



Buckinghamshire County Council
Select Committee
Education, Skills and Children's Services

Date: Tuesday 9 December 2014
Time: 10.00 am
Venue: Mezzanine Room 2, County Hall, Aylesbury

AGENDA

9.30 am Pre-meeting Discussion

This session is for members of the Committee only. It is to allow the members time to discuss lines of questioning, areas for discussion and what needs to be achieved during the meeting.

10.00 am Formal Meeting Begins

Agenda Item	Time	Page No
1 APOLOGIES FOR ABSENCE		
2 DECLARATIONS OF INTEREST To declare any Personal or Disclosable Pecuniary Interests.		
3 MINUTES Minutes of the meetings held on 14 th October and 4 th November 2014 to be confirmed as a correct record.		7 - 26
4 PUBLIC QUESTIONS		



INVESTOR IN PEOPLE



Public Questions is an opportunity for people who live, work or study in the county to put a question to a Scrutiny Committee about any issue that has an impact on their local community or the county as a whole.

Member of public, who have given prior notice, will be invited to put their question in person.

The Cabinet Member and responsible officers will then be invited to respond.

Further information and details on how to register can be found through the following link and by then clicking on 'Public Questions'.

<http://democracy.buckscc.gov.uk/mgCommitteeDetails.aspx?ID=788>

5 CHAIRMAN'S REPORT

For the chairman of the Committee to provide an update to the Committee on recent scrutiny related activity.

6 COMMITTEE MEMBER UPDATES

For members of the Committee to update the Committee on any issue they are investigating on behalf of the Committee.

7 IMPROVING CHILDREN'S SOCIAL CARE

10.05am 27 - 32

To receive the Cabinet Response to the Select Committee Chairman's Letter of Recommendation to the Cabinet 20th October 2014 on the Draft Children's Services Improvement Plan and BSCB Improvement Plan.

Contributor

Mr David Johnston, Strategic Director, Children and Young People

Papers

Improving Children's Social Care introduction
Copy of the Cabinet Member's letter of response to the Chairman's letter of recommendation – **To follow**
Copy of the Chairman's letter of recommendation to Cabinet

8 CHILDREN'S INTERNET SAFETY INQUIRY

10.15am

Concluding evidence for the Children's Internet Safety Inquiry

9 THE BUCKINGHAMSHIRE LEARNING TRUST PERFORMANCE REVIEW

10.35am 33 - 68

For the Committee to receive a report and to ask questions on the performance of the Buckinghamshire Learning Trust over its first year of operation.

Contributors

Mr Raza Khan, Chief Executive, Bucks Learning Trust
Kate Rumboll, Director of Standards and Intervention,
Bucks Learning Trust

Papers

Annual Education Report

10 CHILDREN AND YOUNG PEOPLE QUARTER 2 PERFORMANCE MONITORING REPORT 11.30am 69 - 90

An opportunity for the Committee to ask questions of the Cabinet Members and Senior Management team on the Children and Young People Quarter 2 Performance Monitoring report.

Contributors

Lin Hazell, Cabinet Member for Children's Services
Mr Mike Appleyard, Cabinet Member for Education and Skills
Mr David Johnston, Strategic Director, Children and Young People
Mr Chris Munday, Service Director, Learning, Skills and Prevention
Ms Carol Douch, Head of Children's Quality Standards and Performance
Mr Ed Mallam, Head of Children's Partnerships

Papers

CYPS Quarter 2 Performance Monitoring Report

11 SPECIAL EDUCATIONAL NEEDS 11.50am

Consideration of Special Educational Needs (SEN) provision in Buckinghamshire and the delivery of the Children and Families Act has introduced changes to the approach to SEN including provision up to the age of 25.

Contributors

Louise Bartos, SEN Manager, Service Delivery

12 CHILDREN'S HEALTH COMMISSIONING 12.10pm 91 - 96

To consider the changes required to the delivery of children's health commissioning next year.

Contributors

Dr Jane O'Grady, Director of Public Health

Papers

Transfer of 0-5 year Children's Public Health Commissioning to Local Authorities

13 SELECT COMMITTEE WORK PROGRAMME

To
Follow

To consider the Select Committee Work Programme update

14 DATE OF NEXT MEETING

To note the next meeting of the Education, Skills and Children's Services Select Committee on Tuesday 27th January 2015 at 10am in Mezzanine Room 2, County Hall, Aylesbury.

Purpose of the committee

The Education, Skills and Children's Services Select Committee shall carry out the local authority scrutiny functions for all policies and services relating to education and learning and children and young people, including: Nurseries and early years education; Schools and further education; The Bucks Learning Trust; Quality standards and performance in education; Special Educational Needs (SEN); Learning and skills; Culture and learning; Adult learning; Children and family services; Early intervention; Child protection, safeguarding and prevention; Children in care (looked after children); Children's psychology; Children's partnerships; Youth provision; The Youth Offending Service; Libraries; The County Museum; and Registrars.

In addition to the Buckinghamshire County Councillor membership, the Education, Skills and Children's Services also has up to 5 statutory education co-optees as set out in the Council Constitution.

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*For further information please contact: Kelly Sutherland on 01296 383602
Fax No 01296 382421, email: ksutherland@buckscc.gov.uk*

Members

Mrs M Aston	Mrs W Mallen
Mr J Chilver	Mr M Shaw
Mr D Dhillon (VC)	Mr R Stuchbury
Mr P Gomm	Mr D Watson
Mr P Irwin	Ms K Wood
Mrs V Letheren (C)	

Co-opted Members

Mr D Babb, Church of England Representative
Mr M Moore, Roman Catholic Church
Ms M Nowers, Primary School Sector



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Buckinghamshire County Council
Select Committee
Education, Skills and Children's Services

Minutes

EDUCATION, SKILLS AND CHILDREN'S SERVICES SELECT COMMITTEE

MINUTES OF THE EDUCATION, SKILLS AND CHILDREN'S SERVICES SELECT COMMITTEE HELD ON TUESDAY 14 OCTOBER 2014, IN MEZZANINE ROOM 2, COUNTY HALL, AYLESBURY, COMMENCING AT 12.30 PM AND CONCLUDING AT 1.58 PM.

MEMBERS PRESENT

Margaret Aston, John Chilver, Avril Davies, Dev Dhillon (Vice-Chairman), Phil Gomm, Paul Irwin, Valerie Letheren (Chairman), Wendy Mallen, Mark Shaw, Robin Stuchbury, David Watson and Katrina Wood

CO-OPTED MEMBERS PRESENT

None

GUESTS PRESENT

Angela Macpherson

OFFICERS PRESENT

Trevor Boyd, Michael Carr, David Johnston and David Moran

1 APOLOGIES FOR ABSENCE

Apologies were received from David Babb, Michael Moore and Monique Nowers.

2 DECLARATIONS OF INTEREST

There were none.

3 CHAIRMAN'S REPORT - INQUIRY MEMBERSHIP CO-OPTION OF ADDITIONAL MEMBER

The Chairman explained the format of the meeting and advised members that although the agenda papers included the Draft Children's Services Improvement Plan as a pink confidential report, this information was now able to be discussed in public, therefore the meeting would remain open.



INVESTOR IN PEOPLE



The Chairman also introduced Mrs Avril Davies who she proposed should join the Committee's Improving Children's Services Inquiry as a co-opted member. Mrs Davies was very experienced and had been an adviser for the Centre for Public Scrutiny, as well as chairing Task and Finish Groups for Buckinghamshire County Council.

RESOLVED

The Committee agreed that Mrs Avril Davies should join the Improving Children's Services Inquiry as a Co-opted member.

4 EXCLUSION OF THE PRESS AND PUBLIC

RESOLVED

That the press and public be included for the following items

5 CHILDREN'S SERVICES DRAFT IMPROVEMENT PLAN - COMMITTEE ONLY DISCUSSION

The Chairman invited members to discuss their concerns and key areas for questioning in preparation for the arrival of the Cabinet Member for Children's Services and her senior officers.

