local Authority's expectations are not formally defined.

Reason/s for Recommendation/s

8. The option has been chosen because the Local Authority believes that it would be helpful to pilot a more regulated approach to attendance management in the interests of more efficient use of the High Needs Funding block.

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. It is hoped that the proposal will reduce expenditure from the High Needs Block by ceasing to maintain EHCPs for young adults when it is safe and appropriate to do so. This will be measured as part of the evaluation process.

RECOMMENDATION/S

- 1) That the Committee approves the proposed post-16 attendance framework for young people with Education, Health and Care Plans, as detailed in **paragraphs 3-6**.

Laurence Jones

Service Director, Commissioning and Resources

For any enquiries about this report please contact:

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Constitutional Comments (AK 23/05/19)

11. The recommendation falls within the remit of the Children and Young People's Committee under its terms of reference.

Financial Comments (SAS 30/05/19)

12. The 2019-20 budget for the High Needs Block is £69.181m and forms part of the Dedicated Schools Grant (DSG). The budget includes transfers of £2.654m from the Schools and Central School Services Blocks of the DSG to meet the ongoing pressure of supporting children with SEN. It is hoped that the proposal will reduce expenditure from the High Needs Block by ceasing to maintain EHCPs for young adults when it is safe and appropriate to do so.

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.

C1252

17 June 2019

Agenda Item: 13

REPORT OF THE SERVICE DIRECTOR, EDUCATION, LEARNING AND SKILLS

SUPPORT TO SCHOOLS SERVICE STRUCTURE AND CONSULTATION ON THE UPDATED SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY 0-25 YEARS

Purpose of the Report

1. The report seeks approval of the proposed new structure of the Support to Schools Service, attached as **Appendix 1**.
2. The report also seeks approval to consult on an updated Special Educational Needs & Disability Policy (0-25), in the light of the High Needs Review recommendations.

Information

3. The Support to Schools Service (StSS) structure was last reviewed in 2016 and the current structure (**Appendix 2**) was approved by the Committee in June 2016. This structure was created following the disestablishment of the SEND (Special Educational Needs & Disability) Policy and Provision Service and the creation of the Integrated Children's Disability Service (ICDS) and the integration of the Schools & Families Specialist Service (SFSS) and Educational Psychology (EP) Service within the StSS. The newly created Tackling Emerging Threats (TEC) Team was also incorporated within the StSS. The TEC team included 3 Schools Health Co-ordinators funded through Public Health with the remaining team members funded by a School Forum agreement from the Dedicated Schools Grant, as approved by the Schools Forum on 15th September 2015.
4. The 2016 structure included only one Group Manager post. This decision was made prior to the disestablishment of the SEND Policy and Provision Service, which had a dedicated Group Manager, and before the transfer of the SFSS, the EP Service and incorporation of the TEC team within StSS.
5. It became clear between 2016-2018 that there was insufficient Group Manager capacity to effectively manage this increased service, particularly at a time when significant strategic capacity for primary and secondary school place planning was emerging. This resulted in Children and Young People's Committee approval for the establishment of an interim

Group Manager post in May 2018 when the Committee also approved a review of StSS to incorporate recommendations from the High Needs Review. The main recommendations of the High Needs Review were that:

- the Council should make the case to national Government for an increase of Nottinghamshire's share of available funding
 - the Council should reduce reliance on high cost Independent Non-Maintained (INM) placements
 - a more focussed strategy around High Needs Block spend should be developed
 - decision-making should be based more in local areas
 - the quality of mainstream SEND offers should be improved and made more consistent
 - engagement with parents and carers should be increased.
6. The StSS structure has been reviewed in light of the 2018 High Needs Review's main findings and recommendations (available as a background paper), and has resulted in the proposed new structure. This structure was also informed by significant consultation, stakeholder feedback and consideration of the current teams' views (**Appendix 3**).
7. The findings from the High Needs Review recommend significant changes to the way in which SEND services to schools are delivered and this means that the SEND Policy needs to be updated to reflect the Council's response to the recommendations. As a result of this, the Policy has been revised to incorporate significant feedback from parents, carers and other key stakeholders including schools. Formal consultation on this revised draft Policy will run between 5 September until 1 November 2019. Consultation feedback will inform the final SEND Policy which will be considered at this Committee in December 2019 and ratified at Policy Committee in January 2020.

Proposed New Structure

8. The first proposal is to establish 2 additional permanent Group Manager posts in the structure for 2019, in recognition of the need for greater capacity for support to the Service Director. One additional Group Manager post is designated for Education Access and Partnership, which replaces the Interim Group Manager to lead on Strategic Schools Place Planning and admissions, alongside fair access and behaviour partnerships within the education sector. The second additional Group Manager post is designated for Psychology Services, with a recommendation that the statutory Principal Educational Psychologist post, and the statutory post for the Head of the Virtual School, are incorporated within the role. These two Group Managers will work alongside the existing third Group Manager who will take responsibility for Education, Standards and Inclusion.
9. The second proposal is for the Virtual School to be line managed by the Principal Educational Psychologist, as agreed by Members in May 2018. This proposal reflects the importance given to the work of the Virtual School, and recognises the value in strengthening collaborative working between the Virtual School, the Educational Psychology Service, and other Psychology Services responsible for supporting schools with the most vulnerable children.
10. The third proposal strengthens the leadership and operational capacity of the Virtual School. The Virtual School team capacity will increase from four to five Achievement Officers in response to the increased statutory responsibilities placed on the Virtual School,

since September 2018, to provide advice and guidance regarding previously looked after children. The current post of co-ordinator of the Virtual School will be re-designated as the Assistant Head of the Virtual School.

11. The fourth proposal relates to the Local Authority's responsibilities to provide support for children at risk of exclusion. Since the retirement of the Behaviour and Attendance Lead Officer, who had line management responsibility for the Primary Social, Emotional, Development Team (PSED), the line management has been undertaken by the 2 Partnership Development Officers as agreed by Members in May 2018. This fourth proposal disestablishes the Behaviour and Attendance Adviser post and allocates line management of the PSED team to 2 Partnership Development Officers. The PSED Team will be redesignated as the Social, Emotional and Mental Health (SEMH) team who will be allocated to work in localities. It is proposed that the two substantive Partnership Development Officers are re-designated as Education Partnership Team Managers (North/South).
12. The fifth proposal is to confirm the move of the Children Missing Education (CME) function and to similarly transfer the Elective Home Education (EHE) co-ordination role to sit within the Fair Access Team, line managed by the Team Manager for Fair Access and the Group Manager for Education Access. This move reflects the fact that the work of Elective Home Education advisers is more closely aligned to the work of the Fair Access Team, who work closely with education providers to ensure that all children and young people receive a suitable education in the most appropriate educational setting to meet their needs.
13. The sixth proposal is to retain the Team Manager post for Strategic School Place Planning as the lead of a re-organised team, which will now comprise 2 Senior Place Planning Officers, 1 Place Planning Data and Projects Officer, 1 Place Planning Officer and 2 Place Planning Practitioners. This proposal increases capacity within the Strategic School Place Planning team. The existing Team Manager post for School Admissions and Access is unchanged from the 2016 structure, and continues to be supported by three Senior Professional Practitioners (admissions only).
14. The Team Manager for Fair Access and team responsibilities are unchanged within the structure, with the exception of the responsibilities to oversee Elective Home Education. Accordingly, the Fair Access team will comprise 2 Senior Professional Practitioners Fair Access/EHE, 1 Funding and Commissioning Professional Practitioner, 1 Fair Access Professional Practitioner for Vulnerable Pupils, 1 Fair Access Practitioner and 1 Children Missing Education Practitioner.
15. The seventh proposal relates to the 1.8 Full-Time Equivalent (FTE) Teaching Assistant (TA) posts within the PSED Team to be known as the SEMH team. The proposed structure is essentially unchanged and there has been a review of their job description to ensure comparability with other Nottinghamshire County Council TA posts and re-naming as SEMH.
16. The eighth proposal clarifies the responsibilities of the original Group Manager for Support to Schools Services who will now be responsible for services relating to Education, Standards and Inclusion (ESI). This will include oversight of the Team Managers for the Education Improvement Service, Governing Body Service (GBS) and SFSS. Additionally, the structure retains the Commercial Business Manager post to provide continued support

for the traded services across the Education, Learning and Skills division. The new structure includes 1 Team Manager for the Education Improvement Service, as agreed by the Committee in May 2018. This proposal also recommends the disestablishment of the 0.6 FTE Post-16 Adviser post, with these responsibilities being incorporated within the roles of an existing Educational Improvement Adviser (Teaching and Learning/Skills and NQTs) post. The Closing the Gap Adviser post will now become the Educational Improvement Adviser – Improving Educational Opportunities for All post.

17. The ninth proposal is that a SEND Adviser post is incorporated within the Education Improvement Service. There is a need to align more closely the decisions around the provision of specialist places for children and young people with complex SEND and the creation and funding of new specialist places with an advisory role. The advisory function means that this post holder will work in partnership with officers from ICDS, Commissioning, Place Planning and SFSS to support and challenge head teachers to meet the needs of children and young people with complex SEND, whilst continuing to ensure that school effectiveness is at least Good in Ofsted ratings in Nottinghamshire special schools.
18. The tenth proposal is to increase the operational capacity of Governor Services by creating an additional 0.4 FTE Governing Body Practitioner post. This postholder will provide support to schools for the clerking of Governing Body meetings as required; ensuring that the Complaints Management Support Service is fully General Data Protection Regulation (GDPR) compliant; and expanding the GBS sold offer to include a wider range of services.
19. The eleventh proposal relates to SFSS, and incorporates the recommendations of the High Needs Review to build on current good practice and embed locality working across the County. It is proposed that the three current Senior Practitioners for Cognition and Learning (C&L), Communication and Interaction (CI) and Early Years (EY) will assume responsibility as Locality Leads to lead and co-ordinate a range of SEND functions, working closely with a range of partners to ensure that children and young people with SEND have their needs met in the most appropriate provision. They will also retain their lead responsibility for their existing specialism (C&L, CI, EY).
20. The teachers from the Cognition and Learning, Communication and Interaction and the Early Years Teams will be allocated to a locality on a needs-led basis, and would meet and contribute to locality discussions. They would continue to meet as specialist teams for the purposes of deployment, training, producing resources and engaging in research to ensure provision of relevant and up-to-date strategic advice.
21. The Sensory Lead Manager will continue to lead and manage a team of teachers of the visually impaired and of the deaf, as well as TAs and an Habilitation Officer and Sensory Technician. This team will continue to be run as a County resource to provide support, advice and guidance to all publicly funded schools and placements, but with links to the locality teams.
22. The twelfth proposal seeks to implement significant recommendations from the High Needs Review, as well as strengthening the capacity to meet the needs of children and young people with complex SEND through the establishment of 7 District Special Educational Needs Co-ordinator (SENCo) posts. These are new posts to be funded from the additional High Needs allocations announced by the Secretary of State for Education

in December 2018. These postholders will provide advice, guidance and support to Family SENCos on a range of SEND matters, and will thereby strengthen the role of Family SENCos. They will also facilitate the development of enhanced specialist provision in mainstream settings.

23. The thirteenth proposal is to retain Senior Teacher posts to co-ordinate Nottinghamshire's response to specific learning difficulties, including children and young people with dyslexic traits, and ICT provision to support the inclusion of children and young people with complex SEND in mainstream schools. In addition, it is proposed to designate the third Senior Teacher post to oversee the development of the District SENCo role, systems and processes to ensure coherent, consistent support and challenge for Family SENCos within each district in 3 Localities.
24. The fourteenth proposal is that the TA Senior Practitioner role should retain responsibility for safeguarding across the Early Years SFSS Team and oversee the allocation process for county wide early years referrals and initial assessments. This post-holder would be responsible for line managing the work of early years TAs and supervising casework for children under statutory school age, within each Locality.

Other Options Considered

25. No other options have been considered.
26. The 2016 structure does not provide the capacity needed from within the StSS teams to respond to recommendations from the 2018 High Needs Review which is available as a background paper. Results of the staff consultation (**Appendix 3**) show that the majority of staff support the proposed Support to Schools Service restructure as the means of delivering the new ways of working recommended by the High Needs Review.

