

Children and Young People's Committee

Monday, 15 July 2019 at 10:30

County Hall, West Bridgford, Nottingham, NG2 7QP

AGENDA

- | | | |
|----|--|--------------|
| 1 | Minutes of the Last Meeting held on 17 June 2019 | 3 - 8 |
| 2 | Apologies for Absence | |
| 3 | Declarations of Interests by Members and Officers:- (see note below)
(a) Disclosable Pecuniary Interests
(b) Private Interests (pecuniary and non-pecuniary) | |
| 4 | Annual Report on the Virtual School for Looked After Children | 9 - 16 |
| 5 | Annual Report of the Independent Reviewing Officer Service April 2018 - March 2019 | 17 - 28 |
| 6 | National Minimum Fostering Allowances and Levels Payment Rates to Foster Carers 2019-20 | 29 - 34 |
| 7 | Adoption East Midlands - Change to Staffing Establishment | 35 - 38 |
| 8 | Nottinghamshire County Council's School Improvement Strategy for Schools Causing Concern | 39 - 90 |
| 9 | Tackling Emerging Threats to Children Team | 91 - 96 |
| 10 | Update on the Remodelling Practice Programme | 97 - 102 |
| 11 | Realignment of CAMHS Social Work Team | 103 -
108 |

12	Changes to the Staffing Establishment within Children and Families	109 - 116
13	Establishment of Youth Work Posts for the Gedling Youth Violence Intervention Project	117 - 120
14	Amendment to School Holidays and Term Time Dates form Local Authority Maintained Schools in Nottinghamshire for 2019-20	121 - 128
15	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 17 June 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
Richard Butler
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

Pav Ayoub	Youth Service Senior Practitioner, Children and Families Services
Pom Bhogal	Youth Service Manager, Children and Families Services
Katharine Brown	Public Health and Commissioning Manager
Marion Clay	Service Director, Children and Families Services
Rachel Clark	Programme Lead, Children and Young People's Mental Health and Wellbeing
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. To note the appointment by Full Council on 16 May 2019 of Councillor Philip Owen as Chairman, and Councillor Sue Saddington and Councillor 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

The minutes of the meeting held on 16 May 2019 having been circulated to all Members, were taken as read and were signed by the Chairman.

4. APOLOGIES FOR ABSENCE

For this meeting only, Councillor Madden replaced Councillor Deakin and Councillor Butler replaced Councillor Handley.

5. DECLARATIONS OF INTEREST

None.

CORPORATE PARENTING

6. FOSTERING SERVICE ANNUAL REPORT APRIL 2018 TO MARCH 2019

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

RESOLVED 2019/051

That:

- 1) Any actions required in relation to the information on the activity and performance of the Fostering Service from April 2018 to March 2019 be considered.
- 2) A further report on the activity and performance of the Fostering Service be received and that this be included in the work programme.

7. FOSTER CARER ITEMS

None.

8. CHILDREN AND YOUNG PEOPLE CORE DATA SET

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

RESOLVED 2019/052

That:

- 1) Any actions required 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.

9. YOUR NOTTINGHAMSHIRE YOUR FUTURE – DEPARTMENTAL STRATEGY SIX MONTH REVIEW OF PROGRESS (OCTOBER 2018 - MARCH 2019)

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

RESOLVED 2019/053

That:

- 1) The performance issues outlined in the report be considered as well as any additional information or actions required in relation to them.

10. OUTCOMES OF OFSTED INSPECTIONS OF SCHOOLS – TERMLY UPDATE

The Chairman instructed the clerk to circulate to Committee Members a statement from the Academy Transformation Trust, and called an adjournment to allow sufficient time for it to be read.

RESOLVED 2019/054

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.

11. ELECTIVE HOME EDUCATION - UPDATE

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

RESOLVED 2019/055

That:

- 1) Any further actions required in relation to the information contained in the report be considered.
- 2) A further six-monthly report on Elective Home Education be requested.
- 3) The response to the current Elective Home Education consultation by the Department for Education, due by 24 June 2019, be requested to state 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.

12. POST – 16 ATTENDANCE FRAMEWORK FOR YOUNG PEOPLE WITH EDUCATION, HEALTH AND CARE PLANS

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

RESOLVED 2019/056

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

13. SUPPORT TO SCHOOL SERVICE STRUCTURE AND CONSULTATION ON THE UPDATED SPECIAL EDUCATIONAL

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

RESOLVED 2019/057

That:

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

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

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

RESOLVED 2019/058

That:

- 1) 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 be approved.

15. CHILD SEXUAL EXPLOITATION AND CHILDREN MISSING FROM HOME AND CARE: ANNUAL REPORT 2018/19

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

RESOLVED 2019/059

That:

- 1) Quarterly performance data included in the quarterly performance reports be received
- 2) 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 be received.

16. AMBASSADOR CENTRE STATUS – AN AGREEMENT BETWEEN THE PEAK DISTRICT NATIONAL PARK AUTHORITY AND ST MICHAEL'S ENVIRONMENTAL CENTRE

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

RESOLVED 2019/060

That:

- 1) 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, be agreed.

17. LOCAL TRANSFORMATION PLAN FOR CHILDREN AND YOUNG PEOPLE'S EMOTIONAL AND MENTAL HEALTH UPDATE

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

RESOLVED 2019/061

That:

- 1) Any further actions required in relation to the update on progress with implementing the Local Transformation Plan be considered.
- 2) Councillor Tracey Taylor, Vice-Chairman of Children and Young People's Committee be nominated 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.

18. WORK PROGRAMME

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

RESOLVED: 2019/062

That:

- 1) the work programme be agreed.

The meeting closed at 11:36 am.

CHAIRMAN

15th July 2019

Agenda Item: 4

REPORT OF THE SERVICE DIRECTOR FOR EDUCATION, LEARNING AND SKILLS

ANNUAL REPORT ON THE VIRTUAL SCHOOL FOR LOOKED AFTER CHILDREN (LAC)

Purpose of the Report

1. To update Committee on the impact of the work of the Virtual School and its partners for the academic year 2018/19.

Information

2. The Virtual School (VS) discharges the Council's statutory duty to promote the educational achievement of Looked After Children (LAC) in all phases of education. It does this by working in close partnership with schools and other partners to build shared responsibility, and in particular to build capacity in schools.
3. The work of the Virtual School contributes to the achievement of the ambitions summarised in Nottinghamshire's Partnership Strategy for Looked After Children & Care Leavers 2018-21. The Virtual School is a key contributor to the Local Authority's LAC and Care Leavers Partnership Board; this accountability board ensures that key partners come together from across and beyond the Local Authority (LA) to have collective responsibility for the education, health and wellbeing of those children in care to Nottinghamshire LA.
4. The work of the Virtual School, including its structures, processes, planned actions, and outcomes are recorded in a working document referred to as the Annual Report and Development Plan (ARDP). The ARDP is informed by the Council's three commitments outlined in its Children and Young People's Strategy (2018-21), and the six ambitions outlined in the Council's Partnership Strategy for LAC and Carer Leavers 2018-21. The ARDP is reviewed and updated by the Virtual School's senior leadership team on a termly basis.
5. The Virtual School's Senior Leadership Team oversees the strategic and operational working practices of the team. This leadership team currently comprises the Head of the Virtual School, who is also the LA's Group Manager (Psychology Services), the Assistant Head of the Virtual School (previously known as the Co-ordinator of the Virtual School), and the Senior Educational Psychologist for LAC. The wider team includes a Virtual School

Data Officer, and five full time LAC Achievement Officers (AOs). The number of AOs has been increased from four to five as a consequence of the statutory extended duties supporting previously looked after children.

6. When compared with other local authorities, Nottinghamshire’s operational Virtual School team is relatively small in size. This is the justification and rationale for the Virtual School to be focused on building capacity in schools through strong partnership working, rather than the Virtual School carrying primary responsibility at an individual child casework level. Within an increasingly ‘schools-led’ and academised education system, it is essential that the Virtual School promotes a clear, shared vision for developing systems capacity and accountability through strong partnership working, thereby securing good quality educational provision and outcomes for LAC.
7. The Committee already receives updates on validated educational outcomes of Looked After Children through quarterly performance reports to Committee.
8. The current profile of Nottinghamshire’s statutory school-aged LAC and their educational settings or alternative provision is as follows:
 - the number of statutory school aged LAC under the care of Nottinghamshire at the time of writing is 604. This is a significant increase from 541 at this time last year.
 - of these, 433 attend Nottinghamshire schools
 - by key stage, 30 are in reception, 200 are primary age, and 372 are secondary age
 - 19 are Nottinghamshire LAC living in Nottinghamshire but educated in other local authority schools (6 are primary age and 13 secondary age).
 - a further 152 are Nottinghamshire LAC living out of county and being educated in other local authority schools (7 being of reception age, 42 primary age and 103 secondary age). This represents a significant increase from 127 at this time last year.
9. These increases have clearly placed additional challenges on the Virtual School team. However, these are being addressed through the development of strong networks and partnerships with designated teachers.
10. The table below shows the percentage of Looked After pupils attending schools by Ofsted category.

	Outstanding	Good	Requires Improvement	Inadequate
July 2019	18%	70%	8%	4%
July 2018	18%	74%	8%	1%
July 2017	14%	74%	10%	2%

11. Looked After Children are not moved out of their school if an Ofsted inspection results in the school receiving a less than Good judgement. Any children in less than Good settings are monitored closely.
12. The Virtual School uses pupil level progress and attainment data to support and challenge educational settings to maximise their impact on progress and attainment. The aim is to ensure that all initiatives to drive up attainment and progress are accessible to Nottinghamshire’s LAC both in and out of county. Data systems used by the Virtual School

have become increasingly sophisticated, and this facilitates greater challenge of publicly funded schools and other providers when individual pupils do not make educational progress. The Council's Performance and Review team works closely with the Virtual School Data Officer to provide support with accessing and analysing data sources locally, regionally and nationally.

13. The current Year 12/13 cohort of LAC is 116. Again, this is a significant increase from 94 at this time last year. The Council's ambition is to make sure all post-16 LAC are placed on appropriate education, employment or training (EET) pathways, and to provide effective support and challenge for post-16 settings.
14. The Virtual School works in collaboration with a dedicated Leaving Care Achievement Officer to support the post-16 cohort of LAC. This includes providing information of those Year 11 young people who the Virtual School considers may be at risk of not securing an appropriate EET pathway. The wider Leaving Care team of achievement officers support Year 13 young people with making choices from a range of EET opportunities. There are currently 38 young people receiving targeted support to avoid them becoming NEET (not in education, employment or training).
15. The Assistant Head of the Virtual School monitors Personal Education Plans (PEPs) to identify those LAC who are not making expected progress or who are experiencing difficulties in educational settings. Once identified as being 'at risk', the Virtual School's risk and management information system is used to gather a more detailed picture of the LAC's profile and needs. This monitoring process then informs the priority of involvement for LAC Achievement Officers.
16. The Virtual School team works in close partnership with other Council teams, including the Fair Access Team, to ensure that there is a robust joined-up approach to identifying and monitoring those LAC who are at risk of missing education. This process is delivered through the work of the Vulnerable Children's Education Committee (VCEC), Children Out of School Group (COOS) and the Children Missing Education Panel (CME). These processes enable a clear escalation process for those LAC who are at risk of not receiving appropriate full time education. These forums have also provided the Virtual School with a mechanism for the early identification of children who may be at risk of coming into care.
17. The Virtual School works closely with colleagues in the Education, Learning and Skills division in areas where there are shared responsibilities, for example with Achievement and Equality consultants in supporting Unaccompanied Asylum Seeking Children (UASCs), and with Early Years Teachers to ensure effective partnership working with early years schools and settings to implement the Early Years Pupil Premium.
18. The Virtual School team works closely with colleagues across Children's Social Care and especially with the Children's Placement team to minimise disruption in education should placement moves be required. In addition, the Virtual School senior leadership team is working with senior leaders within Children's Social Care to develop strength-based working practices within the wider social care workforce.

Supporting work of Designated Teachers

19. Each publicly funded school is statutorily required to have a qualified teacher undertaking the role of Designated Teacher (DT) for Looked After Children, and previously Looked After Children. The Virtual School has a responsibility to:
 - ensure all governors and school leaders are aware of their requirement to appoint and train a DT for LAC
 - work closely with, and provide training and support for all DTs to ensure that they understand and fulfil their statutory role for LAC
 - provide regular updates for governors, school leaders and DTs in terms of current outcomes for LAC and good practice examples.
20. Good links are in place with Designated Teachers in schools through a regular email service which provides DTs with update information and guidance on all topics related to LAC provision. In addition, free 'new to role' or 'refresher' training is offered to all DTs on a twice yearly basis. During the academic year 2018/19 over 140 DTs have received this training.
21. The Virtual School, alongside Educational Psychology colleagues, has established a pilot network which brings together DTs from within a Family of Schools in Mansfield to provide a termly opportunity for peer support, training and good practice sharing. The intention is for this pilot model to be rolled out across all areas and for all Families of Schools.

Monitoring and maximising the use of the Looked After Pupil Premium

22. The Pupil Premium is additional funding for publicly funded schools in England to raise the attainment of disadvantaged pupils of all abilities, and to ensure educational opportunities for all regardless of need. Pupils eligible for Pupil Premium are children eligible for free school meals, looked after and previously looked after children, and forces children.
23. The size of the Pupil Premium budget which is overseen by the Virtual School is £1.4m. The value of the Pupil Premium Plus allocation per Looked After Child for each school is £2,000. The number of LAC for whom schools accessed Pupil Premium Plus last year was 620.
24. In order for the Virtual School to release the LAC Pupil Premium, all schools must return a detailed Pupil Premium Plan which is quality assured by the Assistant Head of the Virtual School to ensure chosen 'spends' are appropriately focused on the particular educational needs for each eligible child. The Virtual School monitors the impact of this funding and has identified a number of evidence-based interventions which have a positive impact on progress, for example, Switch-on and Reading Recovery, Numicon (maths) and 1:1 tuition. This information is shared with schools and settings to support intervention planning for those pupils not making good progress.
25. In line with the 'Conditions of Grant' guidance, Nottinghamshire's Virtual School retains some Pupil Premium funding in order to commission and provide a number of additional, far-reaching development projects which aim to either involve and inspire groups of LAC or to pilot and develop collaborative good practice across Nottinghamshire's schools. Letterbox club, the Multi-modal Literacy Project and the Attachment Aware Schools project

are successful examples of the use of Pupil Premium funding which are worthy of celebration.

Celebrating success

26. The Letterbox Club, which is an initiative run by the Book Trust to promote reading for pleasure has been evaluated as being extremely positive, with many carers reporting that their young people are now enjoying reading. The current cohort consists of:

(Early Years) Year group -1	18
Year group 1	21
Year group 3	29
Year group 5	39
Year group 7	49

27. The quality of the work which has come out of the Multi-modal Project, which is a literacy initiative to engage vulnerable looked after learners to improve confidence and progress is being formally recognised and celebrated in an exhibition at the Harley Gallery on the Welbeck Estate, as well as at the Southwell Minster Chapter House. The current cohort has 27 pupils taking part, 4 are key stage 3 pupils who have been with the project sometime. An impact report will be produced at the end of this academic year.
28. The Attachment Aware Schools (AAS) project was a national initiative to raise awareness in schools and within the general workforce of the impact of early childhood experiences on a child's ability to form positive relationships. In Nottinghamshire an external provider was commissioned to deliver training to schools. Whilst this training was positively received, there were concerns about the extent to which the learning which took place became embedded in day-to-day practice in schools. As a consequence the approach to developing this work has been redesigned. AAS development work is now delivered to groups of senior leaders by educational psychology colleagues, with a commitment to Action Research evidencing a change in practice within the school setting. The active role of the senior leader in the school is emphasised in this approach.
29. The Virtual School hosts an annual achievement event to celebrate the success of Nottinghamshire's LAC. This is attended by LAC young people, their carers, their teachers, their social workers, and various senior officers of the Council as well as the Virtual School team. Over 100 Looked After Children will be receiving awards at the 2019 achievement event. The achievements range from graduation from university to overcoming huge barriers in personal and social lives. The LAC and Care Leavers Partnership Board now routinely shares and celebrates the particular achievements of Nottinghamshire LAC and Care Leavers.
30. In partnership with Nottingham Trent University the Virtual School hosted a conference for Designated Teachers (DTs) and other professionals with a focus on supporting and developing the role of the DT. Over 120 delegates attended and the evaluation was 100% positive. Key note speakers included Sir John Timpson, Lisa Cherry and Luke Rodgers, all of whom have direct experience of fostering or being in the care system. In addition a key note speech was given by a Nottinghamshire LAC. A range of workshops were provided by keynotes, school colleagues and educational psychologists. The outstanding success of the conference has prompted the LAC and Care Leavers Partnership Board to request

that further conferences be organised, and for these to include the wider children's care workforce beyond the designated teachers in schools.

31. The Virtual School, together with other strategic partners, has continued to develop the *Work Readiness and Career Ambition Programme*. This is an ambitious piece of development work with the ultimate aim that all Nottinghamshire's LAC embark on a systematic programme of experiences from Year 8 onwards which better prepare them for the world of work. These experiences are in addition to whatever these pupils access within their own school, and have been designed with a view to Looked After Children having an 'edge' as they transition into adulthood.

Future priorities

32. 2019-2020 planning for the Virtual School includes:
 - to continue to work on a framework of partnership working to build capacity through a school-led system
 - to continue to develop the Virtual School's method of service delivery
 - to further develop the Attachment Aware Schools project
 - to create a Virtual School website to host resources and information which can be accessed by schools, professionals, parents and carers, as well as young people
 - to develop a system for sharing, within General Data Protection Regulation rules, data which supports the effective transition and ongoing support for LAC into post-16 placements.

Other Options Considered

33. No other options have been considered.

Reason/s for Recommendation/s

34. 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

35. 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

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

RECOMMENDATION/S

That the Committee:

- 1) considers whether there are any actions it requires in relation to the information in the report on the impact of the work of the Virtual School and its partners for academic year 2018/19.
- 2) agrees that further annual reports on the work of the Virtual School be presented to the Children's and Young People's Committee.

Marion Clay
Service Director, Education, Learning and Skills

For any enquiries about this report please contact:

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Constitutional Comments (SLB 18/06/19)

37. Children and Young People's Committee is the appropriate body to consider the content of this 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 (SH 25/06/19)

38. 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.

Promoting the Education of Looked After Children and Previously Looked After Children (February 2018)
Nottinghamshire's Partnership Strategy for Looked After Children and Care Leavers 2018-21

Electoral Division(s) and Member(s) Affected

All.

C1268

15th July 2019

Agenda Item: 5

REPORT OF THE SERVICE DIRECTOR, COMMISSIONING AND RESOURCES

ANNUAL REPORT OF THE INDEPENDENT REVIEWING OFFICER (IRO) SERVICE APRIL 2018 – MARCH 2019

Purpose of the Report

1. The report provides an update on the activities and performance of the Independent Reviewing Officer service from April 2018 to March 2019.

Information

2. The Independent Review Officer (IRO) service is set within the framework of the updated IRO Handbook, linked to revised Care Planning Regulations and Guidance which were introduced in April 2011. The responsibility of the IRO has changed from the management of the Review process to a wider overview of the case including regular monitoring and follow-up between Reviews. The IRO has a key role in relation to the improvement of care planning for Looked After Children and for challenging drift and delay. The IRO's role is to ensure that Nottinghamshire County Council acts as a responsible corporate parent and provides good standards of care and services to the children they care for.
3. The annual report, attached as **Appendix 1**, contains information in respect of the structure of the service, the work the IRO service has been involved in throughout the year, the profile of Looked After Children in Nottinghamshire, how many reviews have been conducted and participation of children/young people and partner agencies within these meetings. It also outlines the challenges undertaken by IROs as part of the dispute resolution process and how the service is developing with key findings for the past year and areas of focus during 2019/20.

Other Options Considered

4. No other options have been considered.

Reason/s for Recommendation/s

5. 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

6. 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

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

RECOMMENDATION/S

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

Laurence Jones
Service Director, Commissioning and Resources

For any enquiries about this report please contact:

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Constitutional Comments (LW 24/06/19)

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

Financial Comments (SAS 23/06/19)

9. 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.
C1267

NOTTINGHAMSHIRE COUNTY COUNCIL
Annual Report of Independent Reviewing Officer (IRO) Service
April 2018 – March 2019

Independent Chair Service vision statement:

“To ensure that, through the independent review process, protection and care plans for children meet their individual needs and secure better outcomes for children and young people.”