The main points of the discussion can be summarised as follows:

- Concerns were raised about the vulnerability of young people when they leave care.
- A member expressed concern about the clarity of message and vision needed within the service in order to make improvements and resolve the current situation.
- They were questions about the leadership of the Buckinghamshire Safeguarding Children Board and how that Board would drive improvements.
- A member expressed disappointment at the limited time the Committee had to review the Draft Improvement Plan prior to the meeting.
- Questions would be asked about the quality of social work practice and whether adequate record keeping could be achieved in order to ensure that decision makers could make well-informed decisions.
- Although it was very sad that Children's Services had been found to be inadequate, members were reminded that this represented an important opportunity for the Select Committee to be involved. It would be interesting to see the individual project plans once these had been developed, and for the Select Committee to ask questions about milestones and how progress would be tracked.
- The stability and quality of the workforce was another key area of concern. It was very hard to recruit social workers and foster carers at the moment and members were not sure this was adequately addressed in the Draft Improvement Plan.
- Reassurance would be sought around closed or unallocated cases.
- Partnership working was another key area identified by Ofsted. How can the local authority ensure that quality information is provided by Health and other partner agencies. A number of the recent high profile cases too often criticise failures of co-ordination between agencies.
- A member expressed concern about the fact that other agencies appeared to be referring to Social Care indiscriminately – would the new Multi-Agency Safeguarding Hub (MASH) counter this practice?
- The importance of Early Help was also identified as a key area.
- Members were also interested to know how assessments were conducted and how risk and resilience were quantified?

- Budget would also be an area for questioning – did the £2.7million additional resources mentioned for this financial year include the £1million contingency that had already been released to support immediate post-Ofsted improvements? Had the Improvement Plan been fully costed? To what extent would the delivery of the Improvement Plan also rest on savings achieved through Early Help services and reducing the reliance on agency staff?
- A member wondered how the Future Shape programme to redesign the County Council, would impact on Children’s Service going forward.
- Questions about how the Improvement Board would work would be useful and whether members of the Select Committee would be able to be involved in that Board, as this was not clear from the Draft Improvement Plan.

The Chairman thanked members for their thoughts and reminded them that the role of the Select Committee was to ensure that the Improvement Plan was robust and thorough when submitted to Ofsted and then to continue to monitor the progress of the Plan on a regular basis. The Select Committee needed to act as a critical friend and in order to play this role effectively, it was vital that detailed information was made available to members in a timely manner.

6 CHILDREN’S SERVICES DRAFT IMPROVEMENT PLAN - QUESTIONING TO WITNESSES

The Chairman welcomed Mrs Angela Macpherson, Cabinet Member for Children’s Services, Trevor Boyd, Interim Strategic Director for Children and Young People, David Johnston, Service Director – Children and Family Service and David Moran, Interim Finance Director, Children’s Services to the meeting. The Chairman explained that the Committee wished to write a letter including recommendations in relation to the Draft Improvement Plan, which would be considered by Cabinet on Monday 20th October and it was agreed that this should be addressed to Mrs Macpherson and would ideally be circulated to Cabinet ahead of the meeting.

The Chairman invited members’ questions.

How does the Improvement Plan enshrine improvements in Children’s Services as a priority?

The Improvement Plan is divided into six workstreams and each has a series of actions which directly refer back to Ofsted recommendations. We wanted to establish very clear leadership roles in the workstreams to ensure that improvements are driven forward. I had a meeting with the Programme Leads this morning to discuss timescales and milestones and to ensure that all six workstreams will move forward together. Several of the Programme Leads have already asked how best to engage with members.

How will you ensure that all partners understand and agree on the multi-agency thresholds document, that it is implemented and monitored effectively and supported by clear guidance? I am concerned that partners have been referring into Social Care rather than dealing with issues themselves.

The Buckinghamshire Safeguarding Children Board (BSCB) has reviewed the Thresholds Document. This has four levels and has been approved by all partners involved in BSCB, who have issued it and committed to training their staff. Going forward the BSCB will monitor the implementation of the Thresholds Document.

There are three different workstreams which should all contribute to ensuring that more appropriate referrals come into Social Care – these are Leadership, Governance and Performance, whereby all agencies should scrutinise the relationships they have with one another, Improving Early Help whereby services should offer initial support and refer onto

Social Care if this does not resolve a family's issues and also Improving Tools, as improvements in data recording will help partners to refer on more appropriately.

How can we ensure that the leadership of the BSCB will be strong enough going forward?

I can announce today that there will be a change of Chairman for the Board, but I am unable to confirm who this will be just yet. On Monday the BSCB are holding an extraordinary meeting and this will be Donald McPhail's last meeting as Chairman. In addition to the appointment of a new Chairman, we will also be ensuring that the members of the BSCB are sufficiently senior within their own organisation to ensure effective and more efficient decision making at BSCB meetings.

Partnerships with Health and Thames Valley Police are particularly key – where in the Improvement Plan are you ensuring that quality of information from partners can be improved?

Some action has already been taken in this area, through the establishment of the Multi-Agency Safeguarding Hub (MASH) which will work with both children and vulnerable adults. We are also aware that Thames Valley Police (TVP) had installed some software to gather information and some of the data which was judged to be of insufficient quality by Ofsted, may have actually been due to teething problems with this software. For the future the MASH will enhance partnership working with TVP.

We are liaising with Health colleagues and also with Schools to ensure their input into the Improvement Plan. Within the six workstreams, I have discussed with colleagues the need to include Health, TVP, Schools and the voluntary sector. Mr David Martin, Deputy Cabinet Member for Children's Services will be working on the Improving the Strength and Capacity of the Workforce workstream.

How is the Improvement Plan going to address the issues of the accuracy of recordkeeping so that risks can be better analysed and understood? Also will you be introducing further training for staff in order to improve standards?

All of the six workstreams are essential, but Improving the Quality of Social Work practice is key as this is how we interact with the public. We need to stabilise the workforce and it is recognised that we do have some very good staff. We also need to look at the recording system and ensure social workers have manageable caseloads. Any IT system we commission needs to be able to produce meaningful reports based on the information which is put in by Social Workers. So a combination of training, support and stability will assist the drive to improve standards.

How will the Future Shape programme impact on the recruitment of new staff in Children's Services?

Future Shape is the background for all services of Buckinghamshire County Council. It is the need to achieve best value for any money being spent or raising income for the Council. Children's Services do not sell our service so we have to ensure value for money and this includes paying staff enough to recruit the best people. We are still committed to the principle of Munro and we can meet both agendas – Future Shape and Improving Children's Services.

In connection with Improving the Strength and Capacity of the Workforce, how confident are you that we can offer an improved package which will build in-house capacity? Where are we going to recruit new social workers from?

We will never achieve 100% permanent staff in Children's Services but we must drive agency costs down. I am pleased with the plans we are putting in place to attract new workers and retain existing staff. There is a national shortage of social workers but we participate in Frontline, a scheme for newly qualified social workers, so we can grow our own workforce and we are also considering recruiting social workers from the European Union, although we will emphasise the need for strong English language skills.

Can you reassure me that we have enough social workers and managers to make the necessary improvements? We have issues with staff turnover and sickness levels, so how are you tackling this?

We are tackling this in a positive way, working with people to understand why they are unwell, offering counselling and support to get them back to work. We have a significant proportion of agency staff which has contributed to the staff turnover. We need to treat our existing staff well and this means not just with salary and benefits but offering support, training and adequate supervision by managers.

I have seen other local authorities who have been reliant on agency staff at times of crisis, but have then been able to reduce their agency staff to just 15-20% of their workforce. We will always need some agency staff to allow flexibility but we do need to reduce costs. We also need to ensure that people have better notice periods.

I would like to ask about improvements in the Early Help offer and the Front Door. Can you help me match which actions in the Improvement Plan will match the recommendations made by Ofsted in this area?

If you look at Workstream 4 and Objective 4.1 this explains actions related to Early Help, one of which is to undertake a joint analysis of Early Help needs as part of the Joint Strategic Needs Assessment (JSNA) to identify gaps and to inform joint commissioning plans.