Reason/s for Recommendation/s

27. These recommendations are made to ensure that the Council continues to fulfil its statutory duties for LA maintained schools, LA maintained schools causing concern, School Admissions, including Fair Access, Strategic School Place Planning, and to identify the Principal Psychologist as Head of the Virtual School, both of which are statutory posts. The structure also supports the Council to fulfil its ambitions as set out in "Your Nottinghamshire, Your Future" in relation to aspirations, access to Good and Outstanding schools and providing appropriate support for children and young people with SEND.

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 new structure to support the proposals has been costed and can be fully funded through existing budgets.

Human Resources Implications

30. The Human Resources department and Trade Unions have been consulted at each stage of this process to ensure that employees are protected, whilst also ensuring the best and most appropriate use of resources.

Safeguarding of Children and Adults at Risk Implications

31. The proposals seek to ensure the best possible outcomes for children and young people with special educational needs and/or disabilities throughout Nottinghamshire.

Implications for Service Users

32. The intention of the StSS re-structure is to improve the educational outcomes for service users by developing District Locality Working, placing children, schools and parents at the centre of their Locality.

RECOMMENDATION/S

That Committee:

- 1) approves the proposed revised structure of the Support to Schools Service, to be known as Education, Learning and Skills Services, attached as **Appendix 1**
- 2) gives approval to consult on an updated Special Educational Needs and Disability Policy (0-25), in the light of the High Needs Review recommendations.

Marion Clay
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Constitutional Comments (03/06/19)

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

Financial Comments (SAS 06/06/19)

34. The cost of the new structure is £8.208m and can be contained with the ELS staffing budget. The breakdown of costs and associated funding streams are as follows:

	£m
LA Budget	1.486
Schools Budget	6.238
Public Health grant	0.132
Sold Service income	0.352
TOTAL Funding	8.208

HR Comments (BC 03/06/19)

35. The revised structure has been subject to extensive trade union and staff consultation. The Council's Enabling procedure will be utilized to populate the structure.

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.

Integration of the Educational Psychology Service and Schools & Families Specialist Services into the Support to Schools Service – report to Children and Young People's Committee on 20th June 2016

Interim structure for the Support to Schools Service (until Summer 2019) – report to Children and Young People's Committee on 21st May 2018

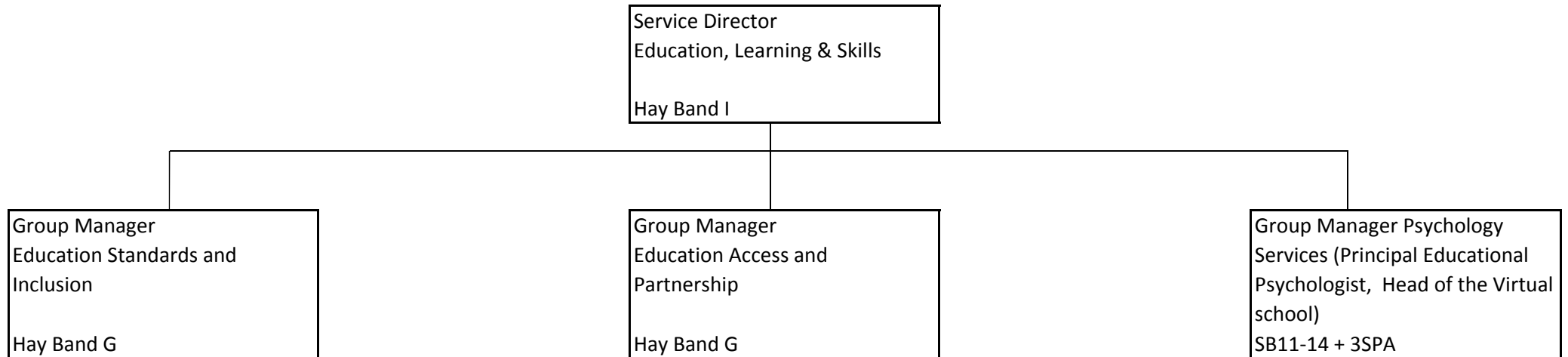
External review of funding for children and young people with high needs in Nottinghamshire: April 2018

Electoral Division(s) and Member(s) Affected

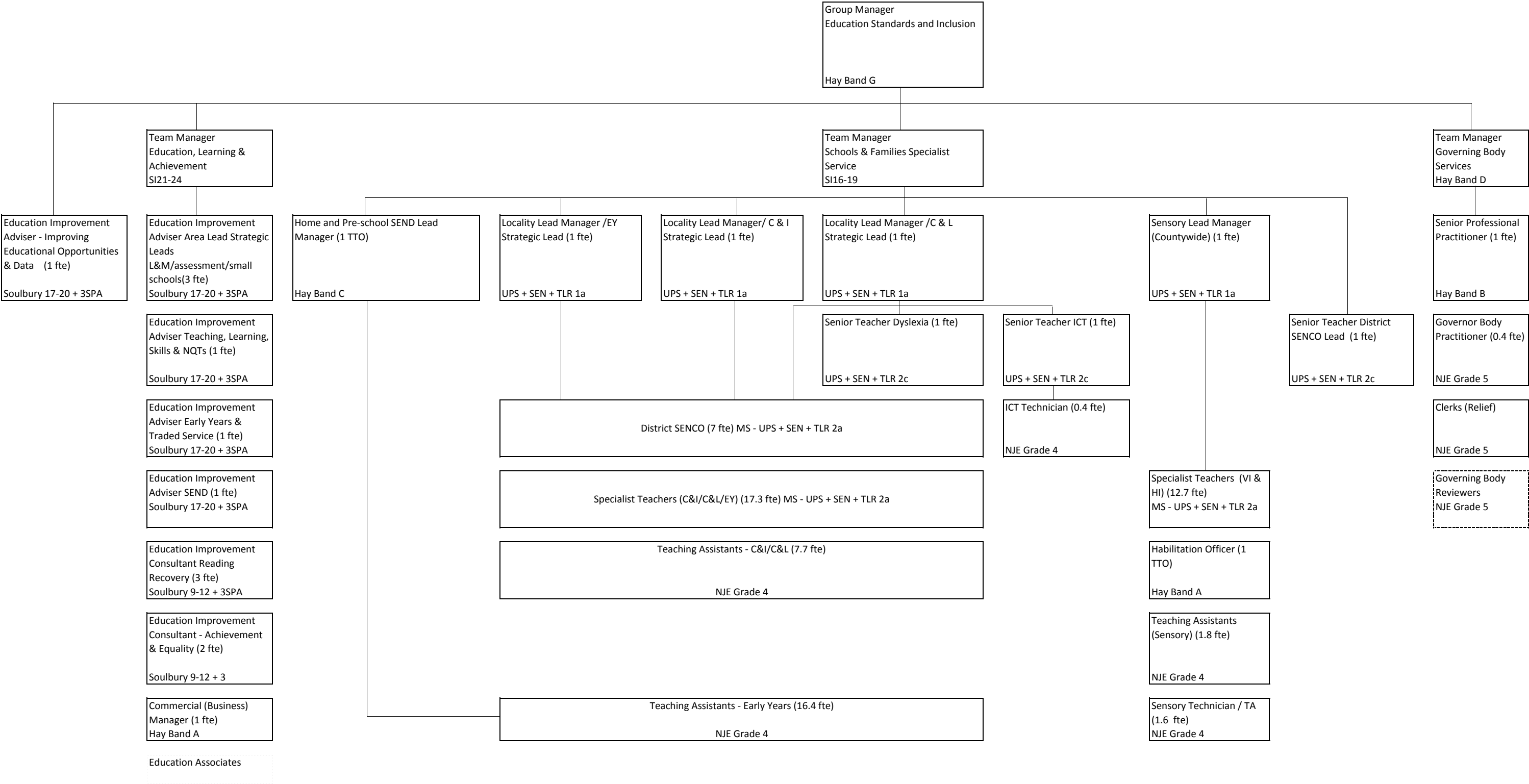
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C1246

