

Children and Young People's Committee

Monday, 20 March 2017 at 10:30

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

AGENDA

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|----|--|---------|
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| 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) | |
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Notes

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

Customer Services Centre 0300 500 80 80

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

Councillors or Officers requiring clarification on whether to make a declaration of interest are invited to contact Alison Fawley (Tel. 0115 993 2534) or a colleague in Democratic Services prior to the meeting.

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

Meeting CHILDREN & YOUNG PEOPLE'S COMMITTEE

Date 20 February 2017 (commencing at 10.30am)

Membership

Persons absent are marked with an 'A'

COUNCILLORS

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

John Allin
Maureen Dobson
Boyd Elliott
Stephen Garner

A

Alice Grice
Keith Longdon
Philip Owen
Sue Saddington

A Ex-officio (non-voting)
Alan Rhodes

CO-OPTED MEMBERS (NON-VOTING)

A Vacancy
Mr David Richards JP

OTHER COUNCILLORS IN ATTENDANCE

Roger Jackson

OFFICERS IN ATTENDANCE

Pom Bhogal	Children, Families and Cultural Services
Marion Clay	Children, Families and Cultural Services
Steve Edwards	Children, Families and Cultural Services
Derek Higon	Children, Families and Cultural Services
Pip Milbourne	Children, Families and Cultural Services
Jill Norman	Children, Families and Cultural Services
Colin Pettigrew	Children, Families and Cultural Services
Chris Warren	Children, Families and Cultural Services
Kate Allen	Public Health
Alison Fawley	Resources
Keith Ford	Resources
Jayne Francis Ward	Resources

MINUTES OF THE LAST MEETING

The minutes of the meeting held on 16 December 2017 having been circulated to all Members, were taken as read and were signed by the Chair.

APOLOGIES FOR ABSENCE

Apologies for absence were received from Councillor Keith Longdon.

DECLARATIONS OF INTEREST

None.

NOTTINGHAMSHIRE SCHOOL ADMISSION ARRANGEMENTS

The Chair introduced the report and lead officers responded to questions and comments from Members.

RESOLVED 2017/007

That:

- 1) The proposed admission arrangements for 2018-19, as detailed in appendix 1 to the report be determined, including:
 - the admission oversubscription criteria for community and voluntary controlled schools, as detailed in section 1
 - the published admission numbers, as listed in section 2
 - the coordinated schemes in section 3 and section 4.
- 2) The agreed admissions arrangements for 2017-18 remained unchanged but revised oversubscription criteria as set out in appendix 3 be applied to places allocated from the waiting list for 2017 admissions and for late applications.
- 3) That a second right of appeal be offered to those parents whose first preference was refused in 2016 and who can evidence a sibling connection.
- 4) An update report be brought back to Committee to update Members about the impact of the revised arrangements.

PERFORMANCE REPORTING QUARTER 3 2016-17 – SERVICES FOR CHILDREN AND YOUNG PEOPLE

The Chair introduced the report and lead officers responded to questions and comments from Members.

RESOLVED 2017/008

That the performance of the Council's services for children and young people during the period 1 October – 31 December 2016 be noted.

YOUTH SERVICE UPDATE

The Chair introduced the report and lead officers responded to questions and comments from Members.

RESOLVED 2017/009

That the update on the new structure and activity of the Council's Youth Service be noted.

CHANGES TO THE LICENSING ARRANGEMENTS OF THE DUKE OF EDINBURGH AWARD FOR NOTTINGHAMSHIRE SCHOOLS

The Chair introduced the report and lead officers responded to questions and comments from Members.

RESOLVED 2017/010

That the changes introduced by the Duke of Edinburgh Award's (DofE) National Office to the licensing and governance arrangements for the delivery of the DofE Award in all Nottinghamshire schools, except special schools, from 1 April 2017 be noted.

SPECIAL EDUCATIONAL NEEDS AND DISABILITY REFORMS 'NEW BURDENS' GRANTS 2016-17 AND 2017-18

The Chair introduced the report and lead officers responded to questions and comments from Members.

RESOLVED 2017/011

That:

- 1) The summary of expenditure against the 2016-17 Special Educational Needs and Disability Reforms 'Burdens' Grant be noted.
- 2) That the proposed spend against the 2017-18 Reform Grant, as detailed in paragraphs 11-20 of the report and in appendix 2 be approved.
- 3) The establishment of the following five temporary posts within the Integrated Children's Disability Service be approved:
 - 1 fte (full time equivalent) qualified Educational Psychologist – EP pay scale, Scale A (EP1-EP11) range £46,200 - £68,965 (maxima)
 - 1fte additional Assessment Senior Practitioner – Hay Band C - £44,630 (maxima)
 - 1 fte Team Leader, Grade 4, £24,621 (maxima)
 - 1 fte Assessment Officer, Grade 5, £29,848 (maxima)
 - 1 fte Wiki Coordinator, Grade 4 £24,621 (maxima) – subject to NJE.

PROPOSED EFFICIENCY SAVINGS WITHIN THE INTEGRATED CHILDREN'S DISABILITY SERVICE

The Chair introduced the report and lead officers responded to questions and comments from Members.

RESOLVED 2017/012

That approval be given to:

- 1) The disestablishment of the remaining 1 fte Breaks in Partnership (Grade 4) post from the Play for Disabled Children's Service structure with effect from 31 March 2017
- 2) the disestablishment of 1 fte Occupational Therapy Manager (Band D) post from the Countywide Children's Occupational Therapy Service structure with effect from 31 March 2017
- 3) the establishment of 1 fte Occupational Therapy Senior Practitioner (Band C, subject to job evaluation) post within the Countywide Children's Occupational Therapy Service with effect from 1 April 2017
- 4) the establishment of a 0.7 fte Occupational Therapy Assistant (Grade 5) post within the Countywide Children's Occupational Therapy Service with effect from 1 April 2017
- 5) the introduction of a career progression pathway for qualified Occupational Therapists
- 6) the consolidation of commissioning functions within the Integrated Children's Disability Service (ICDS) by realigning a 0.5 fte Technical Specialist (Grade 4) post in the Play for Disabled Children Service with the post of Commissioning Assistant (Grade 3) within the ICDS Commissioning Team.

CHILDREN, YOUNG PEOPLE AND FAMILIES PLAN – CONTINUOUS IMPROVEMENT PLAN 2016-17 MID YEAR REVIEW

The Chair introduced the report and lead officers responded to questions and comments from Members.

RESOLVED 2017/013

That the progress with the priorities and key actions in the Children, Young People and Families Plan during the first six months of 2016-17 be noted,

CHILDREN AND YOUNG PEOPLE'S MENTAL HEALTH & WELLBEING TRANSFORMATION PLAN

The Chair introduced the report and lead officers responded to questions and comments from Members.

RESOLVED 2017/014

That the progress in implementing the Nottinghamshire Children and Young People's Mental Health and Wellbeing Transformation Plan be noted.

CHANGES TO STAFFING STRUCTURE IN EARLY CHILDHOOD SERVICES AND SCHOOLS AND FAMILIES SPECIALIST SERVICES

The Chair introduced the report and lead officers responded to questions and comments from Members.

RESOLVED 2017/015

That:

- 1) The establishment of an additional temporary 1fte Early Years Project Officer (Band C) post to support early years statutory duties within the Early Childhood Service be approved.
- 2) The disestablishment of 2.6fte specialist Teaching Assistant posts from the sensory team on the Schools and Families Specialist Services staffing structure and replaced with the establishment of 1fte specialist teacher of the visually impaired be approved.

EXTENSION OF THE SOCIAL WORK SUPPORT OFFICER PROGRAMME

The Chair introduced the report and lead officers responded to questions and comments from Members.

RESOLVED 2017/016

That the Social Work Support Officer programme in Children's Social Care be extended until 31 March 2018, subject to approval of funding as part of the proposed 2017/18 budget at Full Council on 23 February 2017.

PRESENTATION BY LAURENCE JONES, GROUP MANAGER, EARLY HELP

Family Service – “Building Family Resilience”

WORK PROGRAMME

RESOLVED 2017/017

That the Committee's work programme be noted and updated as agreed.

The meeting closed at 11.25 am.

CHAIRMAN

20 March 2017

Agenda Item: 4

REPORT OF THE ACTING SERVICE DIRECTOR, EDUCATION STANDARDS AND INCLUSION

PERFORMANCE FIGURES FOR NOTTINGHAMSHIRE SCHOOLS, ACADEMIES AND COLLEGES – ACADEMIC YEAR 2015/16

Purpose of the Report

1. To inform Members of the achievements of young people attending Nottinghamshire schools, academies and colleges in Key Stage assessments in 2015/16.

Information and Advice

2. At the end of each Key Stage, students are assessed by a combination of teacher assessment and/or testing. The expected level of attainment together with assessment age is summarised below:

Key Stage	Age	Expected level of attainment	Method of assessment
Early Years Foundation Stage Profile	3-5	A 'Good Level of Development' – reaching at least expected in all early learning goals in all prime areas and in the specific areas of literacy and mathematics	Teacher Assessed
Key Stage 1	5-7	Expected Standard	Teacher Assessed
Key Stage 2	7-11	Expected Standard	Test / Teacher Assessed
Key Stage 4 (GCSE and equivalent qualifications)	14-16	A*-C grades in GCSE English and mathematics English Baccalaureate Attainment 8 Progress 8	Test
Key Stage 5 (GCE A level and equivalent qualifications)	16-18	Average point score per exam entry together with threshold pass rates	Test

3. Early Years Foundation Stage together with Key Stage 1 results are reported directly to the Local Authority (LA). Key Stage 2 test results are reported to schools and the LA by the Standards and Testing Agency. The LA receives Key Stage 4 and Key Stage 5 results from the Department for Education.
4. For each measure the performance of Nottinghamshire is benchmarked against the England average and that of the Council's children's services statistical neighbours, where available. Nottinghamshire's Statistical Neighbours changed in October 2014 and are:
 1. Derbyshire
 2. Staffordshire
 3. Lancashire
 4. Worcestershire
 5. Cumbria
 6. Northamptonshire
 7. Essex
 8. Kent
 9. Cheshire West and Chester
 10. Warwickshire
5. The statistical neighbour average is based on the same methodology as used in the local authority interactive tool (LAIT) in that outcomes for each LA are averaged to create a statistical neighbour figure (as opposed to a weighted average). This will have the effect of treating each LA as having an equal population as opposed to a weighted average which takes into account population size. The statistical neighbour average excludes Nottinghamshire results.

Early Years Foundation Stage Profile

6. In 2016, 67.1% of Nottinghamshire pupils achieved a good level of development (reaching at least expected in all early learning goals in all prime areas and in the specific areas of literacy and mathematics). This represents an increase of 1.8 percentage points on the 65.3% reported in 2015.
7. Comparisons nationally over the same period show a 3 percentage point increase (to 69.3% of pupils achieving this measure) and 2.9 percentage point increase against statistical neighbours (to 70.5%).
8. The County's overall ranking against statistical neighbours has fallen from 9th (where 1st is best) to 10th (out of 11 positions) over the two years. A similar fall was witnessed nationally with Nottinghamshire now placed 108th amongst all 151 LAs nationally (85th in 2015).
9. Analysis by the school districts shows results are varied. Gedling district schools witnessed the greatest decrease from 2015 with a fall of 1.5 percentage points (to 68.6%) followed by Newark district with a 0.7 percentage point fall (to 65.0%). All other districts witnessed an increase from 2015 outcomes.
10. Although Ashfield, Broxtowe and Rushcliffe districts all witnessed an increase in the percentage of pupils achieving a good level of development from 2015 outcomes,

those increases were less than witnessed nationally (3 percentage point increase). Only Mansfield and Bassetlaw witnessed greater increases (although all districts with the exception of Rushcliffe are below the national average).

11. The FSM gap for pupils eligible for free school meals attaining a good level of development and those not eligible has narrowed. The LA gap now stands at 22.6 percentage points which is a 5 percentage point fall from the 27.6 reported in 2015.
12. 2016 data shows that 47.1% of FSM pupils achieved a good level of development which is a 6.1% point increase on 2015. 69.7% of non-FSM pupils achieved this measure in 2016 which is a 1.2% point increase on 2015.
13. 2016 headline figures for Nottinghamshire are:

	Nottinghamshire			National			Statistical Neighbours		
	2016	2015	Difference	2016	2015	Difference	2016	2015	Difference
Good Level of Development (GLD)	67.1%	65.3%	↑ 1.8%	69.3%	66.3%	↑ 3.0%	70.5%	67.6%	↑ 2.9%

Key Stage 1

14. The 2016 Key Stage 1 assessments are the first which assess the new, more challenging national curriculum which was introduced in 2014. New interim frameworks for teacher assessment have been introduced to reflect the revised curriculum. Results are no longer reported as levels and each pupil will now receive their teacher assessments based on the standards in the interim framework.
15. Because of these changes, figures for 2016 are not comparable with those for earlier years. The expectations for pupils at the end of Key Stage 1 have been raised.
16. Comparisons against national averages place Nottinghamshire below average in all subjects. Reading and mathematics are two percentage points lower than national and writing and science are one percentage point lower.
17. The County's overall ranking against statistical neighbours is varied. Outcomes in reading are ranked 10th (out of 11 positions, where 1st is best) from joint 9th in 2015. In writing, the County is ranked joint 7th (from joint 9th in 2015) and 7th (from 11th in 2015) in mathematics.
18. Comparisons nationally out of all 151 LAs show the County's position has remained relatively static in mathematics, ranked 93rd (95th in 2015), but witnessed a decline in reading (104th from 80th in 2015) and writing (93rd from 81st in 2015).
19. At the expected standard 2016 headline figures for Nottinghamshire are:

	Nottinghamshire	National	Statistical Neighbours
	2016	2016	2016
Reading	72%	74%	74%
Writing	64%	65%	65%
Mathematics	71%	73%	72%

Key Stage 2

20. The 2016 Key Stage 2 assessments are the first which assess the new, more challenging national curriculum which was introduced in 2014. New tests and interim frameworks for teacher assessment have been introduced to reflect the revised curriculum.
21. Results are no longer reported as levels and each pupil now receives their test results (in reading; grammar, punctuation and spelling; and mathematics) as a scaled score and teacher assessments (in writing and other subjects) based on the standards in the interim framework for teacher assessment which has been introduced to reflect the revised curriculum.
22. Due to these changes the outcomes for 2016 are not comparable to those for earlier years. The expectations for pupils at the end of Key Stage 2 have been raised. Given the differences in the curriculum and assessments, levels are not comparable with scaled scores or teacher assessment outcomes.
23. Pupils at the end of Key Stage 2 are expected to achieve a scaled score of 100 (which represents the expected standard) in test subjects and are expected to achieve a teacher assessment judgement of 'working at the expected standard' or 'working at greater depth in the expected standard' (in writing) and to have made progress between their prior attainment at Key Stage 1 (typically aged 7 years) and Key Stage 2 outcomes.
24. Comparison with national data shows that at the expected standard, Nottinghamshire is in line with all subjects apart from reading, where outcomes are one percentage point lower than the 66% reported nationally. Writing (teacher assessed) is one percentage point higher than national.
25. Comparisons with all 152 local authorities nationally places the County 75th in grammar, punctuation and spelling (where 1st is best); 91st in reading; 71st in writing; 75th in mathematics and 69th in the combined measure of reading, writing and mathematics. When comparing against Level 4 or above from 2015 (the expected standard at the time) outcomes for grammar, punctuation and spelling have improved (from 83rd), remained broadly the same in writing (72nd) and combined reading, writing and maths (65th) but fallen in reading (64th) and mathematics (59th).
26. Against statistical neighbours the County improved on last year's performance in grammar, punctuation and spelling, ranked 3rd (from 5th in 2015). The County witnessed a decline in all other subjects, reading 8th in 2016 (from 5th 2015), writing 5th (from 4th in 2015) and mathematics 4th (from 3rd in 2015). The overall combined

reading, writing and mathematics measure remains static at 4th between the two years.