1. Introduction

- 1.1.** The Independent Chair Service (ICS) in Nottinghamshire is part of the Safeguarding and Independent Review Service. The ICS is responsible for quality assuring practice in relation to children in public care and children subject to child protection plans, ensuring that appropriate care/safeguarding plans are in place for these children, and promoting effective interagency working. There are two groups of staff within the ICS and this report will focus on the statutory function of the Independent Reviewing Officer (IRO). A separate report is available in respect of the Child Protection Coordinator (CPC) part of the service.
- 1.2.** The IRO Handbook, statutory guidance states that the manager of the IRO service is responsible for the production of an annual report for the scrutiny of the members of the Children and Young People’s Committee and for it to be accessible as a public document. The IRO is central to ensuring the care plan in place meets the needs of each individual child whilst overall achieving good outcomes for all looked after children. This report will provide information and analysis regarding the activity and performance of the IRO service over the past 12 months, and identify areas for development in the coming year. Progress against actions identified in the Annual report 2017-2018 will be addressed in the body of the report.

2. Purpose of service and legal context

- 2.1.** The Independent Review Officers’ (IRO) service is set within the framework of the updated IRO Handbook, linked to revised Care Planning Regulations and Guidance which were introduced in April 2011. The responsibility of the IRO has changed from the management of the Review process to a wider overview of the case including regular monitoring and follow-up between Reviews. The IRO has a key role in relation to the improvement of care planning for children Looked After and for challenging drift and delay. The IROs role is to ensure that Nottinghamshire County Council acts as a responsible corporate parent and provides good standards of care and services to the children they care for.

3. Staffing/workload

- 3.1. The establishment for the IRO group is 14 (full time equivalent). The IRO team is part of the Independent Chair Service situated within the Safeguarding, Assurance and Improvement Service. In October 2017 following restructuring within Nottinghamshire's Children and Families department the Independent Chair Service (ICS) is now positioned in the Commissioning and Resources service thus improving greater independence for the service. During 2018 the IRO team experienced a high level of sickness which proved to be quite challenging in maintaining a consistent and robust service to the children and young people of Nottinghamshire. Given the challenges, the group has remained steady with just two members of staff leaving; one relocated to another area and another was redeployed due to long-term sickness. Recruitment has taken place and new members are receiving support from a mentor to learn the role of the IRO and expectations.
- 3.2. Within the IRO Handbook 2010 it states for an IRO to fulfil the overall roles and responsibilities as defined in the Care Planning Regulations a full time IRO should have a caseload consisting of 50-70 children/young people. Due to the high level of sickness during last year caseloads have exceeded 70 with some carrying cases in the range of 80-85. When new staff have been introduced to the service, their caseload takes time to increase whilst they are being inducting into the role and develop the skills/responsibilities required. In terms of diversity, the profile of the service does not mirror the composition of the looked after population but is representative of a range on gender, age, sexuality, ethnicity and cultural backgrounds. Despite the challenges, IROs have continued to provide consultation and share their expertise with social workers and managers around care planning for the children and young people they review. The role of the IRO is seen as significant with those children who have been looked after for many years and can be the most long standing professional relationship they experience.
- 3.3. The IROs have specialisms/lead roles within the service which enables them to develop specialist knowledge which is shared with colleagues and creates good working networks with other agencies when striving to achieve good outcomes for looked after children. Due to the high level of sickness within the team over this period IROs have struggled to give time to their lead roles although have attended relevant meetings. IROs have regular supervision along with group supervision sessions with colleagues and have used this opportunity to discuss cases where children and young people are vulnerable to sexual exploitation, who go missing, with disabilities and UASC (unaccompanied asylum seeking children) and other vulnerable children within the looked after population. The lead roles also involve IROs attending meetings/forums, as described below:

Local Family Justice Board- An IRO attends quarterly meetings with representatives from social work teams from the county and city, court personnel, CAFCASS and legal representatives. The focus is on improving practice and reducing the length and time of care proceedings in public law and increasing the efficiency of private law cases in order to improve outcomes for children and young people. The IRO has also attended the annual 'Voice of the Child' conference of the young people's board which promotes the participation

of children and young people who are or have been subject to care proceedings. The Family Justice Young People's Board (FJYPB) is a group of over 50 children and young people aged between seven and 25 years old who live across England and Wales. All of the members have either had direct experience of the family justice system or have an interest in children's rights and the family courts.

The annual conference is attended by children and young people and a broad range of 200 delegates of agencies, professionals, voluntary groups, charities, foster carers etc who are involved in delivering services to children and young people. A young person from Nottinghamshire is involved after applying to join the local board last year. At the conference handouts are available prepared by the young people.

Children Disability Service- There is one IRO who meets regularly with the CDS managers and discusses areas of concern and priorities for the IRO service. The IRO maintains good communication between the Team Managers and the service to ensure there is consistent practice. The IRO also has links with the transition team and works with the group to ensure timely transition planning for each young person involved.

Youth Justice Service (YJS) - IRO meets with manager four times a year where each discuss developments within their respective services.

The manager will discuss local and national priorities around programmes and policies aimed at addressing and reducing knife crime, sexual violence and drug use. The manager provides a point of contact should the IRO service need any advice or guidance. More broadly, many of the factors that influence young people involved within the criminal justice system also affect the Looked After Population, particularly teenagers; such as family break down, poor mental health and drug use. Therefore, it is useful and informative to be able to discuss the wider implications of all these issues.

The YJS have an important preventative role and as a number of Looked After young people are at risk of being involved with the criminal justice system this link between the IRO service and YJS is extremely useful.

Activities IROs have been involved with- Two IROs and no labels groups have been involved in producing a child friendly annual report. A draft report has been completed it is just a matter of this being presented to the no labels group and then approval to be sought through the Children and Care Council. A couple of IROs attended the Looked After Children Event in February where the Countywide team organised a family event at Holme Pierrepont, with a theme of Harry Potter. The event enabled young people and professionals to meet Youth Workers, visit stands offering support as well as having a chance to get involved with the various activities. Some young people found the attendance of their identified IROs to be positive along with sharing some of the fun activities. IROs were introduced to the Local Offer for care Leavers in March 2019 when it was launched. This offer is a clear commitment to those who have left or leaving care with continued support from local authority to enable them

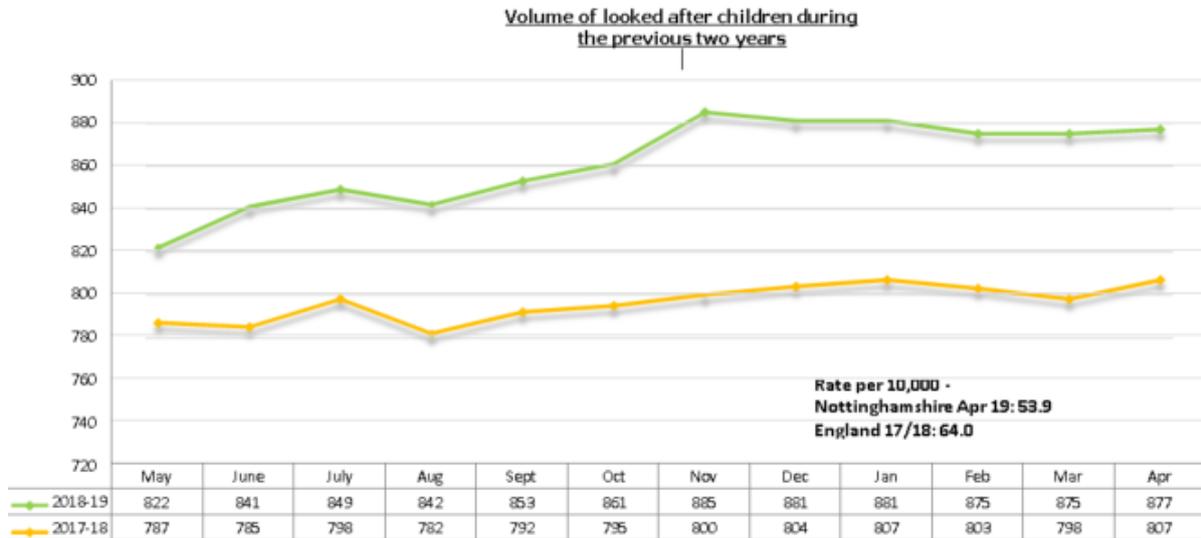
to feel safe, get the advice and help they need and developing the skills required to make a positive contribution within society. In considering the Local Offer IROs have viewed this as a positive way for young people to establish themselves as adults. Helping to underpin their future by providing financial and practical support which empowers young people to build a sustainable future.

Participation Group

One IRO and one Child Protection Coordinator are part of the steering group and the local authority has now purchased 'Mind of my own' app, which will encourage children and young people to communicate with their social worker and IROs at any point in the day. The implementation of the app is in its early stages and the steering group will continue to meet to develop this. The IRO service will be championing this app once it is functional and ready for use. There is representation from the CICC (Children in Care Council) with consultation taking place throughout the various stages of considering this app.

4. Profile of Looked After Children in Nottinghamshire

- 4.1.** At the end of March 2019, there were 875 children and young people looked after by the Local Authority (a rate of 53.9 per 10.000 children) in comparison to last year there were 798 looked after children at a rate of 49.1 per 10.000 children. This figure continues to be lower than the national average (64) and that of our statistical neighbours (61.5). The service has systems in place to identify the need for children to be looked after or cared elsewhere is addressed. Child protection coordinators have an overview of cases where children are subject to child protection plans, will escalate concerns around drift or delay, and will challenge when plans are not progressing in a timely way and consideration to alternative care and protection is required. As IROs and CPCs are part of the same service they regularly liaise with each other about children on dual plans and ensure a single plan is appropriate plan unless the children are to be rehabilitated back home. The Service Manager for the court team and the Independent Chair Service meet monthly to review all the plans of children who have recently come into local authority care to ensure these are being progressed in a timely manner and the appropriate assessments are being undertaken to consider their long term care.



4.2. Of the 875 children and young people looked after at the end of March 658 were in foster care, (which comprises of 78.2% of the total LAC population) 25 children were identified as having a disability and 20 were placed outside of the county. In considering, other types of placements 102 children were placed in children’s home, 77 in other placements not identified and 1 was made subject to a secure placement. Out of the total of 875 children 30 (7.2%) of LAC population) were placed for adoption.

4.3. When considering the age profile of the children who became looked after in Nottinghamshire over the past year 63% were between the ages of 0-11 years, 37% made up the LAC population of 12-18 year olds at the end of March 2018. Of the total number of young people, accommodated 58% were male and 42% female, this figure is not dissimilar to that of 2108/19.

4.4. When considering the legal status of children and young people who became looked after this year the majority where initially accommodated under section 20 of the Children Act 1989 (55%). Section 20 accommodation is agreed with the parents and is a short-term measure pending either a return home or the commencement of care proceedings. IROs need to confirm what the plan is by the second review at the 3 months stage in order to prevent drift, delay, and secure permanence for the child. As soon as the plan changes from the child returning to the care of their parent’s then consideration is given to initiating a Legal Planning Meeting. Of the 370 children becoming looked after during the year 136 (36%), were subject to care proceedings The IROs role is crucial during this period in ensuring there is no delay regarding assessments being completed and to consider the legal status of the child.

4.5. In terms of permanency outcomes during 2018/19, there has been a high number of children returning to the care of their parents (66), with young people progressing onto Independent Living being (79) and 33 children being made subject to a Special Guardianship Order. The IROs continue to ensure that a child’s Care Plan is meeting their needs and that changes to the plan are made to reflect any change in circumstances.

5. Looked After Reviews

5.1 A total of 2308 reviews were chaired by IROs in the year ending of March 2019, (this is a significant increase from the year before where 1805 reviews were held) of these 96.4% of these were held in timescale, which is a similar percentage from last year. The performance indicator NI66 which is calculated on a rolling year basis for the previous 12 months rather than a year to date figure for the financial year as reported previously was 91.9% which continues to remain within target.

5.2 At the point of children and young people becoming looked after, (370 in total) for the year of 2018/19 51% were due to neglect and abuse which is a slight increase from last year of 47%. Other factors involved family dysfunction, absent parenting and family in acute stress featured highly 31%. IROs have noted there has been a number of positive interventions undertaken by the family service, to support children returning to the care of their family with a good plan of support.

6. Children and young people's participation in their reviews

6.1 The IRO service strives to ensure that children and young people participate in their review whether that be in person or through other creative means to include them in the review. Indeed in 2018/9 children aged 4 and over are recorded to have conveyed their views in over 91.6% of reviews, which signifies similar picture from the previous year which was 92%.

6.2 The IRO monitoring data indicates that the majority of children and young people are consulted about the venue of the meeting and who they would like to attend the review. Of the total number of reviews held this year in respect of children aged 4 years and over, the child/young person attending the review meeting or part of their meeting has remained consistently around 45%. Of those who did not attend, 5-6% they asked an advocate to speak for them or 44% conveyed their views by other means to the review. When you look at the overall picture throughout the year both figures remain relatively consistent therefore children participating by attendance or other means continues to be high. IROs continue to offer support to those young people confident enough to chair or co-chair their own review. IROs consult with the young people to establish how their views can be heard and how they want to contribute to their review.

7. Identifying good practice and Dispute Resolution process

7.1 The IRO handbook sets out that one of the key functions of the IRO is to resolve problems arising out of the care planning process. Where an IRO has significant concerns about practice or other issues affecting a child's care plan then the IRO can instigate an alert. In the first instance, the IRO will initiate an alert and seek to resolve the concerns with the social work team manager. A record of this alert and outcome is placed on the child's file. If the matter is not resolved within the required 10 working day timescale then the IRO with their manager will then consider taking action by progressing to stage 1; this involves the operational service manager.

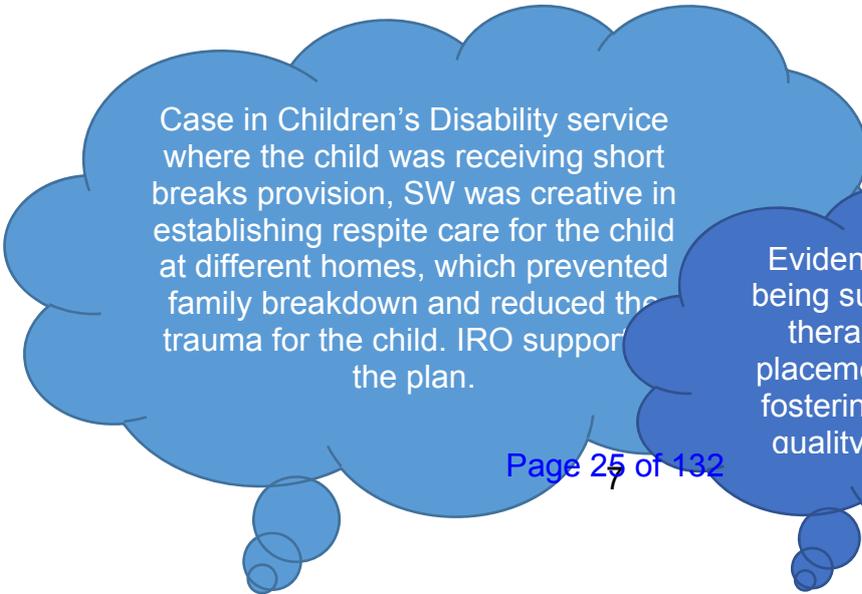
7.2 When the IRO identifies any issues around care planning they will seek to resolve the issue informally with the social worker, their manager or with the agency involved. The informal stage of the process is usually recorded on the child's file however this data has not been available to the service this year, as it is vital for the IRO to demonstrate they have taken up informal discussions a new case note is being introduced in order to collate this information. During the year 68 alerts were however initiated by IROs on a formal basis to Social Care practitioners, data suggests there has been a slight increase in the number of alerts initiated (55 in 17/18 and 68 in 16/17). The themes that have emerged from the alerts relate to a range of issues; Lack of clear plan in respect of child, drift and delay usually due to change over of social workers, any poor practice identified about any agency involved which occurs rarely and not ensuring the child/young person has not been consulted as part of the LAC review process. When alerts are initiated the concerns raised are acknowledged and responded within the period of the next review.

7.3 What is evident from the alerts initiated during 2018/19 only 8 were escalated to stage 1 which involves the Service Manager for the respective team and often is required when Team Managers does not respond to the alert within 10 working days. No alerts have been escalated to Group Manager as all have been acted upon and resolved satisfactorily by the teams involved. The IRO is also required to initiate external alerts when there are individual concerns about partner agencies contribution and delay in achieving good outcomes for the child/young person. From the IROs, feedback there continues to be good multi-agency working and any concerns raised about practice or delay have been addressed informally at the time. IROs have not needed to initiate alerts formally, as the matters raised were resolved immediately.

7.4 IROs acknowledge good practice by sending an email to the social Workers team manager.

Below are some examples and quotes from IROs:

- SW is an outstanding worker; consistently her reports are thorough, very detailed and she demonstrates that she clearly knows the children well and understands their needs. Her visits are often more than required she values spending time with the children and has a good commitment to them.

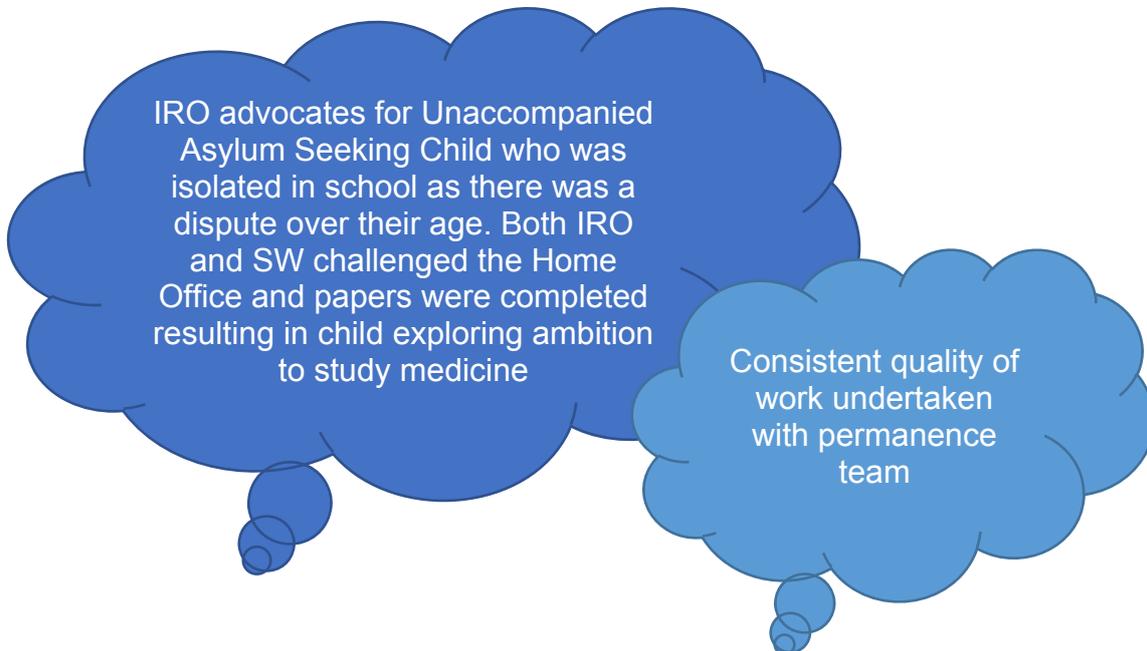


Case in Children's Disability service where the child was receiving short breaks provision, SW was creative in establishing respite care for the child at different homes, which prevented family breakdown and reduced the trauma for the child. IRO supported the plan.



Evidence of children being supported within therapeutic foster placements. Excellent fostering support and quality of ther-a-play

- SW met two siblings for the first time just before the review; they have said they really like their social worker and they even told school. The two girls really don't want Social Care involved at all. This is credit to a very good social worker.



- IRO commented they were impressed by SWs Pathway Plan for Child A, clearly they were well involved in developing this. SW has formed a good relationship with Child A who is not always easy to engage with, she knows them well and they contact her if they need support which is very positive. Her commitment to Child A is very good.

8. Examples of good permanency outcomes

During 2018/19, the IROs focus on the permanency needs of children and young people at every review undertaken. Throughout the year, children and young people looked after achieved permanence by:

66 returning to the care of their parents.

33 children becoming subject to a Special Guardianship Order, of which foster carers for the children they cared for secured some.

32 children were adopted.

9. National and Regional IRO Managers groups

The ICS service manager chairs the regional IRO managers meeting, which takes place four times a year and is now a member of the National IRO Managers partnership group, which meets at the DFE (Department for Education) office in London. IRO managers from across England meet quarterly and as a group have addressed many topics of mutual interest over the past year, which has included personnel from Social Work England, research undertaken on Child Sexual Abuse, CAFCASS (Children and Family Court Advisory and Support Service) protocol and Contextual Safeguarding. During October and February, the group developed NIROMP's Priorities and Vision for 2019-22, each area has taken a

lead from the four main priorities with Nottinghamshire focussing on the 'Voices of children'.