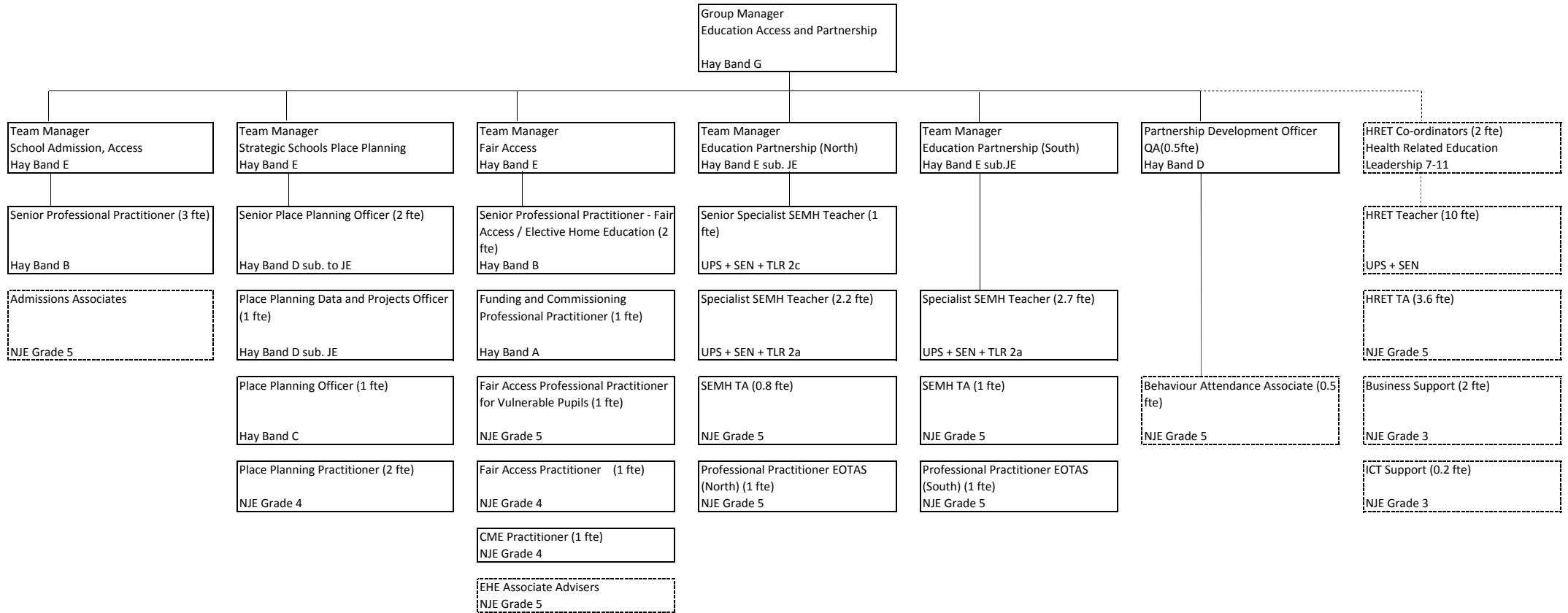
Education, Learning and Skills



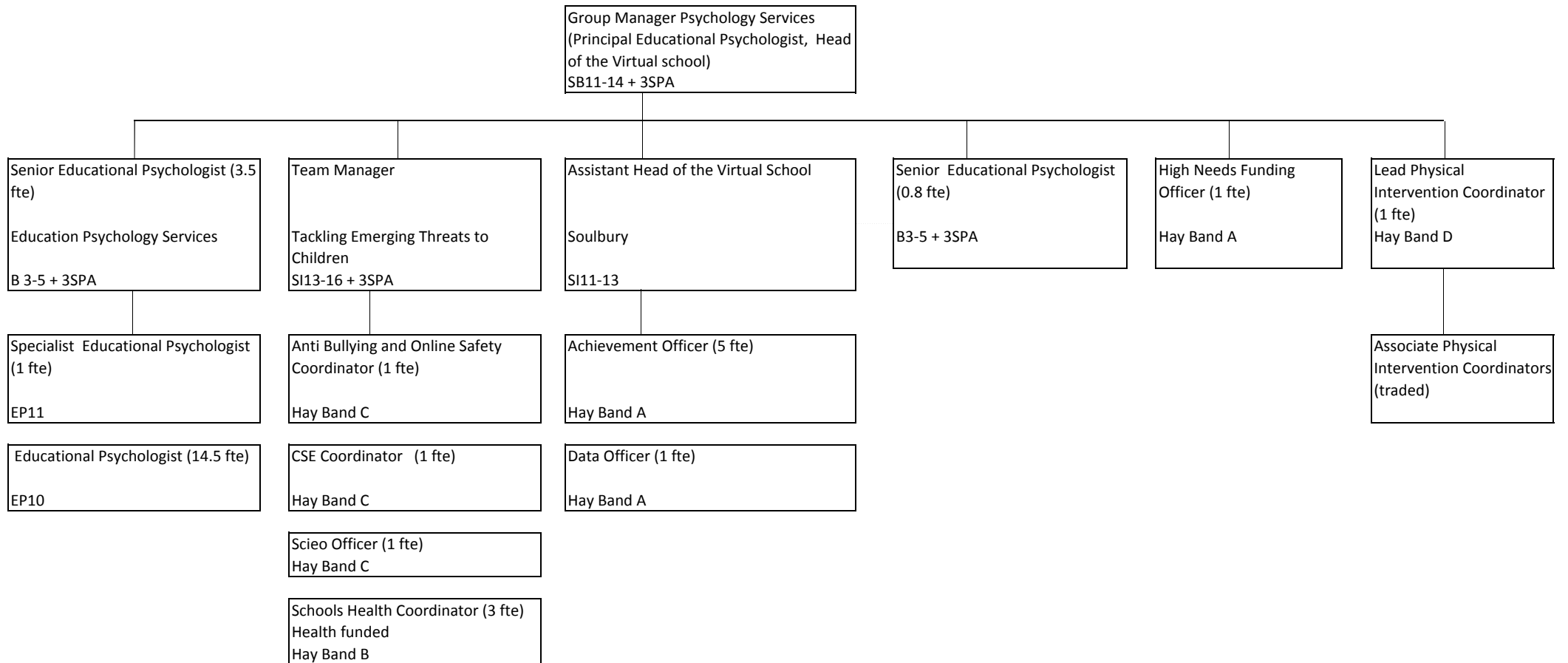
Education Services



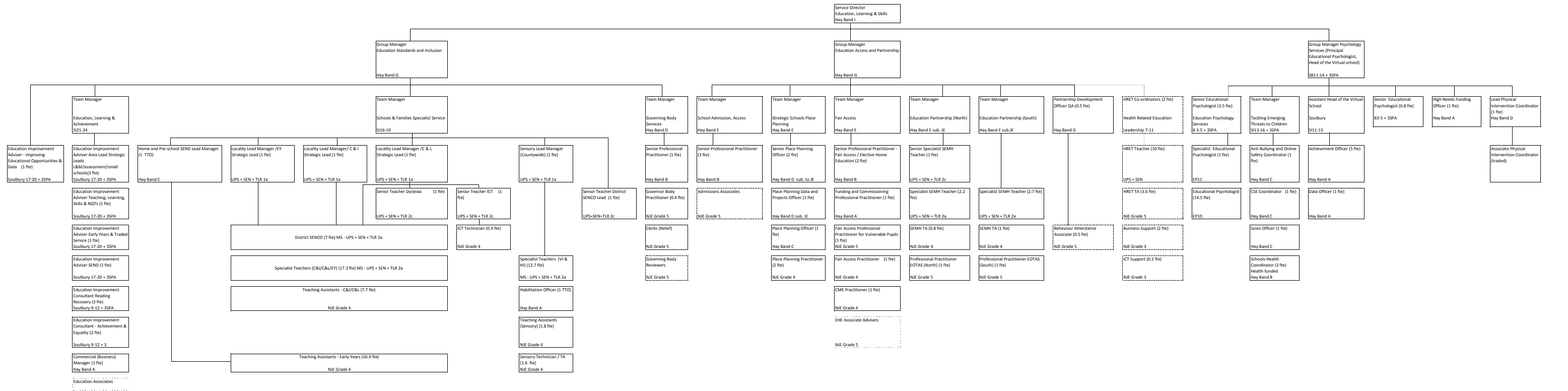
Education Access and Partnership



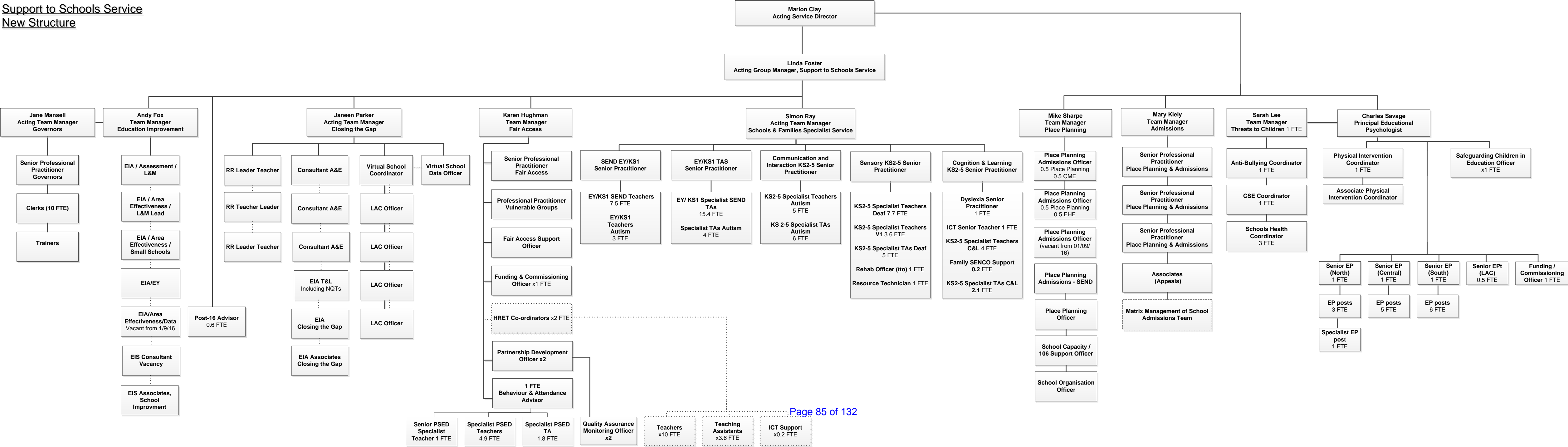
Psychology Services



Education, Learning and Skills



Support to Schools Service
New Structure



APPENDIX 3

EDUCATION, LEARNING & SKILLS STAFFING STRUCTURE CONSULTATION OUTCOMES

1. Staff consultation was conducted between 13 March and 05 April 2019 and comprised three main elements:
 - staff consultation meetings and drop-in sessions
 - publication of current and proposed structure diagrams and related job descriptions
 - an online survey gathering the views of staff in relation to the re-structure proposals and implications of changes for specific job roles and the department as a whole
2. The online survey was made available via Nottinghamshire County Council's consultation hub, receiving responses from fifty-seven staff in total.
3. The survey questions pertained to sixteen proposals, which are summarised below:
 - 1— To increase strategic capacity within ELS by creating new/merging existing leadership roles.
 - 2— To move the Virtual School team from School Improvement to Psychology Services.
 - 3— To increase the Virtual School team's operational capacity.
 - 4— To confirm the allocation of line management responsibilities for the Primary Social, Development team (PSED) to Partnership Development Officers.
 - 5— To confirm the move of the Children Missing Education (CME) function, and transfer the Elective Home Education (EHE) co-ordination role to the Fair Access Team.
 - 6— To confirm that the Place Planning Officers and Place Planning Practitioners working in the Place Planning Team will focus solely upon School Place Planning issues.
 - 7— To revise the PSED Teaching Assistant job description to align with other Nottinghamshire County Council Teaching Assistant posts.
 - 8 — To reduce the Education Improvement Service (EIS) Team Managers from 2 to 1, with the remaining Team Manager responsible for line management of all remaining EIS teams.
 - 9— To create a Special Educational Needs and/or Disability (SEND) adviser post within the Education Improvement team.
 - 10— To increase the operational capacity of Governor Services by creating an additional 0.4 full-time equivalent (FTE) management support post.
 - 11— To increase the strategic leadership of Schools and Families Specialist Services to develop and lead multi-agency teams at Locality level.
 - 12— To increase the operational capacity and effectiveness of schools in meeting the needs of Children and Young People (CYP) with complex SEND through the creation of 7 District Special Educational Needs Coordinator (SENCo) posts.
 - 13— To retain senior teacher roles to lead the Dyslexia Strategy and ICT and designate the third senior teacher role to oversee the development of a coherent team of District SENCos and their interface with Family SENCos, alongside contributing to the development of a county-wide Autism Strategy.

- 14— That the Teaching Assistant (TA) senior practitioner retains responsibility for safeguarding across the Early Years Schools and Families Specialist Services (SFSS) Team and oversees the allocation process for the county-wide early years referrals and initial assessments.

ELS Staff Consultation Findings

4. The majority of consultation respondents supported the proposed changes to the ELS staff structure.
5. The consultation proposal to designate the third senior teacher role to oversee the development of a coherent team of District SENCoS and their interface with Family SENCoS, alongside contributing to the development of a county-wide Autism Strategy, was supported by nearly half of respondents. However, there was clear feedback from the other half of respondents which highlighted concerns about the capacity of one senior teacher to fulfil both functions. Respondents were also clear that the contribution of SFSS to the development of a joint Autism Strategy with Health and Adult Social Care should be the responsibility of the Communication and Interaction Team. It is therefore proposed that this Senior Teacher post should be designated as Senior Teacher District SENCo Lead. The responsibility for contributing to the county-wide Autism Strategy will be fulfilled by the existing Communication and Interaction Team.
6. Overall, two hundred and forty-four free-text comments and queries were received via the survey. These have since been reviewed as part of consultation analysis and will be considered to inform the final decisions regarding the staff restructuring of the Education, Learning and Skills Service.
7. For analysis purposes, comments and queries have been grouped under the following themes:
 - **Equity.** Staff largely welcomed proposals relating to the provision of extra resources and the creation of new capacity within teams (3, 9 and 12); but strongly requested that any additional resources available as a result of the ELS re-structure be distributed equitably across the department. It is proposed that additional capacity will be allocated on a needs-led basis.
 - **Specialism.** Respondents were largely supportive of proposals relating to the creation of new leadership/managerial posts or the transfer of leadership responsibilities to senior practitioners (1, 4 and 11). However, support was given on the condition that any new post overseeing specialist services will have relevant qualifications and/or experience; and that senior practitioners with new leadership duties will retain a caseload to preserve their working knowledge and close alignment with specialist teams. These responses have been used to inform the updated job descriptions in readiness for the enabling process.
 - **Capacity.** Comments on proposals relating to the creation of new managerial roles/the addition of new leadership responsibilities to existing posts (12 and 13) consistently expressed concern that staff capacity would be overstretched. These concerns will be taken into account in regular discussions through support, supervision and frequent Team and Senior Leadership Team meetings (12). The role has been reduced in response to comments made against proposal 13.

- **Locality working.** Some respondents suggested that the proposed emphasis on locality working is already well embedded within teams. The StSS leadership team agreed with this comment. However, the proposals relate more to ensuring that the new ways of working support collaborative decision-making at a local level.
- **Team Structure.** A small number of respondents emphasised the necessity to ensure that there is a healthy balance between managers and frontline posts. This has been taken into account in the current proposals for the final structure (2019).

17th June 2019

Agenda Item: 14

REPORT OF THE SERVICE DIRECTOR, COMMISSIONING AND RESOURCES

CHANGE TO THE ESTABLISHMENT OF THE QUALITY AND IMPROVEMENT TEAM WITHIN THE SAFEGUARDING, ASSURANCE AND IMPROVEMENT GROUP

Purpose of the Report

1. This report seeks approval to disestablish 1 FTE Team Manager Quality and Improvement post (Band D) post and to establish 1 FTE Senior Practitioner (Band C) post within the Quality and Improvement Team.

Information

2. At a regional quality assurance event in October 2018, Ofsted described a good quality assurance framework as being one where:
 - insight and learning is more important than the volume of audits carried out
 - audits are learning and not compliance focussed
 - there is a range of activity, not just a focus on case auditing
 - where the impact on lives of children and their families can be demonstrated
 - the impact on practice is clear
 - there is a consistent understanding of quality and effectiveness
 - there is a culture to challenge freely, creating a 'learning space'
 - the emphasis is on benefit to practitioners and inform future practice.
3. The published feedback from Ofsted following the focused inspection of the 'front door' responses to contacts of referrals of children in January 2019 also noted that the Council's audit framework needs to be provide a greater sense of the child's experience, the quality of practice and learning from interventions.
4. As a result of this, changes were implemented to the Quality Management Framework (attached as **Appendix 1**) from Quarter 1 2019-20 for Children's Social Care, Family Service and Youth Justice with a view to rolling this out across other case holding services such as the Integrated Children's Disability Service by Autumn 2019.