27. Final data for Nottinghamshire schools shows that there are 16 schools below the government's minimum performance floor standards (five are currently academies; three were at the start of the 2015/16 academic year). This is where fewer than 65% of pupils achieve the expected standard in combined reading, writing and mathematics and where these pupils have also made progress below the national thresholds in reading or writing or mathematics. (**Appendix 1**)
28. 2016 is the first year in which coasting schools have been identified. Coasting schools are those schools where fewer than 85% of pupils achieve the expected standard in combined reading, writing and mathematics and which are also below the national thresholds for progress for three consecutive years. These schools are considered coasting as they are failing to push each pupil to reach their full potential.
29. Data from 2014, 2015 and 2016 suggests that 13 Nottinghamshire schools were below the coasting schools threshold (four are currently academies; three were academies at the start of the 2015/16 academic year. Two of the 13 were also below floor standards in 2016). (**Appendix 1**)
30. Coasting schools are required to produce a clear plan for improvement. The Regional Schools Commissioner (RSC), together with their local elected head teacher board, will assess whether each school has a credible plan, which is likely to support the school to improve.
31. The RSC has written to the 13 schools to request the return of these improvement plans by 1 February 2017 and has stated that the expectation is that a sponsored academy solution will only happen in a small minority of cases and only when improvement cannot be brought about in any other way.
32. At the expected standard 2016 headline figures for Nottinghamshire are:

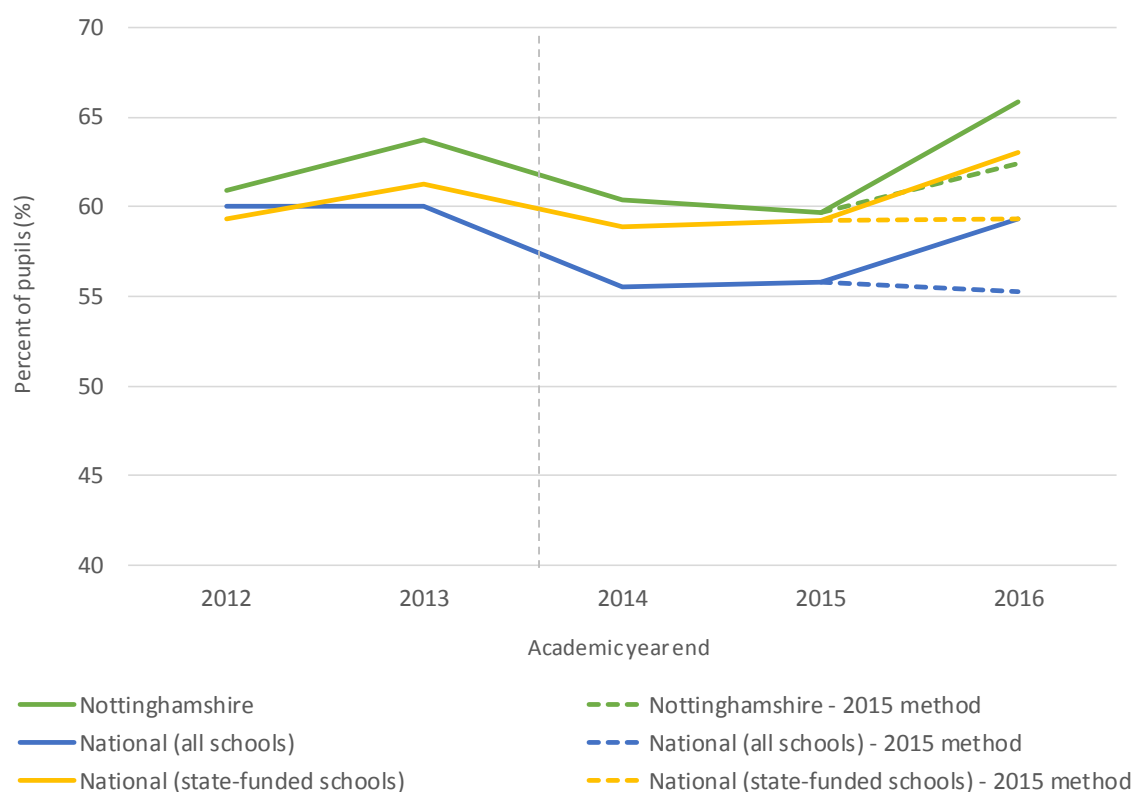
	Nottinghamshire	National	Statistical Neighbours
	2016	2016	2016
Grammar, punctuation and spelling	73.0%	73.0%	72.0%
Reading	65.0%	66.0%	67.0%
Writing (Teacher Assessed)	75.0%	74.0%	74.0%
Mathematics	70.0%	70.0%	69.0%
Reading, Writing & Mathematics	54.0%	54.0%	53.0%

33. A detailed breakdown of outcomes at Key Stage 2 by gender, ethnicity, free school meals eligibility, first language other than English, Nottinghamshire districts and wards can be found in **Appendices 2 and 3**.

Key Stage 4 (GCSE and equivalent qualifications)

34. There have been a number of changes to the way in which Key Stage 4 results are reported this year. The traditional headline measure of the percentage of pupils achieving 5 or more A*-C grades including GCSE English and mathematics is no longer reported or used for school accountability purposes.
35. Attainment 8 will be reported for all schools this year which measures the average attainment across 8 subject areas of English, mathematics, three English Baccalaureate qualifications and three other approved qualifications which can include non-GCSE subjects.
36. A progress measure, called Progress 8, will be used for the floor standard / coasting schools measure. Progress 8 compares the difference between a students' Attainment 8 score and the average Attainment 8 score nationally for pupils with the same level of attainment at the end of primary school (Key Stage 2).
37. Existing measures such as the English Baccalaureate and A*-C grades in both English and mathematics remain although there have been changes to how English is reported in that the best outcome between English Language and English Literature is used (historically only English Language counted).
38. In 2016 Nottinghamshire has remained above the national average for A*-C in English and mathematics. 65.9% of pupils achieved this measure, an increase of 6.2 percentage points from 2015. Nationally (state-funded schools) the increase was 4.1 percentage points to 63.3%. When applying 2015 methodology to 2016 data (using English Language outcome), Nottinghamshire witnessed an increase of 2.7 percentage points while nationally there was a slight increase of 0.1 percentage points for state funded schools and a 0.5 point decrease for all schools.

Percentage of pupils achieving A*-C grades in English and mathematics



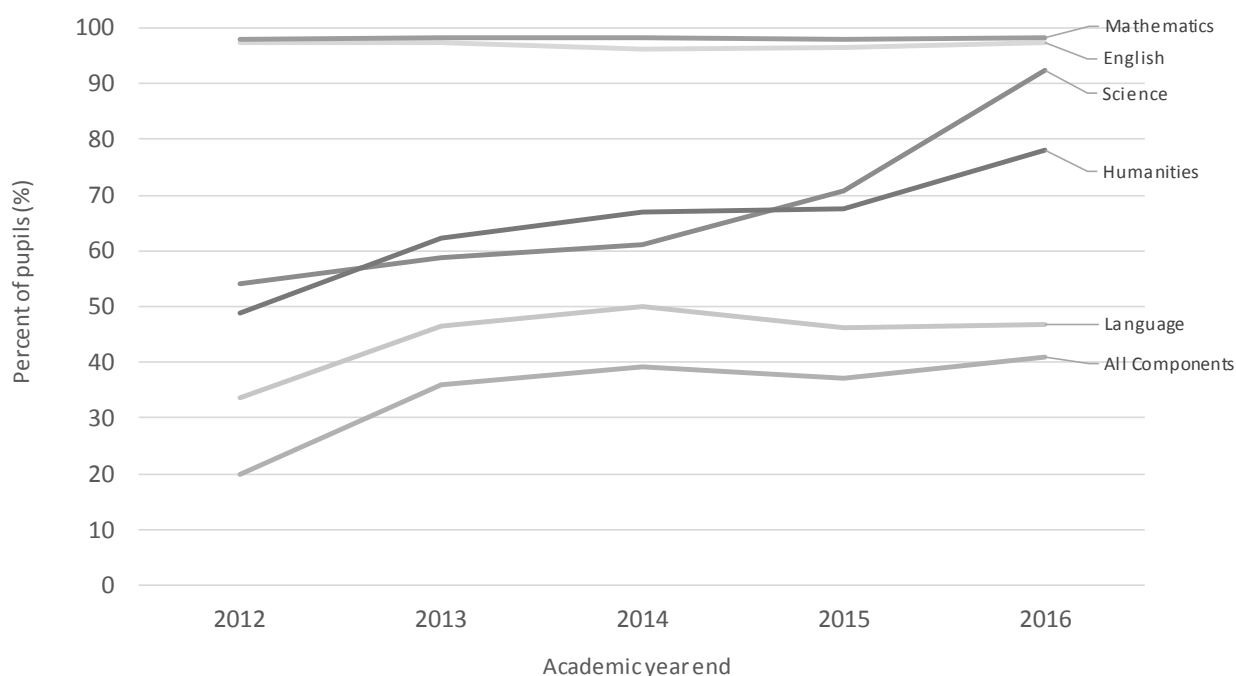
		2012	2013	2014	2015	2016
% A*-C in both English & mathematics	Nottinghamshire	60.9	63.7	60.4	59.7	65.9
	Nottinghamshire - 2015 method	.	.	.	.	62.4
	National (all schools)	60.0	60.0	55.5	55.8	59.3
	National (all schools) - 2015 method	.	.	.	.	55.3
	National (state-funded schools)	59.3	61.3	58.9	59.2	63.0
	National (state-funded schools) - 2015 method	.	.	.	.	59.3

39. Comparisons against statistical neighbours show an increase of 3.6 percentage points (to 63.4%) for A*-C grades in English and mathematics. Nottinghamshire is now ranked 2nd in this measure out of 11 local authorities (an improvement from 7th in 2015) and nationally out of all 151 local authorities is placed 41st (an improvement from 72nd in 2015).
40. Despite a decline in the percentage of pupils achieving the English Baccalaureate in 2015 (A*-C grades in English, mathematics, two science subjects, a humanities and a language), 2016 figures show a return to 2014 levels (an increase of 2.8 percentage points from 2015 to 25.4%) which is now above the state school national average of 24.8% (increase of 0.5 from 2015).
41. Amongst statistical neighbours there was only marginal increases in this measure of 0.3 percentage point (to 24.2%) for the English Baccalaureate. Nottinghamshire is

now placed 4th in 2016 (an improvement from 7th in 2015). Nationally there was an increase of 24 places to 62nd (from 86th in 2015).

42. Entries and outcomes in English Baccalaureate subjects are important for schools in 2016 when there is greater challenge around the Attainment 8 and Progress 8 measures. The Attainment 8 measure, which has replaced 5+ A*-C grades including English and mathematics as the government's main measure of attainment together with Progress 8, relies heavily on the entries in English Baccalaureate subjects (five out of the eight subjects will be English Baccalaureate based).
43. The percentage of pupils entering key subjects between 2015 and 2016 shows an increase in science subjects (70.9% to 92.3%) as well as an increase in Humanities subjects (67.4% to 78.0%).

Percentage of pupils entering each component of the English Baccalaureate



		2012	2013	2014	2015	2016
% English Baccalaureate Entries	English	97.3	97.3	96.2	96.4	97.5
	Mathematics	97.9	98.2	98.4	98.0	98.2
	Science	54.1	58.9	61.1	70.9	92.3
	Humanities	48.7	62.3	67.1	67.4	78.0
	Language	33.5	46.4	50.1	46.2	46.9
	All Components	20.0	36.0	39.1	37.0	40.8

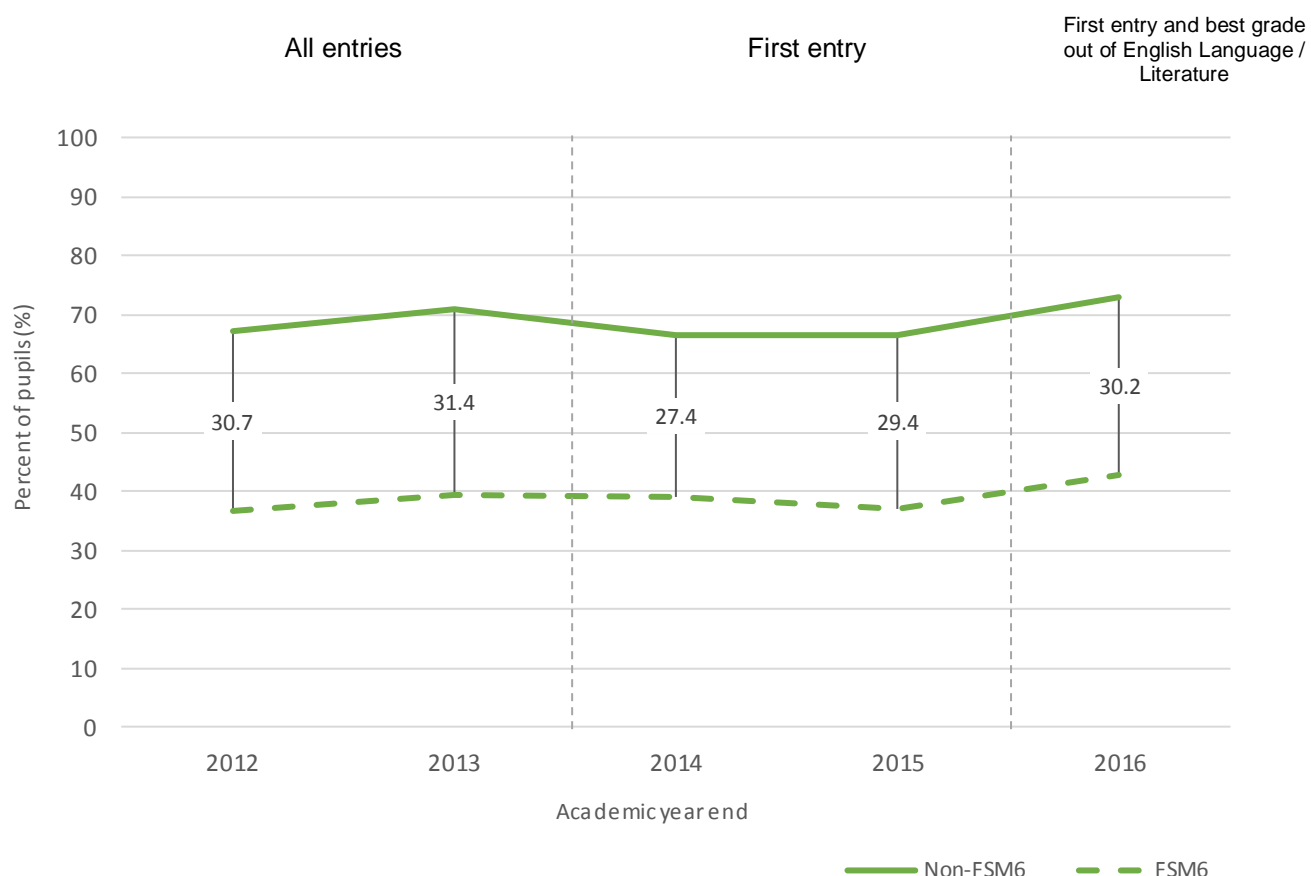
44. The Attainment 8 figure (the average attainment across 8 subject areas of English, mathematics, three English Baccalaureate qualifications and three other approved qualifications) for Nottinghamshire stands at 50.8 in 2016 (an increase of 3.0 points)

or just above a grade C on average across all subjects. Nationally over the same period there has been an increase of 1.7 points to 50.1 (grade C) for state funded schools.

45. Comparisons to other local authorities for the Attainment 8 measure place Nottinghamshire 3rd amongst statistical neighbours (from 9th in 2015) and 51st against all local authorities nationally (92nd in 2015).
46. The Progress 8 figure (the average of the difference between each student's Attainment 8 score and the average Attainment 8 score nationally for pupils with the same level of attainment at the end of primary school) is broadly in-line with national. 2016 figures for Nottinghamshire show a score of -0.04 (an increase from -0.14 reported in 2015) compared with -0.03 for state funded schools nationally. Progress 8 scores are displayed as a proportion of a grade and so a value of -0.5 would mean pupils had achieved an average of half a grade less per subject than other pupils with the same prior attainment. This is also the threshold for the new floor standard measure which schools will be measured against in 2016.
47. Comparisons nationally for the Progress 8 measure place Nottinghamshire 5th amongst statistical neighbours and 80th against all local authorities nationally (position was unknown in 2015).
48. Data for Nottinghamshire schools show there are six schools below the government's minimum performance floor standards (five academies and one maintained). This is where the school has an average Progress 8 score less than -0.5 (or half a grade per subject less than that achieved by pupils with similar prior attainment nationally). However, one of these schools has since closed. Of these six schools, three of them were below floor standards in 2015 (all academies), one has relatively recently opened and two were above floor standards in 2015. (**Appendix 1**)
49. 2016 is the first year in which coasting schools will be identified. These are schools where fewer than 60% of pupils achieve 5+ A*-C grades including English and mathematics and where the proportion of pupils making expected progress in English and mathematics has been below the national medians in 2014 and 2015. In 2016 the definition used is based on the Progress 8 measure and has been set at half the floor standards value or -0.25. Schools below these thresholds in each of 2014, 2015 and 2016 are deemed to be coasting.
50. Data from these three years (2014, 2015 and 2016) suggest eight schools are currently falling below the coasting schools threshold (all apart from one are academies and one has since closed at the end of the 2015/16 academic year). (**Appendix 1**)
51. There has been a widening of the A*-C grades in both English and mathematics attainment gap for pupils who are eligible for free school meals at any point in the past six years (FSM6; deprivation element of the pupil premium funding) against those who are not eligible. Final 2016 data shows that 42.8% of FSM6 pupils achieved A*-C grades in both GCSE English and mathematics compared to 73.0% who were not FSM6. The FSM6 gap for the County is 30.2 percentage points which represents a widening of the gap compared with 29.4 percentage points reported in 2015.