The Ofsted report said that the local authority needed ‘to ensure that suitably qualified staff undertake assessments, that these focus on the needs and wishes of the child, provide a thorough assessment of parental attributes, consider historical factors, and analyse risk and resilience factors in detail.’ Again where is this addressed in the Improvement Plan?

Objective 4.6 explains how we propose to improve the Front Door by ensuring that there are qualified and experienced workers in that team and to increase the capacity of the team to cope with demand.

I believe that everything in the Ofsted report has been covered in the Improvement Plan, but who will be responsible for improving standards of social work practice and how will you manage the process to achieve the final desired outcomes – will there be clear stepping stones and timelines?

The Head of Quality, Standards and Performance is leading this workstream and will be responsible for quality assurance. The second part of this is that the BSCB will be scrutinising partner agencies to ensure that they are also contributing to improvements.

With regards to workstream planning and identifying ongoing progress, in certain areas we are already monitoring closely or setting more rigorous timelines and measures. The teams for each workstream will begin meeting next week and they will agree new measures and timelines. It will be important to assess timeliness, quantity and of course quality and this will be monitored and reported on.

The Ofsted report flagged up issues concerning support for our care leavers and I am not reassured by the Improvement Plan that we are responding in a robust way. Young People leaving care are very vulnerable and I am concerned about this.

This will be included in the Improving Services for Children on the Edge of Care, in Care and Permanence Planning workstream. We need to protect care leavers and provide them with opportunities when they leave care.

We understand that you have had a further meeting with the Department of Education, are you able to give us an update on the outcome of this meeting?

The Department of Education have spoken to the Minister and he is minded to issue a directive that BCC should have an Adviser to work with us but we do not know who this would

be, how long they would be involved and whether this would be on a full time or part time basis. Our Chief Executive would chair the Improvement Board and we would look to invite people from other local authorities to join us to give us the benefit of their experience. The Chief Executive is now intending to correspond with the Minister regarding the suggested appointment of an Adviser.

How are you progressing with recruiting additional staff for the First Response team?

We hope to be able to convert some agency staff to permanent employees but this has not begun yet. We hope to get more permanent staff into this team but it will take some time.

When will we see some improvements in the support for care leavers, this is so important?

We are implementing a 'Staying Put' policy which will allow foster carers to keep young people with them after they come of age. We have also had a significant number of young people go on to university which provides a great environment for them to develop further. We need to work closely with District Council colleagues around suitable housing placements and tenancy support services for care leavers. The success of care planning for care leavers is also hugely dependent on how well the young people engage with the aftercare team – sometimes individuals just want to strike out on their own once they get the chance.

Once the six workstreams have been further developed they will each have their own project plans with milestones, which could be presented to the Committee at a future meeting.

The Chairman asked for an explanation of the expenditure that was required to support the Improvement Plan, as the document provided to the Committee did not contain a full breakdown of costs.

There is likely to be further expenditure needed in this financial year 2014-15. So far we have been using the £1million contingency budget to kickstart post-Ofsted improvements and we will be asking Cabinet for a further £1.7million to support the Improvement Plan. Cabinet can then seek the approval of full Council in November to allow this additional expenditure. Any further expenditure required in 2015-16 would have to be considered as part of the usual Medium Term Planning (MTP) process.

What about the £4.8 million that Cabinet have already agreed to give to Children's Services?

This was to cover the anticipated overspend on the Children's Services budget due to the increased volume of Looked After Children (LAC) and spending on agency staff. This was entirely separate to Ofsted and had been identified prior to the inspection.

How confident are you that the Improvement Plan is deliverable?

Providing we can secure the additional funding then the Plan can be delivered.

What if you achieve savings through a reduction in agency staff and more effective early intervention services – will you then need the additional budget?

We have put a lot of effort into understanding the ongoing costs of Children's Services and ultimately the improvements should support savings. If there are efficiencies we of course want to realise them but we cannot guarantee what the savings might be at present.

The Chairman thanked all the contributors for answering members' questions. It was explained that the Committee would now consider what they had heard and agree some recommendations for consideration at the Cabinet meeting on 20th October.

7 CHILDREN'S SERVICES DRAFT IMPROVEMENT PLAN - COMMITTEE ONLY DISCUSSION

The Committee discussed the additional information they had obtained from questioning the Cabinet Member for Children's Services and her senior officers. The following main points were noted:

- There was still concern that the actions detailed for improving services to care leavers were not robust enough. Members were concerned for these vulnerable young people, especially in the light of recent child sexual exploitation cases.
- Members believed that it was important that the Committee should have sight of the project plans and milestones for each workstream. The Committee also welcomed the invitation to members to get involved in some of the workstreams.
- The Committee needed to have a role in ensuring that progress was made and to monitor the service to ensure that any improvements were then maintained.
- Members felt it would also be important to monitor the work of the BSCB more closely in future.
- A member welcomed the news that David Johnston was now a permanent member of staff as he believed he was doing a good job. Members were also pleased with the announcement that there would be a new Chairman of the BSCB.
- Officers had given the impression that they were confident in delivering the Improvement Plan. Members had some reservations over plans for recruitment and retention of staff – they hoped this would be successful but felt it should be monitored closely.
- It was suggested that the letter to Cabinet should outline the Committee's areas of concern, request the detailed project plans once they had been developed and explain how the Committee wished to be engaged with the process going forward.

8 INCLUSION OF PRESS AND PUBLIC

Press and Public were included for the whole meeting with the agreement of the Committee.

9 SELECT COMMITTEE INQUIRY CONCLUSIONS

It was agreed that the Chairman in conjunction with the Policy Officer – Scrutiny and the Team Leader, Overview and Scrutiny would compile a letter which would include the key points discussed. Members commended the Chairman and the officers who supported the Committee for their hard work in recent weeks.

RESOLVED

That the Select Committee would write to the Cabinet Member with recommendations for the Improvement Plan and would continue to maintain oversight of the Plan on a regular basis in the coming months and in 2015.

10 DATE OF NEXT MEETING

The next meeting of the Education, Skills and Children's Services Select Committee will be held on 4 November 2014.

CHAIRMAN



Buckinghamshire County Council
Select Committee
Education, Skills and Children's Services

Minutes

EDUCATION, SKILLS AND CHILDREN'S SERVICES SELECT COMMITTEE

MINUTES OF THE EDUCATION, SKILLS AND CHILDREN'S SERVICES SELECT COMMITTEE HELD ON TUESDAY 4 NOVEMBER 2014, IN MEZZANINE ROOM 2, COUNTY HALL, AYLESBURY, COMMENCING AT 10.02 AM AND CONCLUDING AT 12.20 PM.

MEMBERS PRESENT

Margaret Aston, John Chilver, Dev Dhillon (Vice-Chairman), Phil Gomm, Valerie Letheren (Chairman), Wendy Mallen, Robin Stuchbury, David Watson and Katrina Wood

CO-OPTED MEMBERS PRESENT

David Babb, Michael Moore and Monique Nowers

GUESTS PRESENT

Mike Appleyard and David Simmonds

OFFICERS PRESENT

Trevor Boyd, Michael Carr, Beth French, Sarah Holding, Amanda Taylor Hopkins, Raza Khan and Chris Munday

1 APOLOGIES FOR ABSENCE

Apologies were received from Paul Irwin and Mark Shaw.

2 DECLARATIONS OF INTEREST

There were none.

3 MINUTES

The minutes of the meeting held on 7th October 2014 were confirmed as a correct record.



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A member asked for clarification as to when the Committee would be receiving data on the results of the new Secondary Transfer test which was introduced last year. The Chairman reported that she was aware that there had been some confusion because the Committee would be meeting twice in November. The 11+ results would be presented at the 19th November meeting and Headteachers and Chairmen of school governing bodies would be invited to attend the meeting to contribute to a number of items on the agenda on that day.

4 PUBLIC QUESTIONS

There were none.

5 CHAIRMAN'S REPORT

The Chairman reported that she had visited West Wycombe School where she had enjoyed, along with the children, a presentation on wind farms and a talk from an airline pilot. She had also visited an Early Years Mother and Toddler Singing Group at Disraeli School which was very well attended.