5. Due to a significant change in the approach and type of improvement activity arising from the changes to the Quality Management Framework, there is a need to increase capacity at a Senior Practitioner level.
6. Currently the changes to the Quality Management Framework are being implemented with the current establishment which is unsustainable in the long-term and could potentially compromise the Council's inspection readiness.
7. Additionally, there is an opportunity to reduce the establishment at a Team Manager level due to an internal transfer of 2.37 FTE existing staff to the new Property Commissioning Team as part of the Corporate Property Transformation Programme as agreed at Policy Committee in May 2019.

Proposal

8. It is proposed that a vacant 1 FTE Team Manager Quality and Improvement (Band D) post be disestablished and a 1 FTE Senior Practitioner (Band C) post be established. The post holder will be expected to deliver the same functions as the other Senior Practitioners within the team, to include a specific focus on executive and departmental support to enable the rest of the team to focus on the new elements of the Quality Management Framework in this implementation period. The current and proposed staffing structure is attached as **Appendix 2**.

Other Options Considered

9. Consideration was given to recruiting to the vacant Team Manager post, but due to the changes of staffing and pressures of improvement activity created by the new Quality Management Framework an additional Senior Practitioner was considered more appropriate.

Reason for Recommendation

10. Recruitment to an additional Senior Practitioner post will allow the team to ensure improvement activity is less compliance focused and more centred around the child and family using qualitative analysis and research methods to draw out themes and most importantly, to ensure there is learning that follows, influencing practice and improving the lives of children, families & workers.

Statutory and Policy Implications

11. 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

12. The proposed changes to the staffing establishment of the Quality and Improvement Team will create a £3,644 surplus which will help to contain costs within the existing budget.

Human Resources Implications

13. The job description for the Senior Practitioner post exists and remains unchanged. There are no redundancies arising from the proposals and recruitment to the proposed post will be subject to the Council's usual recruitment processes.

Safeguarding of Children and Adults at Risk Implications

14. The post will be responsible for the development, delivery and evaluation of safeguarding training and support offered to the sector. This in turn will help to identify the needs of children and families earlier and ensure that children and adults are protected from harm.

RECOMMENDATION/S

- 1) That Committee approves the disestablishment of 1 FTE Team Manager Quality and Improvement (Band D) post and the establishment of 1 FTE Senior Practitioner (Band C) post within the Quality and Improvement Team.

Laurence Jones

Service Director, Commissioning and Resources

For enquiries about this report please contact:

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Constitutional Comments (EP 30/05/19)

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

Financial Comments (06/06/19)

16. The proposed changes to the staffing establishment of the Quality and Improvement Team will reduce the overall staffing costs by £3,644 and will help to contain costs within the existing staffing budget of £359,611.

HR Comments (BC 30/05/19)

17. The staffing implications are contained within the body of the report. The post will be recruited to in line with the County Council's 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.

Corporate Property Transformation Programme – report to Policy Committee on 22nd May 2019

Electoral Divisions and Members Affected

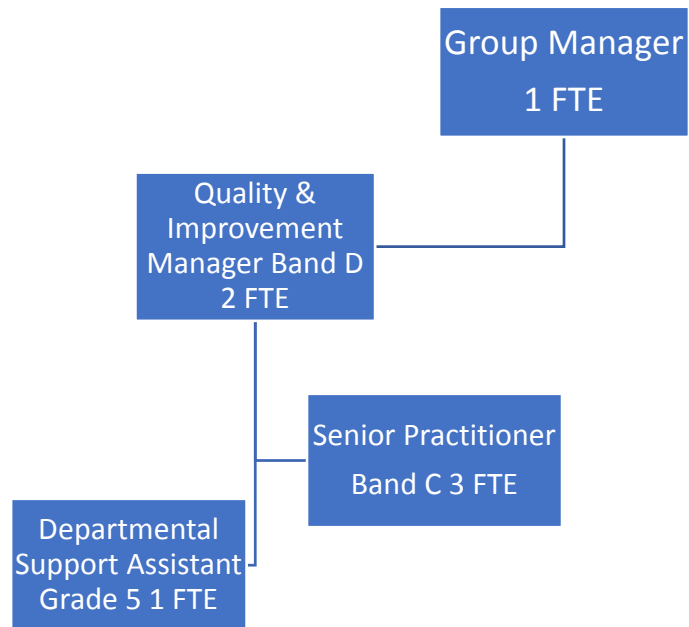
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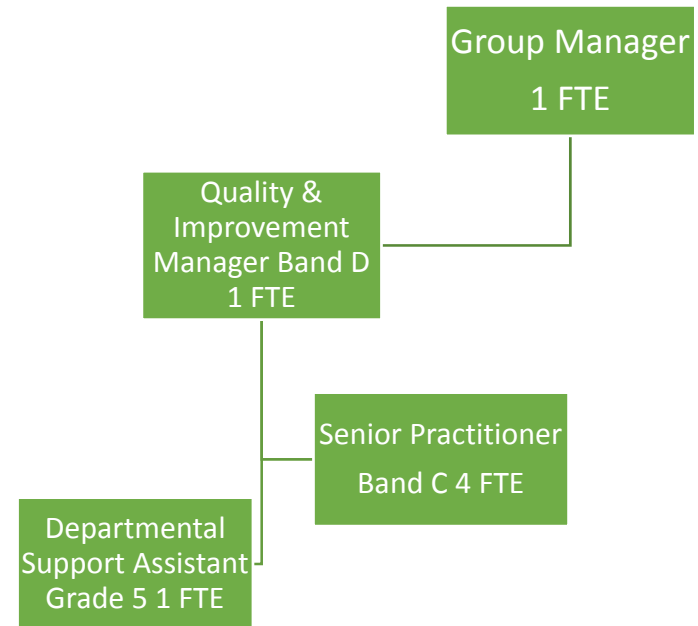
CURRENT & PROPOSED QUALITY & IMPROVEMENT TEAM STRUCTURE CHART

APPENDIX 2

CURRENT STRUCTURE



PROPOSED STRUCTURE



REVIEW OF QUALITY MANAGEMENT FRAMEWORK

A revised Quality Management Framework for Children & Families was implemented from Quarter 1 2019-20 reducing the volume of routine case file auditing, to focus more on learning and improvement for the child, family and worker.

The framework itself focuses on different elements of quality assurance and improvement activity rather than auditing alone. Each element also emphasises and facilitates a learning cycle to ensure that improvement activity is impacting the quality of practice.

Findings from all audits will be routinely fed back to practitioners on an individual and collective level to all managers utilising existing forums, such as Team Meetings, Strategy Days, Partnership Boards, Leadership Meetings, Continuous Improvement Boards or any improvement projects or programmes currently underway.

LEARNING AUDITS

1. The core objective of the learning audits is to encourage self-analysis and reflection by the staff directly involved with the case and to give an opportunity for wider discussion with peers and colleagues to determine alternative perspectives and practice feedback. The learning audit process is designed to be a positive strengths-based approach and not a performance management tool.
2. Managers will be asked to propose cases which will provide the most learning by being the subject of a learning audit.
3. Two cases per quarter per Service Manager would be allocated for audit. The auditing service manager (entirely independent of the case) will be required to physically meet with case holding team manager and case holder to discuss the case and complete the learning audit. The learning audit will be a shorter template that captures the outcomes and the difference made to the child and family (including direct service user feedback), the impact on worker (by including an element of self-audit and reflection), and the wider learning for the service. This could include re-visiting cases which had previously been graded as inadequate or cases which have previously created a lot of learning.
4. Learning audits are not graded, the main output is an analysis of the collective themes of learning to be shared within service, including what would have been needed to improve cases and what good practice could be shared for others. The responsibility of sharing the learning themes would be for the responsible Service & Service Managers, with support from the Quality & Improvement Team. Individual action plans will also identify the individual compliance related learning that is specific to each case.

RANDOM SAMPLING AUDITS

1. The core objective of random sampling audits is to ensure that the right checks and balances have been carried out all aspects of practice which occur throughout the year.

2. These are done as independent quality audits carried out jointly by Practice Consultants and the Quality & Improvement team. This involves a random allocation of 2 cases (a different service every Quarter) each Quarter for 5 Q&I staff supported by 5 Practice Consultants, who would carry out the audits individually then moderate their findings.
3. Audits require discussions with the case holder and team manager, and Independent Reviewing Officer or Child Protection Co-ordinator (if appropriate). The allocated Social Work Practice Consultant also seeks service user feedback as part of this process.
4. The output from the random sample is a report which provides headlines based on the Ofsted grades alongside case studies for learning or identification of themes for further exploration.

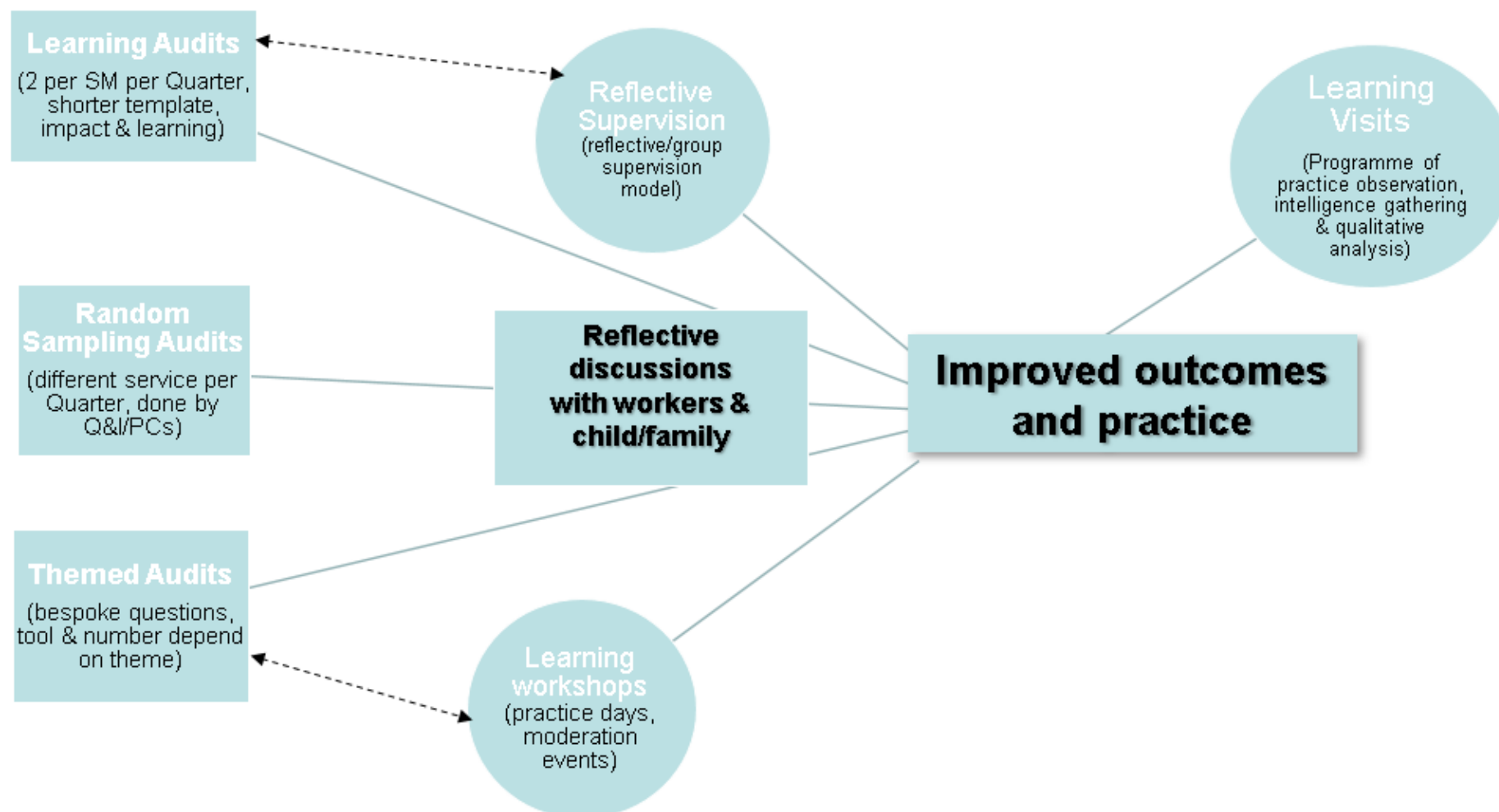
THEMED AUDITS

1. Themed audits are not necessarily be aligned to the quarterly cycle but commissioned and planned from a variety of sources, such as the Remodelling Social Work Practice Board, Remodelling Children's Care programme, Divisional Leadership Teams or the Safeguarding Children Partnership, but aligned with agreed improvement plan priorities.
2. The approach is based around qualitative sampling, investigating cases with a specific focus or to test a theory about service performance or change. This would include seeking the views of service users if appropriate for the selected audit theme.
3. The output of these audits is a workshop that facilitates reflective discussions to enable auditors to share and moderate findings. Appropriate service user feedback is fed into the workshop along with analysis of relevant performance data. All findings will be fed into a pre-scheduled Continuous Improvement Board.