10. Learning and development

Over the past 5 years seminars have been held which has involved IROs from the nine local authorities within the region, a training group comprising of some regional managers enlist speakers to deliver topics of interest. This continues to be a valuable opportunity in respect of IROs sharing their own experiences and offering suggestions with new developments. The offer has now extended to the Child Protection Coordinators within the region and this has meant the number entitled to attend has placed a strain on the ability to deliver to a much bigger group. The training group try to facilitate seminars which incorporates similar challenges and of interest to children and young people looked after and subject to a child protection plan. The topics over the past year have been; challenges for IROS around care proceedings and advocacy, peer on peer sexual abuse, safeguarding of young children from pre-birth and quality assurance and role of the chairs. Case studies continue to be integrated within the seminars and is found to be best vehicle for learning and sharing own practice. These sessions are extremely valuable and effective in cementing good working relationships across the region.

11. Feedback from children, young people, parents/carers and professionals

11.1 Children, their carer's and parents continue to make positive comments about the involvement of the IRO in their lives and for many the IRO has been the most consistent professional. On receiving feedback the vast majority report that they feel welcomed by IRO, felt respected by them, had time to share information, views and opinions and had a clear understanding of the care plan and the decisions and recommendations made at the end of the review.

The additional comments highlighted that the IRO;

- Is honest and open
- Informal tone so feel able to contribute
- Very approachable and welcoming
- Valued the importance of established and long term relationships

11.2 The Local Authority has commissioned the 'Mind of your own' app which is to be rolled out to gain feedback from children and young people, the IRO will look at how this can be introduced and respond to any suggestions for improvement.

12. Key findings

- It has been a challenging year for the IRO service although practice continues to be positive with good multi-agency working
- Reviews continue to show a good level of child participation and evidence of the voice of the child
- LAC reviews have continued to remain within normal range of timeliness
- IROs have worked hard to maintain consistency due to the high level of sickness within the team over the last year

- IROs are attending events for looked after children and supporting those who offer activities
- Alerts initiated are appropriate and are resolved in a timely manner with good results for the children and young people involved
- IROs continue to attend regional seminars and have welcomed the additional input from the Child Protection Coordinators.

Progress on last year's priorities

- Child friendly report to be shared for consideration with CICC
- Child Protection Coordinators are now part of the regional seminars
- Nottinghamshire are taking the lead with priorities from national group
- IRO manager will be attending Care Leavers partnership from July
- Informal alerts will now be captured through new case note type
- Piloting of reviews for young people leaving to progress.

Areas for focus during 2019-20

- Explore use of technology in the LAC review process and ensure engagement of young people with this
- Pilot the provision of reviews for young people leaving care
- Fostering IROs to come under the management of the service
- Monitor the implementation of IRO case note types allowing for reporting on informal alerts
- IRO service manager to attend LAC and Care leavers Strategic Partnership Board
- IROs to monitor the Local Offer for care leavers and ensure it is addressing their needs
- Produce the new child friendly annual report and evaluate with young people its benefits
- Focus to be given on IROs to develop their lead roles.
- Nottinghamshire to take the lead on behalf of national group on the priority focusing on the 'Voice of Children'
- Undertake some quality assurance activity to explore efficacy of IRO service.

Izzy Martin
 Service Manager
 Independent Chair Service
 03.06.19

15th July 2019

Agenda Item: 6

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

NATIONAL MINIMUM FOSTERING ALLOWANCES AND LEVELS PAYMENT RATES TO FOSTER CARERS 2019-20

Purpose of the Report

1. This report proposes that Nottinghamshire County Council continues to pay its foster carers the National Minimum Fostering Allowances, at the rates prescribed by the Department for Education. Allowances are payments made by the Local Authority, to its foster carers, for the living costs of fostered children.
2. This report also seeks approval for the revised 'levels' payment rates to foster carers, as set out in this report.

Information

3. The Children Act 2004 (Section 49) introduced new powers for the Government to compel local authorities to pay foster carers at prescribed rates.
4. On 27 July 2006, the Department for Education and Skills (DfES) announced the recommended rates for the National Minimum Fostering Allowances for Foster Carers. These rates were effective from 1 April 2007. The Council has previously agreed to pay the recommended rates each year since 2007. Prior to March 2011 other additional/specific fostering allowances and fees to foster carers were annually inflated by the rate of inflation as determined by the County Council.
5. The report proposes that the Council continues to pay its foster carers the National Minimum Fostering Allowances, at the rates prescribed by the Department for Education. These allowances are payments made by the Local Authority to its foster carers to cover the costs involved in looking after a fostered child. Nottinghamshire currently pays its foster carers a weekly allowance of £130 (for a child aged 0-4 years), £143 (for a child aged 5-10 years), £164 (for a child aged 11-15 years) and £191 (for a child aged 16-17 years). The weekly allowance, as of 1st April 2019, will increase to £132 (child 0-4 years), £146 (child 5-10 years), £167 (child 11-15 years) and £194 (young person 16+).

6. 875 children were looked after by the Local Authority as of 31st 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.
7. Foster carers approved by the Council provide a best value care placement when compared with other care providers. An internal fostering placement costs the Council approximately £300 per week less than a fostering placement purchased in the independent fostering sector.

Proposed increase to fostering levels payments

8. On 11th February 2019 a report was approved by the Committee for investment in the development of the Fostering Service, primarily to significantly increase the number of Nottinghamshire foster carers and thus increase placement choice for looked after children at the best possible value for money.
9. The investment included an increase in the fees that the Council pays to its foster carers, as part of a strategy to attract new carers and retain existing carers. The Council is in direct competition with both independent fostering agencies and neighbouring Councils for good foster carers, and an increase in fees, alongside other improvements to the fostering offer, is expected to encourage more people to foster with Nottinghamshire County Council.
10. £300,000 was approved to pay for increased payments for existing foster carers, as part of the development strategy. The report to Committee in February set out the plan for this to be an invest-to-save initiative which has the potential to pay for itself as well as deliver savings to the children's placements budget.
11. Nottinghamshire foster carers and service colleagues were consulted on the optimum fee structure, and their feedback was noted.
12. Foster carers are paid a basic fostering allowance, as directed by the Department for Education. On top of this they are paid a 'levels' fee which reflects their experience and training. The current fee structure has four levels. In year one, new carers receive the basic fostering allowance only, with no levels fee.
13. The proposed fee structure has been reduced from four levels to three. Level one carers will receive a fee on top of the basic fostering allowance. This is in recognition of the service that all foster carers provide, and it is hoped that this will attract new carers.
14. The levels payment increase will be contained within the overall 2019/20 Fostering budget. It has been costed and is within the proposed £300,000 investment.
15. The proposed fee structure will apply a 29% increase to all levels payments. The new fee structure is as shown in the table below:

Current Levels	Current Levels payment per week	Proposed Levels	Proposed Levels payment per week	Increase per week	% carers on each level
Level 4 (5-18 yr-olds)	£108	Level 3 (5-18 yr-olds)	£139	£31	76%
Level 4 (0-4 yr olds)	£88	Level 3 (0-4 yr-olds)	£113	£25	2%
Level 3	£44	Level 2	£57	£13	4%
Level 2	£22	Level 1	£28	£6	4%
Level 1	£0	Level 1	£28	£28	13%

Family and Friends Carers

16. 'Family and Friends' foster carers or 'Kinship' foster carers, who are approved as child specific foster carers, are currently paid a regular weekly fostering allowance at the rate of a Level 1 foster carer, which is the very minimum payment. Many of these 'connected persons' secure permanency for the child in their care via Special Guardianship Orders (SGO), which is a positive outcome for the child in placement.
17. There are some Family and Friends foster carers that require ongoing support from Nottinghamshire County Council and consequently it is not deemed appropriate for the foster carer/s to seek a Special Guardianship Order. It is proposed that these carers be eligible to progress through the fostering levels payments, as they will be subject to the same training and development as mainstream foster carers.

Other Options Considered

18. The Local Authority is required to pay the National Minimum Fostering Allowances (Section 49, Children Act 2004; Standard 28.1 National Minimum Fostering Standards 2011). No other options have been considered.
19. Other fee structures were considered, including keeping four levels, and also applying varying increases across the levels instead of a blanket increase. It was felt that the absence of a levels payment at entry level would put some potential carers off, and that there are already variances built in to the fee structure to reflect the different challenges that different age groups present, so a blanket increase would maintain these.

Reason for Recommendation

20. The Local Authority is required by law to pay its foster carers the National Minimum Fostering Allowances. Payment of the National Minimum Fostering Allowances ensures the Authority's compliance with Section 49, Children Act 2004.
21. The reasons for the foster carer payments increase were set out in the report to Committee on 11th February 2019.

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. The levels payment increase will be contained within the overall 2019/20 Fostering budget. It has been costed and is within the proposed £300,000 investment.

RECOMMENDATION

That:

- 1) Nottinghamshire County Council continues to pay foster carers a weekly fostering allowance, as detailed in **Appendix 1**, at the national minimum rates, as prescribed by the Department for Education.
- 2) Committee agrees the new 'levels' payment rates to foster carers, as detailed in **paragraph 15**.

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 20/06/19)

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

Financial Comments (SAS 24/06/19)

25. The cost of the increase in the levels payment is £200,000 in 2019/20 and a further £100,000 in 2020/21 which is a total cost of £300,000. This can be contained within the fostering allowances budget of £7,791,350 subject to the successful delivery of the fostering service development strategy.

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.

Development of the Fostering Service – report to Children and Young People’s Committee on 11th February 2019

Electoral Division(s) and Member(s) Affected

All.

C1263

15th July 2019

Agenda Item: 7

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

ADOPTION EAST MIDLANDS – CHANGE TO STAFFING ESTABLISHMENT

Purpose of the Report

1. The report seeks approval to disestablish a 1 FTE Social Work (Band B) post and establish a 1 FTE Social Work Support Officer (Grade 4) post in the Adoption East Midlands staffing establishment.

Information

2. Social Work Support Officers provide support across various childcare teams in Nottinghamshire and across Adoption East Midlands. Currently Adoption East Midlands has 3.5 full time equivalent Social Work Support Officers.
3. The use of this role is well embedded across Adoption East Midlands resulting in Social Workers being able to focus on working with children and families. The role of the Social Work Support Officer is to be a consistent point of contact for adopted adults, families who have had a child adopted and adopted children and their families. The role is utilised to assist Social Workers in ensuring the safeguarding of vulnerable children/young people and with guidance provide direct support to families.

Other Options Considered

4. Adoption East Midlands has considered retaining the Social Work post but feel that the families who utilise the service will benefit by converting it to a Social Work Support Officer post.

Reason/s for Recommendation/s

5. The Social Work Support Officer role is well embedded across Adoption East Midlands resulting in Social Workers being able to focus on working with children and families.

Statutory and Policy Implications

6. 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

7. The disestablishment of the 1 FTE Social Work post at Band B and the establishment of the 1 FTE Social Work Support Officer post at Grade 4 would provide a saving of £17,285.

Human Resources Implications

8. The 1 FTE Social Work post that it is proposed to disestablish is currently vacant.

Implications for Service Users

9. The use of Social Work Support Officers to support Social Workers enables Social Workers to focus on their direct work with children and families.

RECOMMENDATION/S

- 1) That Committee approves the disestablishment of 1 FTE Social Work (Band B) post and the establishment of 1 FTE Social Work Support Officer (Grade 4) post within the Adoption East Midlands staffing establishment.

Steve Edwards

Service Director, Youth, Families and Social Work

For any enquiries about this report please contact:

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Constitutional Comments (LW 19/06/19)

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

Financial Comments (SAS 24/06/19)

11. The disestablishment of the 1 FTE Social Work post at Band B and the establishment of the 1 FTE Social Work Support Officer post at Grade 4 would provide a saving of £17,285. The current AEM staffing budget is £3,335,404.

HR Comments (BC 14/06/19)

12. The staffing implications are contained within the body of the report. Recruitment to the post will be in accordance with the agreed 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.

None.

Electoral Division(s) and Member(s) Affected

All.

C1261

15 July 2019

Agenda Item: 8

REPORT OF THE SERVICE DIRECTOR, EDUCATION, LEARNING AND SKILLS

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

Purpose of the Report

1. The report updates Committee on the changes to the Schools Causing Concern statutory guidance for local authorities and Regional Schools Commissioners (RSCs) (Department for Education, November 2018). This report also informs the Committee of the subsequent review of Nottinghamshire County Council's Schools Causing Concern Strategy and guidance and requests that Committee considers whether there are any actions that it requires in relation to the revised strategy, attached as **Appendix 1**.
2. The report requests approval for the Chairman of the Children and Young People's Committee to write to the Regional Schools Commissioner expressing concern around any reduction in powers of intervention in underperforming academies in Nottinghamshire and to request the continued challenge and support for academies who fail to deliver a good education to Nottinghamshire's children and young people.

Information

3. This new statutory guidance is for local authorities (LAs) and RSCs on schools causing concern and intervening in failing and underperforming schools. This became effective from November 2018. The main change is a reduction in scope for intervention by RSCs in underperforming schools, previously deemed to be coasting, which will no longer be subject to formal intervention by RSCs. It should be noted that the changes to the strategy are as required by legislation and that there is no discretion to be exercised by the Council; it is for this reason that the revised strategy is referred to the Children and Young People's Committee.
4. Whilst the RSC's powers of intervention in relation to schools deemed to be underperforming is reduced, Members are assured that the Council's Education Improvement Service continues to deploy Education Advisers to any maintained school deemed to Require Improvement or in an adverse Ofsted category.

5. However, the RSC continues to have the power to intervene in maintained schools who do not comply with warning notices. The RSC has a duty to make an academy order in respect of any maintained school that has been judged Inadequate by Ofsted (serious weaknesses or special measures). If a maintained school is the subject of an academy order, the governing body and local authority will be under a duty to facilitate the school's conversion into an academy by taking all reasonable steps to achieve this. LAs and governing bodies are also under a duty to facilitate a sponsor as identified by the RSC.
6. Whilst the statutory guidance acknowledges the role played by LAs regarding under performing schools, the powers of the RSC will take precedence. The DfE expects, therefore, LAs to work closely with RSCs about any arrangements for under performing schools that have been judged to require improvement by Ofsted. All schools judged as Requires Improvement by Ofsted will be eligible for support. Schools judged as requiring improvement for the first time will receive up to three days support from either a multi-academy trust, an accredited system leader, such as a Teaching School or from a school improvement provider using evidence-based programmes. In addition, the small number of schools judged as Requires Improvement in their last two Ofsted inspections will have access to up to £16,000 to support school improvement. The Ofsted judgement of Requires Improvement is now the single measure used by the DfE to judge school performance and replaces the Coasting Schools measure. The updated LA Schools Causing Concern Strategy incorporates this change.
7. There are now four types of warning notices that can be issued to maintained schools:
 - The standards and performance of pupils at the school are unacceptably low and are likely to remain so.
 - There has been a serious breakdown in the way the school is managed or governed which is prejudicing or likely to prejudice, such standards of performance.
 - The safety of pupils or staff at the school is threatened (whether by a breakdown of discipline or otherwise)
 - The governing body has failed to comply with a provision of an order under section 122 of the Education Act 2002 (teachers' pay and conditions) that applies to a teacher in the school; or the governing body has failed to secure that the headteacher at the school complies with such a provision.
8. The updated schools causing concern strategy outlines the circumstances that would lead the LA to consider issuing a warning notice in respect of leadership and management concerns. These are as follows:
 - a school's overall effectiveness and leadership have been judged by Ofsted as Requiring Improvement for the second consecutive time under the leadership of the same head teacher
 - leaders or governors are judged by HMI, during monitoring inspections, to be failing to take sufficiently effective action towards securing an Ofsted judgement of Good at the school's next inspection

- leaders or governors are failing to engage with, or respond to, external advice, support and challenge which is designed to bring about school improvement
 - the governing body's arrangements for the head teacher's performance management are not securing the necessary scale and/or pace of improvement
 - leaders or governors are not making a sufficiently robust response to safeguarding concerns or failing to take appropriate steps to keep children safe.
9. There is a clear expectation that LAs will use their statutory powers in schools with low standards of performance or where there is a breakdown in the way in which a maintained school is managed or governed or the safety of pupils or staff at a maintained school is threatened.
10. Nottinghamshire County Council's Education Improvement Service (EIS) is underpinned by a School Causing Concern Strategy which has been fully consulted upon with all Nottinghamshire maintained schools and Teaching School Alliances. Nottinghamshire's updated Schools Causing Concern Strategy and guidance has been revised to respond to these new requirements which are outlined in the School Improvement Strategy for Schools Causing Concern, attached as **Appendix 1**.
11. The updated Schools Causing Concern Strategy will be shared with head teachers and governing bodies in the Autumn term 2019.

Other Options Considered

12. No other options have been considered. The DfE Schools Causing Concern guidance for local authorities and RSCs is statutory and the LA must have regard for it in exercising its functions.

Reason/s for Recommendation/s

13. Members are committed to all children and young people in Nottinghamshire attending a good or better school, as outlined in Nottinghamshire's Schools Policy and in Your Nottinghamshire, Your Future. This strategy provides a framework and information about the actions available to the Local Authority in response to schools causing concern.

Statutory and Policy Implications

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

Financial Implications

15. Some additional funding will be provided by the DfE for maintained schools judged to Require Improvement for the second time by Ofsted up to a maximum of £16,000.

16. The LA is also in receipt of a School Improvement Grant which will be used to provide the required support and challenge to Nottinghamshire's maintained schools causing concern.

RECOMMENDATION

That the Committee:

- 1) considers whether there are any actions that it requires in relation to the revised Schools Causing Concern Strategy, attached as **Appendix 1**.
- 2) requests that the Chairman of the Children and Young People's Committee should write to the Regional Schools Commissioner expressing concern around any reduction in powers of intervention in underperforming academies in Nottinghamshire and requesting the continued challenge and support for academies who fail to deliver a good education to Nottinghamshire's children and young people.

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Constitutional Comments (SLB 02/07/19)

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

Financial Comments (SH 25/06/19)

18. Additional funding will be provided by the DfE to maintained schools judged to Require Improvement for the second time by Ofsted up to a maximum of £16,000.
19. The LA is also in receipt of a School Improvement Grant which will be used to provide the required support and challenge to Nottinghamshire's maintained schools causing concern. The School Improvement Grant was £734,000 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.

Schools causing concern: Guidance for local authorities and Regional Schools Commissioners on how to work with schools to support improvements to educational performance, and on using their intervention powers (Department for Education, November 2018)

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/754974/Schools_causing_concern_guidance-November_2018.pdf

Electoral Division(s) and Member(s) Affected

All.

C1260

Education Improvement Service

School Improvement Strategy for Schools Causing Concern

June 2019





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Nottinghamshire School Improvement Strategy

Section 1 – Strategy Overview



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Introduction and Context – Statutory responsibilities

This document aims to:

- provide updated guidance for school leaders, education improvement advisers (EIAs) and other LA school improvement professionals on respective roles and responsibilities in engaging with or providing appropriate support and challenge for LA maintained schools requiring improvement or causing significant concern
- summarise Nottinghamshire local authority's (LA) response to the provisions relating to 'Schools Causing Concern' (SCC) in Part 4 of the Education and Inspections Act 2006, the Education and Adoption Act 2016, Children and Families Act 2014, School Governance Regulations 2010 and the DfE Statutory Guidance on 'Schools Causing Concern' last updated November 2018 and which came into force on 8 November 2018 and which can be found at:
<https://www.gov.uk/government/publications/schools-causing-concern--2>

The Role of the Regional School Commissioner (RSC)

The RSC is responsible for acting as champion of education excellence and for addressing underperformance in academies but also has a role in respect of schools eligible for intervention under the terms of the DfE statutory guidance on schools causing concern, November 2018. These schools include those judged inadequate by Ofsted, those schools which fall within the definition of coasting and those schools which have failed to comply with a warning notice. RSCs can also issue a warning notice to LA maintained schools (see section 5 in the Nottinghamshire School Improvement Strategy Guidance for further information).

LAs are expected to act as champions of high standards of education across their schools, and in doing so should:

- Understand the performance of maintained schools in their area, using data as a starting point to identify any that are underperforming, while working with them to explore ways to support progress;
- Work closely with the relevant Regional Schools Commissioner (RSC) and other local partners to ensure schools receive the support they need to improve
- Where underperformance has been recognised in a maintained school, broker and commission appropriate support and proactively work with the relevant RSC to combine local and regional expertise to ensure the right approach, including sending warning notices and using intervention powers where this will improve leadership and standards;
- Encourage good and outstanding maintained schools to:
 - take responsibility for their own improvement;
 - support other schools;
 - enable other schools to access the support they need to improve;
- Facilitate the conversion of inadequate schools into academies.