52. Nationally the attainment gap in this measure stands at 26.9 percentage points (43.4% of FSM6 pupils achieving this measure compared with 70.3% of non-FSM6) for state funded schools. Although figures for Nottinghamshire show a widening of the gap, the performance of FSM6 pupils has increased at a faster rate than witnessed nationally in 2016. For FSM6 pupils the cohort increased 5.7 percentage points from 2015 compared with a national increase for this cohort of 3.8 percentage points. For FSM6 pupils Nottinghamshire is now 0.6 percentage points below the national average for this group compared with 2.5 the year before.

Percentage of pupils in Nottinghamshire achieving A-C grades in English and mathematics by FSM6 status together with the gap*



53. 2016 headline figures for Key Stage 4 are:

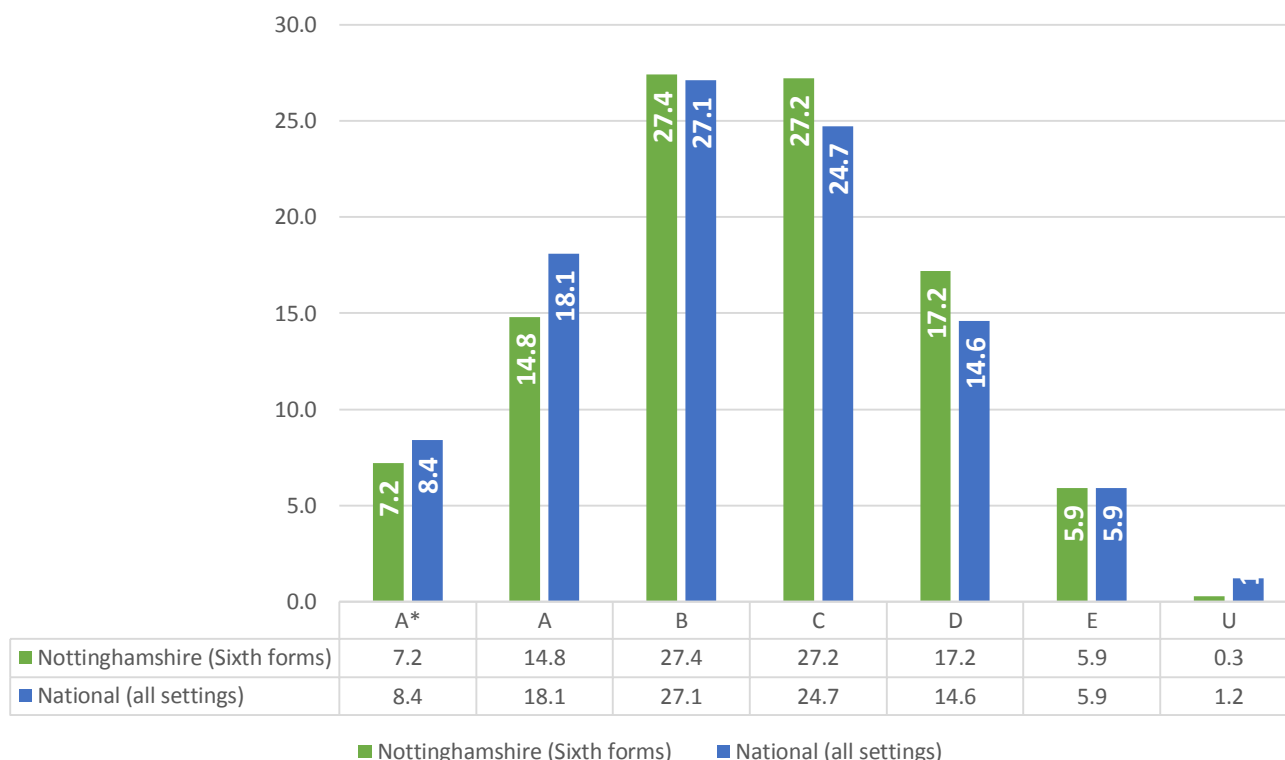
	Nottinghamshire			National			National (State Funded)			Statistical Neighbours		
	2016	2015	Difference	2016	2015	Difference	2016	2015	Difference	2016	2015	Difference
A*-C in English & maths	65.9%	59.7%	↑ 6.2%	59.3%	55.8%	↑ 3.5%	63.3%	59.2%	↑ 4.1%	63.4%	59.8%	↑ 3.6%
English Baccalaureate	25.4%	22.6%	↑ 2.8%	23.1%	22.9%	↑ 0.2%	24.8%	24.3%	↑ 0.5%	24.4%	23.9%	↑ 0.5%
Progress 8	-0.04	-0.14	↑ 0.10	0.00	0.00	↓ 0.00	-0.03	-0.03	↓ 0.00	-0.08	-	
Attainment 8	50.8	47.8	↑ 3.0	48.5	47.4	↑ 1.1	50.1	48.4	↑ 1.7	50.0	48.5	↑ 1.5

Key Stage 5 (GCE A / AS and equivalent qualifications)

54. Information regarding the achievements of young people in GCE A/AS and other Level 3 qualifications is based on final data collated for the 2016 Secondary School Performance Tables.
55. There have been a number of changes to the way in which qualifications are reported in 2016.
56. There has been a change in 2016 to the qualification groups reported for post 16 students. These qualification groups are A level, academic (which incorporates A levels), applied general and technical level. Applied general qualifications are those which provide broad study of a vocational subject area (e.g. level 3 certificate/diploma in business or applied science) where technical level qualifications are those which specialise in a technical occupation or occupational group (e.g. a level 3 diploma in construction or bricklaying).
57. Average point score (APS) per entry measures continue to be reported (a measure of the quality of qualifications) but per student measures (the average 'basket' of qualifications obtained by each student) is no longer reported.
58. A new point score system has been adopted. The old system used a scale of 150-300 for A levels, where a grade A* was given 300 points and a grade E was equal to 150 points. The new system uses a simpler scale of 10-60 points for A levels, where a grade A* is given 60 points and a grade E is given 10 points. The new system reduces the size of the gap between a fail grade (0 points) and the lowest pass grade, which was previously much greater than the gap between other grades (0-10 under the new system as opposed to 0-150). This will have the effect of fail grades having a reduced impact on average point scores.
59. Previously, students were only included in a measure if they had entered for at least one qualification the size of an A level in the reporting year. In 2016 the threshold for inclusion has been lowered to the size of half an A level.
60. There are changes to how students are allocated to an institution for accountability purposes. In previous years, a student was allocated to a single institution at the end of 16-18 study with all qualifications obtained assigned to that institution. In 2016 students can be reported against multiple institutions depending on where they took their qualifications in each of the past three years.
61. Discounting rules, the methodology in which a higher qualification displaces a lower (e.g. where, for example, if a student achieves an AS en route to achieving an A level in the same subject, only the A level pass would count) has changed. Previously discounting applied at a student level but from 2016 is now applied at student and institution level. This could have the impact of double counting qualifications for a small number of students.
62. Final data shows the overall pass rate in Nottinghamshire sixth forms increased by 1.3%. In 2016 99.7% of full A-level entries were at grades E or above. This compares with 98.8% nationally, no change from the previous year.

63. 49.4% of A-level qualification entries in sixth-forms achieved a pass at grades A*-B. This represents a 2.9% increase on 2015 final data. Nationally over the same period there was a slight increase (0.2 percentage points to 53.6%) in this measure.
64. 7.2% of A-level entries were awarded an A* grade. This was an increase of 0.9% on 2015. Nationally 8.4% of entries were at this grade (a slight decrease of 0.2 percentage points).

Percentage of A-level entries by grade awarded in Nottinghamshire sixth forms in 2016 (Final)



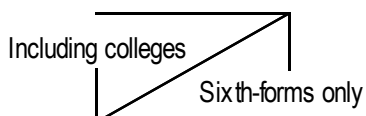
65. The average point score (APS) per entry which incorporates all Level 3 qualifications and represents the average grade per exam was 30.37 (including colleges) which is an average grade C at full A-level. The APS per entry in sixth forms shows a point score of 31.43 which is just above an average grade C at full A level.
66. The APS per entry score for all centres (including colleges) nationally is 32.41 and for statistical neighbours is 31.06.
67. The County's overall ranking against statistical neighbours shows an increase of 2 place to 7th (from 9th in 2015). For sixth forms the County's position is 5th which represents an increase of 1 place (6th in 2015). The County's position nationally against all 151 LAs has risen to 102nd (from 111th in 2015) when including colleges.
68. For academic qualifications the APS per entry is 30.47 when including colleges and 30.65 in sixth forms. Nationally the equivalent figures are 32.11 and 31.03 respectively. In academic qualifications Nottinghamshire (including colleges) is placed

5th amongst statistical neighbours and 60th (where 1st is best) against all 151 local authorities nationally.

69. For technical level qualifications the APS per entry is 26.60 when including colleges and 34.96 in sixth forms. Nationally the equivalent figures are 30.77 and 36.89 respectively. In technical qualifications Nottinghamshire (including colleges) is placed 11th amongst statistical neighbours and 147th against all 151 local authorities nationally.
70. For applied general qualifications the APS per entry is 33.57 when including colleges and 36.79 in sixth forms. Nationally the equivalent figures are 34.69 and 37.99 respectively. In applied general qualifications Nottinghamshire (including colleges) is placed 7th amongst statistical neighbours and 98th against all 151 local authorities nationally.
71. 2016 headline figures for Nottinghamshire are:

	Nottinghamshire			National		
	2016	2015	Difference	2016	2015	Difference
Entrypass rate (A*-E) (sixth forms only)	99.7%	98.4%	↑ 1.3%	98.8%	98.8%	0.0%
Entrypass rate (A*-B) (sixth forms only)	49.4%	46.5%	↑ 2.9%	53.6%	53.4%	↑ 0.2%
Entrypass rate (A*) (sixth forms only)	7.2%	6.3%	↑ 0.9%	8.4%	8.6%	↓ 0.2%

		Nottinghamshire	National	Notts/National Gap
APS/Entry	All Level 3 students	30.37	32.41	- 2.04
		31.43	32.10	- 0.67
	Academic students	30.47	32.11	- 1.64
		30.65	31.03	- 0.38
	Technical Level students	26.60	30.77	- 4.17
		34.96	36.89	- 1.93
	Applied General students	33.57	34.69	- 1.12
		36.79	37.99	- 1.20



Academic group incorporates A levels, applied general qualifications are those which provide broad study of a vocational subject area (e.g. level 3 certificate/diploma in business or applied science) and technical level qualifications are those which specialise in a technical occupation or occupational group (e.g. a level 3 diploma in construction or bricklaying).

Options Considered

72. This is a report outlining local outcomes against national and statistical neighbour benchmarks. No other option is appropriate.

Reason/s for Recommendation/s

73. Members will wish to note the report so that they are aware of the progress made in Nottinghamshire schools, academies and colleges.

Statutory and Policy Implications

74. 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.

RECOMMENDATION/S

- 1) That the achievements of young people attending Nottinghamshire schools, academies and colleges in Key Stage assessments be noted.

Marion Clay

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Constitutional Comments

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

Financial Comments (SS 07/03/17)

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

Background Papers and Published Documents

None.

Electoral Division(s) and Member(s) Affected

All.

C0968

Primary Schools - Below floor standards

Beeston Fields Primary and Nursery
Coppice Farm Primary
Harworth C of E Academy
Holgate Primary and Nursery
Jacksdale Primary and Nursery
Kimberley Primary
King Edward Primary
Leamington Primary and Nursery
Morven Park Primary and Nursery
Netherfield Primary
Priory C of E Primary and Nursery
Robert Mellors Primary and Nursery
Samuel Barlow Primary and Nursery
Seely C of E Primary
St Augustine's Primary
St Luke's C of E Primary

Primary Schools - Coasting Schools

Albany Junior
Eskdale Junior
Forest Town Primary and Nursery
Hucknall National C of E Primary
Jeffries Primary and Nursery
Killisick Junior
King Edward Primary
Leamington Primary and Nursery
Leen Mills Primary
Mansfield Primary Academy
Sir John Sherbrooke Junior
St Peter's C of E Primary
Wainwright Primary Academy

Secondary – Below floor standards

Colonel Frank Seely School
East Leake Academy
Kirkby College
Newark Academy
Vision Studio School
(Sherwood E-Act)

Secondary – Coasting Schools

Bramcote School
Colonel Frank Seely School
The Elizabethan School
Kimberley School
Kirkby College
Newark Academy
Queen Elizabeth's Academy
(Sherwood E-Act)

Key Stage 2 analysis by pupil characteristics

Analysis for all pupils

- The table below shows Nottinghamshire outcomes in relation to national averages and the difference between the two.

All Pupils

Nottinghamshire	National	Difference
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% Expected standard or above

GPS	73	73	↔	0
Reading	65	66	↓	-1
Writing TA	75	74	↑	1
Maths	70	70	↔	0
R,W,M	54	54	↔	0

% Higher standard

GPS	21	23	↓	-2
Reading	17	19	↓	-2
Writing TA	14	15	↓	-1
Maths	15	17	↓	-2
R,W,M	5	5	↔	0

Analysis by gender

- Analysis by gender at the expected standard shows that girls continue to outperform boys. The only subject where outcomes were in line between the genders was mathematics with both 70% of boys and girls achieving this measure.
- The greatest gap between the genders was witnessed in writing teacher assessments with a 12 percentage point gap. This was closely followed by grammar, punctuation and spelling where there was an 11 point gap, with girls performing better than boys in both cases.
- Comparisons nationally show that in most subjects at the expected standard, boys are either in line with or below the national average where girls are in line. The tables below show analysis by gender against national averages for 2016.

Girls

Nottinghamshire	National	Difference
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% Expected standard or above

GPS	78	78	↔	0
Reading	69	70	↓	-1
Writing TA	81	81	↔	0
Maths	70	70	↔	0
R,W,M	58	58	↔	0

% Higher standard

GPS	26	27	↓	-1
Reading	20	22	↓	-2
Writing TA	18	19	↓	-1
Maths	14	15	↓	-1
R,W,M	6	6	↔	0

Boys

Nottinghamshire	National	Difference
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% Expected standard or above

GPS	67	68	↓	-1
Reading	61	63	↓	-2
Writing TA	69	68	↑	1
Maths	70	70	↔	0
R,W,M	50	50	↔	0

% Higher standard

GPS	17	19	↓	-2
Reading	15	16	↓	-1
Writing TA	11	11	↔	0
Maths	17	18	↓	-1
R,W,M	4	5	↓	-1

Analysis by ethnicity

5. Analysis by ethnic groups for combined reading, writing and mathematics shows results to be mixed. The largest pupil group, white British pupils, are in line with the national average for this group at 54% achieving the expected standard or above.
6. Three pupil groups have large differences from their national average. These are Irish pupils (22 percentage points below the national average for Irish pupils), Black Caribbean pupils (11 percentage points below) and any other Black background pupils (7 percentage points below).
7. The widest positive gap in attainment between Nottinghamshire schools and the national average for the group was with Gypsy/Roma pupils (although numbers are small – 15 pupils) where 40% of pupils from this group achieved the expected standard in combined reading, writing and mathematics. This is 27 percentage points above the national average for this group (13%).
8. Across the County there is a large variance (36 percentage points) between the lowest performing group, Black Caribbean pupils (32% achieving the expected standard in combined reading, writing and mathematics), and the highest group which is Chinese pupils (68% achieving this measure).
9. The table below shows outcomes in combined reading, writing and mathematics at the expected standard or above by ethnic group.