LEARNING VISITS

1. These are live practice observations by a small group of senior managers (independent of service receiving the visit). Each learning visit is tailored to the area under observation and can involve focus groups, interviews & qualitative analysis as intelligence gathering exercises.
2. Visits are to be commissioned by members of the appropriate Service's Divisional Leadership Team based on identification of need or risk and will require a greater amount of preparation and analysis of performance information. These would be supported by the Q&I Team, 4 times per year.
3. The main output is direct feedback from the 'lead reviewer' and development of an improvement/action plan for the service which is fed into a pre-scheduled Continuous Improvement Board.

Review of Wider Quality Management Framework



17th June 2019

Agenda Item: 15

REPORT OF THE SERVICE DIRECTOR, COMMISSIONING AND RESOURCES**CHILD SEXUAL EXPLOITATION AND CHILDREN MISSING FROM HOME AND
CARE: ANNUAL REPORT 2018/19****Purpose of the Report**

1. Elected Members requested an annual report to the Children and Young People's Committee following high profile enquiries into child sexual exploitation and missing children in a number of local authorities. Update reports were presented to the Committee in January 2019 and April 2019, providing an overview of the work to address children who go missing from home and care and child sexual exploitation. This report provides an update against the Council's 2018-19 priorities and analysis of the statistical data for the year end 2018/19.
2. The report seeks approval for the Committee to receive quarterly performance data, to be included in the quarterly performance reports to this Committee, and further 6 monthly reports providing an overview of the work to address the threat of child sexual exploitation and children missing from home and care in Nottinghamshire.

Information**Strategic Partnerships, Governance and Service Provision**

3. Child sexual exploitation (CSE) and children missing from home and care continue to be high priority areas of work by partner agencies in Nottinghamshire and the Nottinghamshire Safeguarding Children Partnership (NSCP) requires assurances of work being completed to address these issues via quarterly and annual reporting systems.
4. The statutory guidance on inter-agency working to safeguard and promote the welfare of children was updated in July: *Working together to safeguard children 2018*. This updated version includes guidance around 'contextual safeguarding' which recognises the complexities of assessing children who may be vulnerable to abuse or exploitation from outside their families. This very much relates to CSE but also to other forms of exploitation including criminal exploitation, radicalisation and trafficking by criminal gangs and organised crime groups such as county lines. The Council is currently developing procedures and services to address these wider issues and threats but it is important to highlight the relevance for CSE and the significance for children missing from home and care as this can be an indicator of child exploitation.

Child Sexual Exploitation (CSE)

5. Annual CSE data is as follows:

	2016/17	2017/18	2018/19
Total children identified as potentially at risk of CSE	433	525	560
New Multi-Agency Safeguarding Hub (MASH) referrals re CSE	263	324	361
CSE Risk Assessments completed	335	439	378
Children considered at CSE Strategy Meetings	82	108	64
Peak age range (yrs)	14-15	15-16	15-17
Female:Male ratio	80:20	79:21	74:26
Children monitored at Multi Agency Sexual Exploitation (MASE) panel	N/A	65	54

* (new and open cases)

6. A total of 560 children were identified as potentially at risk of CSE with 361 of those children being a new referral to the Multi-Agency Safeguarding Hub (MASH). An increase in MASH recordings of CSE indicators was noted between October and December 2018. As can be seen in the table above, only 378 CSE risk assessments were completed and so an audit exercise was undertaken to consider this gap. A number of cases were found to have been incorrectly flagged as CSE at point of triage in the MASH when in fact the issues when reviewed related to child sexual abuse or harmful sexual behaviour. Staff training is to be planned to address this issue with MASH colleagues. This would go some way towards understanding the reduction in both CSE Risk Assessments being completed and children being considered at CSE Strategy meetings. Additionally, some children with CSE concerns are considered at child protection conferences when parents are considered to be unable to protect them so reducing the numbers going to a CSE strategy meeting. However, further exploration of this particular issue will be undertaken to fully understand the position.
7. The peak age range for children identified as being affected by CSE is between 15 & 17 years, the large proportion of those children being female. The majority of children monitored at the Multi Agency Sexual Exploitation (MASE) panel were aged 14 years and only 6 of those were male. There has been a child as young as 8 years monitored at the MASE panel but the majority are aged between 12 & 15 years.
8. The current age range is not dissimilar to the range reported generally, this coincides with adolescent behaviour including greater independence from parents, greater influence of peers and those outside the family and exploration of relationships and sexuality, thus increasing this age range's vulnerability to grooming and sexual exploitation.

Children Missing from Home and Care

9. Annual children missing from home and care data is as follows:

	2016/17	2017/18	2018/19
Total notifications of children 'missing' and 'missing – no apparent risk'	2,662	2,461	2,764
*relating to individuals	994	951	967
*ratio males to females	52:48	54:45	53:47
*age range (yrs)	14-17	13-17	14-17
	Validated post year end 2016/17		
Children missing from home (relating to individuals)	705	695 (1,269 episodes)	686 (1,230 episodes)
NCC Children missing from care (relating to individuals) <i>NB includes NCC looked after children missing from out of area</i>	163	140 (764 episodes)	173 (973 episodes)
Other Local Authority Children missing from care in Notts (relating to individuals)	145	119 (427 episodes)	147 (582 episodes)
% Return Interviews (RI) required	82	77	80 (total of 2,235)
% RIs required from Children's Social Care			62
% RIs required from Family Service			17
% RIs required from Adoption Service			>1
% RIs required from other Local Authorities			21
% RIs completed by Children's Social Care			70 (977)
% RIs completed by Family Service			94 (354)
% RIs completed by Adoption Service			100 (1)
% RIs completed by other Local Authorities			36 (173)
% Multi-agency meetings required <i>NB of total notifications of missing and missing-no apparent risk</i>	12	11	13 (360 total)
% Multi-agency meetings completed <i>NB of meetings required</i>	74	67	78 (284)

10. Total numbers of children missing from home and care remain consistent with previous years. Similarly, the ages of children missing remains consistent and there continues to be a fairly equal gender division. The main reasons given for children going missing remains

due to relationship difficulties between parent and child or a resistance to boundaries within the home/care setting and the majority of children are missing for less than 4hrs at any one time. Without appropriate help, children who run away from home or care are highly vulnerable and at risk of substance misuse, exploitation and criminality. The Pathway to Provision sets out a robust tiered response to children who go missing from home and care which includes the provision of a Return Interview.

11. The Return Interview is a tool which is shown to be essential in understanding a child's missing experience. Overall over 80% of reported missing episodes are followed up with a return interview; this includes children who are assessed by the Police as 'Missing' and 'Missing – no apparent risk'. This is significant as not all local authorities provide a return interview for children assessed as 'missing – no apparent risk' but our Cross Authority procedures follows recommendations from the All Party Parliamentary Group for Missing children and adults and research from the Children's Society that children classed as at no apparent risk from their missing episode are also likely to be impacted by the risks associated.
12. The large majority of Return Interviews are completed by Children's Social Care. The completion rate for Return Interviews completed by Children's Social Care Service is at 70%. This figure requires improvement, although this is largely due to administrative issues rather than a lack of action by social workers when a child is missing (i.e. not recording activity in a way that it can be reported). This figure also includes Return Interviews completed with NCC looked after children who have been placed in other local authority areas.
13. 36% of Return Interviews are completed or attempted for looked after children placed in Nottinghamshire by other local authorities. The communication required for this intelligence gathering is a nationwide issue but the East Midlands region has this year been able to agree a joint protocol for responding to children missing from care and placed outside of area which provides greater assurances that missing episodes will be appropriately addressed and communicated going forwards within the East Midlands. It is often the case that other local authorities are providing support and intervention for those children placed in Nottinghamshire who go missing from care but further work is required to improve communications with other local authorities outside of the East Midlands region.
14. As at 8th May 2019 Nottinghamshire was caring for 879 looked after children and only 88 of these children were placed outside of the East Midlands region. The children missing officer routinely contacts a child's placement when notified of a placement out of area in order to share Nottinghamshire's missing protocol and contact details. As such, the Committee can be assured that there are measures in place to ensure that Nottinghamshire children placed out of area are receiving support and intervention when going missing from care.
15. More children go missing from home than from care but more children go missing from care on multiple occasions than from home. Children placed in the care of the local authority have complex issues and their missing episodes are often a reflection of this. Additionally, looked after children are more likely to go missing on multiple occasions from residential care, those being the young people with some of the most challenging life experiences. As per the cross authority procedures for children missing from home and care, the children missing officers and the Police missing team work closely with residential staff and social

workers to both assist in the finding of a missing child and in following the guidance when reporting a child missing.

Progress against key priorities for 2018-19

16. These key priorities were identified in the annual report, previously presented to Committee, for the year 2018-19. Below are those priorities along with the updated position.

Priority Area	Update
Continue to collaborate with the Police and partner agencies to produce an updated multi-agency problem profile of CSE in Nottinghamshire. This will inform ongoing work to identify and address CSE at the earliest opportunity.	The problem profile of CSE was produced in October 2018 and has been shared with partner agencies via CSECAG members and with other partners including members of the Concerns Network and CSE Licensing Officers Group. This work is completed by Police Analysts with input provided by partner agencies co-ordinated via the Child Sexual Exploitation Cross Authority Group (CSECAG) with the intention of focusing resources where the need is highlighted.
Through the Child Sexual Exploitation Cross Authority Group (CSECAG), work to highlight and address CSE in boys and minority groups.	CSECAG has been able to influence the Police and Crime Commissioner fund to commission the Children's Society to provide a service to boys considered to be at risk of CSE; this post has now been recruited to and will commence at the end of May 2019. This post will also focus on LGBT+ and BME groups though these minority groups will continue to be highlighted as under-represented in training opportunities and at CSECAG, thus ensuring professionals remain aware.
Revise the CSE multi-agency procedures to ensure clarity of the process, following the findings of the CSE Audit.	The CSE multi-agency procedures have now been completed and are due to be agreed at CSECAG in July 2019. The new procedures are based on the basic format provided by TriX and detail the processes to be followed when addressing CSE concerns.
To further refine the operation of and develop reporting from the MASE	The MASE continues to meet monthly to discuss children considered to be at an on-going medium/high risk of CSE to review the structures and plans in place. This is a system that is becoming better embedded in practice and better understood by professionals. The names of those children heard at MASE are generated jointly by the Police and Children's Social Care and actions

Priority Area	Update
	<p>are recorded for professionals to be guided by. A MASE data base has been developed to generate data related to those children discussed. The MASE heard 54 cases in the year 2018-19 ranging in age from 8-17yrs, with the majority aged 14yrs. Of the 54 cases, 5 have been LAC and 49 are based at home with family. MASE data is reported to CSECAG quarterly.</p>
<p>To continue to work with County Licensing Officers to engage and train licensed premises in identifying and responding to CSE and vulnerability.</p>	<p>This group meet three times per year to discuss the continued work required to ensure that licence holders have an awareness of CSE and undergo the appropriate checks and training prior to commencing their businesses. This work then feeds into the Nottinghamshire Authorities Licensing Group which also meets three times per year. A lot of work has been undertaken to ensure that taxi drivers have safeguarding training including awareness of CSE and DBS checks are completed as standard. There is a current action plan for each of the districts to distribute leaflets to licensed premises within their communities to further raise awareness of how to spot signs of CSE and how to report this with many premises having already received these. There are still some inconsistent practices between districts and further work is needed to continue to drive forward this agenda and utilise the good practice that is available.</p>
<p>Develop early intervention strategies that will reduce the numbers of missing children having multiple missing occurrences.</p>	<p>The reasons for children having multiple missing occurrences are complex and the Council has not seen a reduction in multiple missing occurrences this year. The data for children missing on multiple occurrences identifies that these figures have remained consistent since 2016/17 but there has been a reduction in children who go missing for the first time in 2018/19. The primary reason given by children for their missing episode is due to boundary issues/difficult family relationships within the home and targeted work is provided by the Family Service to specifically address these concerns. A large proportion of children who go missing on multiple occasions are children in Local Authority Care and there are a lot of</p>