The School Improvement Monitoring and Brokering Grant is provided to the LA to assist it to fulfil these responsibilities

Where the LA has concerns about an academy's standards, leadership or governance they should raise this directly with the relevant RSC

Special Educational needs (SEN)

The Children and Families Act 2014 outlines the LA's duties with regard to children and young people. Local authorities, their health and social care partners, and the educational providers that they expect to use, are under extensive statutory duties to work together to plan and keep under review the services and provision available to support those with SEN in their area.

Safeguarding

The LA has overarching responsibility for safeguarding and promoting the welfare of all children and young people in their area, regardless of the types of educational settings they attend.

Additional non-statutory responsibilities relating to LA oversight of governance in maintained schools

The LA should promote and support high standards of governance, recognising where a school could improve and encouraging governing bodies to do so.

The LA should be a champion for high quality governance; help ensure that governors have the necessary skills; and have in place appropriate monitoring arrangements to identify signs of failure in relation to governing bodies' oversight of finance, safety or performance standards.

Maintained schools should have a code of conduct setting high standards of the role, conduct and professionalism of their governors, including an expectation that they undertake training to fill any skills gaps to contribute to effective governance of the school.

In discharging its responsibilities, the LA will:

- use all available data and local intelligence together with any Ofsted judgements to undertake its risk assessment, and keep this under review
- work in partnership with Teaching School Alliances and National Leaders of Education (NLEs) to consider a range of possible support solutions that include:
 - school-to-school partnerships, including NLEs, Local Leaders of Education (LLE) and the skills and expertise present in other effective and rapidly improving schools,
 - developing and coordinating bespoke packages of work from a range of sources to meet the specific needs of individual schools,
 - networking opportunities;
- directly provide or commission a traded service programme that responds to the identified improvement needs across all Nottinghamshire schools;
- support governing bodies to consider a range of leadership and management/structural solutions as appropriate, including; executive head teachers, associate headteachers to provide additional strategic support, collaborations or federations and academy conversions.
- work in partnership with school leaders and governors, LA SEND services and other partners to support and challenge all Nottinghamshire schools to include children and young people with special educational needs (SEND) in mainstream settings, close to where they live, wherever possible
- support and challenge school leaders and governing bodies to make appropriate, tailored and bespoke provision for CYP with SEND, accessing support for relevant partners and agencies as appropriate

- provide guidance on appropriate safeguarding arrangements to leaders and governors across all Nottinghamshire educational settings in line with the latest DfE guidance in 'Keeping Children Safe in Education' and Working Together to Safeguard Children (2015)
- report any concerns about an academy's safeguarding arrangements to the Education and Skills Funding Agency (ESFA) and Ofsted
- report any concerns about an independent school's safeguarding arrangements to the Independent Education division at the DfE and Ofsted
- broker support for any maintained school, whose safeguarding arrangements cause concern and consider whether there is a need issue a Warning Notice to the school's governing body
- offer all governing bodies access to relevant training, information, advice and guidance to support them to fulfil their statutory duties as governing bodies, working in partnership with relevant Dioceses
- maintain up to date records of governors in maintained schools; encourage governing bodies to keep school websites up to date in line with statutory guidance
- raise concerns about governance in Nottinghamshire academies with the relevant RSC and/or the ESFA

Overview

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

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

Local Authority (LA) approach to securing school improvement

- Whilst the LA does not have day to day engagement with all of its schools it nevertheless maintains an overview of school effectiveness using the following risk assessment methods:
 - an annual review of data for all maintained schools
 - a termly meeting of key services to capture any additional concerns about all schools
 - analysis of the outcomes of recent Ofsted inspections or monitoring visits
 - analysis of any other field knowledge
- These activities are used to identify:
 - the degree of risk the school presents in failing to provide a good standard of education

- where a tailored programme of support is required to enable a school to become or remain good, including school to school partnership support or actions from TSAs, NLEs, NLGs or LLEs
 - other factors that significantly affect school leadership and management capacity, including governance, to lead improvement in the short or medium term
 - the areas for development within the traded service offer to all maintained schools and academies
- Data from all schools causing concern, including academies, is used to challenge leaders, governing bodies and academy sponsors to support them to bring about rapid improvement

The Universal support offer

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

- Education Improvement Service (EIS):
 - Termly senior leaders' briefings
 - statutory assessment support for Early Years, Key Stage 1 and Key Stage 2
 - access to a range of LA courses, networks and conferences including Early Years, Post 16, Assessment, Improving Educational Opportunities for All, Literacy and a range of other leadership support through the East Midland Education Support Service, go to: www.em-edsupport.org.uk).
- Governor Services:
 - a clerking service
 - a cloud-based support and information service: www.governorhub.co.uk
 - a telephone helpline, giving specialist advice from experienced governance officers
 - an audit of governing body development needs/Governance reviews
 - a core training offer including Termly Headteacher/Chair Briefings and bespoke training packages, go to: www.em-edsupport.org.uk
 - access to model documents, school policies, good practice guides and briefing papers, including twice termly newsletter and staff and parent governor model election procedures
 - leadership and governance solutions toolkit and facilitated briefings
 - complaints management service
 - a headteacher appointment service in conjunction with the EIS
- Human Resources:
 - employment advice for headteachers and governing bodies supported by the LA legal services team
 - specialist advice and support on conditions of service for all school based staff
 - advice and support to restructure, including staffing reductions, TUPE, redundancies and evaluation of grades for school support staff
- Finance:
 - a dedicated telephone helpline
 - an integrated salary calculator and multi-year budget planning and modelling tool
 - final accounts guidance and production of year end governor report
 - regularly updated financial guidance and procedure notes
- SEND – Schools and Families Specialist Services focus on:
 - supporting the inclusion of children and young people with complex special educational needs and/or disabilities in an appropriate mainstream setting and facilitating their academic and social development.

The service comprises four teams:

- the early years team, supporting children with special educational needs and disabilities (SEND) from 0-7 years
 - the communication & interaction team
 - the cognition and learning team
 - the sensory team
- Psychology Services, including the Educational Psychology Service (EPS), the Tackling Emerging Threats to Children service (TETC), and the Coping with Risky Behaviours Service (CRB) offer support to:
 - enable improvements in the attainment and emotional health and well-being of the most vulnerable children through the application of psychology to education and child development.

Specific offer to LA maintained mainstream schools:

Schools requiring some or significant improvement

- LA maintained schools are allocated a named Education Improvement Adviser (EIA) where existing field knowledge and/or the risk assessment indicates that the school may require support to provide a good or better standard of effectiveness
- EIA time allocated is proportionate to the risk presented by the school.
- The allocation/change of named Education Improvement Adviser support will be confirmed by letter to the Headteacher and Chair of Governors for inclusion as correspondence at the next full governing body meeting.

The EIA will:

- support a range of improvement activities including termly evaluations of performance
- broker a bespoke support package tailored to the specific needs of the school in a detailed support plan which may include appropriate school to school partnership support. The LA will contribute to the cost of the support plan where appropriate (taking into account the size of the school and the resources it has available)
- provide a report on activity and school effectiveness, at least termly, sent directly to the Executive Headteacher (EHT) /Headteacher (HT)/Head of School (HoS) (dependent on the school's leadership model) and Chair of Governors for discussion at the next full governing body meeting
- represent the LA in any discussions required with lead inspectors during Ofsted inspections (normally by telephone conversation with the Lead Inspector)
- meet with or speak on the telephone with the HMI leading any monitoring inspections of schools which require improvement or are inadequate
- attend inspection feedback meetings in schools which are inadequate or at risk of being so judged

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

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

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

- These schools will be offered a Quality Assurance visit in the year preceding their next inspection to support and challenge school leaders and governors to take any necessary additional actions to ensure that the school remains at least good at its next inspection.
- The EIA will provide a report which will be sent directly to the EHT/HT/HoS and Chair of Governors for discussion at the next full governing body meeting.

Specific offer to LA maintained special schools:

- All special schools will receive **an annual visit** to carry out a half day standards review and a review of the progress of current cohorts in the autumn/spring terms
- This visit is intended to:
 - support the school's self-evaluation and validate its accuracy
 - evaluate with the school whether further support is required (change of risk category) or whether the school can meet its own support needs over the coming year

A report will be provided and sent directly to the Headteacher and Chair of Governors for discussion at the next full governing body meeting.

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

Where there is no EIA attached to the school, because it is presenting low risk of being judged not to be providing a good standard of effectiveness the LA will:

- not expect to have contact with the lead inspector unless the inspector considers the school is at risk of not maintaining at least good effectiveness and is specifically requesting a conversation with the LA to explore the LA's assessment of the school and the support for improvement, which it has provided, OR a short inspection is converting to a 2 day inspection.

If the Section 8 inspection converts to Section 5 inspection, the Area Effectiveness Adviser (AEA) will represent the LA in any discussions required with the lead inspector (normally by telephone).

Key contacts for schools without an allocated EIA

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

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



Nottinghamshire School Improvement Strategy

Section 2 – Risk and Support Identification, Criteria and Response



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Risk Criteria

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

- the risk of being subject to an Ofsted category of Special Measures or Serious Weaknesses;
- the risk of an Ofsted judgement of Requiring Improvement (RI);
- [the risk of pupil outcomes falling well below national expectations.](#)
- the risk of cohorts and/or vulnerable groups failing to make adequate progress and/or failing to attain as well as their peers.
- the risk of becoming RI or Inadequate because the school has been identified as good by Ofsted but standards are declining

School risk/vulnerability is measured against a range of factors summarised using the risk classification on page 16.

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

School leadership, including governing bodies, should:

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

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

- challenge and support school self-evaluation and allied improvement planning in order to improve outcomes for learners. Specifically, they will act as critical professional friends, helping school leaders to:
 - evaluate the school's performance
 - identify priorities for improvement
 - plan effective change
 - review the impact and identify next steps
- discuss with the school any additional support needs and liaise with area lead
- set up and regularly review, monitor and evaluate the impact of support/partnership work
- provide reports to the school (including the governing body) and LA on:
 - the identification of key school improvement priorities
 - progress towards agreed targets and other areas for development
 - the school's need for external support
 - the impact of additional support accessed by the school
- work with schools in Ofsted categories of concern or Requiring Improvement, schools judged to be good but 'declining' and those [where standards have fallen well below national expectations](#), to update the school improvement plan to reflect the areas for development



- regularly review, monitor and evaluate progress towards becoming a securely good school
- keep the risk classification of schools under review, to recommend where support needs to be enhanced or scaled back

Area Effectiveness Advisers will:

- use EIA feedback and a range of other information, including that from wider LA services (including SEND), to ensure that they know the level of risk presented by schools within their area
- liaise with EIAs to signpost and or broker external support
- use risk analysis to identify schools which require an allocated Education Improvement Adviser, support from wider LA services and partners and to recommend a level of support
- respond as appropriate to reports written by EIAs
- maintain up-to-date area records detailing key performance indicators including Ofsted outcomes for every school in the area
- share significant concerns with the EIS team manager and the Education, Standards and Inclusion group manager at an early stage to agree the appropriate level of additional intervention

Team Manager and Group Manager will:

- work with the Education Improvement Team, relevant LA service team managers, Diocesan Directors and other system leaders to agree and broker appropriate support packages for schools

Risk analysis and school classification processes

The EIS Team Manager and Area Effectiveness EIAs are responsible for undertaking the initial identification of schools that are potentially at risk. This risk meeting takes place termly. In the autumn term the analysis is based on historic outcomes (including statutory assessments and external examinations), taking into account the school's risk profile from the previous year.

The following data sources will inform the decision about risk:

- latest end of key stage assessments, test and examination results (including the KS1 Phonics Screening test) providing an indication of:
 - relative attainment compared to national averages;
 - relative progress made by pupils from the previous key stage, based on their starting points;
 - the performance of vulnerable groups of pupils, especially gaps in attainment for looked after children, disadvantaged pupils and pupils with special educational needs (SEND) or English as an additional language (EAL)
 - attendance/persistent absence data including for vulnerable groups
 - trends over time in any of the above indicators
- the outcomes of the last Ofsted inspection and any HMI monitoring inspections and data in Notts. Dashboard, IDSR and ASP.
- information from reports produced by EIAs
- information provided by other Children and Families Service teams at meetings of the Area School Improvement Teams (ASITs), including any issues with governance
- information received directly from schools or governors
- information received from other sources working with schools such as LLEs, NLEs, Executive Head teachers, Teaching School Alliances
- qualifying complaints from Ofsted

Following the initial analysis of the information, a judgement of the degree of risk will be made and schools will be provisionally placed into a risk and support category.



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

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

Where schools have been judged RI or those judged as inadequate and will become an Academy, the LA will continue to support and challenge the school during the transitional period.

Local Authority Risk Classification (highlight as a 'best-fit' guide of current risk level)				
	1. Self-sustaining improvement	2 – Sustaining Improvement	3. Requiring Improvement (3a Light touch: Leading own improvement; 3b requires additional monitoring and support)	4 - Requiring significant improvement
Risk	None	Low	Medium	High
End of key stage Attainment	<ul style="list-style-type: none"> Above KS2/4 floor standards/KS5 interim standards KS5 retention above average 	<ul style="list-style-type: none"> May be below national but rapidly improving KS5 retention rates broadly average or better 	<ul style="list-style-type: none"> May be below national but improving (3a) or static (3b). Phonics may be low. KS5 retention rates may be low for L3 courses 	<ul style="list-style-type: none"> Well below national expectations and/or not improving at end of KS1/2/4. KS5 retention may be low for L3 courses
Progress (value added) KS1-2 KS2-4 KS4-5	Good or better based on high 2+ year value added/progress data in comparison to similar schools for all sizeable groups (incl. PP), core/key subjects and key stages	Good based on 2+ years value added/progress data which is at least broadly in line with similar schools for all sizeable groups (incl PP), core/key subjects/key stages	Close to national expectations and improving value added/progress (3a) or with a weak key stage or subject, or underachievement of key groups or indications of a declining trend in progress (3b)	Value added/progress is significantly below expectations for 2+ years either overall or for a key stage/subject/group with insufficiently rapid improvement.
Under Performing Schools	Attainment and progress are at or above the expected standards.	Attainment or progress may be just below expected standards but leadership is judged to be good and taking appropriate action.	3a – schools vulnerable to an RI judgement at their next inspection but improving. 3b – schools vulnerable to an RI judgement and not making sufficient progress.	Under performance has resulted in the school being judged RI by OFSTED or at risk of an inadequate judgement at its next inspection.
NB: In junior/small schools, there may be a convincing case for progress being better than VA/Progress data indicates which requires professional judgement				
Current cohorts	<ul style="list-style-type: none"> Assessment information shows good or better progress for all cohorts and key/sizeable groups 	<ul style="list-style-type: none"> Assessment information shows good or better progress for most cohorts and key/sizeable groups 	<ul style="list-style-type: none"> Assessment information shows variable progress for most cohorts and key/sizeable groups 	<ul style="list-style-type: none"> Attainment and/or progress is weak with insufficient signs of improvement Assessment information is unreliable and/or incomplete at cohort and/or group level
Closing gaps: disadvantaged /vulnerable groups	Any attainment gaps for key groups (including PP eligible) with national are rare and closing rapidly. Progress is at least good	Groups of pupils (including PP) make sufficient progress to close any gaps with national. Progress is at least good	Progress for groups of pupils is showing some improvement but not enough to close progress gaps with all children nationally	Groups of pupils are underachieving and there are wide gaps in attainment against national for key groups which are not closing.
Teaching, Learning and assessment	<ul style="list-style-type: none"> No inadequate teaching over time. Almost all teaching typically good and much is outstanding in its impact on progress 	<ul style="list-style-type: none"> No inadequate teaching and almost all teaching over time is consistently good resulting in good outcomes 	<ul style="list-style-type: none"> Insufficient levels of consistently good teaching to quicken rates of progress. May have a small minority of teaching over time which is inadequate Provision for English/maths across the curriculum is not wholly effective/cohesive 	<ul style="list-style-type: none"> 10% or more inadequate teaching over time and insufficient good teaching to secure good achievement Provision for English/maths across the curriculum is ineffective

Curriculum	<ul style="list-style-type: none"> The curriculum effectively and creatively takes into account the context and specific needs of the children attending the school. There is a sustainable curriculum, supported through distributed leadership, which has clear progression and transition and is effectively reviewed and appropriately adjusted to maximise impact. 	<ul style="list-style-type: none"> The curriculum is well matched to the school's context. Leaders are effectively supporting the delivery of a curriculum which ensures progression and is regularly reviewed to inform adjustments and secure impact. 	<ul style="list-style-type: none"> The curriculum is increasingly well matched to the school context, but it does not yet take full account of the needs of some learners within school. Leaders have devised a curriculum to support progression, but this is not always consistently delivered in classrooms or effectively reviewed. 	<ul style="list-style-type: none"> The curriculum fails to address the needs of a significant proportion of learners in school. The current curriculum does not adequately support progression. Leaders are not holding regular, effective reviews and adjustments of the curriculum are not being made.
Personal Development behaviour and welfare	<ul style="list-style-type: none"> Behaviour makes an exceptional contribution to learning No safeguarding, spiritual, moral, social or cultural (SMSC) or fundamental British values (FBV) issues Attendance in line with the top 10% and persistent absence at least average including for all sizeable groups. 	<ul style="list-style-type: none"> Behaviour makes a positive contribution to learning No safeguarding SMSC or FBV issues Attendance in line with the top 10% and persistent absence broadly average or better, including for all sizeable groups. High attendance or improvements keeping pace with national 	<ul style="list-style-type: none"> Safe and orderly learning environment but pupils permanently excluded and/or with more than 1 FT exclusion may be above average No safeguarding, SMSC or FBV issues Attendance broadly average or better at cohort level i.e. not in lowest 10% nationally Attendance (including persistent absence) of sizeable groups is broadly average or better, or closing gap with national. Improvements keeping pace with national unless attendance is high 	<ul style="list-style-type: none"> Inadequate behaviour. Pupils do not feel safe or are not safe Attendance consistently low and not improving sufficiently at cohort or key group level and/or high levels of persistent absence which are not improving quickly enough
Leadership & Management (L&M)	Outstanding governance, senior and middle leadership with strong capacity to improve at all levels. Self-sustaining	Good or better governance, senior and middle leadership. Sustaining improvement	<ul style="list-style-type: none"> Pace of improvement is reasonable. In 3a schools, leadership is good and requires limited support 3b: <ul style="list-style-type: none"> The impact of governance, senior or middle leadership may be inconsistent Appropriate improvement strategies in place but not yet sufficiently impacting on effectiveness Assessment not consistently used well to promote good progress in all year groups Requires external support to secure improvement 	<ul style="list-style-type: none"> Significant weaknesses in governance, senior and/or middle leadership. Pace of improvement is too slow Improvement strategies not making sufficient impact on effectiveness Assessment is inaccurate/does not promote progress Leadership not demonstrating the capacity to lead on own improvement May be subject to a Warning Notice
System leadership	<ul style="list-style-type: none"> Actively contributing to the improvement of other schools 	<ul style="list-style-type: none"> Has capacity and is/has potential to support other schools 	<ul style="list-style-type: none"> 3a has limited potential to support other schools in specific areas 3b currently requires the support of other schools 	<ul style="list-style-type: none"> N/A – not expected to be supporting other schools until own weaknesses are remedied
OfSTED status/risk	Outstanding when last inspected and expected to be at least good when next inspected	<ul style="list-style-type: none"> Good at last inspection and expected to be at 	3b <ul style="list-style-type: none"> Judged as RI (including leadership) May be judged as RI when re-inspected 	<ul style="list-style-type: none"> In Special Measures (SM) or Serious Weaknesses (SW) OR vulnerable to SM/SW when re-inspected

	Or if short inspection, next one to be section 5 to check if outstanding.	least good when next inspected	3a <ul style="list-style-type: none"> • Judged as RI but with good leadership • Judged as Good but 'Declining' at last inspection • Expected to be judged good at next inspection 	<ul style="list-style-type: none"> • Two consecutive RI judgements since 09/2012 including for L&M
Additional support needs	None beyond TSA or other sold service offer		Requires EIA support in several areas to become good. 3b schools need partner school support or LA bespoke support plan	Requires significant support in several areas from a partner school and EIA
LA plan	No	No	Partnership or SLE plan	Yes
Progress Reviews	None		Termly, through EIA reports and possibly through Pupil Premium (PP)/governance review	Termly EIA and may require additional EIS capacity to undertake L&M/PP/governance reviews
Partnership Focus Group	None		Termly where significant other service support in place	



Commissioning and brokerage of support to schools at risk of not providing an adequate education for pupils and young adults

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

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

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

Sources of evidence for identifying and categorising risk include:

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

This list is not exhaustive

Leadership and Management – Key Indicators of concern:

- declining trend in standards and/or poor value added which is not being effectively tackled at whole school/group levels
- vacancies/long term absence or lack of experience in other key leadership posts (including governance) which is impacting on leadership ability to drive school improvement without significant external support beyond a mentor
- leadership of teaching and learning lacks rigour, focus or impact (for example, weak teaching is not being ameliorated)
- target setting processes lack rigour, challenge or realism
- insufficiently rigorous and/or unreliable assessment and tracking processes
- weak processes for identification of and/or support for vulnerable or disadvantaged pupils including looked after children, pupils eligible for the pupil premium grant, pupils with a SEN(D) or English as an additional language
- concerns regarding safeguarding procedures and/or child protection arrangements
- concerns about the Governing Body's strategic and/or monitoring role and/or relationships between governors and senior leaders which inhibit progress
- self-review processes/evidence based evaluation lack rigour or accurate interpretation and/or are not linked to the school improvement plan
- insufficient strategic direction in relation to tackling the school's key improvement priorities including any carried forward from the last Ofsted inspection
- lack of engagement with school improvement advice and/or brokered support



Monitoring the progress of schools at risk

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

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

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

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

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



Nottinghamshire School Improvement Strategy Guidance

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



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

Key Improvement points	What actions should the school consider?	What should the Partner School/TSA consider?	What should the EIA do?
Where leadership is not yet good consider the need to:			
1. Establish the effectiveness of the Governing Body in supporting / challenging school leadership to secure the required improvement	<ul style="list-style-type: none"> Commission an external review of Governance or undertake a self-audit of effectiveness Use the findings from external review or self-audit to draw up a Governance Improvement Plan with clear roles, responsibilities, accountability, timelines and success criteria Contact the EIA to discuss support needs Improve knowledge of school through establishing an effective monitoring and evaluation calendar, linked to the school improvement plan (SIP) Monitor the delivery and impact of the SIP 	<ul style="list-style-type: none"> Provide models of effective governance – systems and processes, chairing skills and buddying opportunities Provide support on website development and content to ensure compliance with DfE requirements 	<ul style="list-style-type: none"> Provide advice to the Chair of Governors on commissioning an external review as necessary Provide jargon free reports to governors on termly visits and invite governors to attend relevant meetings such as achievement reviews Broker additional governance support if required including support for governors through a National Leader of Governance (NLG) or Nottinghamshire Support Governor Signpost relevant courses to develop staff and/or governors' skills Support governors to ask the right questions to hold leader to account Ensure Governor Body Services provide support to ensure all statutory duties are met and policies are up to date and effective Consider whether it is appropriate to issue a warning notice to the governing body Offer above as a sold service to those schools who do not buy into LA governor support Monitor the impact of partnership work
2. Establish the effectiveness of the school's arrangements for safeguarding, anti-bullying and health and safety	<ul style="list-style-type: none"> Commission an external review of safeguarding/anti bullying/health & safety or undertake a self-audit of effectiveness. Use the findings from external review or self-audit to draw up a safeguarding Improvement Plan with clear roles, responsibilities, accountability, timelines and success criteria Contact the EIA to discuss support needs and to broker school to school support. 	<ul style="list-style-type: none"> Provide models of effective safeguarding – systems and processes, and monitoring processes and reports to governors. 	<ul style="list-style-type: none"> Provide advice to the Headteacher/Chair of Governors on commissioning an external review as necessary, advice on the SCR from HR and a review and advice from the NCC health and safety team. Broker additional safeguarding support if required including support for governors through a National Leader of Governance (NLG) or Nottinghamshire Support Governor Signpost statutory and non-statutory courses to develop staff and/or governors' skills

Key Improvement points	What actions should the school consider?	What should the Partner School/TSA consider?	What should the EIA do?
	<ul style="list-style-type: none"> • Monitor the delivery and impact of safe guarding arrangements termly. • Report to the governing body termly. 		<ul style="list-style-type: none"> • Support governors to ask the right questions to hold leaders to account. • Ensure all statutory duties are met and policies are up to date and effective through the appraisal process. • Consider whether it is appropriate to issue a warning notice to the governing body • Monitor the impact of partnership work
<p>3. Review and further develop leadership roles and key strategic leads to secure effective distributed leadership</p>	<ul style="list-style-type: none"> • Map current roles and job descriptions to school priorities for improvement and adjust accordingly • Audit capability and capacity against leadership roles • Ensure appraisal objectives reflect any new responsibility and accountability, and whole school improvement priorities • Provide appropriate mentoring, coaching or continuing professional development (CPD) 	<ul style="list-style-type: none"> • Look at the robustness of job descriptions and support leaders to amend in line with required improvements • Provide coaching, support and/or mentoring or other professional development (PD)for leaders new to role • Signpost leaders to appropriate external training or support offers 	<ul style="list-style-type: none"> • Quality assure (QA) proposed job descriptions/ structures in the light of school priorities to ensure they are fit for purpose • Ensure school is accessing relevant leadership programmes through the TSAs and LA traded offer • Signpost leaders to appropriate external training or support offers • Monitor the impact of partnership work
<p>4. Review accountability processes</p>	<ul style="list-style-type: none"> • Review line management arrangements including frequency and focus of meetings to deliver identified school improvement priorities • Evaluate the impact of leadership actions at all levels in addressing key improvement priorities 	<ul style="list-style-type: none"> • Model effective accountability processes: <ul style="list-style-type: none"> - Systems - Delivery eg, attend SLT meetings and observe line management meeting and give feedback • Support leaders by coaching and mentoring individuals in evaluating the impact of action 	<ul style="list-style-type: none"> • QA accountability processes and systems to ensure these are fit for purpose and have impact • Monitor the impact of partnership work
<p>5. Identify and address leadership CPD needs:</p>	<ul style="list-style-type: none"> • Use outcomes of leadership audit to inform SIP and individual/collective appraisal objectives plus allied CPD in line with the Professional Development Standard, July 2016 • Draw up a Leadership Improvement Plan action plan (LIP) for individuals as required • Provide access to training and coaching 	<ul style="list-style-type: none"> • Support leaders to draw up LIPs • Offer coaching and mentoring support for leaders in moving forward and addressing areas for development – in groups and for individuals 	<ul style="list-style-type: none"> • Broker support required to deliver appropriate CPD • Evaluate robustness of schools' self-evaluation of impact • Monitor the impact of partnership work

Key Improvement points	What actions should the school consider?	What should the Partner School/TSA consider?	What should the EIA do?
	<ul style="list-style-type: none"> Evaluate impact 	<ul style="list-style-type: none"> Provide opportunities for good practice visits to address areas of weakness in leadership 	
6. Establish effective QA programme	<ul style="list-style-type: none"> Draw up monitoring and evaluation cycle linked to SIP - what/who/ when Identify training issues Use outcomes from monitoring to drive next steps and evaluate progress 	<ul style="list-style-type: none"> Provide models of good practice Provide support with training needs Provide support with evaluating impact of actions taken 	<ul style="list-style-type: none"> Evaluate robustness of monitoring and evaluation systems, processes and conclusions Monitor the impact of partnership work
7. Establish a clear understanding of which are the school's vulnerable groups	<ul style="list-style-type: none"> Ensure school data systems (cohort/subject) clearly identifies vulnerable groups Use the data to inform regular (at least termly) pupil progress meetings so that teachers are constantly aware of their impact on the progress of these pupils Share data with TAs Ensure individual staff can use data accurately and effectively to target key groups/individuals 	<ul style="list-style-type: none"> Share progress monitoring methodology Model how their tracking systems and effectiveness of use of information of vulnerable groups is used to inform pupil progress meetings Support leaders to develop understanding of data 	<ul style="list-style-type: none"> Monitor school tracking data to ensure vulnerable groups are making at least expected progress from their starting points
8. Strengthen support structures for vulnerable and/or disadvantaged groups	<ul style="list-style-type: none"> Locate lead responsibility and accountability for vulnerable/disadvantaged groups at leadership level Benchmark the attainment and progress of vulnerable/disadvantaged groups against national comparators Provide CPD and regular line management reviews for key leaders i.e. SENCO/PP champion Use pupil progress meetings to identify which children need to make accelerated progress 	<ul style="list-style-type: none"> Evaluate existing strategies against evidence including Sutton Trust Toolkit and suggest appropriate changes Demonstrate and model effective practice in teaching vulnerable pupils Provide additional expertise to SEND/PP leadership for specific needs as appropriate, such as: <ul style="list-style-type: none"> Support for leaders to evaluate the effectiveness of 	<ul style="list-style-type: none"> Support leaders to accurately evaluate the performance of vulnerable groups Signpost CPD/support re complex cases Monitor the impact of partnership work Arrange a bespoke pupil premium review for those schools with substantial funding for disadvantaged children to support an improved pupil premium strategy for the school. Arrange a bespoke SEND review for those schools with significant numbers of children with high level need.

Key Improvement points	What actions should the school consider?	What should the Partner School/TSA consider?	What should the EIA do?
	<ul style="list-style-type: none"> • Adjust teaching programmes and/or additional interventions and evaluate impact • Develop case study approaches at individual or group level • Make effective use of support from family SENCO where available • Ensure all staff differentiate learning to meet needs • Use pupil premium funding to enhance learning and progress for targeted groups/individuals • Track and evaluate impact of/ use of additional monies • Ensure SEND coordinator is trained and knowledgeable • Review individual case studies of pupils, particularly for non-statistically significant groups • Review partnership working for individual pupils 	<p>their pupil premium (PP) strategy and plans</p> <ul style="list-style-type: none"> ○ Models of good practice for the PP strategy and improvement plans 	
<p>9. Ensure appropriate expectations of what children should achieve, taking account of starting points and where progress needs to accelerate</p>	<ul style="list-style-type: none"> • Review whole school policy/procedure for setting targets • Update targets if necessary to secure sufficient aspiration at cohort, subject and group level and to narrow gaps • Put in place an assessment system which regularly measures progress towards targets for individuals and key groups • Provide evaluative reports for leaders, governors and external monitors eg Ofsted and EIS 	<ul style="list-style-type: none"> • Share good practice in developing target setting and tracking processes 	<ul style="list-style-type: none"> • Ensure that targets are sufficiently aspirational and challenge if necessary • Evaluate progress towards targets in conjunction with the school
<p>10. Improve the effectiveness and impact of appraisal</p>	<ul style="list-style-type: none"> • Review effectiveness of school Appraisal Policy and procedures • Ensure appraisal objectives are linked to SIP priorities, individual teacher's 	<ul style="list-style-type: none"> • Support HT in clarifying how the appraisal objectives link to School Improvement plan (SIP) 	<ul style="list-style-type: none"> • Act as External Adviser on HT appraisal to support PM Governors in setting appropriate objectives and in interim reviews • Sample anonymised teacher appraisal objectives

Key Improvement points	What actions should the school consider?	What should the Partner School/TSA consider?	What should the EIA do?
	assessment against the Teacher Standards and improvements needed to improve pupil progress <ul style="list-style-type: none"> • Arrange regular meetings to monitor progress with appraisal objectives 	priorities and the performance of individual teachers <ul style="list-style-type: none"> • Support appraisers where required 	<ul style="list-style-type: none"> • Signpost the headteacher to relevant professional development opportunities for all members of staff
11. Address HR issues	<ul style="list-style-type: none"> • Identify HR issues which are barriers to improvement • Consider whether HR processes should begin such as absence management, disciplinary or use of appraisal processes 	<ul style="list-style-type: none"> • Model challenging conversations at leadership level 	<ul style="list-style-type: none"> • Signpost HTs to Human Resources (HR) support • Take the lead in advising governing bodies and liaising with HR regarding any HR issues at HT level
12. Effectiveness of School Improvement Planning (SIP) and self-evaluation (SEF)	<ul style="list-style-type: none"> • Review key school improvement priorities, including any arising from Ofsted inspection or school self-evaluation • Ensure SIP contains the following key elements: key priorities, key objectives, milestones success criteria, key actions (see LA exemplar) • Evaluate the SIP termly in respect of the impact of actions and identify next steps 	<ul style="list-style-type: none"> • Model an effective SIP • Write a Partner School Plan aligned to the updated SIP which includes measurable milestones 	<ul style="list-style-type: none"> • Provide a LA Improvement Plan template to ensure the school focuses development appropriately on key issues including identifying partner school and/or Teaching School Alliance support • Provide SIP and self-evaluation exemplars if required • Support effective improvement planning • Evaluate the SIP to ensure it is fit for purpose: • Check success criteria and mile-stones are sufficiently challenging and that monitoring and evaluation of impact are clearly identified including the role of governors in this • Signpost the school to appropriate training and workshops.
Where teaching/curriculum is not yet good consider the need to:			
13. Establish an accurate view of the typical quality of teaching and behaviour for learning	<ul style="list-style-type: none"> • Use a range of performance information to identify strengths and weaknesses in the quality of teaching over time 	<ul style="list-style-type: none"> • Support joint monitoring and evaluation of teaching over time with key leaders • Provide support for undertaking of work scrutiny dependent on identified areas • Provide support for capturing pupil voice • Support school leaders to use the combined outcomes of QA activities to plan next steps 	<ul style="list-style-type: none"> • QA the accuracy of the school's evaluation of teaching over time using a range of monitoring activity • Monitor the impact of partnership work • Signpost schools to appropriate LA traded service offer/TSA training.

Key Improvement points	What actions should the school consider?	What should the Partner School/TSA consider?	What should the EIA do?
14. Improve teachers' understanding and ability to secure good learning and sufficient progress over time for all key groups in the context of the Teacher Standards and the schools Teaching and Learning policy	<ul style="list-style-type: none"> • Agree non-negotiables in respect of the delivery of teaching and learning within the school • Identify CPD needs at whole school and individual level through the evaluation of the quality of teaching over time • Ensure access to appropriate improvement programmes and coaching where teaching over time is not consistently good • Draw up Teaching Improvement Plans (TIPs) • If any teaching is inadequate use the appraisal process and if necessary capability procedures to address underperformance quickly 	<ul style="list-style-type: none"> • Provide coaching and mentoring to supplement what is available within the supported school • Signpost leaders to appropriate CPD including TSA programmes according to need • Host good practice visits • Support the debriefing of lesson observations • Support leaders to draw up TIPs 	<ul style="list-style-type: none"> • Broker support to move teaching from requires improvement (RI) to good e.g. SLEs and other partner school staff • QA the accuracy of the school's evaluation of teaching over time at teacher level using a range of monitoring activities • Support HT to draw up/review support plan within appraisal for identified teacher(s) where the TIP has not had sufficient impact • If there is insufficient impact, support and challenge the school in implementing formal processes • Ensure school follows the capability procedures with advice from HR • Monitor the impact of partnership work
15. Ensure effective use of assessment information to inform planning for progress for all key groups	<ul style="list-style-type: none"> • Establish a common understanding of expectations for each cohort, within the programmes of study for the appropriate national curriculum year • Accurately assess children's understanding to evaluate progress from starting points and identify learning gaps • Support staff to use assessment information to plan an effective sequence of learning to meet the needs and potential of all learners • Evaluate impact to inform next sequence of learning 	<ul style="list-style-type: none"> • Model assessment policy and practice • Ensure opportunities for collaborative moderation • Deliver CPD on planning for progression and use of assessment • Support individual teachers as appropriate to understand the requirements of the National Curriculum programmes of study • Support moderation of assessments 	<ul style="list-style-type: none"> • Quality assure appropriate standards through joint work scrutiny • Ensure school has robust processes in place for internal and external moderation • Review cohort level progress termly
16. Ensure adult support promotes effective learning, building independent and resilience	<ul style="list-style-type: none"> • Review deployment of additional adults and role within the classroom /job descriptions • Identify appropriate training for support staff based on audit of need • Provide teachers with CPD on the effective use of additional adult support in lessons • Evaluate the impact of additional adult support on individual pupil progress 	<ul style="list-style-type: none"> • Share best practice in the deployment of additional adults to support pupil achievement • Support school leaders to observe teaching by support staff in and outside lessons • Support the school to share best practice 	<ul style="list-style-type: none"> • Support joint monitoring of effectiveness of support staff • Monitor the impact of partnership work

Key Improvement points	What actions should the school consider?	What should the Partner School/TSA consider?	What should the EIA do?
<p>17. Ensure that the curriculum is broad, balanced and tailored to meet the needs of all children attending the school</p>	<ul style="list-style-type: none"> • Ensure there is a shared and agreed vision for the curriculum and that this intent is informed by the context and needs of the children attending the school. • Develop a "thinking" approach to the curriculum by staying abreast of the latest developments and approaches and exploring these with the wider school community. • Ensure that the curriculum framework offers strong support to teachers and support staff in terms of classroom delivery and by providing clear progression across all curriculum areas. (implementation) • Include key milestones to support effective review and evaluation of the curriculum and its impact on learning. 	<ul style="list-style-type: none"> • Share best practice and model professional discussions about the curriculum. • Cascade views and approaches from innovative CPD and support the school leaders to devise a CPD programme to develop their own curriculum "thinking". • Carry out joint book scrutinies to evaluate the effectiveness of the curriculum. • Support curriculum planning and delivery with less confident staff. 	<ul style="list-style-type: none"> • Support monitoring and evaluation of the curriculum through learning walks, book scrutinies and professional dialogue with curriculum leaders. • Review the CPD plans alongside leaders to ensure thinking is challenged and that curriculum leaders are cascading and effectively progressing curriculum development as a result. • Signpost to training opportunities. • Broker additional LA support where reading is a concern and this key skill is preventing effective access to a wide curriculum and the opportunities this offers.
<p>Where behaviour and attitudes are not yet good, consider the need to;</p>			
<p>18. Improve the climate for learning</p>	<ul style="list-style-type: none"> • Review consistent implementation of behaviour /attendance policies (using pupil voice) • Review behaviour/attendance/punctuality data to identify patterns and trends at whole cohort and group level • Carry out pupil interviews about attitudes to learning • Review parent partnerships and transition arrangements • Audit a range of evidence to inform identification of improvement priorities <p>Based on audit outcomes, identify key actions to improve:</p> <ul style="list-style-type: none"> • Behaviour • Attitudes to learning • Attendance • Ethos • Environment for learning 	<ul style="list-style-type: none"> • Review effectiveness of existing systems and practice • Share best practice in terms of <ul style="list-style-type: none"> ○ Ethos ○ Communication of school values ○ Celebration of learning ○ Recognising and rewarding achievement ○ Positive attitudes/wider outcomes ○ Parental and pupil engagement • Support the school to evaluate the impact of actions taken to improve PDWB 	<ul style="list-style-type: none"> • Support the school to evaluate the impact of action on behaviour, punctuality and attendance in school • Advise on CPD/signposting to schools/services that could help • Monitor the impact of partnership work

Key Improvement points	What actions should the school consider?	What should the Partner School/TSA consider?	What should the EIA do?
	<ul style="list-style-type: none"> Positive pupil and parent engagement 		
Where personal development is not yet good, consider the need to;			
<p>19. Evaluate the effectiveness of the school's provision for personal development of all pupils with a focus on intent and implementation.</p>	<ul style="list-style-type: none"> Review the curriculum to ensure that there are opportunities to build pupils' confidence and resilience and develop their ability to engage with society. Ensure that the curriculum draws upon and offers opportunities from high quality agencies and providers such as The Duke of Edinburgh Scheme, Cadet Forces etc. Provide opportunities for pupils to develop their understanding of fundamental British values. Ensure there is a clear promotion of an inclusive environment. (consider protected characteristics.) Support children to recognise and protect themselves from risks/threats online and offline. Ensure an understanding of how to stay physically healthy. Develop an age appropriate understanding of healthy relationships. Provide an effective careers programme and contact with employers including experience of work. Ensure the curriculum supports effective transition to the next stage. Ensure the curriculum meets the requirements for spiritual, moral and social development. 	<ul style="list-style-type: none"> Provide coaching and mentoring to supplement what is available within the supported school Signpost leaders to appropriate CPD including TSA programmes according to need Host good practice visits 	<ul style="list-style-type: none"> QA the accuracy of the school's evaluation of provision using a range of monitoring activities and relate to curriculum intent. Monitor the impact of partnership work Signpost schools to appropriate LA traded service offer/TSA training.