Nottinghamshire

	Pupils	Outcome	National	Difference
% Expected standard or above				
White	7692	54	53	↑ 1
White British	7415	54	54	↔ 0
Irish	10	40	62	↓ -22
Traveller of Irish Heritage	x	x	19	x
Gypsy/Romany	15	40	13	↑ 27
Any other White background	249	49	48	↑ 1
Mixed	331	55	56	↓ -1
White and Black Caribbean	116	47	48	↓ -1
White and Black African	22	50	54	↓ -4
White and Asian	76	61	63	↓ -2
Any other mixed background	117	61	57	↑ 4
Asian	208	56	55	↑ 1
Indian	67	61	65	↓ -4
Pakistani	79	48	47	↑ 1
Bangladeshi	10	60	56	↑ 4
Any other Asian background	52	60	61	↓ -1
Black	79	47	51	↓ -4
Black Caribbean	31	32	43	↓ -11
Black African	31	65	54	↑ 11
Any other Black background	17	41	48	↓ -7
Chinese	22	68	71	↓ -3
Any other ethnic group	35	57	50	↑ 7
Unclassified	43	47	25	↑ 22

X = figures suppressed as cohort is below 5

Pupils where the ethnicity is unknown, not obtained or refused are included in the unclassified section

Analysis by free school meal eligibility

10. Outcomes for pupils eligible for free school meals in all subject areas at both the expected standard and at the higher standard are below those for the same group nationally.
11. The lowest outcome was in grammar, punctuation and spelling where Nottinghamshire free school meal eligible pupils are 7 percentage points below that of the national average for the cohort. In the key measure of combined reading, writing and mathematics this figure is 4 percentage points below national. Reading is the weaker subject of these three subject areas.
12. For non-free school meal pupils outcomes at the expected standard are generally above the national average for the cohort. Only reading is below (1 percentage point) and combined reading, writing and mathematics is in line. At the higher standard all subjects are either in line or below.
13. In the combined measure of reading, writing and mathematics the free school meal / non-free school meal gap stands at 26 percentage points for 2016. This is wider than the national gap of 22 percentage points.
14. The tables below show outcomes by free school meal eligibility for 2016.

Free School Meals

	Nottinghamshire	National	Difference	
% Expected standard or above				
GPS	50	57	↓	-7
Reading	43	49	↓	-6
Writing TA	55	59	↓	-4
Maths	50	54	↓	-4
R,W,M	31	35	↓	-4
% Higher standard				
GPS	9	12	↓	-3
Reading	6	8	↓	-2
Writing TA	6	7	↓	-1
Maths	5	8	↓	-3
R,W,M	1	2	↓	-1

Non Free School Meals

	Nottinghamshire	National	Difference	
% Expected standard or above				
GPS	76	75	↑	1
Reading	68	69	↓	-1
Writing TA	78	77	↑	1
Maths	74	73	↑	1
R,W,M	57	57	↔	0
% Higher standard				
GPS	23	24	↓	-1
Reading	19	21	↓	-2
Writing TA	16	16	↔	0
Maths	17	18	↓	-1
R.W.M	6	6	↔	0

Analysis by first language other than English

15. Outcomes for pupils whose first language is other than English are below average when compared with the same pupil group nationally. Only outcomes in combined reading, writing and mathematics at the expected standard are in line, with 50% achieving this. Writing and grammar, punctuation and spelling are both two percentage points lower (both at 71%). Reading and mathematics are one percentage point lower (57% and 71% respectively).
16. Although reading is broadly in line with the average for the pupil group nationally, outcomes are much lower in this subject area with 57% achieving the expected standard compared with 71% in each of the other individual subjects (grammar, punctuation and spelling; writing and mathematics). This is also the subject area with most variance between those whose first language is English (66% at the expected standard) and those who are other than English (57%) with a gap of nine percentage points at the expected standard and six at the higher standard.

17. Generally outcomes for the English group are above or in line with the national average for their pupil group. Again outcomes in reading at the expected standard are lower (two percentage points difference at 66%) as are outcomes at the higher standard.

English

	Nottinghamshire	National	Difference	
% Expected standard or above				
GPS	73	72	↑	1
Reading	66	68	↓	-2
Writing TA	75	74	↑	1
Maths	70	69	↑	1
R,W,M	54	54	↔	0
% Higher standard				
GPS	21	22	↓	-1
Reading	18	20	↓	-2
Writing TA	15	15	↔	0
Maths	15	16	↓	-1
R.W.M	5	5	↔	0

Other than English

	Nottinghamshire	National	Difference	
% Expected standard or above				
GPS	71	73	↓	-2
Reading	57	58	↓	-1
Writing TA	71	73	↓	-2
Maths	71	72	↓	-1
R,W,M	50	50	↔	0
% Higher standard				
GPS	21	25	↓	-4
Reading	12	14	↓	-2
Writing TA	12	14	↓	-2
Maths	15	20	↓	-5
R.W.M	4	5	↓	-1

Analysis by the district in which the school is located

18. Analysis by the district in which the school is located shows, at the expected standard, only Broxtowe and Rushcliffe districts had outcomes in all subjects which were higher than the national average. Rushcliffe schools witnessed the highest attainment level at both the expected standard and the higher standard.
19. Ashfield district witnessed the lowest outcome in the combined measure of reading, writing and mathematics, with 48% of pupils achieving the measure which is six percentage points lower than the national average of 54%. This is closely followed by Mansfield district which is five percentage points lower at 49%.

School district

	Ashfield	Bassetlaw	Broxtowe	Gedling	Mansfield	Newark & Sherwood	Rushcliffe	Notts.	National
% Expected standard or above									
GPS	69	67	76	73	71	72	82	73	73
Reading	58	62	67	65	62	65	77	65	66
Writing TA	70	76	75	78	73	74	80	75	74
Maths	66	68	72	69	68	68	81	70	70
R,W,M	48	51	57	52	49	53	66	54	54
% Higher standard									
GPS	18	15	25	20	19	20	31	21	23
Reading	13	14	20	15	12	18	28	17	19
Writing TA	10	16	13	11	16	16	19	14	15
Maths	12	12	17	14	12	14	27	15	17
R,W,M	3	4	6	4	3	5	10	5	5

Analysis by ward of pupil residence

20. **Appendix 3** shows analysis by the ward in which pupils live. The data within **Appendix 3** is based on those pupils attending a Nottinghamshire school and will exclude any pupils living in a stated area who go to school outside of the local authority (LA) area.

21. Analysis by location of pupil residence shows little variation in district outcomes from those seen in the district in which the school is located (see table above). Where differences do occur this is in the region of + / - one percentage point.
22. There is however wide variation in the outcomes of particular wards. The range of results across Nottinghamshire wards for pupils achieving the expected standard in each subject is as follows:
- Grammar, punctuation and spelling: 42% to 100% of pupils achieving expected standard
 - Reading: 33% to 95%
 - Writing TA: 42% to 96%
 - Mathematics: 42% to 100%
 - Combined reading, writing and mathematics: 8% to 88%.
23. Analysis by pupils living outside of the County boundary shows that there were 240 pupils from Nottingham city and 140 pupils from other local authority areas who attended a County school (see end of **Appendix 3**). Those pupils from outside the County (excluding the city) had higher rates of attainment than the County average in all subject areas. 64% of these 140 pupils achieved the expected standard in combined reading, writing and mathematics. This is 10 percentage points more than the County average for this measure. This compares with 46% of pupils from Nottingham city (eight percentage points lower than the County average).

Percentage of pupils achieving expected standard by ward of residence

APPENDIX 3

% Expected standard or above	Pupils	Grammar, punctuation and spelling	Reading	Writing TA	Maths	Reading, writing and maths
Nottinghamshire County	8,030	73	65	75	70	54
Nottinghamshire schools	8,410	73	65	75	70	54
Ashfield District	1,340	69	59	70	66	48
Abbey Hill Ward	40	48	33	53	48	18
Annesley & Kirkby Woodhouse Ward	60	82	73	82	69	60
Ashfields Ward	70	80	72	85	85	68
Carsic Ward	60	61	48	52	64	43
Central & New Cross Ward	80	53	42	58	52	28
Hucknall Central Ward	80	73	63	72	64	45
Hucknall North Ward	110	75	63	74	75	52
Hucknall South Ward	80	82	64	74	79	54
Hucknall West Ward	100	67	59	62	68	47
Huthwaite & Brierley Ward	80	58	46	68	55	40
Jacksdale Ward	30	59	44	66	59	28
Kingsway Ward	30	84	84	96	84	80
Kirkby Cross & Portland Ward	30	71	74	68	74	53
Larwood Ward	40	86	71	86	81	69
Leamington Ward	50	63	46	65	63	41
Selston Ward	60	82	74	79	82	67
Skegby Ward	80	69	58	77	68	49
St. Mary's Ward	40	60	63	69	63	51
Stanton Hill & Teversal Ward	40	57	51	60	57	34
Summit Ward	100	53	47	62	42	32
Sutton Junction & Harlow Wood Ward	40	68	65	78	65	55
The Dales Ward	30	82	73	82	73	61
Underwood Ward	20	95	82	82	86	64

% Expected standard or above	Pupils	Grammar, punctuation and spelling	Reading	Writing TA	Maths	Reading, writing and maths
Nottinghamshire County	8,030	73	65	75	70	54
Nottinghamshire schools	8,410	73	65	75	70	54
Bassetlaw District	1,140	67	61	75	68	51
Beckingham Ward	30	73	54	65	73	35
Blyth Ward	20	75	75	85	75	75
Carlton Ward	60	73	71	71	67	56
Clayworth Ward	10	50	58	58	58	42
East Markham Ward	20	84	58	74	68	47
East Retford East Ward	70	69	61	79	69	49
East Retford North Ward	50	54	58	76	68	52
East Retford South Ward	50	63	53	78	76	43
East Retford West Ward	50	67	58	75	58	52
Everton Ward	30	85	81	81	89	81
Harworth Ward	90	57	50	88	55	40
Langold Ward	40	69	39	61	53	25
Misterton Ward	20	64	59	77	68	59
Rampton Ward	20	70	65	85	70	60
Ranskill Ward	20	42	54	54	54	33
Sturton Ward	20	71	71	86	67	57
Sutton Ward	10	88	75	88	88	63
Tuxford and Trent Ward	60	51	60	82	62	51
Welbeck Ward	20	50	75	63	69	63
Worksop East Ward	70	67	55	74	64	41
Worksop North East Ward	60	75	69	75	75	58
Worksop North Ward	100	82	76	87	86	72
Worksop North West Ward	80	73	71	72	70	55
Worksop South East Ward	100	55	46	64	60	33
Worksop South Ward	60	72	64	70	72	56

% Expected standard or above	Pupils	Grammar, punctuation and spelling	Reading	Writing TA	Maths	Reading, writing and maths
Nottinghamshire County	8,030	73	65	75	70	54
Nottinghamshire schools	8,410	73	65	75	70	54
Broxtowe District	960	76	68	75	72	58
Attenborough & Chilwell East Ward	60	78	73	70	73	59
Awsworth, Cossall & Trowell Ward	40	78	66	83	71	54
Beeston Central Ward	30	55	42	58	55	33
Beeston North Ward	50	60	50	67	58	44
Beeston Rylands Ward	40	68	50	71	71	45
Beeston West Ward	40	84	84	84	82	68
Bramcote Ward	50	90	80	78	88	68
Brinsley Ward	30	92	76	88	96	76
Chilwell West Ward	70	69	63	67	64	47
Eastwood Hall Ward	30	77	77	77	73	62
Eastwood Hilltop Ward	50	68	66	77	66	60
Eastwood St. Mary's Ward	50	72	66	66	70	53
Greasley Ward	60	82	63	82	75	59
Kimberley Ward	50	79	70	79	66	57
Nuthall East & Strelley Ward	50	83	68	79	77	68
Stapleford North Ward	40	69	69	66	63	51
Stapleford South East Ward	50	81	79	81	85	69
Stapleford South West Ward	60	77	74	77	70	56
Toton & Chilwell Meadows Ward	90	80	76	82	80	69
Watnall & Nuthall West Ward	40	84	60	72	65	53

% Expected standard or above	Pupils	Grammar, punctuation and spelling	Reading	Writing TA	Maths	Reading, writing and maths
Nottinghamshire County	8,030	73	65	75	70	54
Nottinghamshire schools	8,410	73	65	75	70	54
Gedling District	1,130	73	65	79	69	53
Bestwood St. Albans Ward	30	69	56	78	66	44
Calverton Ward	80	79	69	81	72	56
Carlton Hill Ward	70	81	68	84	82	58
Carlton Ward	50	81	71	83	83	63
Cavendish Ward	60	66	59	72	64	41
Colwick Ward	30	77	65	74	68	58
Coppice Ward	80	65	54	70	57	35
Daybrook Ward	50	52	42	83	44	31
Dumbles Ward	20	68	74	79	68	63
Ernehale Ward	60	64	46	69	63	41
Gedling Ward	70	81	80	86	83	70
Netherfield Ward	70	58	54	68	57	43
Newstead Abbey Ward	50	88	76	88	73	65
Phoenix Ward	80	62	51	78	68	43
Plains Ward	70	76	62	77	70	55
Porchester Ward	70	76	78	84	76	63
Redhill Ward	60	75	70	70	63	48
Trent Valley Ward	70	80	77	82	75	63
Woodthorpe Ward	60	84	81	89	79	66

% Expected standard or above	Pupils	Grammar, punctuation and spelling	Reading	Writing TA	Maths	Reading, writing and maths
Nottinghamshire County	8,030	73	65	75	70	54
Nottinghamshire schools	8,410	73	65	75	70	54
Mansfield District	1,080	72	61	73	68	48
Abbott Ward	20	70	55	85	80	50
Berry Hill Ward	30	91	78	88	72	59
Brick Kiln Ward	40	74	60	72	58	44
Broomhill Ward	30	55	45	62	45	38
Bull Farm and Pleasley Hill Ward	50	89	78	71	87	60
Carr Bank Ward	40	59	51	67	54	38
Eakring Ward	20	83	75	83	75	63
Grange Farm Ward	20	84	63	89	68	47
Holly Ward	40	83	63	71	77	54
Hornby Ward	20	86	73	86	77	64
Kings Walk Ward	40	71	57	83	63	46
Kingsway Ward	30	68	61	74	61	52
Ladybrook Ward	40	68	61	58	50	34
Lindhurst Ward	20	89	95	84	89	68
Ling Forest Ward	30	85	81	81	81	62
Manor Ward	20	100	94	88	100	81
Market Warsop Ward	30	53	47	63	67	37
Maun Valley Ward	40	66	61	68	70	45
Meden Ward	30	71	58	74	65	52
Netherfield Ward	30	56	59	66	63	47
Newgate Ward	30	42	45	48	52	33
Newlands Ward	30	71	58	87	87	55
Oak Tree Ward	30	78	44	63	63	30
Oakham Ward	20	73	64	73	68	59
Park Hall Ward	30	88	73	81	77	65
Peafields Ward	40	77	61	89	75	52
Penniment Ward	40	53	53	68	47	32
Portland Ward	10	50	33	42	50	8
Racecourse Ward	30	85	65	79	74	59
Ransom Wood Ward	30	50	42	42	50	27
Sandhurst Ward	30	64	40	72	56	28
Sherwood Ward	40	78	70	70	81	57
Warsop Carrs Ward	30	72	55	72	55	41
Woodhouse Ward	40	68	54	78	65	46
Woodlands Ward	20	57	62	67	62	43
Yeoman Hill Ward	30	83	70	77	87	60

% Expected standard or above	Pupils	Grammar, punctuation and spelling	Reading	Writing TA	Maths	Reading, writing and maths
Nottinghamshire County	8,030	73	65	75	70	54
Nottinghamshire schools	8,410	73	65	75	70	54
Newark and Sherwood District	1,180	71	65	74	69	54
Balderton North & Coddington Ward	60	75	63	69	66	51
Balderton South Ward	40	92	76	76	87	68
Beacon Ward	100	76	69	79	78	58
Bilthorpe Ward	40	50	36	64	58	31
Boughton Ward	30	61	52	61	58	45
Bridge Ward	80	66	67	79	63	51
Castle Ward	30	61	58	65	52	48
Collingham Ward	40	78	72	92	75	61
Devon Ward	130	69	50	68	66	45
Dover Beck Ward	30	84	81	88	88	78
Edwinstowe & Clipstone Ward	120	57	53	67	55	39
Farndon & Fernwood Ward	70	79	69	81	74	63
Farnsfield Ward	30	87	87	83	87	83
Lowdham Ward	30	83	73	83	90	70
Muskham Ward	20	84	74	89	84	58
Ollerton Ward	70	71	68	77	64	52
Rainworth North & Rufford Ward	70	55	55	49	51	34
Rainworth South & Blidworth Ward	50	56	58	68	58	40
Southwell Ward	100	86	91	85	87	77
Sutton-on-Trent Ward	30	66	66	66	52	38
Trent Ward	30	82	82	79	76	70

% Expected standard or above	Pupils	Grammar, punctuation and spelling	Reading	Writing TA	Maths	Reading, writing and maths
Nottinghamshire County	8,030	73	65	75	70	54
Nottinghamshire schools	8,410	73	65	75	70	54
Rushcliffe District	1,200	82	77	80	81	67
Abbey Ward	70	94	93	88	87	81
Bingham East Ward	50	85	79	85	88	77
Bingham West Ward	60	73	71	76	62	57
Bunny Ward	10	92	85	85	85	85
Compton Acres Ward	60	81	68	76	78	59
Cotgrave Ward	70	72	75	84	87	65
Cranmer Ward	20	83	83	91	91	83
Cropwell Ward	30	77	78	78	67	52
East Bridgford Ward	40	94	83	86	89	71
Edwalton Ward	40	77	63	67	79	49
Gamston North Ward	30	100	92	92	96	88
Gamston South Ward	50	84	80	78	84	76
Gotham Ward	20	65	65	70	70	50
Keyworth & Wolds Ward	70	76	70	76	62	51
Lady Bay Ward	70	92	90	93	93	85
Leake Ward	90	78	80	75	77	66
Lutterell Ward	60	78	64	76	78	55
Musters Ward	60	81	78	83	78	71
Nevile & Langar Ward	20	83	83	83	79	79
Radcliffe on Trent Ward	80	82	81	82	85	71
Ruddington Ward	70	80	66	65	80	51
Sutton Bonington Ward	10	64	64	64	64	45
Thoroton Ward	30	85	81	93	89	78
Tollerton Ward	20	94	82	88	94	76
Trent Bridge Ward	70	88	86	84	86	75
City of Nottingham	240	74	60	71	68	46
Other Local Authority areas	140	76	74	79	77	64
Unknown location	x	x	x	x	x	x

Source: 2016 Performance Tables

Pupil numbers have been rounded to the nearest 10

Areas with fewer than 5 pupils have been suppressed and are represented by 'x'

Ward boundaries as at May 2016.