Priority Area	Update
	<p>resources focused upon meeting the needs of those individual children. In addition to the multi-agency training that followed the publication of the cross-authority missing procedures in October 2018, the Children Missing Officers have worked closely with the Police Missing Team, children's social care teams and foster carers/residential workers to ensure that the procedures are used appropriately for the reporting of missing children and in working together to find and protect them. This has improved the response to children missing but there is no notable reduction in multiple missing occurrences. There are a number of new initiatives commissioned by Police Commissioner funding and developed in partnership with the Local Authority which are anticipated to have some positive impact upon those children in care settings who are highly vulnerable which include missing episodes.</p>
<p>Increase the quality of Return Interviews by supporting professionals to engage children in the process.</p>	<p>As planned, subsequent to the multi-agency training in 2018, the Children Missing Officers have visited locality teams to reinforce the procedures and share good practice guidance for the completion of Return Interviews. This issue continues to be an area for development however. Return Interviews are not always completed within timescales and the quality of those interviews continue to be inconsistent. A closer examination of individual children's social care files often reveals that the issues around a child's missing episode is being addressed and this can be seen in case notes, within the child's assessment and in supervision. However, the return interview document does not always reflect this and is not always completed in a timely fashion.</p> <p>The way in which this data is recorded on Mosaic is a barrier to information being captured in a timely fashion and this is being addressed by the Information and Systems department. Nevertheless, the key message for completing Return Interviews, particularly where the child is going missing repeatedly, is to be persistent in reaching out to that child and to do that as soon as possible after the</p>

Priority Area	Update
	missing episode. The creation of a new Mosaic 'Step' for recording missing interview and multi-agency meeting data is anticipated to go some way to improving both the quality of interviews and timeliness of them due to the requirement of management oversight and quality assurance.
Build on existing close multi-agency relationships to further improve information sharing at the earliest opportunity to ensure children are found quickly.	Overall, multi-agency working to find children when missing is positive; the Children Missing Officers are in communication with the Police Missing Team on a daily basis upon receiving missing children reports to share information more widely. The Police Missing Team manages social media communications and the cross authority missing procedures clearly identify roles and responsibilities for services involved with the child. The Multiple Missing and Hotspots meeting continues to meet monthly which focuses upon children missing on multiple occasions but is also an opportunity to share good practice and identify areas for multi-agency improvement.
Address Missing OLA through developing regional protocols and effective working arrangements with those local authorities who most use Nottinghamshire to place children.	A shared protocol has been agreed by senior managers within the East Midlands Region to address these issues. This includes more robust practices around placement notifications, information sharing of children missing risks and escalation processes where procedures are not followed by the placing authority. It is recognised that this will not in itself impact on authorities outside of the region so individual agreements with placing authorities, in line with the East Midlands protocol, will be sought on a case by case basis.

Key priorities for 2019-20

17. Priorities for the coming year will be to:

- complete staff training with MASH colleagues to appropriately apply CSE flags
- encourage a consistent approach by District Councils to engage and train licensed premises in identifying and responding to CSE and vulnerability.
- continue to raise the profile of the Concerns Network

- through CSECAG, work to improve the partnership's understanding of vulnerability specific to minority communities, boys, LGBT+, disability and additional needs relating to CSE
- audit work to consider how CSE concerns are managed between the child protection conference and CSE strategy meeting processes
- develop strategies to increase the response rate and quality of Return Interviews
- develop a Mosaic 'step' to record Return Interviews and Multi Agency Meetings
- develop strategies to improve communication from and to other local authorities who place looked after children in Nottinghamshire from outside of the East Midlands
- ensure that the children missing from home and care procedures are incorporated into all agendas and training schedules about the exploitation of children

Other Options Considered

18. No other options have been considered.

Reason/s for Recommendation/s

19. Agree future arrangements for the Committee to receive performance data and information on this work.

Statutory and Policy Implications

20. 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

21. There are no financial implications arising from this report.

RECOMMENDATION/S

That the Committee:

- 1) agrees to receive quarterly performance data included in the quarterly performance reports to the Committee
- 2) agrees to receive annual reports to provide an overview of the work to address the threat of Child Sexual Exploitation and Children Missing from Home and Care in Nottinghamshire.

Laurence Jones
Service Director, Commissioning and Resources

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Constitutional Comments (EP 30/05/19)

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

Financial Comments (SAS 30/05/19)

23. 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.

Child Sexual Exploitation: Mid-year update 2018/19 – report to Children and Young People's Committee on 29th April 2019.

Electoral Division(s) and Member(s) Affected

All.

C1257

17 June 2019**Agenda Item: 16****REPORT OF THE SERVICE DIRECTOR, YOUTH, FAMILIES AND SOCIAL
WORK****AMBASSADOR CENTRE STATUS – AN AGREEMENT BETWEEN THE PEAK
DISTRICT NATIONAL PARK AUTHORITY AND ST MICHAEL'S
ENVIRONMENTAL EDUCATION CENTRE****Purpose of the Report**

1. This report seeks approval for an agreement, attached as **Appendix 1**, between the Peak District National Park (PDNP) Authority and St Michael's Environmental Education Centre operated by Nottinghamshire County Council's Young People's Service, to become an Ambassador Centre for the PDNP.

Information

2. The Outdoor and Environmental Education (OEE) service offers high quality, and inclusive, outdoor and environmental education activities to children and young people, through its residential bases and day centres, which are in Nottinghamshire and in the Peak District.
3. For over 30 years St Michael's, in the popular Peak District village of Hathersage has provided outdoor learning opportunities for primary school children. The purpose of St. Michael's is to help raise educational standards by focusing on the primary curriculum, providing integrated learning tailored to suit the needs, interests, aspirations of each school and its pupils. Schools typically stay for 2 to 4 nights, with children engaged in a wide range of activities that emphasise personal development, learning, thinking skills, and personal, social and emotional skills in a different and challenging environment. Curricular activities include science, geography, history, PE and Personal, Social, Health & Economic Education as well as practical conservation with the National Park's Estate Warden.
4. The aim of PDNP's Ambassador Centres is to work closely with the National Park and promote the work they do to protect, conserve and educate about the National Park. It is proposed that St Michael's will become the first PDNP Ambassador Centre in the area, which may also be extended to include Ambassador Schools at a later date. The agreement will enable St Michael's as an Ambassador Centre to support the work of the PDNP to meet its aim, by educating children visiting the National Park whilst staying at the centre.

5. This agreement allows the centre to be involved with current and relevant conservation work within the PDNP and have access to a team of expert rangers caring for the environment. The PDNP will also offer training and support to staff based at St Michael's.
6. The PDNP will promote St Michael's as an Ambassador Centre, and Outdoor Learning provider. The PDNP has a good reputation, and the agreement will reflect positively on St Michael's as an Environmental Education Centre in Hathersage.

Other Options Considered

7. To continue operating without the PDNP Ambassador status and forego a chance to extend the Council's offer to children and young people, and the further publicity opportunities for the centre.

Reason/s for Recommendation/s

8. To take advantage of the agreement between PDNP and the Council, to extend the Council's offer to children and young people and benefit from publicity and training offered by PDNP.

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. There are no financial implications arising from becoming an Ambassador Centre.

Implications for Service Users

11. The agreement will enhance the work of St Michael's and offer children and young people the unique opportunity to appreciate and understand the importance of National Parks.

RECOMMENDATION/S

- 1) That Committee approves the agreement, attached as **Appendix 1**, between the Peak District National Park Authority and St Michael's Environmental Education Centre, operated by the Council's Young People's Service, to become an Ambassador Centre for the Peak District National Park.

Steve Edwards
Service Director, Youth, Families and Social Work

For any enquiries about this report please contact:

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Constitutional Comments (EP 30/05/2019)

12. The recommendation falls within the remit of the Children and Young People's Committee by virtue of its terms of reference.

Financial Comments (SAS 03/06/19)

13. 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.

None.

Electoral Division(s) and Member(s) Affected

All.

C1253

THIS MEMORANDUM OF AGREEMENT is made on

BETWEEN

- (1) **PEAK DISTRICT NATIONAL PARK AUTHORITY** of Aldern House, Baslow Road, Bakewell, Derbyshire DE45 1AE ('the Authority');
and
(2) **NOTTINGHAMSHIRE COUNTY COUNCIL** of County Hall, Loughborough Road, West Bridgford, Nottingham, NG2 7QP (NCC).

BACKGROUND

- (A) The Authority wishes to work with Outdoor Education Centres to promote the Peak District National Park (the National Park) to young people and understanding of the National Park as a special place.
(B) NCC owns and operate the [name and address of centre] ("the Centre").
(C) Outdoor and Environment Centres and other organisations will be given 'ambassador status' as partners of the Peak District National Park. NCC will be granted ambassador status in respect of the Centre.

IT IS AGREED:

1. TERM

- 1.1 The term of this agreement shall be from [] years to [] and may be extended by written agreement of both parties.

2. ROLES OF THE AUTHORITY

- 2.1 The Authority will provide a point of contact to NCC's Centre Manager to help with queries about the Authority, the National Park and the John Muir Award. At the date of this agreement that contact is **Carina Humberstone**. If the member of staff changes, the Authority will inform NCC's Centre Manager.
- 2.2 Resources
- The Authority will provide resources for the following purposes (of a type and cost to be agreed with the NCC's Centre Manager):
- 2.2.1 displays about the National Park within the Centre;
- 2.2.2 environment activities;
- 2.2.3 activities for young people undertaking their Duke of Edinburgh Award e.g.; expedition project ideas;
- 2.2.4 other displays around the Centre at such location to be agreed.
- 2.3 Training
- The Authority will provide to NCC's Centre staff:
- 2.3.1 Training in areas such as environmental science and conservation at such times and cost to be agreed;
- 2.3.2 one free half-day session a year to share ideas and resources on delivering an introduction to the National Park to the young people that attend Centre activities;
- 2.3.3 an invitation to attend relevant, in-house training events, e.g.; JMA, IOL, LotC with Authority staff;
- 2.3.4 Specialist staff training, e.g. to assist NCC's Centre staff with specialist topics such as edible plants, surveying or an additional day of training on a topic to be agreed. (The cost of such training is to be agreed but at a reduced rate);
- 2.4 The Authority will assist NCC's Centre staff to:
- 2.4.1 Source opportunities for young people to get involved with conservation activities in the National Park;

- 2.4.2 (With the Authority's partners) provide practical, conservation activities for young people and Centre staff. There may be a cost if these activities are delivered by the Authority or its partners;
- 2.5 John Muir Award
 - 2.5.1 The Authority will provide one free half day session a year to introduce the John Muir Award to NCC's Centre staff. Topics covered will be an introduction to the Award; the administration of the Award; website resources and practical activities to give staff ideas on how to deliver the Award through their programmes.
 - 2.5.2 The Authority will also assist NCC's Centre staff in setting up and administering the Award, including providing resources, support & training, if required, in a manner to be agreed.
- 2.6 NCC's Centre staff may be permitted to shadow Authority staff on delivery days to share knowledge and ideas.
- 2.7 The Authority will, where practicable, signpost enquiries to it for outdoor activities to NCC's Centre Manager.