Nottinghamshire School Improvement Strategy Guidance

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

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

Key points for improving leadership	What actions should the school consider?	What should the Partner School/TSA consider?	What should the EIA do?
<p>1. Establish capacity of the head teacher to deliver the improvement agenda within the necessary timeframe.</p>	<p>Appraisal Governors should work with the EIA to carry out their responsibilities in supporting and challenging the head teacher to secure the required improvement within the necessary time frame:</p> <ul style="list-style-type: none"> • Appraisal governors should work with the external adviser to set performance management objectives which secure improvement within a clearly identified time frame • If progress is too slow, appraisal governors need to work with the EIA and HR to develop and implement a support plan within appraisal • If the support plan does not bring about the necessary improvement within the timescale defined in the school's appraisal policy, appraisal governors should implement the agreed capability procedure 	<ul style="list-style-type: none"> • Provide peer support from Headteacher (HT) to HT within the appraisal process 	<p>Discussions with group manager to include:</p> <ul style="list-style-type: none"> • extent to which HT is responsible for the decline in standards, the level of support already in place and the effectiveness of the support already provided <p>Where additional support is required, EIA and group or team manager (TM):</p> <ul style="list-style-type: none"> • hold formal meeting with HT and CoG to discuss options including support <p>The EIA;</p> <ul style="list-style-type: none"> • supports Appraisal Governors to establish appropriate priorities, objectives and time-limited success criteria for developing HT skills within appraisal • ensures that Appraisal Governors establish clear timelines for the required improvements to take place and be effective • ensures governors access support for the HT within appraisal and ensures that governors understand that the school will need to pay for additional support / contribute to the cost of support if it is through a partner school • where appropriate, works with governors to draw up a support plan • supports Appraisal Governors to review the HT's progress against objectives and take appropriate action in line with the school appraisal policy <p>The Service Director:</p> <ul style="list-style-type: none"> • responds to any requests for information from the DfE/RSC drawing on the advice of the EIA
<p>2. Challenge inadequate governance</p>			<ul style="list-style-type: none"> • Initiate a governance review <p>Group Manager, Service Director and EIA consider whether:</p> <ul style="list-style-type: none"> • it is necessary to issue a formal warning to the governing body and use formal powers of intervention, including: <ul style="list-style-type: none"> ○ establishing an IEB (in discussion with team/group manager/RSC) ○ to broker/appoint additional governors



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

Key points for improving leadership	What actions should the school consider?	What should the Partner School/TSA consider?	What should the EIA do?
3. Serious financial HR, buildings, safeguarding issues	Contact relevant local authority department for support to resolve issues	Support with financial planning including to meet SFVS standards	<ul style="list-style-type: none"> • Signpost school to relevant services and check that action is being taken with sufficient urgency

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Nottinghamshire School Improvement Strategy Guidance

Section 5 – Warning Notices and Powers of Intervention

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Warning notices in LA maintained schools

There are four types of warning notice that can be issued to maintained schools by Local Authorities;

- The standards and performance of pupils at the school are unacceptably low and are likely to remain so.
- There has been a serious breakdown in the way the school is managed or governed which is prejudicing or likely to prejudice, such standards of performance.
- The safety of pupils or staff at the school is threatened (whether by a breakdown of discipline or otherwise)
- The governing body has failed to comply with a provision of an order under section 122 of the Education Act 2002 (teachers' pay and conditions) that applies to a teacher in the school; or the governing body has failed to secure that the Headteacher at the school complies with such a provision.

RSCs will only issue a warning notice to academies or maintained schools under the following circumstances;

- There has been a serious breakdown in the way the school is managed or governed which is prejudicing or likely to prejudice, such standards of performance.
- The safety of pupils or staff at the school is threatened (whether by a breakdown of discipline or otherwise)

Failure to comply with a warning notice will make a maintained school eligible for intervention under sections 60 and 60A of the Education and Inspections Act 2006. The Local Authority will work with the RSC where it considers that a warning notice is necessary and together they will determine whether the use of formal powers is necessary.

Low standards of performance

The detail of what constitutes "low standards of performance" is set out in section 60(3) of the 2006 Act, specifying that this refers to any one or more of the following:

- I. the standards that the pupils might in all the circumstances reasonably be expected to attain; or
- II. where relevant, the standards previously attained by them; or
- III. the standards attained by pupils at comparable schools.

In considering whether a warning notice should be issued to a maintained school, local authorities should take into account the following objective indicators, any of which may suggest that the school shows sufficiently "low standards of performance":

- The most recent performance data shows that standards are well below national expectations (including standards below the 16-19 minimum standards).
- The most recent Ofsted inspection judgement shows the school requires improvement because the standards of education are low and local authorities determine that it is likely to remain so, and/or
- In a school with a sixth form, the most recent Ofsted inspection judgement shows that the 16-19 study programme is inadequate, even though the school overall may not have been judged inadequate; and/or
- Performance data showing sustained historical underperformance.

No single piece of performance data or inspection outcome will determine any decision on intervention. Before deciding whether a warning notice is necessary, local authorities and RSCs will consider the school in the round and consider a range of data and other evidence of the school's performance and capacity to improve.

Breakdown in the way a maintained school is managed or governed

Another ground for issuing a warning notice is that there has been a serious breakdown in the way the school is managed or governed which is prejudicing, or likely to prejudice, pupils' standards of performance.

Local authorities should identify additional support or consider issuing a warning notice to a maintained school, depending on the severity of the case, where the governing body is failing to deliver one or more of its three core strategic roles resulting in a serious breakdown in the way the school is managed or governed.

The core strategic roles of a governing body are to:

1. Ensure clarity of vision, ethos and strategic direction;
2. Hold the headteacher to account for the educational performance of the school and its pupils, and the performance management of staff; and
3. Oversee the financial performance of the school and make sure its money is well spent.

Evidence that governors may be failing to deliver on one or more of these strategic roles could include, but is not restricted to:

- high governor turnover;
- a significant, unexplained change to their constitution;
- the governing body having an excessive involvement in the day to day running of the school;
- lack of appropriate engagement with data. This might include, but is not limited to, data on pupil learning and progress or staff recruitment;
- not sufficiently managing risks associated with strategic priorities and school improvement plans; and/or
- evidence of poor financial management and oversight, such as through consistent overspending the school's budget beyond agreed thresholds.

These situations could all indicate a serious breakdown of management or governance that may prejudice standards. In such circumstances, the local authority may want to investigate and, where appropriate, take early action by issuing a warning notice.

In the case of a school with a religious designation, the local authority should raise concerns about governance with the appropriate religious body at the earliest opportunity.

Local authorities should also consider issuing warning notices to their maintained schools that have not responded robustly or rapidly enough to a recommendation by Ofsted to commission an objective external review of their governance arrangements. Such recommendations are normally made in the Ofsted report of an inspection, if a school is judged as requiring improvement where governance is judged to be weak.

Schools do not need to wait for an Ofsted inspection recommendation to seek an external review of their governance arrangements. Local authorities may consider issuing such a recommendation where they have concerns about the quality of a maintained school's governance, before considering more formal intervention.

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

Where local authorities are concerned that the safety of pupils or staff at a maintained school is threatened, whether by a breakdown of discipline or otherwise, they should issue a warning notice.

The DfE would expect local authorities to issue warning notices in these circumstances for schools they maintain, but RSCs can act where local authorities fail to act swiftly or lack the capacity to do so.

Local authorities should have regard to the statutory guidance on roles and responsibilities for safeguarding: 'Keeping Children Safe in Education' and 'Working Together to Safeguard Children'. The guidance makes clear what all education institutions (including academies and free schools) should do to safeguard children in their care.

The Nottinghamshire approach to issuing warning notices

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

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

When a governing body has failed to comply with a warning notice to the satisfaction of the local authority, within the compliance period, and the issuing local authority has given reasonable written notice that they propose to intervene, a school is eligible for intervention and further action may be taken.

The local authority or RSC must have specified in the warning notice what action they were minded to take if the governing body failed to comply (It should be noted that some intervention powers must be exercised within a period of two months following the end of the compliance period – those are the

powers in sections 63, 64, 66 and 66A of the Education and Inspections Act 2006. If the local authority fails to exercise these powers within this time, these powers can no longer be exercised and a new warning notice must be given in order to do so). This may be to use their intervention powers.

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

Power to...	Intervention powers of local authorities	Intervention powers of the Secretary of State:
Require the GB to enter into arrangements;	Yes	Yes
Appoint additional governors;	Yes	Yes
Appoint an interim executive board (IEB	Yes	Yes
Suspend the delegated budget.	Yes	X
Direct closure of a school;	X	Yes
Direct the LA on IEB membership or take over responsibility for an IEB;	X	Yes
Make an academy order*	X	Yes – duty rather than a power

Further guidance on warning notices and intervention powers can be found in chapters 3 and 4 of the DFE Schools Causing Concern guidance at <https://www.gov.uk/government/publications/schools-causing-concern--2>

Warning notice arrangements for academies

- The LA will raise any concerns about the performance of academies with the RSC and will expect any underperformance to be challenged as swiftly and robustly as is the case with LA maintained schools, in line with the DFE Schools Causing Concern guidance.
- RSCs will hold academies to account for underperformance just as robustly as they would for maintained schools. Where a local authority has concerns about standards, management or governance, or safety in an academy, it should alert the relevant RSC.



Nottinghamshire School Improvement Strategy Guidance

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

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Roles and responsibilities for LA maintained schools entering Ofsted categories

Schools that have been judged inadequate are:

1. any school Ofsted judges as requiring significant improvement (as addressed in section 61 of the Education and Inspections Act 2006); and
2. any school Ofsted judges as requiring special measures (as addressed in section 62 of the 2006 Act).

Maintained schools judged inadequate

The Secretary of State has a duty to make an academy order in respect of any maintained school that has been judged inadequate by Ofsted, to enable it to become an academy and receive additional support from a sponsor.

The RSC, acting on behalf of the Secretary of State, will take responsibility for ensuring that the maintained school becomes a sponsored academy as swiftly as possible, including identifying the most suitable academy trust and brokering the new relationship between that trust and the maintained school.

In the case of a foundation or voluntary school with a foundation that is eligible for intervention and subject to an academy order, the RSC is required to consult about the identity of the person with whom academy arrangements are being entered into (called “the academy trust” in this guidance) before entering into such arrangements. The RSC will consult with the trustees of the maintained school, the person or persons who appoint the foundation governors, and in the case of a school that has a religious character the appropriate religious body. RSCs will ensure that any arrangements will safeguard the religious character and ethos of these maintained schools.

If a maintained school is the subject of an academy order made under section 4(A1) or (1)(b) of the Academies Act 2010, the governing body and the local authority will be under a duty to facilitate the maintained school’s conversion into an academy by taking all reasonable steps towards that end. The RSC is able to set a date by which these steps must be taken

RSCs can also use the Secretary of State’s power to give the governing body or local authority a direction, or directions, to take specified steps for this purpose. This can include requiring the governing body or local authority to prepare a draft of a scheme for the transfer of local authority owned land that is no longer, or about to be no longer, used for the purposes of the school, or for the transfer of other assets from the local authority or governing body. The RSC is able to set a date by which these steps must be taken. If the RSC has identified an academy trust to run that maintained school once it becomes an academy, and has notified the school of this, then the governing body and the local authority must take all reasonable steps to facilitate that academy trust taking responsibility for that school.

Once the RSC has identified the academy trust for a maintained school that was rated inadequate, that trust will be under a duty to communicate to parents, information about their plans for improving that school, before it is converted into an academy.

Local Authority actions once a school is judged as inadequate by Ofsted

The ‘Inspecting Schools Handbook’ (updated September 2018) identified the following requirement for Local Authorities:

Where schools are judged inadequate there is a requirement for the local authority to prepare a statement of action, even though these [the schools] will become new sponsored academies once the new funding agreements are in place. However, with the exception of any safeguarding concerns, which the statement of action must address, the purpose of the statement should be to set out how the relevant authority and the school will facilitate the transition to the new academy.

In the case of schools where serious safeguarding concerns have been identified, it is essential that early action is taken to ensure that pupils are safe. Ofsted may, in some cases, conduct a section 8 inspection within three to six months after the publication of the section 5 report to ensure that the actions relating to safeguarding that were specified in the statement of action have been implemented. These inspections will not include checks on the extent to which the school and the relevant authority is facilitating the transition to sponsored academy status.

Note:

Maintained schools that have been issued with an academy order will not normally receive monitoring inspections. Newly-academised schools will subsequently be inspected as new schools within three years of operation, and normally in the third year.

The Nottinghamshire approach to supporting schools in an Ofsted category

The local education authority will:

- a) consider what action to take in the light of the report,
- b) consider what arrangements to make for the purpose of informing registered parents of the proposed action, ascertaining their views on the proposed action and taking account of those views,
- c) Prepare a written statement—
 1. of the action they propose to take, and the period within which they propose to take that action, or, if they do not propose to take such action, of their reasons for not doing so, and
 2. of the arrangements they propose to make for the purpose mentioned in paragraph (b), and
- d) send a copy of the statement prepared under paragraph (c) to—
 1. the Chief Inspector,
 2. in the case of a voluntary aided school, the person who appoints the foundation governors and (if different) the appropriate appointing authority, and
 3. such other persons as the Secretary of State may specify.

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

- to support the school to update its improvement plan
- to co-operate with the RSC in facilitating the school's conversion to academy status
- to continue to support the school in the interim as it moves to academy status through
 1. detailing whatever existing arrangements are in place (such as EIA, TSA, LLE, NLE, School to School support etc)
 2. implementing any plans to supplement this in the short term pending academy conversion
- to support governors to hold a parents meeting explaining what will happen as a consequence of the inspection judgement

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

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

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

The role of the Team Manager for schools causing concern is to:

- ensure submission of LA statements of action meet statutory timelines
- approve any additional short-term school support costs reflected in the LA Statement of Action

- ensure that the Education Improvement Service plays its part in facilitating academy conversion through responding to requests for information from the RSC, as required, and taking all reasonable steps to facilitate the sponsor identified by the RSC taking responsibility for that school.
- Ensure that all relevant LA services are providing coherent, appropriate and timely support and advice to school leaders and governors to ensure rapid improvement.

The role of the Area Effectiveness Adviser is to:

- draft the statement of action for schools in Ofsted categories of concern;
- identify and broker the additional support required to deliver the actions, which may include partnerships, associates and other specialist support such as SLEs alongside the allocated EIA
- liaise with other LA officers where the needs of the plan relate to their work
- support the Partnership Schools and the school causing concern in aligning the partner school plan to the school improvement plan and the LA Statement of Action
- quality assure the Partnership Plan and sign it off for LA school improvement grant funding where required;
- monitor alongside the allocated EIA, the progress of the school and LA action plan. Evaluate the impact of the work of the Partner School and other support provided against the priorities in the Action Plan through termly review until such time as the school becomes an academy;
- support the team manager in ensuring a smooth transition to the identified academy sponsor
- meet with HMI during any subsequent monitoring visits to represent the LA and provide the LA view of progress. (See Note above).

15th July 2019

Agenda Item: 9

**REPORT OF THE SERVICE DIRECTOR, EDUCATION, LEARNING AND
SKILLS**

TACKLING EMERGING THREATS TO CHILDREN TEAM

Purpose of the Report

1. The report provides an update to Committee regarding the Tackling Emerging Threats to Children Team (TETC) and asks the Committee to consider whether there are any further actions it requires in relation to the information contained in the report.

Information

2. The Tackling Emerging Threats to Children (TETC) team was established in January 2017 and comprises:
 - Team Manager (TETC)
 - Safeguarding Children in Education Officer (SCIEO)
 - Anti-bullying and Cyber-safety Co-ordinator
 - Child Sexual Exploitation Co-ordinator
 - Three School Health Hub Co-ordinators (SHHCs).
3. The TETC team sits within the wider Psychology Services group, itself comprising the TETC team, the Virtual School team, the Educational Psychology Service, and the Coping with Risky Behaviours (CRB) service. The TETC Team Manager reports directly to the Group Manager, Psychology Services, who in turn reports directly to the Service Director, Education, Learning & Skills.
4. Acting as a central point of contact for schools and other professionals working across children's services, the TETC team provides support, advice and training in respect of the health, wellbeing and safeguarding agendas. This team does not hold child level cases as any high risk children would be supported by other case holding services. At this time, the team's remit includes:
 - radicalisation and extremism (between January 2017 and July 2019, 1,700 teachers/other children's workforce professionals have received training, and an additional 60 schools have accessed advice/consultations)

- equality, hate crime and prejudice (during the same period 796 staff trained and an additional 167 consultations provided)
 - female genital mutilation (FGM) (75 teachers trained and 8 consultations provided)
 - forced marriage and honour based abuse (this training is commissioned by Public Health via Equation. Schools signposted accordingly)
 - child sexual exploitation and criminal exploitation including “County Lines” (590 teachers/children’s workforce professionals trained and an additional 91 consultations provided). The latter have taken place mainly in 2018/19.
 - online safety (810 teachers/education professionals and 109 consultations)
 - anti-bullying (487 teachers and educational professionals plus an additional 50 consultations)
 - youth violence (including knife crime) (21 consultations following specific incidents in the main during 2018/19 and an additional 60 staff in receipt of seminar session)
 - substance misuse (signposting only to Public Health Commissioned Service CGL)
 - risk taking behaviour (including transport safety and anti-social activity) (40 teachers/education professionals trained and 21 consultations provided)
 - obesity and body image (40+ schools currently accessing commissioned services such as Everyone Health and Active Notts. Primary Mental Health Team (PMHT) provide training on body image)
 - mental health. (120 teachers/education professionals trained in addition to training offered by PMHT. As with online safety, mental health is often a feature of consultations under other headings)
 - the team has also responded to more than 145 Ofsted Qualifying Complaints; carried out 12 external safeguarding reviews; provided general safeguarding training to 120+ school staff and educational professionals; enabled 720 Designated Safeguarding Leads to access regular network meetings; and provided training and information sessions to 300 governors on the health, wellbeing and safeguarding agendas
 - the team has engaged with every special school in Nottinghamshire; 90% of Nottinghamshire secondary schools; and 75% of Nottinghamshire primary schools. In 2018/19, much of this work has been around preparation for the forthcoming changes to Relationships and Relations and Sex Education curriculum which comes into force in 2020, as well as supporting schools and partners with contextual safeguarding as detailed in Keeping Children Safe in Education 2018 and Working Together.
5. Team members act as a point of contact around their lead areas of specialism and also on a district basis in order to facilitate effective partnership working across each locality. The TETC team works closely with a range of partners including the police, Healthy Families team, fire service, district council community safety teams, voluntary and charity sector (including The Children’s Society and NSPCC), youth service, youth justice and social care.
6. Schools are able to access advice and support through the team’s school portal pages, through consultations and by attending training courses. In addition the team publishes a regular newsletter alerting schools to new resources, services and interventions which have been quality assured by the team. The TETC team actively promotes the services commissioned by Public Health including the Health for Teens and Health for Kids websites, and a range of intervention programmes which focus on improving health and wellbeing. Working at the universal level of the Pathway to Provision, the TETC team supports schools to develop their practice in respect of prevention and the early identification of risk. Much of this is done through consultation and co-production of resources directly with children

and young people, as well as with parents/carers and staff. The TETC team does not, however, carry individual pupil casework responsibilities.

7. The focus of the work of the TETC team is informed by data and intelligence provided by partner agencies such as the police and Public Health, as well as being responsive to incidents or concerns by schools and by other children's services.
8. The TETC team carries a responsibility to monitor emerging threats and needs at both a local and national level in all the areas listed in **paragraph 4**, and to work with others to co-produce resources for schools and other partners to use. For example, schools are facing mandatory changes to the Personal, Social, Health and Economic curriculum and to the Relationship Education and Relationships and Sex Education curriculum, changes which will be subject to inspection by Ofsted from September 2020. The TETC team is working closely with a range of schools who plan to implement the changes a year earlier than required in order to develop robust advice and training which will be rolled out to other schools from September 2019.
9. The TETC team is well-placed to pick up developing concerns in a particular locality. For example, the team is working closely with key partners to identify potential organised criminal exploitation of young people in a particular district. In turn, this work is contributing to a deeper understanding of the preventative work which needs to be undertaken with younger children in this district; it is facilitating meaningful dialogue between schools and support services with regard to how the Council might disrupt or mitigate the risks to children in this area from this particular threat.
10. Members of the TETC team support the Council's strategic approach to the various "threat" agendas through, for example the city/county FGM Steering Group, the Child Sexual Exploitation Cross Authority Group, and the County Criminal Exploitation Group. The team contributes to multi-agency training and the development of new guidance for schools, for example, the forthcoming weapons guidance which has been produced in partnership with Nottinghamshire Police and the Youth Justice Service.
11. The Safeguarding Children in Education Officer (SCIEO) provides support and challenge to schools around safeguarding policy and procedures, and where appropriate carries out external safeguarding reviews. The SCIEO also runs a supportive network for Designated Safeguarding Leads which meets on a half-termly basis. The latter is particularly valued by schools as an effective way of keeping abreast with the increasing complexity of the safeguarding agenda.
12. The TETC team is often required to respond on behalf of the Local Authority, or to inform the response made by members and senior Local Authority officers where complaints are raised about schools' practices in regard to the areas listed in **paragraph 4**. This includes responding to Ofsted Qualifying Complaints.