Based on pupils attending a Nottinghamshire school (including academy) only. Pupils living in an above ward but attending a school outside of the LA will not be included in the above figures.

Based on the ward of pupils postcode and includes matched pupils only. Pupils with unknown postcodes / invalid postcodes are included under 'unknown locations'

20 March 2017**Agenda Item: 5****REPORT OF THE SERVICE DIRECTOR, ENVIRONMENT, TRANSPORT AND
PROPERTY****SCHOOLS CAPITAL PROGRAMME PROGRESS REPORT****Purpose of the Report**

1. The purpose of this report is to provide an update to the Committee on the progress in delivering the various programmes of investment that comprise the Schools Capital Programme.

Information and Advice

2. The Schools Capital Programme consists of a number of discrete programmes of investment, predominantly:
 - School Places Programme
 - Schools Capital Refurbishment Programme & Schools Building Improvement Programme (SCRPSBIP)
 - Priority Schools Building Programme (PSBP)
 - Schools Access Initiative.
3. The School Places Programme contributes to discharging the statutory duty of the Local Authority to provide sufficient school places. It is an on-going annual programme that delivers new schools and/or expansions to existing schools to coincide with the arrival of new cohorts of pupils from September. The programme is funded via government grant (Basic Need Grant) which allocates funding to local authorities on an annual basis as a result of data provided to it about school capacities, the Published Admission Numbers (PAN) and the projected future demand for places. The programme is supplemented by additional funding from s106 contributions in respect of those places arising from new housing developments.
4. The SCRPSBIP was a major programme of investment to address the deteriorating condition of schools that is beyond the scope of the Council's annual planned maintenance programme. The programme which was predominantly funded by the County Council has now come to an end. The County Council has received a Schools Building Improvement allocation from the Department for Education (DfE) for 2016/17 of £6.241m. £500,000 of this allocation has been allocated to provide continuing support to projects required through the Schools Access Initiative.

5. The PSBP is a government funded and managed programme. The current programme provides for whole-school rebuilds, and when complete will have provided a total of 13 new school buildings to replace 15 existing school sites.
6. Taken across the period 2012 to 2017/18, the total investment across the Schools Capital Programme amounts to £171.4m. This does not include the value of funding for the Nottinghamshire schools via PSBP which is managed by central government. It is estimated that this would bring the total investment to a figure in excess of £250m.

School Places Programme

7. The majority of the funding is being provided by central government, with the Council's funding specifically targeted at the provision of additional places in line with its statutory responsibility for ensuring sufficiency of places across all the schools, irrespective of governance. The Basic Need Grant allocation for 2016-18 is £21.2m (£0.7m in 2017/18 and £20.5m in 2018/19).
8. Following on from the previous report in April 2016, all of the Basic Need 2015 projects have been delivered except for the following:
 - Ash Lea Special School - project raised as a post September 2015 completion. Scheme now agreed with all parties; the project provides a two storey extension together with some remodelling of the existing school. The needs of the children has required that the school decant into alternative accommodation for 12 months whilst the works are carried out. Building work will commence end of March 2017 for completion late 2017.
9. The Basic Need 2016 programme was predominantly delivered for September 2016. The following projects have been completed:
 - Kimberley Primary
 - Broomhill Junior
 - Mapplewells Primary
 - Kingsway Primary
 - Carlton Central Junior
 - Crescent Primary
 - St Augustine's Primary.

The following projects have successfully provided additional Reception places with their additional classroom provision currently on site:

- Horsendale Primary – completion Summer 2017
- Stanhope Primary – completion May 2017.

The following projects either provide substantial expansion to the existing schools or form a second phase to an earlier school expansion to meet the needs of Key Stage 2 pupils:

- Sutton Road Primary – completion Spring 2017
- King Edward Primary – completion Spring 2017
- Abbey Hill Primary – completion Summer 2017

- Ordsall Primary – completion Autumn 2017
- Farmilo Primary – completion Summer 2017
- Radcliffe on Trent Junior – completion Autumn 2017.

Ernehale Junior converted to academy status and transfer of funding was agreed with the academy trust for their delivery of additional accommodation in return for an increase to the PAN.

10. The projects which may potentially make up the Basic Need 2017 programme have been agreed with Children, Families and Cultural Services (CFCS) colleagues. The programme is in the feasibility stage and this exercise may identify that projects are not feasible at this stage. A list of the projects currently proposed for the Basic Need 2017 programme is attached as **Appendix 1**. In addition to this specific delivery programme a project to deliver the second phase of the new Beardall Fields Primary will be funded from the Basic Need capital allocation.
11. A capital allocation has also been set aside toward the cost of providing a new replacement school in Bestwood. The site for this school has yet to be determined.

Schools Capital Refurbishment Programme/Schools Building Improvement Programme

12. The current SCRP was approved at the meeting of County Council in May 2011. The objective of the Programme was to maintain key elements of the fabric of the schools estate and to address urgent health and safety matters. All the projects within the programme are now complete, delivering major refurbishment works to around 260 schools. Final accounts are now being finalised.
13. The total value of investment in the school estate through the SCRP is anticipated to be £81.57m; this represents a saving against the overall programme of £6.5m due to robust project management and release of contingencies. It has been approved at Finance & Property Committee and Full Council that this underspend will be used to fund additional requirements to increase the Early Years provision (£1.5m) as well as making a £5m contribution to the re-building of the Orchard Special School in Newark.
14. The subsequent SBIP of £5.74m is focussing on three individual programmes of maintenance and improvement work. These areas of spend were agreed in consultation with CFCS and Property:
 - Remedial Works to the BioMass boiler installations. This relatively recent sustainable technology has developed rapidly from the time of the Council's first installations. Following independent site surveys of all the 53 sites this programme brings all the installations up to current standards and design recommendations
 - Kitchen Ventilation improvements. Current Building Regulations require increased levels of ventilation. This programme will provide new mechanical ventilation installations on 22 school sites
 - Old Heating pipework replacement. Predominantly affecting Victorian and turn of the 20th century sites where the ageing heating pipework would not withstand the pressure of modern boiler installations. This programme will replace pipework installations to 6 school sites.

15. The 2017/18 School Capital Grant has yet to be announced. A decision on the spending priorities will be made when the grant is announced to maximise impact on the school estate.

Priority Schools Building Programme

16. The PSBP is a central government funded and managed school rebuilding programme. This first round of the programme provides whole-school rebuilds based on a model that triangulates the condition of the fabric of the building, ongoing repairs and maintenance liabilities, and the cost of replacing the building. As previously reported to Committee, the County Council achieved a number of successful bids for this programme to provide 13 new school buildings. The Education Funding Agency (EFA) has now completed all of the Nottinghamshire schools with the exception of Lynncroft Primary. The replacement Lynncroft Primary is now progressing on site on an adjacent County Council site. The anticipated completion date is October 2017.
17. The new schools follow a standardised baseline design developed by the EFA. Whilst there is no expectation of a funding contribution from the Local Authority for the replacement building, the DfE funding model for construction is very tight and provides only for immediate replacement and not the consequential costs of replacement such as certain planning conditions. The Council has developed and maintained a detailed analysis of its exposure to financial risk arising out of the PSBP with the objective of containing it within the overall quantum of funding available to the Schools Capital Programme. This is currently the case and officers continue to work closely with the EFA to ensure the smooth delivery of the programme in Nottinghamshire. Similarly officers have worked with the EFA to contribute funding to provide 245 additional pupil places at the replacement school where determined necessary; this has provided a cost effective solution to meet the Council's statutory duty.
18. Officers are continuing discussions with the EFA with respect to Orchard Special School within the PSBP2 programme. The current PSBP2 allocation is limited to the replacement of one block. It is the County Council's preference that the whole school be replaced on a single site. Discussions with stakeholders and the EFA with regard to potential funding streams that would achieve this aspiration are ongoing and hopeful of a successful conclusion in the near future.

Schools Access Initiative

19. The capital implications arising out of this initiative completes the current scope of the Schools Capital Programme. The Schools Access Initiative provides for adaptations to schools in order that the buildings are able to meet the specific needs – in relation to accessibility – of a young person who is seeking a place at that school. The initiative has been in operation for some time and thus an increasing number of schools already have the requisite degree of accessibility. Equally in many cases the scope of the adaption works are of a scale that does not constitute a formal capital project. Nevertheless, experience shows that there are usually 5-6 more substantial capital projects required per annum. The total forecast spend on this initiative during 2016/17 is £365,000.

Other Options Considered

20. The report is for noting only.

Reason/s for Recommendation/s

21. The report is for noting only.

Statutory and Policy Implications

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

Financial implications

23. Financial provision for the elements that comprise the Schools Capital Programme are reconciled annually as part of the Council's overall budget setting process. The reconciliation takes account of the most recent government grant and other forms of income that contribute to the overall funding of the Programme, against the anticipated actual spend across the range of projects. Realistic assumptions about future sources of external income/grants have been built into the overall financial planning for the Programme, and robust arrangements are in place to monitor these over the course of the Programme.

Human Resource Implications

24. Where schools are expanding, appropriate levels of teaching staff will be appointed and funded from increases in the delegated school budget triggered by the increased number of pupils.

Human Rights Implications

25. The provision of additional school places in refurbished schools will facilitate parental preference via the schools admissions process.

Public Sector Equality Duty implications

26. Children within the Local Authority area will be able to access school places locally, all new build schemes will meet requirements for disabled access and special needs.

Safeguarding of Children and Vulnerable Adults Implications

27. All new build schemes will take account of safeguarding needs and requirements

Implications for Service Users

28. The Schools Capital Programme seeks to ensure that there will be sufficient school places in school buildings which do not suffer from the need of essential maintenance to their fabric.

Implications for Sustainability and the Environment

29. Increasing the number of school places is demonstrated by sustainable demand. All capital projects are subject to the requisite planning and Building Regulations which reflect environmental and sustainability targets. By providing local school places the need for travelling by car can be reduced.

RECOMMENDATION/S

- 1) That the progress in delivering the Schools Capital Programme be noted.

Jas Hundal

Service Director, Environment, Transport and Property

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Constitutional Comments

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

Financial Comments (SS 01/03/17)

31. 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.

Schools Capital Programme progress report – report to Children and Young People’s Committee on 21 September 2015

Schools Capital Programme progress report – report to Children and Young People’s Committee on 25 April 2016

Electoral Division(s) and Member(s) Affected

All.

C0966

School Places Programme 2017

The following schools are earmarked for capital investment as part of the County Council's programme to provide additional school places for the 2017/18 academic year:

- Brinsley Primary
- Brookside Primary
- Clarborough Primary
- Coddington CE Primary
- Holly Primary
- Lake View Primary
- Python Hill Primary

20 March 2017**Agenda Item: 6****REPORT OF THE SERVICE DIRECTOR, YOUTH, FAMILIES AND CULTURE****THE OUTDOOR AND ENVIRONMENTAL EDUCATION SERVICE'S
INCREASED OFFER IN CONJUNCTION WITH THE COMMERCIAL
DEVELOPMENT UNIT****Purpose of the Report**

1. To update the Committee on the Outdoor & Environmental Education Service's (OEE) increased offer in conjunction with the Commercial Development Unit (CDU), from 1 April 2017, to create long term increased income to deliver a cost neutral budget by 2020/21.

Information and Advice

2. On 16th November 2016, Policy Committee approval was given to invest £130,000 over two years to enable the OEE Service to become cost neutral to the Council, whilst continuing to deliver an extensive offer of challenging educational activities for the children and young people of Nottinghamshire. This forms part of the Commercial Development Unit's remit to explore potential income generation opportunities of the Council's services.
3. The £69,000 investment in 2017/18 and a further £61,000 in 2018/19 will enable the Service to market services to nearby areas, where there is little outdoor education provision. Particular focus will be on The Mill Adventure Base, where there is currently under occupancy in the cooler seasons, as follows:
 - increasing the occupancy of the 'Pods' residential experience
 - increasing day visits by primary schools
 - increasing the offer of out of school 'Holiday clubs'
 - growing the market for the 'Forest Schools' environmental programme
 - growing the market for 'Wildthings' first camp experience
 - growing the commercial market for the indoor climbing facility
 - utilising opportunities created by Ashfield District Council's successful Heritage Lottery Fund bid which will improve the infrastructure at King's Mill Reservoir.
4. Additional income will also be generated through the following;
 - increasing the outside of term-time occupancy rate at both Hagg Farm and St Michael's residential centres

- market research, through the CDU process, also demonstrated that the service was of a high quality but was charging a lower price than competitors, therefore pricing will be adjusted to reflect the market
 - increasing the Service's market share of contracts outside of the County's schools at charges above 'full cost recovery', which will generate a surplus to reinvest in Nottinghamshire
 - developing a solid offer to schools based on the changes to the Duke of Edinburgh Award licensing arrangements
 - negotiating improved leasing arrangements for Hagg Farm and St Michael's residential centres.
5. Following consultation with the staff team, the investment will be used to increase income by more than £200,000 p.a. by 2020/21. This will be achieved through improving the commercial offer and marketing the Service's offer to a wider audience through:
- creating appropriate marketing materials, both hard copy and online including the use of social media
 - providing public Wi-Fi facilities at The Mill Adventure Base
 - implement an online booking /payments facility for the Service
 - for the period 1 April 2017 to 31 March 2019, releasing the Team Manager from their current direct delivery responsibilities at Hagg Farm Residential Centre, to concentrate on directly marketing the Service to a wider number of schools and developing other sustainable commercial market opportunities.

Other Options Considered

6. Consideration was given to several options though the Commercial Development Unit's Pilot Project arrangements but this proposed option was selected as the most viable to deliver a cost neutral OEE Service by 2020/21. The Service has also examined the possibility of a differing delivery model for The Mill Adventure Base, with possibly a third party managing the facility at either zero cost to, or a small income to, the Council; due to uncertainties about access to the reservoir for water activities during the next few years, this is not considered a feasible option at this time.

Reason/s for Recommendation/s

7. The increased commercial offer, outlined in **paragraph 5**, will create a long term increase in income, to deliver a cost neutral OEE Service by 2020/21.

Statutory and Policy Implications

8. 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

9. The initial investment required to implement commercial plans was approved by Policy Committee on 16th November 2016 and will be met from the Strategic Development Fund.