3. ROLES OF THE CENTRE

- 3.1 NCC will provide a point of contact to the Authority to deal with queries about the Centre. At the date of this agreement that contact is [REDACTED] (NCC's Centre Manager). If the member of staff changes, NCC will inform the Authority.
- 3.2 Activity programmes at the Centre
NCC's Centre staff will:
 - 3.2.1 Introduce the National Park to its visiting groups (particularly young people) as part of its programmes, passing on key messages such as the National Park being a protected area because of its special qualities whilst promoting responsible access in the National Park;
 - 3.2.2 Reinforce the above messages in its activity programmes, for example talking about visiting responsibly, for example using the appropriate rights of way and taking litter home;
 - 3.2.3 Encourage Duke of Edinburgh Award assessors and supervisors to work sympathetically with the National Park;
 - 3.2.4 Promote and support the John Muir Award including offering the Award programme to groups that come to the Centre for at least 4 days; supporting schools in offering the Award and encourage them to continue their work back at their schools.
- 3.3 Authority Events:
 - 3.3.1 NCC shall ensure that the Centre is used to support the Authority's celebratory events each year such as EUROPARC Day of Parks, National Park Week and any anniversaries. Such support shall be agreed but may include advertising any relevant Authority events (for example through social media) and working in partnership with the Authority to deliver activities relevant to the event;
 - 3.3.2 NCC shall use the Centre to promote regular Authority events to its clients, including the PPCV volunteer programmes, Junior Ranger programmes, and school educational visits.
- 3.4 NCC will endeavor to become more environmentally friendly at the Centre by exploring the reduction of use single use plastics, electricity and water at its site and utilising an area to promote conservation or encouraging wildlife.
- 3.5 Reaching Authority Target Groups
NCC shall use the Centre to assist the Authority to:
 - 3.5.1 Reach the Authority's target groups, including exploring opportunities and activities with Authority staff as shall be agreed;

- 3.5.2 Make 2019 a year of action for the environment, working with Step Up To Serve / #iwill and other partners to help children and young people from all backgrounds to engage with nature and improve the environment;
- 3.5.3 Consider working with National Citizen Service groups to meet the Authority's specific targets of getting young people in NCS schemes to connect with all national parks.
- 3.6 NCC's Centre Manager shall provide annually to the Authority on an anonymised basis the number of groups and their approximate geographical location (by county) that have attended the Centre which the Centre has either passed information to or included in relevant activities under this agreement. No Personal Data and/or Sensitive Data (as defined by the the Data Protection Act 2018 and the General Data Protection Regulations ((EU) 2016/679) shall be collected or provided.

4. WORKING IN PARTNERSHIP AND ACKNOWLEDGEMENTS

- 4.1 The Authority and NCC will work collaboratively in partnership to:
 - 4.1.1 Foster and develop a relationship to enable this agreement to be successful;
 - 4.1.2 Offer work experience and volunteer placements to students; and
 - 4.1.3 Develop conservation projects that are on offer, for example, offering accommodation for groups
- 4.2 Each party shall be responsible for its own costs and liabilities incurred in respect of this agreement.

5. ACCREDITATION AND USE OF LOGO

- 5.1 From the date of this agreement NCC will be accredited as an Ambassador Centre by the Authority. This accreditation does not extend to any other endorsement of NCC, the Centre or its operation.
- 5.2 On accreditation of NCC as an Ambassador Centre the Authority will provide the Ambassador logo (the Logo) and certificate (in a format to be agreed) for use by NCC in promoting this partnership and the Centre's support for Authority's aims of conservation and (responsible) access. NCC will not use the Logo for any other purpose without the Authority's prior approval.

6. SAFEGUARDING

- 6.1 In order to safeguard the young people with whom the Authority works and to fulfil its statutory responsibilities, the Authority and its partner organisations (including NCC) must have in place policies and procedures relating to child protection, which cover:
 - Good practice when working with young people;
 - Safeguarding the welfare of young people, including mechanisms for reporting incidents and making referrals;
 - A recruitment and selection process for paid staff and volunteers who work with young people, including checking criminal records and taking up references;
 - Regular training on child protection, health and safety and other relevant issues, for paid staff and volunteers who come in contact with children and young people;
 - Health and safety and guidance on providing safe activities for young people, including writing risk assessments and providing first aid;
 - A named person for dealing with concerns, complaints or allegations of abuse, and step-by-step guidance on what action to take;
 - Guidance on confidentiality including keeping details relating to young people confidential and times when information needs to be shared;
 - Guidance on taking, storing and using images of young people, including photographs, video, digital equipment and websites
 - Health & Safety, Equal Opportunities, Data Protection and Working with Children

- 6.2 The Authority and NCC will discuss how they will work together in line with their respective policies, and note any discrepancies or conflicts of interest.
- 6.3 In signing this agreement, NCC and the Authority confirm that they have up to date policies and procedures in place concerning the above list, and will promptly provide copies on request. In addition NCC will provide written confirmation that the appropriate level of disclosure has been undertaken for all of its staff.

7 REVIEW MEETINGS

- 7.1 Meetings will be held at a frequency to be agreed between the Authority and NCC's Centre Manager to review this agreement and the relationship between the parties.

8 COMMUNICATIONS

- 8.1 The Authority and NCC agree that they will both promote any activities shared as a result of this agreement on social media.
- 8.2 All press releases relating to this agreement and any activities may be initiated by either the Authority or NCC but shall be agreed by both parties before release.

9 FREEDOM OF INFORMATION, CONFIDENTIALITY AND DATA PROTECTION

9.1 Freedom of Information

- 9.1.1 Both parties acknowledge that each other are subject to the requirements of the Freedom of Information Act 2000 ("FOIA") and the Environmental Information Regulations 2004 ("EIR") and each shall (at each party's own cost) assist and co-operate with the other party as necessary to comply with these requirements.

9.2 Confidentiality

- 9.2.1 Each party shall treat as confidential all confidential information obtained from the other under or in connection with this agreement and shall not disclose such confidential information other than as required by law or becomes public knowledge (except in breach of this clause) and shall not use any confidential information otherwise than for the purposes of this agreement.

9.3 Data Protection

- 9.3.1 The Authority NCC shall ensure that they comply with the requirements of all legislation in force from time to time governing the collection, store and/or use of Personal Data and/or Sensitive Personal Data, including, without limitation, the Data Protection Act 2018 and the General Data Protection Regulations ((EU) 2016/679).

10 DISAGREEMENT

- 10.1 The Authority and NCC shall use their best efforts to negotiate in good faith and settle amicably any dispute that may arise out of or relate to this agreement.

11 ASSIGNMENT AND SUB-CONTRACTING

- 11.1 This agreement is personal to the Authority and NCC and shall not be assigned to any other body or organisation without the other's written consent.

12 TERMINATION

12.1 Termination by either party

- 12.1.1 Either party may terminate this agreement by serving at least 1 month's written notice on the other and the Agreement shall terminate on expiration of that notice.

12.2 Protection of reputation termination

- 12.2.1 if NCC behaves in a way that the Authority considers to be contrary to prevailing community standards, or may be regarded by the public as unacceptable, or which may be detrimental to the general reputation of the Authority (or the National Park) by its continued association with that party the Authority may terminate this agreement immediately in writing.

12.3 On termination of this agreement (for whatever reason):

12.3.1 NCC will return any resources it has received from the Authority;

12.3.2 NCC will return the Logo to the Authority and shall no longer display the Logo on any media

12.3.3 Each party shall return any confidential information (without retaining copies thereof) provided solely for the purposes of this agreement.

13. LIABILITY

13.1 Nothing in this agreement shall limit any party's liability in respect of any claims for death or personal injury caused by the negligence by such party, resulting from any fraud (including fraudulent misrepresentation) made by such Party or for which liability may not otherwise lawfully be limited or excluded

13.2 Neither party be liable for direct or indirect loss of profits, business or goodwill.

14. GENERAL

14.1 This agreement shall not be construed as creating a relationship of principal and agent, partnership or joint venture of any kind between the parties and neither Party shall have the authority or power to bind the other party or to contract in the name of or create a liability against the other party in any way or for any purpose.

Each Party hereby confirms its agreement to the terms contained in this agreement.

Signed for and on behalf of the Authority:-	Signed for and on behalf of NCC:-
Signature:	Signature:
Name:	Name:
Title:	Title:
Date:	Date:

17 June 2019**Agenda Item: 17****REPORT OF THE DIRECTOR OF PUBLIC HEALTH****LOCAL TRANSFORMATION PLAN FOR CHILDREN AND YOUNG PEOPLE'S
EMOTIONAL AND MENTAL HEALTH - UPDATE****Purpose of the Report**

1. To provide the Committee with an update on progress with implementing the Local Transformation Plan.
2. The report also seeks the nomination of a member of the Children and Young People's Committee to the Children and Young People's Mental Health Executive, which has responsibility for the delivery of the Local Transformation Plan and Action Plan.

Information

3. Local areas, led by clinical commissioning groups (CCGs), have been required to have a system-wide local transformation plan (LTP) for children and young people's emotional and mental health since 2015. The full LTP is available as a background paper. This plan, which covers the period 2015 to 2021, is the fourth iteration, covering Nottingham and Nottinghamshire (including Bassetlaw). The refreshed plan was taken to the Children and Young People's Committee in December 2018. This report provides an update on the work achieved via the plan in the last six months.
4. A detailed delivery plan for this transformation plan is implemented by Nottinghamshire and Nottingham City Children and Young People's Mental Health Executive which is responsible for:
 - reviewing and monitoring delivery of the plan, including considering the impact on outcomes for children and young people
 - monitoring the risks and issues to ensure appropriate mitigating actions are undertaken, or escalate as necessary
 - ensuring that commissioning of children and young people's mental health services is undertaken in a collaborative and joined up way and that commissioning and contractual mechanisms are utilised to ensure improvements are achieved
 - ensuring that the interdependencies between the strategy and other strategies being implemented are considered and managed.

5. The joint City and County Children and Young People's Mental Health Executive includes representatives from CCGs, Local Authority Children's Services, Public Health, local NHS providers and NHS England and elected Members.
6. The plan is system-wide and as such covers services commissioned and provided by the two local authorities (Public Health and Children's Services functions), local CCGs and NHS England. Progress in implementing the plan is reported to Children and Young People's Committee in the context of the Local Authority's role in relation to safeguarding children and young people.
7. Achievements made over the last six months in implementing the plan to improve children and young people's emotional and mental health include:
 - Integrated Personal Commissioning (IPC): in October 2016, NHS England (NHSE) launched a national pilot programme to test how IPC and personal health budgets (PHBs) could improve the mental health and wellbeing outcomes for Children in Care (CiC) and Care Leavers. The pilot seeks to explore how the IPC model could be embedded within health and social care practice, with the aspiration of offering personal budgets to young people who would normally be referred to core commissioned Child and Adolescent Mental Health Services (CAMHS). In August 2017, Nottinghamshire CCGs were selected by NHSE to become a pilot site for this project, with Nottingham City CCG joining in April 2018. Following consultation with CiC and Care Leavers, the pilot has now been re-branded to 'You Know Your Mind'. The programme has gone from strength to strength, with partners agreeing the ongoing funding of the programme through 2019/20 and business cases developed to recurrently fund following this.

As of April 2019, 183 Nottinghamshire CiC and Care Leavers have been referred into the programme, with 161 now in receipt of a personal budget. Their progress continues to be evaluated nationally and locally. The average personal budget allocated is £545 and is being used to purchase a range of activities and items to improve emotional wellbeing and mental health. The pilot is in the early stages but work is underway to quantify its impact on the health and social care system.

- The importance of taking a whole school approach to improving children and young people's mental and emotional wellbeing is now widely recognised and informs government policy in this area. Building children and young people's resilience is a key outcome of this approach. The academic resilience programmes that have been delivered in Nottinghamshire look to develop and deliver an evidence-based resilience programme in schools that will improve the emotional health and wellbeing and build resilience of children and young people. This includes:
 - delivering a whole school approach to resilience; supporting staff to work with children and young people, developing tools, train the trainer packages and support for pupils and students to develop into coaches and mentors. Performance monitoring of the contract for this work indicates a high number of school staff reporting to have an increased understanding of mental health and resilience.