6 COMMITTEE MEMBER UPDATES

Members had recently visited Bletchley Park where McAfee had an exhibition on Internet Safety. Members reported that this had been a very productive trip. The Chairman advised that she had asked McAfee to deliver a session on Internet Safety for all members.

7 IMPROVING CHILDREN'S SOCIAL CARE SELECT COMMITTEE INQUIRY - ORAL EVIDENCE

The Chairman reminded members that Cabinet were considering the Committee's letter detailing recommendations on the Draft Ofsted Improvement Plan, which was the first product of the Committee's Inquiry on Improving Children's Social Care. To further assist the Committee in their scrutiny of this key topic, the Chairman welcomed Councillor David Simmonds from the London Borough of Hillingdon to the meeting and invited him to introduce himself and give members the benefit of his experience of a recent Ofsted inspection in Hillingdon.

Mr Simmonds explained that he is a Councillor in the London Borough of Hillingdon, which is a Conservative run Council with significant Labour opposition. He became a councillor in 1998 and at that time, Children's Services in Hillingdon was in special measures. Under a new administration Children's Services was improved and achieved a Good rating from Ofsted with some Outstanding features. When Ofsted inspected Hillingdon again in 2014, their rating was Satisfactory and the local authority (LA) were advised that they needed to do more in order to regain their Good rating.

In addition to his role as Cabinet Member at Hillingdon, Mr Simmonds is also Chairman of the Local Government Association's (LGA) Children and Young People Board, which offers support to LAs in difficulties and help to share best practice across the country. It was important to note that some local authorities were still struggling post-Ofsted despite investing more money in Children's Services.

All members involved in Children's Services, including those scrutinising the work of the service, should be familiar with the 2004 Children's Act and the more recent 'Working Together' document which clarifies the LAs duty and responsibilities and clearly outlines the responsibilities of the Director of Children's Services, Chief Executives and Council Leaders, Chairman of the Local Safeguarding Children's Board and Partners. Members need to

consider if their LA is meeting the requirements laid out in 'Working Together' – this is a very helpful starting point.

After a disappointing Ofsted inspection the public will ask 'what did you know?', 'what steps had you taken?' 'were you holding partners to account?' and 'why did you not spot the early warning signs?'. When things go wrong people often comment that they didn't see this coming, but then later on they realise that some partners were flagging issues, but this did not constitute a coherent or complete picture of the situation.

Another big tip for members involved in scrutiny of children's services was to consider the Annex A document. This was a set of performance information which Ofsted request from each LA inspected. This could be a very helpful starting point for members, as it was information that was already available and it should be updated routinely. Another useful source of information would be the minutes of the Local Safeguarding Children Board (LSCB), as the LSCB leads an area's child protection work.

Responses to a poor Ofsted Inspection

Mr Simmonds explained to members that one of the key challenges post-Ofsted was how to craft an appropriate response. Often it was necessary for an LA to invest additional resources, but extra money alone would not always solve the problems. Another common approach was to recruit interim workers, but then any improvement gained was not always sustainable in the long term. This had been seen in some of the big County Councils, such as Somerset, Devon and Northamptonshire where increased spending of between £4-6 million had not led to a sustained improvement two years later. Other LAs such as Wiltshire and Walsall decided not to invest such large amounts of money and whilst their improvement took longer to achieve, they have been able to sustain the changes.

Sometimes additional money invested post-Ofsted can reflect an historical underspending in Children's Services, but members need to be assured that increased budgets will lead to sustainable improvement.

Social Worker recruitment was a big issue for Bucks and other LAs. There was a shortage of qualified social workers in the UK, so workers were in demand. Bucks face competition from Slough who would be offering higher salaries to help attract workers to help turn their Children Services around. Mr Simmonds recommended considering a consortia option, to reduce spending on agency fees by block booking across a number of LAs. He also advised streamlining the HR processes used to recruit Social Workers, as the market was so competitive you could lose suitable people if an LA's recruitment processes took too long to complete.

Some Agency Social Workers operate as Personal Service Companies which means that they only pay 18% tax, therefore becoming a permanent employee of an LA is not attractive for them. The Treasury are looking into this practice and it is something to be aware of when engaging Agency workers.

It was also very important post-Ofsted to look at the quality of interim managers that may be introduced. Other LAs had found that interim managers could often undo each other's work, so the Committee would be well-advised to monitor this.

Other bodies or people who could provide a good insight into Safeguarding in a LA included the Corporate Parenting Panel (CPP), the Children in Care Council (CICC) and School Governors. By using intelligence from other partners the Committee can obtain a 360 degree view of services. Whilst on a daily basis collective corporate parenting responsibilities were delegated to officers, CPP members and the Select Committee members could interrogate

data and if they found that the standards of care for children in care were lacking, then the Council as a whole could gauge the early warning signs.

It was important that the Council as a whole demonstrated an awareness - even if things were not good, then as long as this was recognised the Council could try to improve. The Select Committee had a key role to play in challenging the service and partners and in improving the dialogue between partner agencies. It was very important that relationships were established with the LSCB and the Safeguarding Adults Board and it was useful to check that these two boards were working effectively together.

The Chairman thanked Mr Simmonds for his presentation and invited members' questions as follows:

Can you tell us how you might increase the number of in-house foster carers?

Placement costs for children and young people are very expensive so it is useful to increase the number of in-house foster carers, although there is a national issue with attracting new foster carers at present. An LA needs to consider what it is offering its foster carers in terms of pay and support and perhaps target your recruitment at empty nesters or people who only wish to work part-time who could supplement their income by fostering. Kent has a very large foster carer population and many of them run as a business. Another option is to join a consortia to help save money through block booking more specialist foster placements.

There are many reasons why someone might choose to foster – sometimes they love children and enjoy parenting, some do it largely for the money and there will be other motivations which the LA should try to understand. You may also have private fostering arrangements in Bucks although often not all of these are disclosed. This needs good judgement from the social worker involved as often the wider family can be part of the problem, but sometimes they can also be part of the solution.

There have been several high profile cases in the media where clearly vulnerable children have been let down by failings of the local authority and other partner agencies. This demonstrates just how important effective scrutiny is – how can members be more robust in making challenges to prevent this happening elsewhere?

The recent Jay Report on Rotherham highlights broadly similar issues seen in the cases of Victoria Climbié and Baby Peter, although of course the details are different. In all these cases there needs to be mature consideration of the facts, but in the case of Rotherham it is clear that jobs were not being carried out properly and there is no excuse for that. This was consistent across the piece, with examples of Police Officers attending scenes of child sexual exploitation and simply turning away. The new Chair of the Rotherham LSCB commented that he could see evidence on the streets of the town as he walked from the train station to the Town Hall. Members might find it helpful to read the Jay Report and the reports on Baby Peter, Khyra Ishaq and Victoria Climbié. Members should also be satisfied that the LSCB is working effectively and should not be afraid to challenge the Director of Children's Services or the Chief Executive if they have genuine concerns.

Whilst Bucks will be investing additional resources into Children's Services following Ofsted, this Committee is aware of the importance of securing savings in the longer term, especially with regards to fees for agency staff and placement costs. How can we analyse this effectively?

You need to ask the person proposing any changes how this will work, how will this be sustainable and how you can check that it has been successful in the longer term, which will provide you with a benchmark. In Somerset, they appointed a new Director Children's Services on a salary of £300,000 post-Ofsted but they sacked him after one year as they could not see the improvement they expected.

The Chairman thanked David Simmonds for his interesting and insightful contribution to the meeting.

RESOLVED

That a copy of the Annex A document should be requested as evidence for the Committee's Inquiry and that a representative from the Committee should attend the Bucks Safeguarding Children Board meetings on a regular basis. Also that the oral evidence heard today should be noted as evidence for the Improving Children's Social Care Inquiry.