Human Resources Implications

10. None, other than honorarium arrangements for two current members of staff and an increase from 0.6 FTE to 1 FTE for one of them, so that the Service can concentrate this two year period to directly market the Service to schools and develop other sustainable markets.

Implications for Service Users

11. Secure a long term future for the offer of outdoor and environmental activities to children and young people of Nottinghamshire.

RECOMMENDATION/S

- 1) That the Committee notes the Outdoor & Environmental Education Service increased offer in conjunction with the Commercial Development Unit (CDU), from 1 April 2017, to create long term increased income to deliver a cost neutral budget by 2020/21.

Derek Higton
Service Director, Youth, Families and Culture

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Constitutional Comments

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

Financial Comments (SS 01/03/17)

13. The financial implications of the report are contained within paragraph 3 and paragraph 9 above.

Background Papers and Published Documents

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

Commercial Development Unit - report to Policy Committee on 16 November 2016

Electoral Division(s) and Member(s) Affected

All.

C0950

20 March 2017**Agenda Item: 7****REPORT OF THE SERVICE DIRECTOR, CHILDREN'S SOCIAL CARE****NATIONAL MINIMUM FOSTERING ALLOWANCES AND FEES TO FOSTER
CARERS****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 as detailed in **Appendix 1**.
2. This report also proposes that Nottinghamshire County Council maintains the payment rates, as set in 2016/17, in its additional and specific fostering allowances/fees to its foster carers. Details of these allowances are attached as **Appendix 2**.

Information and Advice

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 £126 (for a child aged 0-4 years), £139 (for a child aged 5-10 years), £159 (for a child aged 11-15 years) and £185 (for a child aged 16-17 years).
6. National Minimum Fostering rates for 2017/18 are increasing to £128 (for a child aged 0-4 years), £141 (for a child aged 5-10 years), £161 (for a child aged 11-15 years) and £188 (for a child aged 16-17 years).

7. In 2016 a change was made to the way specific or additional living costs were paid for fostered children. A weekly fostering supplement of £10 per week was added to the fostering allowance to reduce the inefficiency and inequity of individual requests. This has saved considerable officer and administration time. It is therefore recommended that the additional weekly fostering supplement of £10 continues to be paid to foster carers in place of individual requests for additional living costs.
8. 781 children were looked after by the Local Authority as at 13th February 2017. Of these 781 children, 71% were placed in foster care. Of all the children placed in foster care, 37% were placed with an independent foster provider and 63% were placed with a foster carer approved by Nottinghamshire.
9. 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. The expansion of internal fostering is being considered as part of the Children's Transformation Programme.

Other Options Considered

10. 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.

Reason for Recommendation

11. 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.

Statutory and Policy Implications

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

Financial Implications

13. The prescribed rates for 2017/18 represent an increase of between 1.26% - 1.62% on last year's rates. This increase will be contained within the overall 2017/18 Fostering budget.

RECOMMENDATION

That:

- 1) Nottinghamshire County Council pay its foster carers a weekly fostering allowance, at the national minimum rates, as prescribed by the Department for Education.
- 2) Nottinghamshire County Council maintains the payment rates, as set in 2016/17, in its additional and specific fostering allowances/fees to its foster carers.

Steve Edwards
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Constitutional Comments (LM 22/02/17)

14. The recommendations in the report fall within the Terms of Reference of the Children and Young People's Committee.

Financial Comments (SS 01/03/17)

15. The financial implications of this report are contained within paragraph 13 above.

Background Papers and Published Documents

None.

Electoral Division(s) and Member(s) Affected

All.

C0962

National Minimum Allowances rates 2017/18

Location	Babies (rate per week)	Pre- Primary (rate per week)	Primary (rate per week)	Age 11-15 yrs (rate per week)	Age 16+ yrs (rate per week)
London	£144	£147	£165	£187	£219
South East	£138	£142	£158	£179	£211
Rest of UK	£125	£128	£141	£161	£188

- Please note it is the 'Rest of UK' rate which applies to Nottinghamshire
- Nottinghamshire County Council also pays the Pre-Primary rate for Babies

Changes to Additional Allowance Payments

Basic Fostering Allowance

By law, the Council has to pay a national minimum fostering allowance. This amount is determined and subject to annual change by the Department for Education. The rates for 2017/18 have been published and are in the table below.

Age Group (yrs)	Basic Fostering Allowance
0-4	£128
5-10	£141
11-15	£161
16+	£188

Skills Payments

It is proposed that the Council maintains its current fee structure for skills payments, with the same criteria for progression between levels.

Age Group (yrs)	Level 1	Level 2	Level 3	Level 4
0-4	£0	£22	£44	Current Level 4 Carers: £108 Any new Level 4 Carers from April 2016: £88
5-10	£0	£22	£44	£108
11-15	£0	£22	£44	£108
16+	£0	£22	£44	£108

In summary: There are no proposed changes to the skills payment rates set in March 2016.

Fostering Supplement

Each fostering household will receive £10 per week per child in placement in addition to the basic fostering allowance.

Maintained Additional Allowances

The following additional allowances will be kept with the same amounts / terms and conditions as the current system:

- Birthday allowance at 1x basic fostering allowance received automatically 3 weeks in advance as per the current arrangement
- Festivity allowance at 1x basic fostering allowance
- Large Family Transport Allowance at £43.50 per week for eligible carers
- Babysitting allowance at £3.50 per hour for eligible carers.

The following additional allowances will also be maintained.

Holiday allowance

The holiday allowance for each age group is shown in the table below.

Age Band (years)	Holiday Allowance
0-4	£250
5-10	£300
11-15	£350
16+	£400

Emergency Clothing

The standard Emergency Clothing Allowance will continue to be £50 per child, with provision to pay up to £100 per child if required. Any claim above £50 will require receipts to be processed.

Age Band (yrs)	Maximum Emergency Clothing Allowance
0-4	£100
5-10	£100
11-15	£100
16+	£100

Equipment

A support grant is available to provide new carers with equipment needed to care for ages of children and young people they are approved to care for. This grant will be capped at £500. The expectation going forward is that carers will make arrangements to replace their own equipment once they are established. Current arrangements made to replace cot mattresses and car seats will be maintained.

Exceptional Payments

The Council will continue to have some provision available to provide additional financial support in exceptional circumstances. This exceptionality is not designed to replace additional allowances that will no longer be available. Instances could include but are not exclusively limited to: residential school trips, school bursaries and educational equipment. If carers believe they require exceptional financial support, they are to discuss this with their supervising social worker in the first instance.

Ceased Additional Allowances

The following additional allowances were ceased in April 2016. Expenditure on these allowances was re-distributed to pay for the fostering supplement, which all carers receive.

Activities (including cookery ingredients)

Activity allowance for Support Carers

School uniform allowance

Clothing allowance

Additional Holiday Allowance

In exceptional circumstances, additional holiday costs that cannot be met from the annual holiday allowance will be considered by the Group Manager. The Group Manager's agreement to pay an additional holiday cost must be sought prior to making or confirming holiday plans

Personal Needs allowance (including hair and skin care)

Disturbance allowance

Dietary

Excessive wear and tear on home

With regards to excessive wear and tear on the home, if a child or young person has caused wilful damage to household equipment or property that is not covered by household insurance, the fostering service will continue to support carers to meet the financial costs of this. This is consistent with current arrangements in place

Additional household expenses (including mobile phones, extra heating etc.)

Prom – a maximum one off payment of £206

Hospitality – currently a maximum payment of £5.30 per week

Mileage

Mileage included within the weekly fee will increase from 20 miles per week (80 miles per 4 weeks) to 25 miles per week (100 miles per 4 weeks). The current volunteer mileage rate of 45p per mile will continue to be paid for mileage above 25 miles per week. The cost of public transport for agreed travel will also continue to be reimbursed as it is currently.

20 March 2017**Agenda Item: 8****REPORT OF THE DIRECTOR OF PUBLIC HEALTH****UPDATE ON DEVELOPMENTS IN NURSING SUPPORT FOR PUPILS
ATTENDING SPECIAL SCHOOLS****Purpose of the Report**

1. This report provides information on changes to the way nursing support to children and young people attending special schools in Nottinghamshire will be provided, as part of the transformation of community health services for children and young people with additional needs and disabilities.

Information and Advice

2. Community nursing for children and young people attending special schools is provided as part of the Integrated Community Children and Young People's Health (ICCYPH) Services transformation programme. The programme was borne from a concern that a lack of co-ordinated healthcare support for children and young people with complex needs and disability and their families was leading to inequity of access and potential safeguarding risks. There were multiple healthcare providers and teams working to different processes, policies and procedures leading to duplication and lack of efficiency and effectiveness, which was having a negative impact on children, young people and families. There were too many acute and emergency hospital attendances and admissions for conditions that could be treated at home or prevented completely with effective pro-active care. Furthermore, children were staying in hospital for too long. The vision for the Integrated Community Children and Young People's Services Programme is to enable children and young people with acute and additional health needs, including disability and complex needs, to have their health needs met wherever they are.
3. Included within the programme were the following community health services for children with additional needs:
 - Physiotherapy
 - Speech and language therapy
 - Occupational therapy
 - Special school and community nursing, including end of life care
 - Phlebotomy.
4. Following a full procurement, a contract was awarded to Nottinghamshire Healthcare NHS Foundation Trust (NHFT), commencing from April 2016, to deliver the new integrated community health services.

5. Following the commencement of the new services, community nurses transitioned from their previous employers in the acute hospital trusts to employment by NHFT.
6. As part of the transformation of community nursing, the new service model requires that support is needs-led, rather than allocated to particular settings. The advantages of this approach are that the needs of children are met equitably and on the basis of clinical need rather than on the basis of what provision is available in their school or setting, and also enables the upskilling of nursing staff in localities through providing support to a wider range of needs and conditions.
7. Most of the County's special schools had previously been supported by a needs-led community nursing service, in keeping with the vision for the new ICCYPH services. However, in three schools, nurses had previously been located on the school site. To ensure careful and collaborative resolution of issues emerging from this change, a joint forum between commissioners and providers of the health services and the special school heads was established. This forum now meets termly, with agreed terms of reference.
8. In response to concerns raised by the three schools with nurses on site, the expected transition of the nurses to the new community teams was delayed from the planned date of September 2016. This was to allow staff within the schools to receive the necessary training for them to ensure that they are competent in meeting their pupils' health needs for which specialist nursing input is not required. The planned date for a formal transition to the new arrangements is after the Easter holidays in 2017 and families have been communicated with on an individual basis regarding any planned changes to their care/the care of their child. There have been no complaints from families and this supports the position that there have been significant improvements in the service families receive since the new contract was implemented. There were previously high numbers of complaints but these have steadily decreased. There have been no complaints about any element of the service since October 2016.
9. Training for school based staff to meet the health needs of children in the schools continues and is planned in response to the needs of individual children. Leaders of the County's special schools are satisfied with the training received and the providers, commissioners and schools continue to work together to address any emerging issues.

Other Options Considered

2

10. Consideration was given to retaining the nurses in the locations in which they were based prior to the new contract. However, this resulted in a lack of consistent support for children and families, inequity across the County and the de-skilling of nursing staff, who were only supporting a small number of children, with often minor health needs, in the setting where they worked. As such, the preferred clinical needs-led model was pursued.

Reason for Recommendation

11. It is recommended that the Committee note the content of the report and the progress made.

Statutory and Policy Implications

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

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

Financial Implications

13. There are no financial implications for the Council arising from this report.

RECOMMENDATION

- 1) That Committee notes the changes to the way nursing support to children and young people attending special schools in Nottinghamshire will be provided, as part of the transformation of community health services for children and young people with additional needs and disabilities.

Barbara Brady
Director of Public Health

For any enquiries about this report please contact:

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Constitutional Comments

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

Financial Comments (KAS 23/02/17)

15. The financial implications are contained within paragraph 13 of the report.

Background Papers and Published Documents

None.

3

Electoral Divisions and Members Affected

All.

C0961

20 March 2017**Agenda Item: 9**

REPORT OF THE CORPORATE DIRECTOR OF CHILDREN, FAMILIES AND CULTURAL SERVICES

REVIEW OF THE SENIOR MANAGEMENT STRUCTURE IN CHILDREN, FAMILIES AND CULTURAL SERVICES

Purpose of the Report

1. The purpose of this report is to seek approval for an interim senior management structure in Children, Families & Cultural Services for 2017/18.

Information and Advice

2. We work in a rapidly changing environment, with many new challenges facing Children's Services in the foreseeable future. A number of key organisational and contextual drivers have necessitated a review of the senior management structure within the Department, in order to ensure that the Departmental structure underpins the direction of travel for Children's Services and the need to deliver services differently in the future.
3. The organisational drivers affecting change include:
 - The changing landscape within Children's Services, shifting from direct delivery to achieving outcomes through a mixed economy of direct delivery and service commissioning;
 - Opportunities following the Ofsted Inspection of Children's Services in 2015 to take the next steps towards integration, particularly in relation to fieldwork and case management services;
 - The continuing financial pressures facing the County Council, with ever more efficiencies to be made by the Department to meet the level of financial savings required in the medium-term; this will be supported by the various Departmental change programmes: '*Remodelling Children's Care*', '*Remodelling Early Help Services*', '*Remodelling Social Work Practice*' and '*Future Education Support*'.
4. The contextual drivers affecting change include:
 - The changing education landscape, following the publication of the White Paper, *Educational Excellence Everywhere*¹, setting out the Government's intention for all schools to become, or be in the process of becoming, academies by 2020;

¹ Department for Education publication, [Educational Excellence Everywhere](#), 07 March 2016

- Recognition of changes to Ofsted's Inspection regime, moving away from the Single Inspection Framework towards Joint Targeted Area Inspections of services, in order to evaluate through a 'deep dive' approach how local agencies work together to protect and safeguard children;
 - The long-term financial contraction of the public sector, with an increasing focus on the integration of health provision, social care and early help, in order to ensure that services for children and young people are co-ordinated and effective.
5. The proposed revisions to the senior management structure therefore seek to enable the Department to maximise opportunities for service integration and improvement, whilst recognising the need to reduce costs and ensure minimal disruption to front-line services.

Proposed Interim Senior Management Structure

6. The Department has consulted on a proposed set of revisions to the Service Director and Group Manager tiers within the Department, for the year 2017/18. The proposed interim structure is due to be implemented from 1 April 2017.
7. The structure seeks to place frontline case-holding services in one division, whilst transferring the responsibilities for commissioning, resources and Cultural Services to another division. With the exception of the divisional title, which is intended to reflect the changing educational landscape, the (current) *Education Standards & Inclusion* division remains unchanged under these proposals.
8. The structure also seeks to combine the functions with the current *Safeguarding and Independent Review* service (currently within Children's Social Care) with the *Quality & Improvement Service* (currently within Youth, Families and Culture) into an amalgamated *Safeguarding and Quality Assurance* Group within the new *Commissioning, Resources & Culture* division.
9. The key divisional roles and responsibilities under the new arrangements are as follows:
- a) ***Youth, Families & Social Work Division***
- Supporting closer integration between Early Help and Children's Social Care through integrated management of locality-based Family Service and Social Work casework;
 - Supporting the services that continue to be directly delivered by the Department; over time, it is expected that the progression of the *Remodelling Children's Care* programme will lead to a shift of services from this division into the *Commissioning, Resources and Culture* division.
- b) ***Commissioning, Resources and Culture Division***
- Supporting a more co-ordinated approach to the commissioning of services, in recognition of the shift towards a commissioning-based approach. This involves the proposed introduction of a Commissioning Unit, intended to bring together the commissioning of LAC (looked after children) placements, SEN (special educational needs) placements, Supported Accommodation, *Futures* and other commissioned provision;

- Strengthening the links between safeguarding, quality assurance and improvement, in order to enhance the independent challenge of social work practice and help to maintain high standards of service provision.

c) ***Education, Learning & Skills Division***

- Retention of senior posts with the ability and credibility to influence schools and education partners (and therefore outcomes), and manage the remaining statutory responsibilities, such as admissions.

10. The current and proposed revised structures are attached as **Appendices A and B** respectively.

Staff Consultation

11. The Department consulted on the proposed interim senior management structure with staff in Children, Families & Cultural Services (CFCS), as well as trade unions, between 19 January and 28 February 2017, including the CFCS Joint Consultative & Negotiating Panel. During this time, individual responses on the proposed structure were received from staff, as well as group and service responses. Feedback was also collected following a service-wide discussion at the Children's Social Care Strategy Day. The responses have been considered as part of the consultation process.

Other Options Considered

12. The structure could remain as it currently is; however, the proposed structure will enable the Council to best respond to the organisational and contextual drivers outlined above.