- ensuring schools have the understanding, knowledge, skills and resources to continue independent delivery of the programme via a whole schools approach once the programme has ended. There has been a high level of engagement from schools with the programmes, with a high number of teachers and pupils participating in audit and action planning activity, designed to develop each school's approach to building resilience.
- The programmes are delivered by Young Minds in Rushcliffe, Gedling and Broxtowe and by Each Amazing Breath in Bassetlaw, Mansfield, Ashfield, Newark and Sherwood. Funding has been extended until 2021. This will enable programme delivery to an additional 30 schools Countywide. The full evaluation of these programmes is due in September 2019.
- 107 schools from across Nottinghamshire, along with 48 professionals from a range of services including CAMHS, Healthy Families Teams, Family Service and Youth Justice, took part in the Mental Health and Schools Link Programme which was facilitated by the Anna Freud National Centre for Children and Families. The programme aimed to help CCGs, other service providers and local authorities work together with schools and colleges to provide timely mental health support to children and young people. It works to empower professionals and support staff by brokering contact, sharing expertise and developing a joint vision for children and young people's mental health and emotional wellbeing. Initial feedback from the six workshops was extremely positive with all schools signing up to the 'one small step' action and the majority going the extra mile and developing processes within school to ensure children and young people are well supported and that the school know how to draw in support when required. Schools are now working towards developing networks to share learning. A full evaluation of the programme is being undertaken nationally and the evaluation report is expected in summer 2019. Learning from the programme will be shared with all schools across Nottinghamshire and the Joint Nottingham City and Nottinghamshire Children and Young People's Executive, to embed best practice within schools.
- Partners have worked together to secure funding for two Trailblazer Mental Health Support Teams. The teams will cover 42 schools in the Rushcliffe and Gedling areas. These NHS funded teams will provide early intervention and support for children and young people with mild to moderate mental health needs on or near school sites. The outcome of the support teams will be to ensure timely support is available to children and young people by providing them with early intervention and therefore working to prevent the escalation of needs, where possible. The Team members are in training and the service will be operational in December 2019. A bid for further team pilot sites in Bassetlaw and Mansfield and Ashfield has now been submitted. There is an aspiration to cover the entire Nottinghamshire footprint in a phased approach. As part of this work, the CAMHS Executive Group has a dedicated sub-group focussed on ensuring successful implementation of Mental Health Support Teams.
- Embedding the learning from consultation, engagement and communication has been a key focus in the last six months. Analysis of large scale engagement programme (MH:2K) with children and young people undertaken during 2017/18 and 2018/19 told the Council that young people want better mental health support in school, adults to have a better understanding of mental health issues and clear information on where

they can get support that is easily accessible. A 'Findings and Recommendations' report has been produced and informed the detailed delivery plan for 2019/20, which is reflected in the actions included in the Local Transformation Plan. Examples of the work taking place as a result of the engagement includes the development of a short film to be shared with schools wider workforce and parents and carers, promoting positive mental health messages and challenging stigma. The engagement regarding mental health support in schools has also be instrumental in informing the design of the mental health support teams. The key areas which children and young people fed back as areas for improvement were as follows:

"Not being aware of help available."

"If people can easily see help, it would be more likely that they would seek it."

"Organisations need to promote themselves via social media/ ads in schools and colleges."

- The MH:2K project has now been extended until March 2020 and recruitment is underway for a further 20 Citizen Researchers and further roadshows are planned across the County in the autumn. The focus of the next engagement is to improve mental health support in schools, reduce stigma and encourage children, young people and families to access appropriate mental health support.
- The communications plan has been developed by partners to ensure children, families, carers and professionals understand how to access services as per the recommendation in the MH2K project. Key actions include developing the use of social media to send positive mental health messages, joining up information on websites and streamlining the process for referrals in to CAMHS.
- Public Health is working with the 0-19 service, Healthy Families, to enhance the support available for children and young people with behaviour that challenges. A service called Small Steps has been embedded within the service, working to ensure children and young people with behavioural needs that may be indicative of Autism Spectrum Disorder (ASD) or Attention Deficit Hyperactivity Disorder (ADHD) have access to additional support, such as workshops, an advice line, peer support and direct support. The aim of the service is to support families to improve wellbeing, to better understand and manage their child's behaviour positively.
- Two new pilots, funded through the NHS England CAMHS Transformation Innovation Project have now started with the recruitment of a speech and language therapist and a specialist psychologist within the CAMHS Head2Head team working alongside City and County Youth Offending Teams. The speech and language therapist is measuring and evaluating the skills and knowledge of youth offending teams around identifying and supporting young people with speech, language and communication needs and/or Special Educational Needs & Disability (SEND), evaluating the impact of speech and language communication need screening tools and staff training on the experience of young people in contact with youth offending teams and offering 1:1 direct work with young people with a high level of needs or complexities. There is an established link between poor communication skills and poor behaviour in children and young people, therefore, this approach will ensure that staff have the skills to

recognise this and ensure that the young people they are working with get the right support. The specialist psychologist will offer a training and consultation model to enable Youth Offending Team case managers and others working in the youth justice system to develop a better understanding of trauma, including the use of trauma informed practice and psychologically informed work to support young people who are already in contact with the police and are at risk of continued, escalating offending behaviour. A multi-agency steering group will be reconvened to ensure that both pilots are meeting key performance indicators. Both pilots are being evaluated by NHS England over the next 18 months.

8. The Five Year Forward View for Mental Health (NHS England, February 2016) introduced two targets for children and young people's mental health. These national targets are key areas used to improve provision of support for children and young people.
 - The first target is to increase the number of children and young people receiving treatment from an NHS commissioned community service for emotional and mental health needs by 34% by (2019/20). NHS Digital recently undertook an analysis of the prevalence (2017) using national data from the 2011 ONS survey. It is now understood that one in eight (12.8%) 5 to 19 year olds had at least one mental disorder when assessed in 2017. This survey reveals a slight increase over time in the prevalence of mental disorder in 5 to 15 year olds (the age-group covered on all surveys in this series), rising from 9.7% in 1999 and 10.1% in 2004, to 11.2% in 2017. This intelligence is being used to understand needs locally and ensure provision of support meets demand.
 - Commissioners are working with all local providers to ensure services are configured in the most child and young person centred way and providing the right support at the right time. In the Nottinghamshire County mental health contract (covering the Nottinghamshire County CCGs, excluding Bassetlaw) a new activity plan has been agreed with the provider. This plan presents a significant stretch to the previously commissioned activity levels and the provider is working to implement new ways of working to increase access into the service.
 - The second target is to ensure CAMHS Eating Disorder Services treat 95% of patients within four weeks for routine cases and within one week for urgent cases. The service has received additional funding via Clinical Commissioning Groups and is now configured to meet the access and waiting time standard ahead of the 2020 timeframe set by NHS England. The service now offers a same day 'assess and treat' model to ensure young people start treatment at the earliest opportunity.

Other Options Considered

9. No other options have been considered. This plan is line with NHS England planning requirements.

Reason/s for Recommendation/s

10. Children and young people's emotional and mental health is an issue for all services working with children and young people across local government, health, schools, police

and voluntary, community and independent sectors. This is reflected in the content of the Local Transformation Plan. It also falls within the Council's statutory duties in relation to safeguarding children and young people.

Statutory and Policy Implications

11. 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

12. Implementation of this plan will contribute to reducing health inequalities for vulnerable children and young people.

Financial Implications

13. The services outlined in the plan are funded by individual partner and service budgets. There are no additional financial implications arising directly from this report.
14. It is a requirement of the Local Transformation Plan to publish each partners' spend. These figures can be found in the 'Accountability and Transparency' section on page 44 of the LTP which is available as a background paper.

Implications in relation to the NHS Constitution

15. Implementation of this plan is in line with the NHS Constitutional Standards.

Public Sector Equality Duty implications

16. Implementation of this plan will contribute to reducing health inequalities for vulnerable children and young people.

Safeguarding of Children and Adults at Risk Implications

17. Implementation of this plan will contribute to reducing the risk of harm to children and young people with emotional or mental health needs.

Implications for Service Users

18. Implementation of this plan will improve the response of services to children and young people with mental health needs and thus improve outcomes.

RECOMMENDATION/S

That Committee:

- 1) considers whether there are any further actions it requires in relation to the update on progress with implementing the Local Transformation Plan.
- 2) nominates a member of the Children and Young People's Committee to be a member of the Children and Young People's Mental Health Executive, which has responsibility for the delivery of the Local Transformation Plan and Action Plan.

Jonathan Gribbin
Director of Public Health

For any enquiries about this report please contact:

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Constitutional Comments (EP 05/06/19)

19. The recommendations fall within the remit of the Children and Young People's Committee by virtue of its terms of reference. If Committee resolves that any further actions are required, it must be satisfied that such actions are within the Committee's terms of reference.

Financial Comments (SAS 05/06/19)

20. The services outlined in the plan are funded by individual partner and service budgets. It is a requirement of the Local Transformation Plan to publish each partners' spend. These figures can be found in the 'Accountability and Transparency' section on page 44 of the LTP which is available as a background paper. It is acknowledged that the figures need updating to reflect the actual spend for 2018/19.

Background Papers and Published Documents

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

Nottinghamshire CAMHS Pathway Review update – report to Children and Young People's Committee on 12th January 2015

Annual refresh of the Local Transformation Plan for Children and Young People's Emotional and Mental Health – report to Children and Young People's Committee on 17th December 2018

Future in Mind (Department of Health, March 2015)
<https://www.gov.uk/government/publications/improving-mental-health-services-for-young-people>

Five Year Forward View for Mental Health – Mental Health Taskforce Strategy (NHS England, February 2016)

<https://www.england.nhs.uk/wp-content/uploads/2016/02/Mental-Health-Taskforce-FYFV-final.pdf>

Transforming Children and Young People's Mental Health Provision: a Green Paper (Department of Health, Department for Education, December 2017)

<https://www.gov.uk/government/consultations/transforming-children-and-young-peoples-mental-health-provision-a-green-paper>

Nottingham City and Nottinghamshire Joint Local Transformation Plan Children and Young People's Emotional and Mental Health 2016 – 2021 – updated October 2018

<https://www.mansfieldandashfieldccg.nhs.uk/media/40214/nottingham-and-nottingham-joint-local-transformation-plan-cyp-mh-2018.pdf>

Electoral Division(s) and Member(s) Affected

All.

C1251

17 June 2019

Agenda Item: 18

REPORT OF THE SERVICE DIRECTOR, CUSTOMERS, GOVERNANCE AND EMPLOYEES

WORK PROGRAMME

Purpose of the Report

1. To consider the Committee's work programme for 2019-20.

Information

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

Other Options Considered

4. None.

Reason for Recommendation

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

Statutory and Policy Implications

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

RECOMMENDATION

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

Marjorie Toward

Service Director, Customers, Governance & Employees

For any enquiries about this report please contact:

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Constitutional Comments (HD)

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

Financial Comments (NS)

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

Background Papers

None

Electoral Division(s) and Member(s) Affected

All.

CHILDREN & YOUNG PEOPLE'S COMMITTEE - WORK PROGRAMME 2018-19

REPORT TITLE	BRIEF SUMMARY OF AGENDA ITEM	LEAD OFFICER	REPORT AUTHOR
15 July 2019			
Schools causing concern guidance		Marion Clay	Linda Foster
Children Missing Education dashboard	Six-monthly update	Marion Clay	Karen Hughman
Virtual School annual report		Marion Clay	Sue Denholm
Tackling Emerging Threats to Children		Marion Clay	Sarah Lee
Youth, Families and Social Work – staffing report		Steve Edwards	Lucy Peel
Youth, Families and Social Work framework for practice update		Steve Edwards	Lucy Peel/ Holly Smitheman
Realignment of CAMHS Social Work Team		Steve Edwards	Lucy Peel
Establishment of Social Work Support Officer post		Steve Edwards	Tracey Coull
Independent Reviewing Officer Service annual report		Steve Edwards	Izzy Martin
National Minimum Fostering Allowances and Fees to Foster Carers	Annual determination	Steve Edwards	Ty Yousaf
Leaving Care Service update		Steve Edwards	Claire Sampson/ Holly Smitheman
Local Authority governor appointments to school governing bodies		Marion Clay	Jane Mansell
16 September 2019			
Troubled Families Programme in Nottinghamshire update	Six-monthly update	Steve Edwards	Rachel Miller
CAMHS Looked After and Adoption team annual report		Steve Edwards	Lucy Peel
Children's Workforce Health Check Survey 2018-19		Laurence Jones	Liz Maslen
Principal Child and Family Social Worker - annual report 2018/19		Steve Edwards	Diana Bentley
Future building work		Derek Higton	Mick Allen/ Phil Berrill

REPORT TITLE	BRIEF SUMMARY OF AGENDA ITEM	LEAD OFFICER	REPORT AUTHOR
Family Service Review		Laurence Jones	Jill Norman/ Stuart Turner
Children's Centre Service proposals		Laurence Jones	Irene Kakoullis
Future delivery of the Families Information Service		Laurence Jones	Irene Kakoullis
Childcare Sufficiency Assessment 2019		Laurence Jones	Irene Kakoullis