8 SUPPORTING SCHOOL IMPROVEMENT

The Chairman welcomed Mr Mike Appleyard, Cabinet Member for Education and Skills, Mr Chris Munday, Service Director, Learning, Skills and Prevention, Mrs Sarah Holding, Schools Relationship Manager and Ms Atifa Sayani, Education Champion to the meeting. Mr Chris Munday introduced the item explaining that he believed it would be helpful to the Committee to understand the framework used by Ofsted for the inspection of School Improvement, as Bucks was likely to be inspected shortly. The report set out the preparatory work that was taking place and the Committee might like to consider how it could contribute.

In response to a member's question, Chris Munday clarified that whilst a number of Bucks schools were now Academies, the local authority(LA) remained responsible for educational standards, in both maintained and Academy schools. The LA work with the Regional Schools Commissioner if there are concerns about schools and currently Bucks maintained schools were generally performing better than Academies. Academies were still supported through the Bucks Learning Trust (BLT) and were represented on the BLT Board. Mrs Sarah Holding commented that there was an expectation that Academies would remain within the Bucks family of schools and Academies had inputted into the School Improvement Strategy. Academies would be expected to work with the LA and the BLT in delivering School Improvement.

The Chairman invited members' questions as follows:

How ready is Bucks for an Ofsted inspection and if one happened today, what strengths and weaknesses do you think Ofsted would identify?

I believe if we were inspected today we would receive a mixed review. On a number of indicators we are very good, for example, in the Primary sector the number of schools which are now Good or Outstanding is above the national average, but in other areas we are not performing as strongly. I have asked Atifa Sayani to establish a baseline of data across all functions of School Improvement as it has not been inspected for a while. The framework is divided into 9 aspects and our self-evaluation is a good way of pulling together all our good work and highlighting any areas which need improving.

In terms of strengths, I would highlight school to school support, the fact that School Improvement is no longer so fragmented and that there are clear consistent policies with identifiable outcomes. Areas for improvement might include looking at Phonics and writing at Key Stage 2 and support to Upper Schools.

I recently sent you a copy of a report on the reform of the middle tier and would like to know your views. It is hard to scrutinise Academies and Free Schools so how can we scrutinise educational governance and standards going forward?

Our development of the BLT was a way of trying to work with Academies and Free Schools, so it is no the LA going into these schools and this has been positive – the BLT are working with one of the Free Schools for example.

In terms of the middle tier overall, there have been 7 or 8 other reports on this recently. Nicky Morgan spoke at a conference last week and when asked what she wanted from the middle tier she said 'better outcomes for children.' We are trying to retain Academies within the Bucks family of schools through the BLT and Sarah Holding's role as a Relationship Manager.

But how will we be able to scrutinise in future?

That needs further investigation and discussion.

Mr Appleyard, Cabinet Member for Education and Skills commented that Early Years was a key issue. As well as looking at standards in all schools, there was a need to ensure that children who are starting school are better prepared and this needs work in the communities and work with parents.

I would like to know what percentage of schools in the Primary Sector are currently rated Good or Outstanding by Ofsted?

As of 16th October 2014, Bucks had:

100% of nursery provision

85% of Primary Schools

74% of Secondary Schools

82% of Special Schools

100% Of Pupil Referral Units (PRUs)

rated as Good or Outstanding.

With particular reference to Primary Schools, the aim was to achieve at least 90% at Good or Outstanding and since that date we have received good news on other schools – Haydon Abbey in Aylesbury has received a Good rating when it was previously requires improvement and Cadmore End School has also achieved Good. Discussions were taking place with some schools about bringing their inspections forward if they were ready and these percentages were the best that Bucks had ever achieved in terms of Good or Outstanding ratings.

With regards to the performance of different types of school, when Ofsted come what do key areas will they focus on?

If I was an inspector I would look at the performance of upper schools, Narrowing the Gap and whether reading projects are working effectively.

What can the Select Committee include in our work programme to help the preparation for the Inspection?

It would be useful for the Committee to have an overview of the LA's Self-Evaluation. This will include Narrowing the Gap which the Committee have already highlighted but if the Committee considers the whole Self-Evaluation then other areas might be identified which the Committee could look at in more detail in the future.

It was nice to hear Mr Appleyard talking about engaging with communities. As a member, I have found it quite hard to engage with schools, what are you doing to improve member engagement?

The role of the Education service and the BLT is to engage communities, especially those that are struggling, which often include a mix of ethnic backgrounds. We also work directly with schools. The role for our elected members is to raise issues with the department and if there is a particular problem you should raise this with me as the Cabinet Member.

The Chairman thanked Mr Appleyard, Mr Munday, Mrs Holding and Ms Sayani for their contributions and welcomed Mr Raza Khan, Chief Executive of the Bucks Learning Trust and Mrs Amanda Taylor-Hopkins, Director of Education at the BLT to the meeting. The Chairman asked for the BLT's viewpoint on the School Improvement work they had undertaken over the past year.

Mr Khan explained that he was very pleased with the progress schools had made to date, especially in the Primary phase and the BLT were proud of their work on narrowing the gap for those pupils in receipt of Pupil Premium. Bucks was now one of the better performing LAs for narrowing the gap work.

Over the first year of the BLT's operation, progress in Secondary schools had been slower but now BLT were working with Academies, Free Schools and the University Technical College. The majority of Academies were participating in the School Review programme this year which would provide real baseline data on the quality of teaching and other areas. The focus this year would be more on Upper Schools and notably good results had been seen at Cressex School already.

Mrs Taylor-Hopkins confirmed that the focus was on the Secondary Sector, with a reference group of Secondary Heads being established to develop a strategy for support going forward. The Regional Commissioner was also working with the BLT to promote School Improvement in Academies and it was hoped that as the Academies working with the BLT already showed signs of improvement, this would also encourage relationships with other Academies in future.

Mr Khan reported that the BLT were building links with communities in more deprived areas of High Wycombe, with targeted interventions for groups with wider attainment gaps, such as White working class, Black African and Pakistani children in some areas. The BLT are consulting with community leaders to ask them to act as Educational Champions to encourage children to engage with learning at an early stage.

Mr Khan also highlighted a project in Aylesbury where the BLT had recently saved the Jonathan Page Play Centre from closure. The BLT hoped to provide new services at the centre such as an After School Club and Tutoring for those people who would not normally be able to afford this and if this proved successful the BLT would like to replicate this in High Wycombe. It was recognised that if you can raise the standards of schools within these deprived areas this would also help to lift the wider community.

The Chairman thanked Mr Khan and Mrs Taylor-Hopkins for this summary of their work and invited members' questions as follows:

I understood that the BLT would be publishing its first year's accounts but I do not think we have seen them as yet – why has this not happened?

The Accounts have been quite complicated as we are ruled by the Charities Commission's guidance and the audit process. However the Accounts will be published on time, the Trustees have adopted them and they will be published very shortly. I will ensure that the Committee members receive a copy.

I am pleased that the BLT have stepped in to support the Jonathan Page Play Centre – it is so important to get the Early years right.

The BLT recognise that the Early Years are very important. Some Children's Centres have now been identified as Early Years Hubs and their role will be to reach out into the community to give disadvantaged children access to opportunities that they may not otherwise have, for example by taking them on trips to a library or to the seaside. They will also work closely with schools and parents to ensure confidence in the transition between Early Years settings and school. The gap for poorer children everywhere is not just in attainment but also for aspiration – what happens outside school also influences a child's achievement and self-confidence.

How do you assess the comparative impacts of investments and how do you share good practice?

There is a very high level of accountability and scrutiny on the service level agreement between the LA and the BLT. We report on far more key performance indicators (KPIs) than

when I worked in the private sector. The BLT takes a data driven improvement approach, focussing resources and investment decisions very clearly on outcomes for children and undertaking evaluation of programmes as we go along.

When we are working with individual schools we agree very tight targets which are measurable within specific timelines and every two weeks we look at the impact so that we can change the delivery of a programme if necessary. If we find that an initiative is improving standards in one school then we may then share this with another school.

The Chairman thanked Mr Khan and Mrs Taylor-Hopkins for their contribution and a member commended the BLT for doing a great job and encouraged them to continue to engage with communities and with elected members.

RESOLVED

That a copy of the Self Evaluation on School Improvement should be considered by the Committee at a future meeting and that the oral evidence provided today be noted.