Other Options Considered

13. No other options have been considered.

Reason/s for Recommendation/s

14. Members requested an update on progress in respect of the TETC team's work. The purpose of the report is to ask Committee to consider whether there are any actions it requires in relation to the issues contained within the report. Committee may also wish to consider how it would like to monitor the issues contained within this report.

Statutory and Policy Implications

15. 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

16. The TETC team works to raise awareness of a range of issues which can make young people vulnerable including being drawn into criminal activity or becoming victims of crime. By providing advice, training and support to schools and other professionals across the children's workforce and by engaging young people in co-production of resources and training materials, the TETC team aims to reduce the risk levels of young people being drawn into child sexual exploitation, criminal exploitation through organised criminal gangs, substance misuse, radicalisation, and other risk taking and anti-social behaviour.

Financial Implications

17. The total cost of the TETC team is £352,000. The cost of the three School Health Hub Co-ordinator posts is £132,000 and will be funded by Public Health until 31st March 2020. The cost of the remaining posts is £220,000 and will be contained within the Education, Learning & Skills staffing budget.

Public Sector Equality Duty implications

18. The TETC team provides support, advice and training in respect of hate crime and tackling all forms of prejudice (including racism, religious intolerance, homophobia, biphobia and transphobia). In doing so the TETC team supports schools to eliminate unlawful victimisation, harassment and discrimination, and foster positive relations between people who share a protected characteristic and those who do not, in line with the general duty of the Public Sector Equality Duty 2010.

Safeguarding of Children and Adults at Risk Implications

19. The TETC team was created to support schools to safeguard children and young people by providing appropriate support and advice and training, including carrying out external safeguarding reviews where required. In addition, the team seeks to support schools to teach children and young people about the range of threats to their safety, health and wellbeing. Working with a range of partners including the police, fire service, community

safety teams and voluntary sector organisations, the TETC team acts as a knowledge, quality assurance and networking hub, raising awareness of the key issues as well as developing confidence amongst staff teams working with children across Nottinghamshire. Using co-production, the team is also empowering children and young people and their parents/carers to have a better understanding of the risks they face and how to protect themselves from existing and emerging threats.

Implications for Service Users

20. Schools across Nottinghamshire have come to value the advice, support and training provided by the team, particularly in respect of safeguarding children and young people. The team's work over the next year will support schools to prepare for the revised expectations around the PSHE (Personal, Social, Health and Economic Education) and Relationships Education in primary schools and Relationships and Sex Education curriculum in secondary schools. The team is also well placed to advise other professionals working across children's services, including social workers, youth workers and those in the Family Service with regards to emerging issues and concerns both nationally, regionally and locally.

RECOMMENDATIONS

That the Committee:

- 1) considers whether there are any actions it requires in relation to the issues contained within the report
- 2) considers how it wishes to monitor the issues contained within this report.

Marion Clay
Service Director, Education, Learning and Skills
Children and Families

For any enquiries about this report please contact:

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Constitutional Comments (EP 18/06/19)

21. 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 (SH 24/06/19)

22. The total cost of the TETC team is £352,000. The cost of the three School Health Hub Co-ordinator posts is £132,000 and will be funded by Public Health until 31st March 2020. The

cost of the remaining posts is £220,000 and will be contained within the total Education, Learning & Skills staffing budget of £8.208m.

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.

C1269



15th July 2019

Agenda Item: 10

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

UPDATE ON THE REMODELLING PRACTICE PROGRAMME

Purpose of the Report

1. This report provides the Committee with an update on the progress of the Remodelling Practice programme and proposes that the Committee receives a quarterly update regarding progress.

Information

2. In June 2018, the Committee approved a range of measures to support improvements in the quality of Social Work practice:
 - a) the permanent establishment of current social work support officers and senior social work support officer posts.
 - b) an increase in the permanent establishment of social work support officers and senior social work support officer posts.
 - c) the establishment of a fixed term project team to embed new approaches to supporting improvements in social work practice including case progression.
3. In June 2018, the Remodelling Practice programme was established to provide governance and ensure timely progression of a range of activities to support improvements in the quality of Social Work practice. The programme is supported by a two-year fixed term project team from the Programmes and Projects Team.
4. The purpose of the Remodelling Practice programme is to create a sustainable delivery model for services for vulnerable children and families which is high quality and financially sustainable. The programme aims to develop a positive working environment and provide teams with the tools and support to do their jobs in the most effective and efficient way, enabling the improvement of outcomes for children and families.
5. The programme incorporates four projects:
 - a) Staffing Model
 - b) Framework for Practice
 - c) Career Pathway
 - d) Business Intelligence.

Staffing Model

6. The purpose of the staffing model project is to develop the staffing model within safeguarding teams so that outcomes for children and families are improved through timely, good quality practice that effectively addresses the issues identified through assessments.
7. In June 2018, a request from contingency to fund additional Social Work Support Officer and Senior Social Work Support Officer posts and establish existing Social Work Support Officer and Senior Social Work Support Officer posts was approved by Finance and Major Contracts Management Committee.
8. The additional 16.5 fte Social Work Support Officers and 1 fte Senior Social Work Support Officer have been in post since December 2018. Feedback regarding the roles has been extremely positive, some examples of the feedback received are as follows:

“Social Work Support Officers complete tasks that do not require a Social Work qualification, and this frees us up to complete direct work with children and families”

“I could not cope with my role if I did not have my Social Work Support Officer support. They are so essential for my own emotional well-being by taking some of the pressure off me”
9. In January 2019, the Committee approved that 4 fte vacant posts of the Social Work Support Officer establishment could be converted to ring-fenced Business Support for the Assessment Service as it was identified that this type of support was better aligned to the needs of the Assessment Service. A recruitment process has recently taken place and all roles have been appointed to.
10. Work is underway with the Child and Adolescent Mental Health Service (CAMHS) to enable closer links with frontline Children’s Social Work teams and the children and young people they support. A separate report is being presented to this meeting of the Committee to seek approval of the proposed changes.
11. A scoping exercise has been undertaken to explore the potential for multi-disciplinary teams, specifically considering taking a whole family approach to safeguarding, with the potential for adult substance misuse workers, adult mental health practitioners and domestic violence practitioners to be co-located within children’s safeguarding teams. A proposal is being developed for this work to be progressed as a cross-council project.
12. An overarching review of the staffing model and skill mix within safeguarding teams is being undertaken and as part of this, options for the future staffing model and skill mix are being developed. This work is being undertaken alongside colleagues from Remodelling Early Help to consider interdependencies. A separate report will be presented to the Committee in the autumn to outline the proposed changes.

Framework for Practice

13. The Framework for Practice project seeks to develop a consistent Framework for Practice for case work with children and families, including identifying a model for addressing drift in case work, which complements practice in Nottinghamshire. The Framework for Practice is supported by the delivery of a revised vision for the Children and Families Department:

“We will work with children and young people, together with families and our partners, to give the consistent support and protection they need to be safe, secure and have opportunities to fulfil their potential.”

14. The vision is supported by the following principles:

- (1) We will put positive outcomes for children and young people at the heart of what we do*
- (2) We will focus on strengths within relationships and celebrate achievements*
- (3) We will promote a reflective learning culture which balances high support and high challenge*
- (4) We will empower the workforce to be creative and drive innovative and evidence-based practice*
- (5) We will work effectively with partner agencies to provide coordinated planning and support*
- (6) We will keep children at home with families wherever possible or when needed provide alternative permanent placements as quickly as possible*
- (7) We will recognise and support individual needs, challenge inequality and celebrate diversity and inclusion*
- (8) We will seek to make best use of the resources available to us.*

15. In March 2019, Children and Young People’s Committee approved the implementation of a strengths-based approach to practice. Briefings are currently being rolled out to staff within the Children and Families Department with a staff conference planned for 9 October 2019.

16. Priorities for embedding a strengths-based approach into practice have been identified and leads have been tasked with progressing these. Initial priorities include incorporating a strength-based approach within assessments, and within child protection conferences. These priorities align with feedback from children and families.

17. To support the launch, a new intranet page is being developed which will be user friendly and contain up to date information and tools. Printed resources will also be produced to promote the Framework for Practice. A monthly newsletter is being produced to ensure staff are kept up to date regarding the programme.

18. Corporate colleagues including the Programmes and Project Team, Business Support and HR have expressed an interest in exploring strengths-based practice. It is recognised that local authorities which have been successful in implementing a model of practice have promoted this widely across their organisations. Corporate colleagues will be provided with an opportunity to receive briefings regarding strengths-based practice.

19. A model of reflective group supervision has been piloted in the Bassetlaw Child Protection Team to address drift in case work. The focus of the sessions are cases where there is

potential drift and delay. The pilot has been positively evaluated, with feedback highlighting that staff feel the sessions are useful for developing a plan for cases; they are powerful in hearing the 'voice of the child' and that shared learning is achieved during the sessions. The model will now be rolled out across Children and Families department, initially focussing on the District Child Protection Teams.

20. Nottinghamshire will also be piloting a further group session, intended to improve the emotional wellbeing of staff working in social care. Nottinghamshire have been chosen as one of six local authorities to pilot Schwartz Rounds, a facilitated confidential, multi-disciplinary forum designed for staff to come together once a month to reflect on the emotional and social experiences associated with social work. The Schwartz Rounds sessions will begin in June 2019, followed by an evaluation by Cardiff University in March 2020.

Business Intelligence

21. The Business Intelligence project seeks to develop business intelligence reporting so that frontline and strategic managers have access to easily accessible, accurate and up to date information about workforce, demand and performance thus informing performance monitoring and management.
22. A workforce reporting solution has been developed which went live in April 2019, with initial data being available in May 2019. Currently this solution is an interim measure, and this will be developed into a permanent solution in the long-term.
23. Data dashboards have been developed which show service wide performance. Specifications are being developed to show programme, team and individual level data. The project team is working closely with the Information Governance team to ensure compliance with the General Data Protection Regulations.

Career Pathway

24. The social worker career pathway project seeks to develop a clear and informative career pathway ensuring that prospective and current social workers are fully informed of the career progression opportunities available, thus supporting recruitment and retention. This project will lead to improved digital content, both in terms of an external recruitment website and intranet content for current staff.
25. Work is also being undertaken to ensure that the Department for Education standards for Children's Social Workers: the knowledge and skill statements, are appropriately implemented within Nottinghamshire, and that Social Workers are able to access targeted continuing professional development opportunities that support developing the competencies and expertise required by the statements.
26. A new recruitment webpage has been developed to showcase the benefits of joining Nottinghamshire as a Social Worker. New intranet content has also been developed to create a central place for information regarding career progression and development opportunities. This has been welcomed by the Social Work Practice Forum.

Monitoring progress

27. Progress against each of the projects listed above is monitored by the Remodelling Practice Board which meets on a monthly basis. This is attended by the Youth, Families and Social Work Leadership Team, in addition to representatives from Programmes and Projects, Finance, HR, IT and Business Support to ensure that all stakeholders are kept informed and engaged in decision making.

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.

Data Protection and Information Governance

29. The project team is working with Information Governance to ensure that the programme has completed any satisfactory Data Protection Impact Assessments for areas of the programme which require this.

Financial Implications

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

Human Resources Implications

31. There are no human resources implications arising from this report.

Implications for Service Users

32. Implementation of the projects within this report will improve the quality of service to vulnerable children and young people in need of safeguarding.

RECOMMENDATION/S

- 1) That the Committee agrees to receive quarterly updates regarding progress of the Remodelling Practice programme.

Steve Edwards

Service Director, Youth, Families and Social Work

For any enquiries about this report please contact:

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Constitutional Comments (AK 19/06/19)

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

Financial Comments (LCD 28/06/19)

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

Background Papers and Published Documents

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

Supporting improvement in Children's Social Care – report to Children and Young People's Committee on 18 June 2018.

Financial monitoring report: Period 1 2018/19 – report to Finance and Major Contracts Management Committee on 18 June 2018

Update on Supporting Improvements in Children's Social Care – report to Children and Young People's Committee on 17 December 2018

Supporting Improvements in the Assessment Service – report to Children and Young People's Committee on 14 January 2019

Youth, Families and Social Work Framework for Practice – report to Children and Young People's Committee on 18 March 2019

Social work post-qualifying standards: knowledge and skills statements

<https://www.gov.uk/government/publications/knowledge-and-skills-statements-for-child-and-family-social-work>

Electoral Division(s) and Member(s) Affected

All.

C1265



15th July 2019

Agenda Item: 11

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

REALIGNMENT OF CAMHS SOCIAL WORK TEAM

Purpose of the Report

1. This report requests approval of the proposed realignment of the CAMHS (Child & Adolescent Mental Health Service) Social Work Team within the Youth, Families and Social Work service as follows:
 - a) Realign the CAMHS Social Workers more closely with District Child Protection Team Social Workers
 - b) Rebrand the team to become a specialist Social Work team providing therapeutic support to children and young people who have experienced developmental trauma and attachment difficulties which are impacting on their emotional and mental health.
 - c) Maintain close working relationships with health colleagues to provide joint working to support children, young people and their families.

Information

2. In June 2018, the Committee approved a range of measures to support improvements in the quality of Social Work practice:
 - a) the permanent establishment of current social work support officer and senior social work support officer posts.
 - b) an increase in the permanent establishment of social work support officers and senior social work support officer posts.
 - c) the establishment of a fixed term project team to embed new approaches to supporting improvements in social work practice including case progression.
3. The purpose of the Remodelling Practice programme is to create a sustainable delivery model for services for vulnerable children and families which is high quality and financially sustainable. The programme aims to develop a positive working environment and provide teams with the tools and support to do their jobs in the most effective and efficient way, enabling the improvement of outcomes for children and families.
4. The programme incorporates four projects:

- a) Staffing Model
- b) Framework for Practice
- c) Career Pathway
- d) Business Intelligence.

5. As part of the Staffing Model project the CAMHS Social Work team will be redefined and a new offer developed to provide specialist Social Work support to children open to Children's Social Care who have experienced developmental attachment and trauma difficulties which have impacted on their emotional and mental health.

Current Position

6. The CAMHS Social Work team consists of 8 FTE Social Worker (Band B) posts and 1 FTE Team Manager (Band D) post. Two of the Social Worker posts are currently vacant pending the team being remodelled. The team is currently co-located with NHS Community CAMHS teams, providing support to children and families who are referred to CAMHS with a range of emotional and mental health needs.
7. The team provides individual therapeutic work with children and families and group interventions, often working with Community CAMHS colleagues to deliver interventions.
8. The team offers consultations to both Social Workers and Community CAMHS to determine if a referral is required.
9. Referrals by both Social Workers and Health professionals are made via the CAMHS Single Point of Access (SPA) and the team's work is led by Health systems and processes. The team is required to record on both Health and Social Care systems, leading to some duplication of work.

Rationale for Change

10. The social workers within the team are currently embedded within community CAMHS teams, with cases being referred through the CAMHS single point of access. Whilst some of their current case work held by the team (assessment and therapeutic intervention) is to support children for whom the Local Authority has a statutory responsibility under the Children Act 2004, the team also works with children who require support from core CAMHS, which is the commissioning responsibility of clinical commissioning groups, rather than the Local Authority. Working within CAMHS means that the team is required to dual record on health and social care systems, creating inefficiencies.
11. Given the financial pressures on the Local Authority, there is a need to ensure that the team's work is focussed on those children and young people for whom the Local Authority has a statutory responsibility and who are most in need. Remodelling the team as a specialist team within social care will enable them to more directly support children and young people in need of help and protection, and those on the edge of care. Further, it will reduce duplication and make it simpler for social workers to recognise emotional and mental health presentations and to support children and families to access the most appropriate support.

Proposal

12. The proposal is to redevelop the CAMHS Social Work team to become a county wide team; co-located and repositioned within Social Care, having a clear specialism and theoretical model centred in a systemic approach that works with children, young people and their families, where there has been experience of developmental trauma and attachment difficulties that has impacted on their emotional and mental health. This approach aligns with, and supports the move towards, a strength-based model of practice within the Children and Families Department. As part of the revised model, the interface with Community CAMHS will be redefined, both preserving multi-agency working where children's emotional and mental health needs are multi-faceted and enabling more direct and timely access to clinical support where there are diagnosable mental health needs.
13. To access the team's offer, it is proposed that there will be either an open referral to social care, an 'edge of care' presentation or aspects of kinship care where there has been previous or current social care involvement. This will enable the team to directly support children and families where there is a risk of family breakdown, and contribute to the Council priority of "Keeping Children Safe".
14. Interventions delivered by the team as part of the new model will include trauma-informed non-violent resistance therapy, theraplay, dyadic development psychotherapy, systemic family work and parental trauma and attachments kinship carers group. The team will also engage in complex case discussions, group supervision, consultation and provide training for staff.
15. The proposed model has been developed with the current staff team, and through engagement with social work teams, CAMHS teams and from feedback from children and families.
16. The anticipated timescale for the new model to commence is Autumn 2019.

Monitoring progress

17. Progress against this project is monitored by the Remodelling Practice Board which meets on a monthly basis. The Board comprises members of the Youth, Families and Social Work Leadership Team, in addition to representatives from Programmes and Projects, Finance, HR, IT and Business Support to ensure that all stakeholders are kept informed and engaged in decision making.

Statutory and Policy Implications

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

Data Protection and Information Governance

19. A Data Protection Impact Assessment and Information Sharing Agreement with Health is being developed in relation to redevelopment of the team.

Financial Implications

20. There are no financial implications arising from this report. The revised service model will be delivered within the existing budget.

Human Resources Implications

21. Some social workers within the team will be subject to a change of base. Consultation will take place with staff and trade unions in line with the Council's disturbance policy.

Implications for Service Users

22. Implementation of the revised model within this report will improve the quality of service to vulnerable children and young people who have emotional and mental health needs.

RECOMMENDATION/S

- 1) That the Committee approves the revised model for the CAMHS Social Work team as detailed in **paragraphs 12 to 16**.

Steve Edwards

Service Director, Youth, Families and Social Work

For any enquiries about this report please contact:

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Constitutional Comments (AK 20/06/19)

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

Financial Comments (LCD 28/06/19)

24. The revised service model will be delivered within the existing budget for the CAMHS team which is £630,806. If there are any additional costs relating to a change of base for some staff this will be minimal and can be contained within the team's budget.

HR Comments (BC 11/6/2019)

25. The staffing implications are contained within the body of the report. Any change of work base will be subject to consultation and the agreed Disturbance Procedure.

Background Papers and Published Documents

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

Supporting improvement in Children's Social Care – report to Children and Young People's Committee on 18th June 2018.

Electoral Division(s) and Member(s) Affected

All.

C1266

15th July 2019

Agenda Item: 12

REPORT OF THE CORPORATE DIRECTOR, CHILDREN AND FAMILIES

CHANGES TO THE STAFFING ESTABLISHMENT WITHIN CHILDREN AND FAMILIES

Purpose of the Report

1. This report seeks approval to make the following changes to the staffing establishment within Children and Families:
 - the establishment of 2 FTE Children's Service Manager (Band E) posts within Children's Social Work services
 - the establishment of 1.4 FTE Team Manager (Band D) posts within the Leaving Care service
 - the establishment of 5 FTE Personal Advisor (Grade 5) posts within the Leaving Care service
 - the establishment of 1 FTE Social Worker (Band B) post within the Assessment Service
 - the establishment of 1.5 FTE Early Help Case Manager (Band A) posts and 1.5 FTE Business Support Administrator (Grade 3) posts within The Family Service.
 - the establishment of 2 FTE Data Management Officer (Grade 4) posts for one year fixed term within the Information and Systems Team
 - the disestablishment of a 1 FTE Business Change Analyst (Band C) post and the establishment of 1 FTE Business Systems Analyst (Band C) post for 18 months fixed term and a 0.5 FTE System Support Officer (Grade 5) post for 15 months fixed term within the Information and Systems Team.