Reason/s for Recommendation/s

13. The reasons for the recommendations are to seek the Committee's approval for a senior management structure that supports the various change management programmes, whilst reflecting the organisational and contextual drivers for change in Children's Services.

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. The revised management structure offers savings to the Council's budget, contributing to the delivery of £35,000 in 2017/18 and a further £85,000 in 2018/19.

Human Resources Implications

16. The normal channels have been used to consult with staff in the Department and recognised trade unions on the proposals. Information on the consultation can be found in paragraph 11. There are no overall management reductions as part of this senior management restructure proposal. Subject to Committee's approval, a further report will be presented following consultation on a proposed structure for the new *Safeguarding and Quality Assurance Group* and the *Commissioning Unit* within the new Commissioning, Resources & Culture division.

RECOMMENDATION/S

- 1) That the interim senior management structure in Children, Families & Cultural Services for 2017/18 is approved.

Colin Pettigrew

Corporate Director, Children, Families & Cultural Services

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Constitutional Comments (SMG 02/03/17)

17. The Committee is responsible for approval of departmental staffing structures as required. The proposals outlined in this report fall within the remit of this Committee.
18. The Employment Procedure Rules provide that the report to Committee include the required advice and HR comments and that the recognised trade unions be consulted on all proposed changes to staffing structures (and any views given should be fully considered prior to a decision being made).

Financial Comments (initials SS 06/03/17)

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

Background Papers and Published Documents

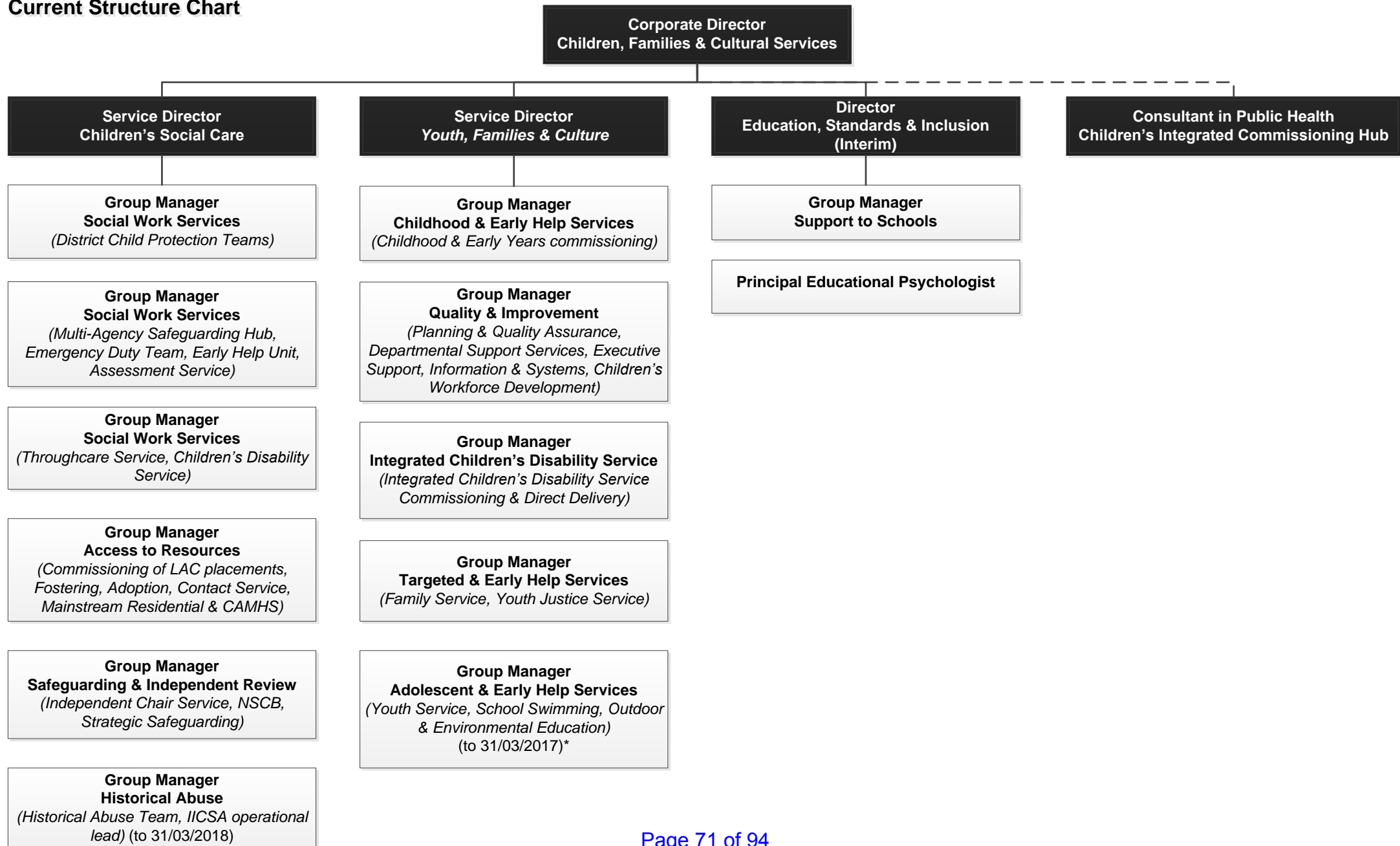
Except for previously published documents, which will be available elsewhere, the documents listed here will be available for inspection in accordance with Section 100D of the Local Government Act 1972.

Changes to the Staffing Establishment in Early Help & Youth Justice Services – report to Children & Young People's Committee on 19 September 2016.

Electoral Division(s) and Member(s) Affected

All.

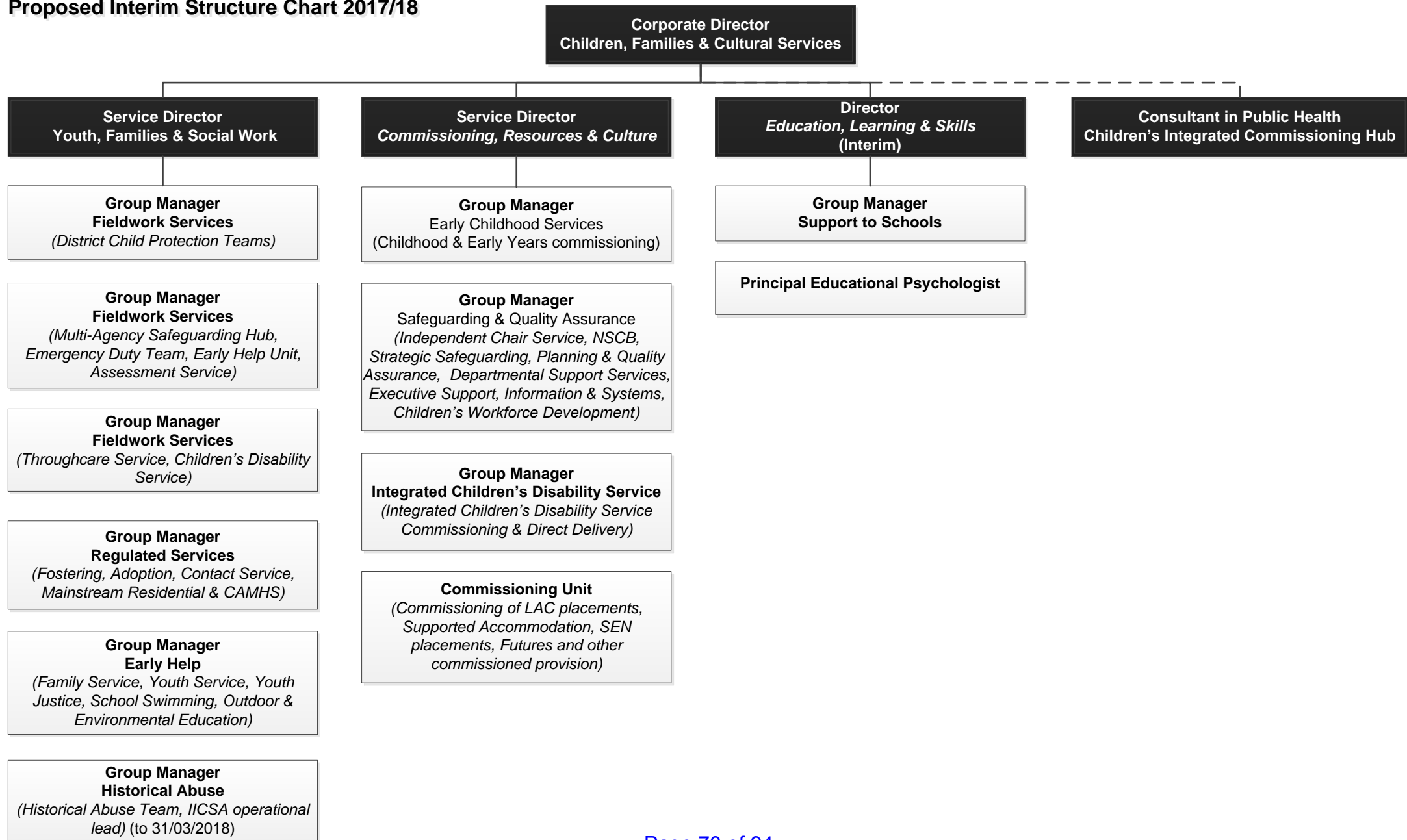
Appendix A
Children, Families & Cultural Services
Current Structure Chart



Appendix B

Children, Families & Cultural Services

Proposed Interim Structure Chart 2017/18



20 March 2017**Agenda Item: 10****REPORT OF THE SERVICE DIRECTOR, CHILDREN'S SOCIAL CARE****D2N2 TEACHING PARTNERSHIP – SECONDMENT OF NOTTINGHAMSHIRE
COUNTY COUNCIL EMPLOYEE TO TEACHING PARTNERSHIP ROLE****Purpose of the Report**

1. To provide brief information on the D2N2 Teaching Partnership initiative.
2. To inform Committee about the planned secondment of a Nottinghamshire County Council employee to the role of Partnership Practice Educator Lead, working with the D2N2 Teaching Partnership, for a period of 12 months.

Information and Advice

3. Funded by the Department for Education (DfE) and Department of Health (DoH), teaching partnerships are being rolled out nationally to help raise the quality of social work trainees and the teaching they receive.
4. The D2N2 Teaching Partnership brings together six local employers of social workers – Nottinghamshire County Council, Nottingham City Council, Derbyshire County Council, Derby City Council, Rampton Hospital and Framework Housing Association – who will work in a joint endeavour with the County's two universities – Nottingham Trent University and the University of Nottingham.
5. Funding has been awarded, by the Department for Education and the Department of Health, for the period 1st November 2016 to 31st March 2018, and totals £475,730.
6. A key objective of the Teaching Partnership is to improve the quality of social work student placements and, to this end, each local authority within the Partnership will need to second one person, from its existing workforce, to lead on supporting and facilitating the development and on-going availability of high quality student placements – in the role of Partnership Practice Educator Lead (the job description is available as a background paper).
7. The Partnership funding incorporates full salary costs for the PPEL role, which has been evaluated as a Band C position, and funding covers the period during which the secondee will be in post (from 1st April 2017 until 31st March 2018), so there will be no direct cost implications to the Council.

8. The Partnership Practice Educator Leads (PPELs) will be required to work both within their own authority and across the other agencies within the Partnership, and will be involved in reviewing and enhancing the existing provision of student placements across the partnership, working closely with existing staff who currently oversee Practice Educator activity within each agency.
9. Nottinghamshire's PPEL, will be located within the corporate HR Workforce Planning and Organisational Development (WP&OD) team, and will report to the Senior HR Business Partner, WPOD, for line management and supervision purposes, and the work undertaken on behalf of the Teaching Partnership will be matrix managed by the Project Manager, TP (a post hosted by Nottingham Trent University, but operating across the Partnership).
10. As a result of delays to the receipt of Partnership funding (due to the impact of the 2016 Referendum on Government activity), the work of the Partnership will need to be progressed within quite demanding timescales, and therefore there is a need to have the Council's PPEL in post from 1st April 2017.
11. Approval for the establishment of the PPEL post will therefore be sought from the Personnel Committee at its meeting on 29th March 2017.

Other Options Considered

12. Whilst this post could be advertised externally, it was recognised that – within each local authority – there were likely to be suitable candidates, in similar roles, who would be able to move quickly into this secondment role with minimal requirements around induction and training. Equally, given the short-term nature of the role itself, it is unlikely that the Council would be able to recruit someone of a suitable calibre to this post.

Reason/s for Recommendation/s

13. This secondment is for a fixed term only, and will be fully funded by DfE and DoH grant payments. There are, therefore, no direct cost implications for the Council.
14. Neighbouring authorities, who are part of the Teaching Partnership, are also now in the process of seconding to their own PPEL roles, and the Council needs to ensure that it is well placed to keep up with the programme of work that these individuals will be taking on, by having Nottinghamshire's PPEL in post by 1st April 2017.

Statutory and Policy Implications

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

Financial Implications

16. As detailed above, there will be no financial implications arising from the secondment of a member of staff to the PPEL role, as the post will be fully funded from DfE and DoH grant payments.

Human Resources Implications

17. The secondment of a member of staff, from the Human Resources team, to the PPEL role will require the establishment of a temporary post within the Human Resources team, and work will take place with colleagues from Workforce Planning & Organisational Development to facilitate whatever arrangements need to be put in place.

Safeguarding of Children and Adults at Risk Implications

18. The person seconded to the PPEL role will be a qualified social worker, with all appropriate checks already in place.

Implications for Service Users

19. The creation of this secondment opportunity will enable the Council to provide better quality placements for social work students and, consequently, ensure that the quality of newly qualified social workers coming through from our partner universities is enhanced.

RECOMMENDATION

That:

- 1) the information on the D2N2 Teaching Partnership initiative be noted
- 2) the proposed secondment of a Nottinghamshire County Council employee to the role of Partnership Practice Educator Lead, working with the D2N2 Teaching Partnership, for a period of 12 months, be noted.

Steve Edwards
Service Director, Children's Social Care

For any enquiries about this report please contact:

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Children's Workforce Development Manager
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Constitutional Comments (SLB 21/02/17)

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

Financial Comments (SS 17/02/17)

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

Background Papers and Published Documents

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

Partnership Practice Educator Lead job description
Partnership Practice Educator Lead secondment summary

Electoral Division(s) and Member(s) Affected

All.

C0947

20 March 2017**Agenda Item: 11****REPORT OF THE ACTING SERVICE DIRECTOR, EDUCATION STANDARDS
AND INCLUSION****SCHOOLS FORUM AND EDUCATION TRUST BOARD OFFICER GROUP
REPORT****Purpose of the Report**

1. To advise Members of the Committee on the legal status, composition and constitution of the Schools Forum and update Members on its work.
2. To advise Members of the Committee of the terms of reference, composition and recent work of the Education Trust Board.

Information and Advice**Schools Forum**

3. The Government requires that each local authority (LA) maintains a Schools Forum to represent its schools' views on matters relating to the total Schools Budget. There are national regulations which govern the composition, constitution and procedures of Schools Forums. However, the responsibility for determining the local funding formula for schools and early years providers lies with the local authority.
4. Schools Forums are made up of representatives from schools and academies, but with some representation from other non-school organisations, such as nursery and post-16 education providers. Schools and academies representatives should be roughly proportionate to the number of pupils in each sector. In Nottinghamshire, the membership is reviewed annually to ensure that this proportional representation is maintained.
5. In Nottinghamshire, the current Forum membership is made up as follows:-

School and Academy membership (based on pupil population):

- 16 head teacher representatives - 1 maintained secondary school, 6 academies, 7 maintained primary schools, 1 maintained special schools, 1 academy special school
- 5 governor representatives – (minimum 1 maintained primary school, 1 maintained secondary school, 1 academy and 1 special).