9 NARROWING THE GAP

The Chairman explained to members that this item was an opportunity for the Committee to receive an update on the implementation of their recommendations which went to Cabinet in the Narrowing the Gap report in March 2014. It was important that the Committee followed up on the outcomes of their inquiries. Mr Appleyard, Mr Munday, Mr Khan and Mrs Taylor-Hopkins remained in attendance for this item. Mr Chris Munday, Service Director, Learning, Skills and Prevention explained that work undertaken by the LA and the BLT had been significant in implementing the Committee's recommendations, although at Secondary level, it was recognised that these recommendations alone might not be enough to narrow the gap.

Michael Gove had introduced a number of changes to exams, which would particularly affect GCSEs – firstly there had been a range of courses which were previously counted as being equivalent to five GCSEs but these would now only be equivalent to one GCSE and secondly, schools could previously use a child's best result in a GCSE exam for their statistics but now they will have to use the child's first result. This change will impact GCSE results nationally. Mr Appleyard gave an example of one particular school where their best GCSE results demonstrated a 67% pass rate, but based on the first results this would be 49%. This change would be the same for all schools, but members noted that this would make comparisons from one year to the next more difficult.

The Chairman invited members' questions as follows:

How is work with economically disadvantaged communities progressing, are we really getting in amongst communities now?

Yes we are moving towards this but there is still work to be done. In order to raise attainment the BLT recognises the need to take a broader approach rather than just relying on Pupil Premium. In addition to focussing on raising standards in all schools across all sectors, we are trying to engage with communities and work more directly with children themselves. Some pilot projects will launch this year. Any initiatives we run need to be effective, economically sustainable and produce positive outcomes for children. With the Jonathan Page centre we are working closely with the service users in order to understand what they really need.

Is there now a great uptake of Pupil Premium?

Our perception is yes but I have no specific data with me that I can share. But we do have success stories - in Wycombe at the Matrix Centre, Pupil Premium children in year 6 attended a programme which resulted in 90% of them achieving Level 4 in Writing, 92% achieving Level 4 in Maths and 88% achieving Level 4 in Reading. A member was pleased to hear this

encouraging news and suggested that the children should be tracked through their Secondary Schools to see if the benefits of this intervention were sustained over the longer term.

What approach are you taking to Early Years Pupil Premium for three and four year olds, or even for two year olds? If the LA gets involved with early years as young as two years old, will this give parents a chance to abdicate responsibility altogether?

There is a significant gap at five years old between economically disadvantaged children and their peers and it is important to help children get off to a good start. Early years providers wanted Pupil Premium for disadvantaged youngsters and this is a national initiative which will be introduced in April 2015. Government has allocated £221,329 to Bucks to support 768 eligible three and four year olds. Guidance is expected on how to implement the Early Years Pupil Premium (EYPP) later this year. The programme for disadvantaged two year olds will offer free childcare for 15 hours a week so it is in no way taking over parental responsibilities. Some communities are choosing not to take advantage of this provision.

Early Years providers are in the main Independent businesses and it is a challenge to get children into these settings, especially those children who might need it the most. Children's Centres are key in building these relationships to engage harder to reach groups. If you can get parents to have high aspirations for their child at two and help to build their personal confidence this can make a real difference. The BLT are working closely with settings offering the two year old places to ensure it will be a good quality service.

How do you see the future of Children's Centres?

Those Centres which have been identified to become Early Years Excellence Hubs will work closely with schools and be involved in delivering the Early Help offer. Other Children's Centres will be recommissioned – this will be going out to tender and the provider will be finalised during the Summer Term 2015.

I am pleased to see that assertive action has been taken in connection with the delivery of Phonics teaching in schools.

Having considered the Rose Review findings and actively sought the views of headteachers from a range of schools, the information gathered has informed a new BLT project on Phonics. This will be a specific programme supporting 29 schools who have not met the expected standards in the Year 1 Phonics check by 10% or more.

RESOLVED

That the Committee would receive further clarification on the process and timescales for the agreed recommendations and noted today's update on the implementation of the Committee's Narrowing the Gap recommendations.

10 THE GOVERNANCE ARRANGEMENTS FOR ADULT EDUCATION IN BUCKINGHAMSHIRE

The Chairman welcomed Mr Bill Bendyshe-Brown, Deputy Cabinet Member for Education and Skills and Mrs Beth French, Service Manager - Adult Learning to the meeting. Mr Bendyshe-Brown explained to the Committee that Adult Education had last been inspected by Ofsted in 2008 and had been rated Good and a further Ofsted inspection was expected very soon. In preparing for the inspection, the management team believed that the governance arrangements for Adult Learning needed strengthening and with this in mind, it was proposed that an Adult Learning Board should be established.

The Board will demonstrate the services commitment to rigorous governance and members of the Board will receive appropriate training in the near future.

The Chairman invited member's questions as follows:

Your report indicates that there are no financial issues for Adult Learning at present yet I have heard of some courses having to end half way through, is that correct?

We have to achieve a minimum class size for a course to be financially viable and also to make it a worthwhile experience for those who enrol. If we meet the minimum class size we will run a course. If numbers are below minimum and the learners do not agree to a reduced number of weeks, we would have to close it but would refund the full fee for any course closed within the first three weeks and pro rata thereafter.

There is nothing in this report about helping people into higher education or back into employment. How can we ensure that higher education is available to more people?

Much of what we do in Adult Learning is helping students who need basic English and Maths skills or those studying English as a second language. We also support Apprenticeship programmes. We help single mums back into learning and sometimes people really lack confidence and it can take several weeks just to persuade them to come through the door. In addition there are Learning for Leisure and Pleasure courses and Learning for Life, which helps older people to socialise in a stimulating environment. We have 130 venues for classes across the county.

How ready are you for an Ofsted Inspection?

As ready as we can be. We have our 2013-14 data available and have tried to address the issues which Ofsted raised at the last inspection in October 2008. A lot will depend on the inspection team.

Can we see your self-assessment?

Yes we would welcome the external challenge.

Do you have plans for a longer term strategy?

We only ever prepare annual plans as we are reliant on Government funding and this has been continually cut. In 2005/6 we had £2.4million for Skills and this has been reduced to £1.7million. However we do need to look at the longer term and the funding challenges going forward.

The Chairman commented that it was not appropriate for a member of the Select Committee to sit on the Adult Learning Board because otherwise the Select Committee could not scrutinise the service effectively. The Committee thanked Mr Bendyshe-Brown, Mr Munday and Mrs French for contributing to the meeting and wished Adult Learning good luck with the forthcoming inspection.

RESOLVED

That the oral evidence received be noted as evidence.

11 EDUCATION, SKILLS AND CHILDREN'S SERVICES SELECT COMMITTEE ANNUAL WORK PROGRAMME 2014-15

The Committee noted and agreed the updated Work Programme.

12 DATE OF NEXT MEETING

Wednesday 19th November 2014 at 2pm in Mezzanine Rooms 1 and 2

13 EXCLUSION OF THE PRESS AND PUBLIC

RESOLVED

To exclude the press and public as the following item is exempt by virtue of Paragraph 3 of Part 1 of Schedule 12a of the Local Government Act 1972 because it contains information relating to the financial or business affairs of any particular person (including the authority holding that information)

14 CONFIDENTIAL MINUTES

The confidential minutes of the meeting held on 7th October were confirmed as a correct record.

CHAIRMAN



Buckinghamshire County Council Select Committee

Education, Skills and Children's Services Select Committee

Report to the Education, Skills and Children's Services Select Committee

Title:	Improving Children's Social Care – Letter of Response from Cabinet Member Children's Services
Committee date:	9 th December 2014
Author:	Michael Carr
Contact officer:	Michael Carr - Scrutiny Policy Officer Tel. 01296 387164 E mail: mcarr@buckscc.gov.uk
Electoral divisions affected:	All

Purpose of Agenda Item

The purpose of this item is to consider the Letter of Response to the Select Committee Chairman's letter to the Cabinet Member for Children's Services, which outlined the Committee's comments on the Draft Buckinghamshire Children's Services Improvement Plan and the Draft Buckinghamshire Safeguarding Children Improvement Plan, as a part of the Improving Children's Social Care Select Committee Inquiry. The Letter of Response from the Cabinet Member for Children's Services is attached at Appendix 2. The Letter of Recommendation from the Education, Skills and Children's Services Select Committee is attached at Appendix 1.