Information

Social Work Services

2. In 2018, the Department reviewed its social work staffing position against the budgeted staffing establishment and determined that there was a need for additional management capacity within frontline child protection services and for a minor increase in the social work establishment to support the increased numbers of child and family assessments being required to be undertaken. A budget pressure was prepared and agreed via the Council's budget setting process. The proposal therefore is to establish the agreed posts, which include 2 FTE Children's Service Managers (Band E) for frontline child protection services,

0.4 FTE Team Manager (Band D) for leaving care and 1 FTE Social Worker (Band B) within the Assessment Service.

3. The Leaving Care service is facing significant challenges. From April 2019 new legislation has meant that the Council must offer support to all care leavers to age 25 years. Currently the service supports care leavers to 21 years. This equates to 382 care leavers aged 21-24 years who must be written to a minimum of annually to ask if they require support; to date 98 have requested support, although not all have been written to yet.
4. In addition, it is the ambition of the Leaving Care service that they should start to work with young people in care from their 16th birthday. Currently the Leaving Care service works with care leavers from age 17 years & six months. Working from age 16 years would result in an additional 111 care leavers accessing support from the service. Leaving care services working with young people from age 16 years is regarded as good practice and was an issue raised in the 2018 Ofsted focused visit.
5. Therefore, to allow the service to meet the challenges of working with care leavers from the age of 16 years and when aged 21-24 years as per practice guidance and legislation, an additional permanent 1 FTE Team Manager (Band D) and 5 FTE Personal Advisor (Grade 5) posts are required urgently.
6. Capacity within the Leaving Care service is currently subject to a budget pressure and a report will be brought to the Committee in October to consider longer-term delivery of support for care leavers aged 16-25 years. The additional 5 FTE Personal Advisor and 1 FTE Team Manager posts are required urgently to allow the Council to fulfil its statutory requirements to care leavers.

Family Service

7. An update paper was brought to the Committee in May 2019 which demonstrated the increase in demand from Nottinghamshire schools requesting Education Penalty Notices be issued to parents of children who had unauthorised school absence. Since 2015/16 the number of schools requesting penalty notices has risen from 88 to 147 and the average number of penalty notices requested per school has risen from 25 to 36. In the 2017/18 academic year 5,276 penalty notices were issued, an increase of over 100% on the number issued in 2015/16.
8. Based on discussions with schools it is believed that the increase in the use of Education Penalty Notices in Nottinghamshire has largely been as a result of schools reviewing their behaviour and attendance policies, particularly following an HMI visit or Ofsted inspection. Academies and schools joining academy trusts where the use of penalty notices is already commonplace has also driven up the use of penalty notices in Nottinghamshire. Whilst just under 50% of schools in Nottinghamshire currently utilise Education Penalty Notices, based on recent trends it is anticipated that the number will be increasing further over the next 18 months and the service needs to adapt to this increasing demand.
9. Establishing an additional 0.5 FTE Early Help Case Manager (Band A) post in each locality (a total of 1.5 FTE) will increase capacity for home visits and attendance meetings with parents who are persistently failing to secure the educational attendance of their child. Establishing 0.5 FTE Business Support Administrators (Grade 3) posts in each locality (a

total of 1.5 FTE) will support the existing enforcement staff with the administrative side of issuing penalty notices, which will allow the service to maintain reasonable timescales despite the increasing demand.

Information and Systems Team

10. The Information and Systems team is an integral part of the department, providing the platforms required for front line practitioners to undertake their role effectively and efficiently as well as supporting transformational and strategic projects, both corporate and departmental, for which data and systems often play a central role.
11. There has been an increase in the data processing and data quality work being required to be undertaken by the Data and Information Management function. To meet this increase in demand it is necessary to temporarily establish 2 FTE Data Management Officer (Grade 4) posts within the service to support General Data Protection Regulation (GDPR) compliance, data security and data integrity, as well as creating longer term efficiencies.
12. In addition, in order to progress some of the project work to improve social care services within Remodelling Practice, including supporting case progression and moving to a strength-based model of practice, there is a need for additional capacity with the team supporting the Mosaic system to make the necessary system changes. In June, 2018 Children and Young People's Committee approved the establishment of a 2 year fixed term 1 FTE Business Change Analyst (Band C) post within the Programmes and Projects team in the Chief Executive's Department, as part of the Remodelling Practice project team. This post has never been recruited to and it has now been determined that the skill set that is required to make the necessary Mosaic changes and support staff to understand the system changes, is instead a Business Systems Analyst and a System Support Officer. The proposal is therefore to disestablish the Business Change Analyst post and establish 1 FTE fixed term Business Systems Analyst (Band C) post (18 months) and 0.5 FTE System Support Officer (Grade 5) post (15 months).

Other Options Considered

13. Not establishing the posts was considered, however this would limit the Department's ability to change practice and manage the increased demand for services.

Reason for Recommendation

14. The changes to the staffing establishment outlined in the report will enable more effective delivery of services to vulnerable children and young people.

Statutory and Policy Implications

15. 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

Social Work Services

16. The cost of 2 FTE Children's Services Manager (Band E) posts is £125,236 including running costs. The cost for a 0.4 FTE Team Manager (Band D) post is £22,561 per annum. The cost of 1 FTE Social Worker (Band B) post is £46,487 per annum. The cost of these posts will be met from the existing Youth, Families and Social Work staffing budget.

Family Service

17. The cost of 1.5 FTE Business Support Administrator (Grade 3) posts is £35,955 per annum. The cost of 1.5 FTE Early Help Case Manager (Band A) posts is £58,698 per annum. Funding for these posts will be met through the surplus income already generated from education enforcement action (penalty notice fines and reimbursed court costs).

Information and Systems

18. The cost of 2 FTE Data Management Officer (Grade 4) posts for one year fixed term is £55,404. The cost of these posts will be met from the existing Information and Systems staffing budget.
19. The cost of 1 FTE Business Systems Analyst (Band C) post for 18 months is a total of £76,770 and of 0.5 FTE System Support Officer (Grade 5) post for 15 months is £10,202. The costs can be met through the funds of £102,360 allocated through the Strategic Development Fund for the previously established fixed term 2 year 1 FTE Business Change Analyst post.

Leaving Care Service

20. Recruitment into this team is not anticipated until 1st November 2019. Therefore the cost in 2019/20 for 1 FTE Team Manager (Band D) post is £25,326 and 5 FTE Personal Advisor (Grade 5) posts is £80,265. The funding for these posts will be met by a contingency request of up to £105,591. The full year effect of this will need to be considered as part of establishing the budget for future years.

Human Resources Implications

21. All posts have job descriptions which have been evaluated by Hay and will be recruited to in line with the Council's existing processes.

Safeguarding of Children and Adults at Risk Implications

22. Recruitment to these posts will improve the Council's ability to safeguard children and young people.

Implications for Service Users

23. Recruitment to these posts will improve the quality of service provision to children and families.

RECOMMENDATION/S

That Committee:

- 1) approves the disestablishment of the following post in the Chief Executive's department:
 - 1 FTE Business Change Analyst (Band C)
- 2) approves the establishment of the following posts in the Children and Families department:
 - 2 FTE Children's Service Managers (Band E) within Children's Social Work services
 - 1 FTE Social Worker (Band B) within the Assessment Service
 - 1.4 FTE Team Managers (Band D) within the Leaving Care service
 - 5 FTE Personal Advisors (Grade 5) within the Leaving Care service
 - 1.5 FTE Early Help Case Managers (Band A) and 1.5 FTE Business Support Administrators (Grade 3) within The Family Service
 - 2 FTE Data Management Officers (Grade 4) for one year fixed term within the Information and Systems Team
 - 1 FTE Business Systems Analyst (Band C) for 18 months fixed term within the Information and Systems Team
 - 0.5 FTE System Support Officer (Grade 5) for 15 months fixed term within the Information and Systems Team.

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Corporate Director, Children and Families

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Constitutional Comments (EP 20/06/19)

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

Financial Comments (LCD 04/07/19)

25. The cost of 2 FTE Children's Services Manager (Band E) posts is £125,236 including running costs. The cost for a 0.4 FTE Team Manager (Band D) post is £22,561 per annum. The cost of 1 FTE Social Worker (Band B) post is £46,487 per annum. The cost of these

posts will be met from the existing Youth, Families and Social Work staffing budget which is £20,330,913.

26. The cost of 1.5 FTE Business Support Administrator (Grade 3) posts is £35,955 per annum. The cost of 1.5 FTE Early Help Case Manager (Band A) posts is £58,698 per annum. Funding for these posts will be met through the surplus income already generated from education enforcement action (penalty notice fines and reimbursed court costs). The current Family Service budget is £2,455,251.
27. The cost of 2 FTE Data Management Officer (Grade 4) posts for one year fixed term is £55,404. The cost of these posts will be met from the existing Information and Systems budget which is £886,790.
28. The cost of 1 FTE Business Systems Analyst (Band C) post for 18 months is a total of £76,770 and of 0.5 FTE System Support Officer (Grade 5) post for 15 months is £10,202. The costs can be met through the funds of £102,360 allocated through the Strategic Development Fund for the previously established fixed term 2 year 1 FTE Business Change Analyst post.
29. Recruitment into the Leaving Care team is not anticipated until 1st November 2019. Therefore the cost in 2019/20 for 1 FTE Team Manager (Band D) post is £25,326 and 5 FTE Personal Advisor (Grade 5) posts is £80,265. The funding for these posts will be met by a contingency request of up to £105,591. The full year effect of this will need to be considered as part of establishing the budget for future years. The current Leaving Care staffing budget is £950,626.

HR Comments (BC 20/06/19)

30. The staffing implications are contained within the body of the report. Posts have been subject to job evaluation and will be recruited to in accordance with the vacancy control and recruitment procedures.

Background Papers and Published Documents

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

Staffing Structure for Early Childhood Services including proposed post

Job Description

Supporting improvements in Children's Social Care – report to Children and Young People's Committee on 18th June 2018

Update on Education Penalty Notices for unauthorised absences from school – report to Children and Young People's Committee on 20th May 2019

Electoral Divisions and Members Affected

All.

C1264

15th July 2019

Agenda Item: 13

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

**ESTABLISHMENT OF YOUTH WORK POSTS FOR THE GEDLING YOUTH
VIOLENCE INTERVENTION PROJECT**

Purpose of the Report

1. The report seeks Committee approval to establish a 0.5 FTE Youth Work Co-ordinator, 4 part-time Youth Worker posts and 4 part-time Youth Support Worker posts for the delivery of a Youth Work Violence Intervention project in Gedling.

Information

2. Following several serious incidents of weapon enabled violence in the Gedling area, a series of meetings have taken place, led by a Nottinghamshire Police Chief Superintendent to discuss how a collaborative approach to addressing this concern can be implemented. A key aspect of these meetings was to discuss and identify a partnership response to the identified individuals, and others on the periphery of engaging in risky behaviour and posing a significant risk to others.
3. The Youth Service has been identified as a key partner in disrupting this activity through Youth Work Intervention, and consequently funding has been secured through this partnership. The Gedling Youth Violence Intervention Project will also contribute to the outcomes of the Knife Crime Strategy report which was approved at Policy Committee in May 2019, and has a multi-agency financial commitment from the County Council, Gedling Borough Council, Public Health and the Office of the Police and Crime Commissioner.
4. It is proposed that the Gedling Youth Violence Intervention Project will be delivered using a two-tiered approach over a 12 month period. The proposed approach will include:
 - a. a tailored programme of Youth Work Intervention which is delivered to the young people who are known and who have been identified by the Police.
 - b. preventative and diversionary youth work is delivered to young people who are on the periphery of engaging in risky behaviours, and therefore engaging with them at an early stage.

5. As well as establishing a flexible system to employ Youth Workers to deliver short term bespoke programmes of Youth Work intervention using the current pool of Youth Work staff, it is proposed that the following posts are established on a 12 month fixed term contract:
- 1 x 18.5 hours per week Youth Work Grade (JNC) Coordinator post at a cost of £19,744
 - Youth Worker posts:
 - 1 x 3 hours Youth Worker Grade (JNC) at a cost of £3,202
 - 3 x 5 hours Youth Worker Grade (JNC) at a cost of £16,009
 - Youth Support Worker posts:
 - 4 x 3 Hours Youth Support Worker Grade (JNC) at a cost of £5,864.

Other Options Considered

6. No other options have been considered.

Reason/s for Recommendation/s

7. To deliver the Youth Work Violence Intervention project in Gedling.

Statutory and Policy Implications

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

Financial Implications

9. The funding for this project will be met from the agreed contingency allocation of £50,000 plus £20,000 from Gedling Borough Council which totals £70,000. The total cost of the additional posts for 12 months is £44,819 and can be contained within this amount.

Human Resources Implications

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

Implications for Service Users

11. There would be an increase in the volume of Youth Work provided by the Council.

RECOMMENDATION/S

- 1) That approval is given to establish the following posts for the delivery of a Youth Work Violence Intervention project in Gedling:

- 1 x 18.5 hours per week Youth Work Grade (JNC) Coordinator
- 1 x 3 hours per week Youth Worker Grade (JNC)
- 3 x 5 hours per week Youth Worker Grade (JNC)
- 4 x 3 hours per week Youth Support Worker Grade (JNC).

Steve Edwards
Service Director, Youth, Families and Social Work

For any enquiries about this report please contact:

Pom Bhogal
 Young People's Service Manager
 T: 0115 9932722
 E: pom.bhogal@nottscc.gov.uk

Constitutional Comments (EP 20/06/19)

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

Financial Comments (SAS 24/06/19)

13. The funding for this project will be met from the agreed contingency allocation of £50,000 plus £20,000 from Gedling Borough Council which totals £70,000. The total cost of the additional posts for 12 months is £44,819 and can be contained within this amount. The total Youth Service budget is £2,980,660.

HR Comments (BC 20/06/19)

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

Background Papers and Published Documents

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

Nottinghamshire Knife Crime Strategy 2018 – report to Policy Committee on 22nd May 2019

Electoral Division(s) and Member(s) Affected

All.

C1262

15th July 2019

Agenda Item: 14

REPORT OF THE SERVICE DIRECTOR FOR EDUCATION, LEARNING AND SKILLS

AMENDMENT TO SCHOOL HOLIDAY AND TERM TIME DATES FOR LOCAL AUTHORITY MAINTAINED SCHOOLS IN NOTTINGHAMSHIRE FOR 2019/20

Purpose of the Report

1. Nottinghamshire County Council has previously undertaken statutory consultation with key stakeholders in order to set school holiday and term time dates. The purpose of this report is to inform Committee of the government announcement to change the early May bank holiday 2020 which impacts on the school holiday arrangements already set for 2019/2020 for Local Authority maintained schools in Nottinghamshire as set out in **Appendix 2**.

Information

2. The 1996 Education Act gives local authorities a duty to determine school term dates and Nottinghamshire County Council is responsible under section 32 of the Education Act 2002 for fixing dates of terms and holidays of maintained schools. Schools must be open to pupils for 190 days in an academic year, and 195 days for teachers. The responsibility for setting school holiday and term time dates for all community and voluntary controlled schools within Nottinghamshire lies with the Local Authority (LA). It should be noted that Foundation, Trust, Voluntary Aided schools and Academies are responsible for setting their own holiday patterns.
3. Holiday dates for LA maintained schools in Nottinghamshire for 2019/2020 to 2022/2023 were approved on 18 December 2017. However, on 7 June 2019, the government announced a change to the 2020 early May bank holiday from Monday 4 May to Friday 8 May to mark the 75th anniversary of VE Day. As a result, the school holiday calendar for 2019-2020 currently published, attached as **Appendix 1**, will require an amendment to facilitate the change to the early May bank holiday, as set out in **Appendix 2**.

Other Options Considered

4. No other option has been considered; moving a bank holiday is achieved by a Royal Proclamation under the Banking and Financial Dealings Act 1971.

Reasons for Recommendation

5. The early May bank holiday will move in England, Wales and Northern Ireland.
6. To update Nottinghamshire's school holiday pattern for 2019/2020 to reflect the recent government announcement to change the early May bank holiday.

Statutory and Policy Implications

7. 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.

Crime and Disorder Implications

8. Due consideration has been given to crime and disorder issues. The Police services and other voluntary bodies who provide out of holiday care and educational opportunity have key roles to play in reducing crime and increasing self-confidence, emotional resilience for any child or young person engaging with holiday provision.

Finance Implications

9. There are no direct costs involved in the process of setting school holiday dates. The information currently available can be updated electronically on the public website.

RECOMMENDATION

- 1) That Committee approves the amendment to the school holiday and term time dates for 2019/2020 for Local Authority maintained schools in Nottinghamshire as set out in **Appendix 2**.

Marion Clay
Service Director, Education, Learning and Skills

For any enquiries about this report please contact:

Claire Wilcoxson
Access and Admissions Strategy Team Manager
T: 0115 9772640
E: Claire.wilcoxson@nottscc.gov.uk

Constitutional Comments (AK 20/06/19)

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

Financial Comments (SAS 24/06/19)

11. 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.

School holiday and term dates for Local Authority maintained schools in Nottinghamshire 2019/2020, 2020/2021 and 2022/2023 – report to Children and Young People’s Committee on 18 December 2017

School holiday and term dates for 2019/2020 as agreed on 18 December 2017

Government press release published 7 June 2019 – 2020 May bank holiday will be moved to mark 75th anniversary of VE Day (<https://www.gov.uk/government/news/2020-may-bank-holiday-will-be-moved-to-mark-75th-anniversary-of-ve-day>)

C1272

Nottinghamshire School Holidays 2019-20



September 2019 to July 2020

September 2019						
M	T	W	T	F	S	S
				30	31	1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
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23	24	25	26	27	28	29
30						

October 2019						
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November 2019						
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December 2019						
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30	31					

January 2020						
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February 2020						
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March 2020						
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30	31					

April 2020						
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May 2020						
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June 2020						
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July 2020						
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August 2020						
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24	25	26	27	28	29	30
31						

 School Holidays

 Public Holidays

 Administration Day
Autumn Term

Schools Open - morning Friday 30 August 2019

Half Term - Monday 21 October 2019 - Friday 1 November 2019

Schools close - evening Friday 20 December 2019

Summer Term

Schools Open - morning Monday 20 April 2020

May Day Bank Holiday - Monday 4 May 2020

Half Term - Monday 25 May 2020 - Friday 29 May 2020

Schools Close - evening Friday 24 July 2020

Spring Term

Schools Open - morning Monday 6 January 2020

Half Term - Monday 17 February 2020 - Friday 21 February 2020

Spring Break - Monday 6 April 2020 - Friday 17 April 2020

Nottinghamshire School Holidays 2019-20



September 2019 to July 2020

Amended due to government announcement of change to May Day

September 2019						
M	T	W	T	F	S	S
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October 2019						
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November 2019						
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December 2019						
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January 2020						
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February 2020						
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March 2020						
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30	31					

April 2020						
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May 2020						
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June 2020						
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29	30					

July 2020						
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6	7	8	9	10	11	12
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27	28	29	30	31		

August 2020						
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10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

School Holidays
 Public Holidays
 Administration Day

Autumn Term

Schools Open - morning Friday 30 August 2019
 Half Term - Monday 21 October 2019 - Friday 1 November 2019
 Schools close - evening Friday 20 December 2019

Summer Term

Schools Open - morning Monday 20 April 2020
 May Day Bank Holiday - Friday 8 May 2020
 (to coincide with 75th anniversary of VE day)
 Half Term - Monday 25 May 2020 - Friday 29 May 2020
 Schools Close - evening Friday 24 July 2020

Spring Term

Schools Open - morning Monday 6 January 2020
 Half Term - Monday 17 February 2020 - Friday 21 February 2020
 Spring Break - Monday 6 April 2020 - Friday 17 April 2020

17 June 2019

Agenda Item: 15

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:

Martin Gately
Democratic Services Officer
T: 0115 977 2826
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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 2019-20

REPORT TITLE	BRIEF SUMMARY OF AGENDA ITEM	LEAD OFFICER	REPORT AUTHOR
16 September 2019			
Children Missing Education dashboard	Six-monthly update	Marion Clay	Karen Hughman
Future building work – title tbc		Derek Higton	Mick Allen/ Phil Berrill
Children's Centre Service proposals		Laurence Jones	Irene Kakoullis
Family Service Review		Laurence Jones	Jill Norman
Future delivery of the Families Information Service		Laurence Jones	Irene Kakoullis
Childcare Sufficiency Assessment 2019		Laurence Jones	Irene Kakoullis
Children's Workforce Health Check Survey 2018-19		Laurence Jones	Liz Maslen
Troubled Families Programme in Nottinghamshire update	Six-monthly update	Steve Edwards	Rachel Miller
Principal Child and Family Social Worker - annual report 2018/19		Steve Edwards	Diana Bentley
Local Authority governor appointments to school governing bodies		Marion Clay	Jane Mansell
Corporate Parenting items:			
Leaving Care Service update		Steve Edwards	Alex Chalkley
CAMHS Looked After and Adoption team annual report		Steve Edwards	Lucy Peel
14 October 2019			
Strategy for Improving Educational Opportunities for All 2019-2021 – outcome of consultation		Marion Clay	Koni Rakhit
Adoption East Midlands Regional Adoption Agency update		Steve Edwards	Tracey Coull
18 November 2019*			
16 December 2019*			

REPORT TITLE	BRIEF SUMMARY OF AGENDA ITEM	LEAD OFFICER	REPORT AUTHOR
13 January 2020*			
10 February 2020*			
23 March 2020*			
27 April 2020*			
18 May 2020*			
15 June 2020*			
20 July 2020*			

* Agenda items to be confirmed