Non-school membership:

- 2 PVI early years representatives
 - 2 Diocesan representatives – 1 Roman Catholic and 1 Church of England
 - 1 16-19 institution representative (non-school or academy)
 - 2 trade union representatives (1 teaching union & 1 non-teaching union).
6. The Forum is chaired by an annually elected member and is required to meet at least four times a year.
 7. The role of the Forum is to act as a consultative body on some issues and a decision making body on others.
 8. The Forum acts in a **consultative** role for:
 - changes to the local funding formula and operation of the minimum funding guarantee
 - changes to or new contracts affecting schools
 - arrangements for pupils with special educational needs, in pupil referral units and in early years provision.
 9. Members of the Forum have a responsibility to represent the interests of their peer group by whom they are elected, and can reasonably expect to be canvassed by schools and academies. Members are also expected to provide feedback to their peers.
 10. The Local Authority's role is to ensure that there are suitable arrangements in place for the organisation and administration of the Schools Forum to ensure that it is effective in its operation. Part of this is to ensure that Forum meetings are open to the public and papers are made available on a public website.
 11. The Forum is **responsible** for decisions on:
 - how much funding may be centrally retained within the Dedicated Schools Grant
 - any proposed carry forward of deficits on central spend from one year to the next
 - proposals to de-delegate funding from maintained primary and secondary schools
 - changes to the scheme of financial management.
 12. Following the annual consultation on the local funding formula for allocating the 2017/18 budget to schools and academies, it was decided to keep factors consistent with the 2016/17 formula.
 13. The Schools Forum has recently formed a sub-group to investigate the effects of the national funding formula on Nottinghamshire's schools and academies. The national funding formula will see budget allocations given directly by the Education Funding Agency to schools and academies from 2019/20. The sub-group is leading on the Schools Forum's response to the consultation on the proposed formula and looking at ways to manage the transition between the current local formula and the national funding formula.
 14. Stage one of the national funding formula consultation stated that:

“In advance of introducing the ‘hard formula’, we will carry out a review from first principles of the role, functions and membership of schools forums.”

Therefore, this leaves a degree of uncertainty over the future of the Schools Forum.

Education Trust Board

15. As Members will be aware, the Department regularly seeks the views of headteachers and governors through a range of consultation processes. These consultations vary from statutorily required consultation over such matters as a school’s closure, amalgamation or expansion, through to more informal processes such as e-mailing schools to seek their comments on proposed strategy or policy changes which affect them. Since the report to Members in February 2016, to date, the Education Trust Board has supported consultation and stakeholder feedback to matters such as the Council’s revised Schools Causing Concern Strategy and the emerging policy around full cost recovery for excluded pupils; the Trust Board has also played a key role in informing the ongoing development of key strategies in relation to strategic school place planning and the work of the Council’s services to support small schools.
16. Therefore, the Education Trust Board continues to fulfil an important role in involving headteachers and governors actively as the Department continues to evolve as a result of the on-going changing educational landscape as a result of national education policy. The defined purpose of the Board is:

‘To provide a forum that enables schools to be active participants in guiding innovation and strategy and in shaping service delivery to raise attainment and achievement of children and young people in Nottinghamshire’.
17. The Education Trust Board comprises two headteacher phase boards, one for primary, and special schools, and a board to represent the views of school governors. Since April 2015, the secondary board has ceased as attendance at these meetings had declined. Partnership working with secondary headteachers has continued however, and the termly headteacher briefings and yearly conference, along with the formal partnership work with Teaching School Alliances, has ensured that the views of secondary partners are heard and have continued to inform policy and partnership work with secondary schools.
18. As there are only 11 special schools, it was the preference of the headteachers that each of them should be on their board. In the case of the governors board, each district of the Council has a governor representative, as well as there being an equal number of representatives nominated by the Nottinghamshire Association of Governors (NAGS).
19. Each of the boards elects their chair. The boards are served by the Acting Service Director for Education Standards and Inclusion, with other officers attending as required, according to the agreed agendas. Both members and officers may put forward items for the agenda, with the final version being approved by the chairs. The Chairs of Trust Boards elect one of their members to represent education on the Children’s Board of the Local Authority. Currently, this role is taken by the Chair of the Primary Education Trust Board. **Appendix 1** presents an overview of membership of the Education Trust phase boards.

20. Over the past year, members of the primary phase board have engaged with the following agendas:
- Consultations around Fair Funding and High Needs Funding
 - Small Schools Strategy
 - Place Planning Strategy opening of new schools
 - the Council's Special Educational Needs & Disability (SEND) Review Consultation
 - White Paper update
 - Statutory Guidance for Schools Causing Concern (SCC) Guidance for Local Authorities and Regional Schools Commissioners - March 2016
 - Statutory Guidance for Local Authorities on Children Missing Education - September 2016
 - Zero interest energy-saving loans to schools
 - Primary school PANs (Planned Admission Numbers) and net capacity – primary headteacher session FAQ discussion
 - Strategies to further raise attainment and progress at Key Stage 2
 - Full cost recovery in relation to pupils excluded from primary schools
 - Developing a shared view of inclusion in a changing educational landscape.
21. During this period, members of the special school phase board, which is incorporated into 3 of the 6 special school headteacher meetings, have engaged with the following agendas:
- the Council's SEND Review
 - Governance, including academy and federation arrangements and structures
 - Tracking Pupil Progress
 - Special School budgets and moderation of pupil needs
 - Integrated Children's Disability Service
 - Changes to children's specialist health services
 - Preparation for adulthood
 - Special school admissions
 - Changes to Ofsted.
22. Since the last report to Members in February 2016, the governors phase board has continued to meet termly and engaged with the following:
- Consultations around Fair Funding and High Needs Funding
 - the Council's consultation in relation to Nottinghamshire Multi-Agency Transition Protocol for children with SEND transitioning from children's to adults services
 - Small Schools Strategy
 - Changes to accountability and assessment levels from EYFS – KS5
 - Statutory Guidance for Local Authorities September 2016 – Children Missing Education
 - Statutory Guidance for Schools Causing Concern (SCC) Guidance for Local Authorities and Regional Schools Commissioners - March 2016
 - the Council's Schools Causing Concern Strategy Consultation (Autumn 2016).

Other Options Considered

23. None. The Schools Forums (England) Regulations 2012 govern the composition, constitution and procedures for Schools Forums.

Reason/s for Recommendation/s

24. The Council is legally required to maintain a Schools Forum for the purposes outlined in the report. The report advises Members of how the Forum is set up and the key features of its work.
25. The information on the Education Trust Board advises the Committee of a particular feature of the Department's work which influences and develops the relationship of the Council with schools.

Statutory and Policy Implications

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

Financial Implications

27. The operation of the Schools Forum is financed by a ring fenced budget held within the centrally retained element of the Schools Budget.

RECOMMENDATION/S

That:

- 1) the legal status, composition, constitution and recent work of the Schools Forum be noted.
- 2) the purpose, composition and recent work of the Education Trust Board be noted.

Marion Clay,
Acting Service Director, Education Standards and Inclusion

For any enquiries about this report please contact:

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Constitutional Comments

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

Financial Comments (SS 27/02/17)

29. 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.

Schools causing concern: Intervening in failing, underperforming and coasting schools:
Guidance for local authorities and RSCs March 2016

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/510080/schools-causing-concern-guidance.pdf

Children Missing Education: Statutory Guidance for Local Authorities (September 2016)

<https://www.gov.uk/government/publications/children-missing-education>

The Schools Forums (England) Regulations 2012

<http://www.education.gov.uk/schools/adminandfinance/financialmanagement/schoolsrevenuefunding/schoolsforums/a00213728/schools-forums-england-regs-2012>

Electoral Division(s) and Member(s) Affected

All.

C0963

Education Trust Board Members

Primary

Edward Seeley	Ashfield
John Birch	Bassetlaw
Jackie Moss	Broxtowe
Carol Litowczuk	Gedling
Helen Atkins (Chair)	Mansfield
Aly Speed	Newark
Stephen Arnold	Rushcliffe

Governors

John Heald	Ashfield
Tina Launchbury	Broxtowe
John Wilson	Broxtowe
Colin Barnard	Gedling
Thulani Molife	Gedling
Paul Key	Gedling
Gordon Taylor	Nottingham Association of Governors
Alan Hall	Mansfield
Dianne Stendhall	Mansfield
Chris Levy (Chair)	Newark
Deborah White	Rushcliffe
Vacancy x 2	

Special

Dawn Wigley	Ash Lea School
Adrian O'Malley	Beech Academy
Catherine Askham	Bracken Hill School
Janet Spratt-Burch	Carlton Digby School
Cathy Clay (previously Kathy McIntyre)	Derrymount School
Mark Dengel	Fountaindale School
Lindsey Norton (previously Chris Humphries)	Foxwood Academy
Margot Tyers	Newark Orchard School
Pauline Corfield	Redgate School
Karen Halford/Justin Bexon (previously Hilary Short)	St Giles School
Jane Cooper	Yeoman Park
Meetings chaired on a rota basis	

20 March 2016

Agenda Item: 12

**REPORT OF THE ACTING SERVICE DIRECTOR, EDUCATION STANDARDS
AND INCLUSION****LOCAL AUTHORITY GOVERNOR APPOINTMENTS TO SCHOOL
GOVERNING BODIES DURING THE PERIOD 1 NOVEMBER 2016 TO 22
FEBRUARY 2017****Purpose of the Report**

1. To note the appointment of Local Authority (LA) governors to school governing bodies during the period 1 November 2016 to 22 February 2017.
2. To note the appointment of Local Authority, co-opted, parent and staff governors to the Temporary Governing Body of Meadow Lane Infant School and College House Junior School.

Information and Advice

3. Under the School Governance (Constitution) (England) Regulations 2012, as amended by the School Governance (Constitution and Federations) (England) Amendment Regulations 2014, governing bodies of maintained schools were required to reconstitute to a skills-based model of governance by September 2015, and are allowed one LA governor on the reconstituted governing body. For this model of governance, governing bodies may set eligibility criteria for, and appoint, the Local Authority governor.
4. Under these Regulations the County Council is responsible for nominating individuals as prospective governors. Nominations are made by the County Council, in accordance with the eligibility criteria provided by the governing body. When nominating new governors or re-nominating existing governors, the County Council must consider the skills and experience the governing body needs in order to be effective
5. Local Authority governors nominated by the County Council and appointed by school governing bodies during the period 1 November 2016 to 22 February 2017 are as follows:

ASHFIELD	
Hillocks Primary	Mrs Amanda Brown
BASSETLAW	
East Markham Primary	Dr Oonah Ridgway
Misson Primary	Mrs Anna Doyle

BROXTOWE	
Alderman Pounder Infant and Nursery	Mr Peter John Gould
Toton Bispham Drive Junior	Mr Ian Craik
GEDLING	
Linby cum Papplewick CofE (VA) Primary	Mr Ian Griffiths
Woodborough Wood's Foundation C of E V/A Primary	Mr Gregory Sharp
MANSFIELD	
Holly Primary	Mrs Christine Helen Flinton
King Edward Primary and Nursery	Mr Robert Ian Tyler
Sherwood Junior	Dr John Rees
St Edmund's CofE Primary	Mr Garry James Dakyn Hall
Wynndale Primary	Miss Lisa Barling
NEWARK	
Coddington CofE VC Primary	Mrs Anita Spray
Gunthorpe CofE VA Primary	Mrs Linda Brammer
Southwell Minster C of E VA Comprehensive	Mr Anthony Philip Colton
RUSHCLIFFE	
Flintham Primary	Mr Richard Broughton
Sutton Bonington Primary School	Dr Gareth William Hall

6. Nominations and appointments to the temporary governing body of Meadow Lane Infant School and College House Primary School are as follows:

BROXTOWE	
Mrs Rachel Briody	Parent
Mr Bradley Moore	Parent
Mrs Sarah Brown	Parent
Mrs Natalie Masters	Parent
Mr Andrew Barker	Co-opted
Mr Robert Nigel Guyler	Co-opted
Mrs Cheryl Heath	Co-opted
Thomas Anthony Herbert	Co-opted
Mrs Sheila Mary Birchall	Local Authority
Ms Victoria Tewson	Staff

Other Options Considered

7. Nottinghamshire County Council's strategy for recruiting and retaining school governors includes the re-appointment of existing governors. The County Council sees many advantages in retaining experienced governors and actively seeks to encourage governors approaching their end of term of office to stand again either in the same school or in a different school. The appointments made ensure the retention and supply of experienced governors.

Reason/s for Recommendation/s

8. The report is for noting only.

Statutory and Policy Implications

9. 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.

RECOMMENDATION/S

- 1) That the Committee notes the appointment of Local Authority governors to school governing bodies during the period 1 November 2016 to 22 February 2017 as listed in paragraphs 5 and 6.

Marion Clay

Acting Service Director, Education Standards and Inclusion

For any enquiries about this report please contact:

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Constitutional Comments

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

Financial Comments (SS 27/02/17)

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

Background Papers and Published Documents

None.

Electoral Division(s) and Member(s) Affected

Sutton in Ashfield East
Tuxford
Misterton
Chilwell and Toton
Newstead
Calverton
Mansfield East
Mansfield South
Warsop

Cllr Steve Carroll
Cllr John Ogle
Cllr Liz Yates
Cllr Richard Jackson and Cllr John Doddy
Cllr Christopher Barnfather
Cllr Boyd Elliott
Cllr Alan Bell and Cllr Colleen Harwood
Cllr Stephen Garner and Cllr Andy Sissons
Cllr John Allin

Mansfield North
Collingham
Farnsfield & Lowdham
Southwell and Caunton
Radcliffe-on-Trent
Soar Valley

Cllr Joyce Bosnjak and Cllr Parry Tsimbiridis
Cllr Maureen Dobson
Cllr Roger Jackson
Cllr Bruce Laughton
Cllr Kay Cutts
Cllr Andrew Brown

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20 March 2017**Agenda Item: 13**

REPORT OF CORPORATE DIRECTOR, RESOURCES

WORK PROGRAMME

Purpose of the Report

1. To consider the Committee's work programme for 2016-17.

Information and Advice

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

Other Options Considered

4. None.

Reason for Recommendation

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

Statutory and Policy Implications

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

RECOMMENDATION

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

Jayne Francis-Ward
Corporate Director, Resources

For any enquiries about this report please contact:

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Constitutional Comments (HD)

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

Financial Comments (NS)

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

Background Papers

None

Electoral Division(s) and Member(s) Affected

All.

CHILDREN & YOUNG PEOPLE'S COMMITTEE - WORK PROGRAMME 2016-17

REPORT TITLE	BRIEF SUMMARY OF AGENDA ITEM	LEAD OFFICER	REPORT AUTHOR
24 April 2017			
Exceptional payments for school clothing and footwear 2017/18	Annual determination	Marion Clay	Marion Clay/ Linda Foster
Historical Abuse Unit - update		Steve Edwards	Pam Rosseter
Commissioning of the Ask Us Nottinghamshire service		Derek Higton	Louise Benson/ Chris Jones
Establishment of temporary Co-production posts in the Integrated Children's Disability Service	For decision	Derek Higton	Jill Norman/ Chris Jones
19 June 2017			
Performance reporting (Quarter 4 2016/17) – Services for Children and Young People	Annual performance report	Celia Morris	Matt Garrard
Financial support for students in post-16 education	Annual determination	Marion Clay	Linda Foster
A Strategy for Closing the Educational Gaps in Nottinghamshire	Six monthly review report	Marion Clay	Marion Clay/ Janeen Parker
Looked After Children and Care Leavers Strategy 2015-18 – annual progress report	Annual report	Steve Edwards	Amanda Collinson
Principal Child and Family Social Worker - annual report 2016		Steve Edwards	Diana Bentley
Children, Young People and Families Plan 2016-18 – six-month update	Six monthly update report	Derek Higton	Chris Jones
Troubled Families Programme in Nottinghamshire – six-month update	Six monthly update report	Derek Higton	Laurence Jones
Child Sexual Exploitation and Children Missing from Home and Care: update	Six-monthly update	Steve Edwards	Pam Rosseter/ Terri Johnson
Local Authority governor appointments and re-appointments to school governing bodies	For information	Marion Clay	Jane Mansell
17 July 2017			
Rota visits to children's homes – Spring 2017	Six monthly report	Steve Edwards	Vonny Senogles
School Capital Programme progress report	Six month update report	Jas Hundal	Sara Williams

REPORT TITLE	BRIEF SUMMARY OF AGENDA ITEM	LEAD OFFICER	REPORT AUTHOR
Nottinghamshire Childcare Sufficiency Assessment 2017		Derek Higton	Laurence Jones
Nottinghamshire Early Years Improvement Plan 2015-17 – annual update		Derek Higton	Irene Kakoullis
Children's Workforce Health Check Survey 2016-17		Derek Higton	Liz Maslen
Members' visit to Outdoor & Environmental Education residential centres	For decision	Derek Higton	Phil Baker
To be placed			
Children & Young People's Mental Health & Wellbeing Transformation Plan - progress	Report back on progress	Kate Allen	Kate Allen/ Lucy Peel
Review of the Schools Swimming Service offer		Derek Higton	Chris Warren
Short Breaks offer – outcome of review		Derek Higton	Jill Norman