Background

The Improving Children's Social Care Select Committee Inquiry was established by the Select Committee on 8th September 2014 to review the plans for the improvement of Children's Services resulting from the 2014 Ofsted Inspection. The Inquiry is to consider:



- i. the arrangements to be put in place for the improvement of Children's Services, as detailed in the Draft Improvement Plans and whether these meet all of the key areas for improvement highlighted in the Ofsted Inspection report.
- ii. the arrangements in place for improvement of effective partnership working, including the Buckinghamshire Safer Partnership Board, and
- iii. identify and consider, in-depth, specific key areas for improvement highlighted in the Draft Improvement Plan.

Resource implications

There are no anticipated resource financial or resource implications arising from the Select Committee Inquiry. The financial and recourse implications arising from the improvement of children's services and the Buckinghamshire Safeguarding Children Improvement Plan will be considered as part of the Select Committee Inquiry.

Next steps

The Select Committee Inquiry on Improving Children's Social Care will continue in 2015 and is due to report in April 2015.

In addition, the Select Committee has agreed to monitor implementation of the Buckinghamshire Children's Services Improvement Plan and the Buckinghamshire Safeguarding Children Board (BSCB) Improvement Plan throughout 2015-2016.

Appendix

Appendix 1: The Letter of Response from the Cabinet Member for Children's Services.

Appendix 2: The Letter of Recommendation from the Education, Skills and Children's Services Select Committee.



Buckinghamshire County Council Select Committee

Education, Skills and Children's Services Select Committee

Letter of recommendation from the Education, Skills and Children's Services Select Committee

Title: The Children's Services Improvement Plan

Date: 15th October 2014

To: Mrs Angela MacPherson – Cabinet Member for Children Services

From: Valerie Letheren - Chairman of Education Skills and Children's Services Select Committee

Summary

The Education Skills and Children's Services Select Committee has considered the draft Improvement Plans of the County Council and the Buckinghamshire Safeguarding Children Board (BSCB). At its meeting on 14th October 2014, the Committee decided to put forward the key points outlined below on the Improvement Plans to assist the Cabinet in its consideration of the matter on 20th October.

The Committee noted that its previous recommendations to the portfolio holder on improving the cross reference linkages to the Ofsted Inspection report in the Council's Improvement Plan have now been incorporated and thanked the Cabinet Member for accepting this recommendation. The Committee also welcomes the appointment of David Johnston as Managing Director for Children's Social Care and Learning.

The Committee recommends that the Cabinet consider the following issues raised by the Select Committee:

Leadership, Governance and Partnerships

1. The Committee requests that the delivery of the project plans arising out of the six work stream activities is monitored regularly, not only by Cabinet, but also through the Education, Skills and Children's Services Select Committee.



2. The Committee believes that partnership working is critical to the success of the Improvement Plans and statutory partners all need to be signed up to the BSCB Improvement Plan. The Committee believes that the BSCB Improvement Plan needs to link clearly with other agency plans and should link more clearly with the Children's Services Improvement Plan. The BSCB needs to drive the co-ordination of a single joined-up programme for improvement and make sure that there are not uncoordinated separate plans and implementation.
3. The Committee was disappointed by the lack of specific deliverable targets and more detailed measures in the draft BSCB Improvement Plan. The Committee would like to see greater clarity and more detailed and challenging measures of success, including "SMART" performance indicators/targets in the plan.
4. The Committee was not convinced that the BSCB governance arrangements were robust. The Committee was concerned that delegation to the various subcommittees/working groups may not be sufficient to provide effective partnership working.
5. The Committee believes that strong leadership of the BSCB is critical and in particular, the role of chairman is key to bringing partners together to deliver the improvement plan.

Social Work Practice Quality & Recruitment

6. The Committee were concerned that both Implementation Plans, but particularly the BSCB Improvement Plan, do not provide urgent action to ensure a common understanding of case referral thresholds and to make sure these are understood by all partners and used in practice.
7. Recruitment of quality social workers (non-agency) is critical to service improvement; however, the Committee were not convinced that the targets for this are achievable in the timescales stated. The Implementation Plan should provide for how this will be achieved. The Improvement Plan should also provide for analysis of whether the employment packages offered are attractive enough to deliver the recruitment of staff required and of exactly how this will be achieved.
8. The recruitment and retention of experienced staff is particularly important. The Improvement Plan and supporting project plans should include more detail for how the Council will retain experience and target the recruitment of more experienced social workers.
9. The Improvement Plan should show more detailed plans to improve management of existing staff, especially for staff continuity, caseload planning and staff wellbeing and staff sickness absences.
10. The Implementation Plan should provide greater clarity on the quality and monitoring of standards of social work practice.

Fostering

11. The Committee would like greater clarity on how targets for increasing in-house foster carers will be achieved and recommends that the clarity on this is provided in the monitoring of the implementation of the Improvement Plan.
12. The Improvement Plans should provide clearer prioritisation of care leavers for the help they receive at 16/18 and transition in adult social care.

Budget

The portfolio is asking the Cabinet to agree to a further £1.737m for 2014/15 and further one-off and on-going budget forecasts for 2015/15.

13. The Committee recommends that Cabinet considers the extent the newly identified budget investments are deliverable; contingent upon projected savings arising from actions to reduce demand; and that a robust assessment has or will be made on the programme risks.

The Select Committee looks forward to maintaining regular oversight of the Implementation Plans throughout their implementation.

I will be available to answer any questions raised at Cabinet on 20th October if required.

Yours faithfully,



Valerie Letheren
Chairman – Education, Skills and Children’s Services Select Committee

BUCKINGHAMSHIRE LEARNING TRUST

ANNUAL EDUCATION REPORT

C O N T E N T S:

Foreword from the CEO	Page 3
The Development of the Buckinghamshire Learning Trust	Page 4
School Improvement	Page 5
Primary and Secondary Outcomes	Page 9
Early Years Outcomes	Page 12
Narrowing the Gap Project	Page 18
Governor Services	Page 19
Specialist Teaching Service	Page 23
Workforce Development	Page 27
BLT Plans for the Future	Page 34

Foreword from the CEO

Buckinghamshire Learning Trust (the “Trust”) is a new educational charity focused on delivering outstanding educational outcomes for all children and young people.

Education is the most powerful tool we have for creating a fair and decent society. A good education empowers children to realise their potential, and to access the wealth of opportunities the world has to offer, regardless of their starting point in life.

Buckinghamshire Learning Trust is driven by a commitment to high educational standards and to positive educational outcomes for all children. Our work is underpinned by a belief that access to a good or better education, in a good or better school, is a basic social right of every child.

As a public service mutual, we also believe that positive social outcomes can be delivered in more creative and cost-effective ways than the traditional public sector model. Our charitable mission goes hand in hand with a culture of continuous innovation and a clear focus on financial efficiency and business performance.

I am therefore delighted to report on an exceptionally successful first year of operations in which Buckinghamshire Learning Trust has delivered significantly above expectation by every measure of performance – operational, financial and in terms of educational outcomes.

In our Funding Agreement with Buckinghamshire County Council, we delivered outstanding results, increasing the percentage of primary age children attending a school that is Good or Outstanding from 78% to 85% (a figure that, at the time of writing, has since risen further to 90%). The Trust also made significant progress in narrowing the gap in attainment for Pupil Premium children. Buckinghamshire is now amongst the fastest improving Local Authorities in England and the pace continues to accelerate.

Operationally, we completed a major programme of restructuring and business re-alignment this year. This has taken more than 30% of fixed cost out of the organisation. Our new structure gives us the flexibility to appoint “the best of the best” across all areas of trading and activity, and to extend the range and depth of our commissioning of services from schools. We also developed new trading lines overseas and extended our offer to schools in Buckinghamshire and surrounding areas.

These outstanding results could not have been achieved without the effort, innovation and dedication of our staff and my leadership team, and the support of our Trustees, the schools with which we work, and the Local Authority.

I am looking forward to continuing our mission in 2014/15 and to another year of exceptional outcomes and performance.

Raza Khan
Chief Executive Officer

The Development of the Buckinghamshire Learning Trust

Aims

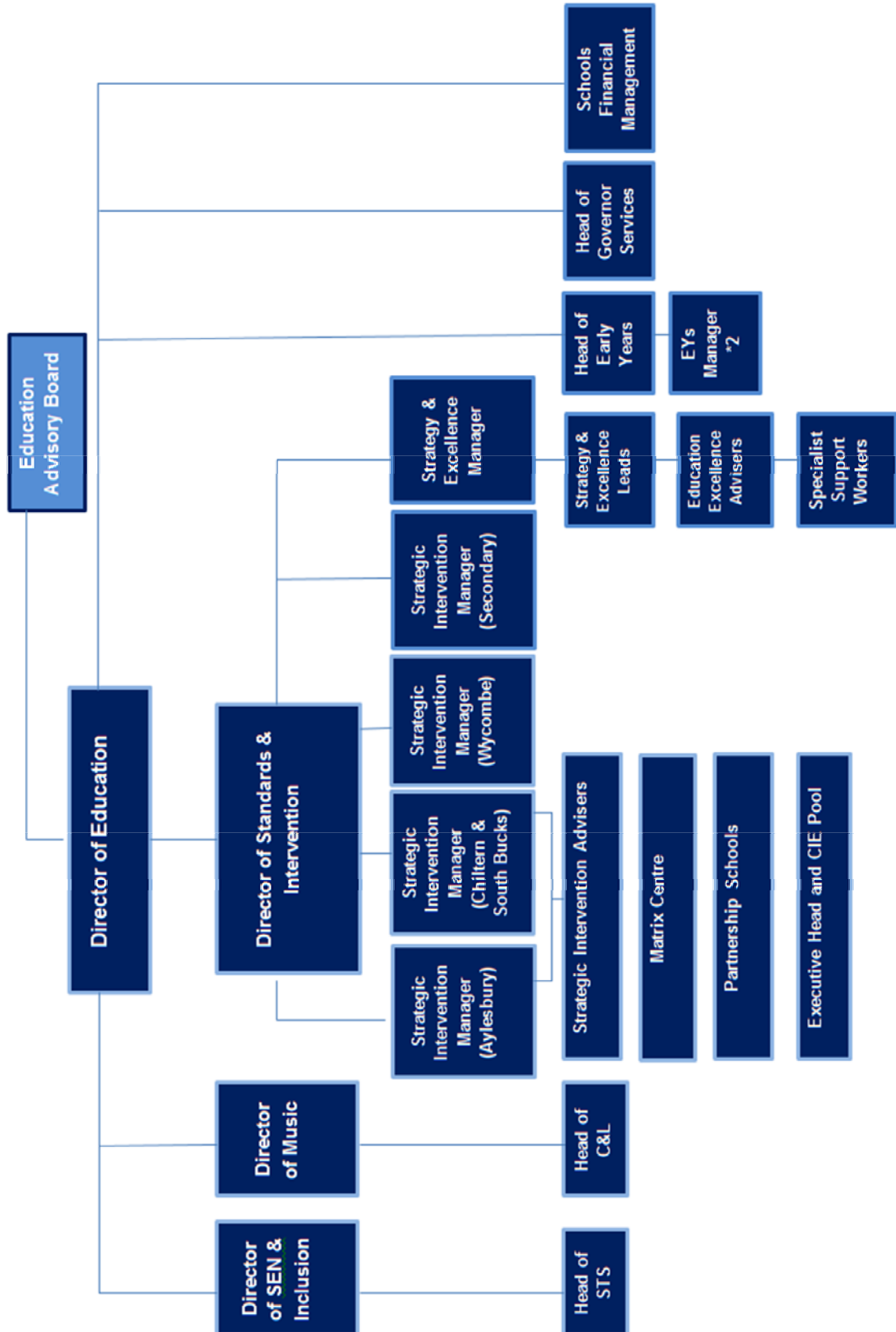
Buckinghamshire Learning Trust is an educational charity delivering a comprehensive range of services to schools and Early Years settings, including school and Early Years improvement, specialist teaching, CPD and other key support services. As well as supporting schools and Early Years settings directly, the Trust is working with Buckinghamshire County Council to fulfil its statutory duties for raising attainment and securing the best possible future for children and young people.

Objectives

The Trust exists to raise educational attainment and standards for children in schools and Early Years settings. It is a leading provider of education services which have a measurable impact on children, young people, teachers, governors, parents and school leaders.



School Improvement



STANDARDS & INTERVENTION TEAM

Overview

Over the last year the Trust has invested in the culture of improving the improvers. A major restructure has taken place over the year to ensure we have the best people supporting our Schools.

- All School Improvement Officers have been given training from Her Majesty's Inspector around supporting Section 8 schools and using the framework effectively.
- All the School Improvement Team are now trained for Section 5 inspections. The initial two days training has been delivered and will be completed in November.
- The School Improvement Team will be expected to participate or Shadow inspections at least 3 times a year to ensure they are up to date with the frameworks and enhance their ability to judge schools soundly.
- The trust has worked closely with schools to ensure that school to school support is used as a mechanism for improving other schools and encouraging collaborative working.

Consultant Leaders

The Trust has developed a relationship with the best consultant leaders in the market. We are building up a database of outstanding leaders with experience of school improvement and leading schools out of categories. The aim is to match the leaders to schools who need support to strengthen current leadership or develop new leaders. We are determined to match leaders by their skills base and phase experience, not by availability. This has had huge impact with the Thomas Hickman model.

Ofsted reported "The local authority, through the Buckinghamshire Learning Trust, has offered very good support to the school, largely through the consultant Headteacher. High levels of effective training, collaborative work and monitoring have made a real difference to the school in a short time".

Teaching Excellence Practitioners

We have engaged a number of Teaching Excellence Practitioners. The Teaching Excellence Practitioner will have a proven track record of accelerating progress in schools and will inspire, motivate and get the best out of teachers and pupils.

The Trust work closely with the Strategic Intervention Managers to deploy these teachers into schools where they can have the most impact on the quality of teaching and learning and raising pupil's attainment. We are particularly interested in using teachers with specific phase and subject experience.

School to School Support/Structure

The Trust has liaised with National Leaders of Education and Local Leaders of Education and Teaching Schools. Individuals have expressed their interest and availability to work with the trust from September 2014.

The areas will be led by managers (SIMs) who will coordinate the work of the seconded Heads in their teams. The role will involve monitoring the progress of intervention and action plans in their allocated schools. These roles will be described as Monitoring Officers. The MO will identify specific support packages and interventions for each school. They will be responsible for ensuring that all professionals providing support, have clear objectives and impact measures linked to their work in schools. Support for the schools will be drawn from:

- Education Excellence Advisors
- Teaching Excellence Practitioners
- Consultant Leaders
- Brokered support from experts
- School to school support
- Teaching school approved packages

Relationships/Communication

The Trust continues to work hard to build positive relationships with all stakeholders and continues to maintain its working relationship with the Local Authority Officers. We believe that establishing relationships on trust and challenge will impact on all our work.

The Trust has attended the Bucks Association for Secondary Headteachers (BASH), the Primary Hubs, the Governors' Conference, the Special School Meeting, the Small Schools Meeting and Select Committee this year and is eager to continue to work collaboratively with all partners

We are benchmarking with other Local Authorities to compare services and outcomes. We have met with the Regional Commissioner who is responsible for making important decisions about the academies and free schools on behalf of the Secretary of State for Education.

The Director of Education attends HMI Conferences and is a member of the South East reference group. We have established a good relationship with the lead HMI for the area. The HMI is keen to support the Trust with key projects.

We are delighted with the performance of the Trust in its first year. This report clearly demonstrates the impact we have had on the children of Buckinghamshire.

Standards and Intervention

Primary and Secondary Outcomes

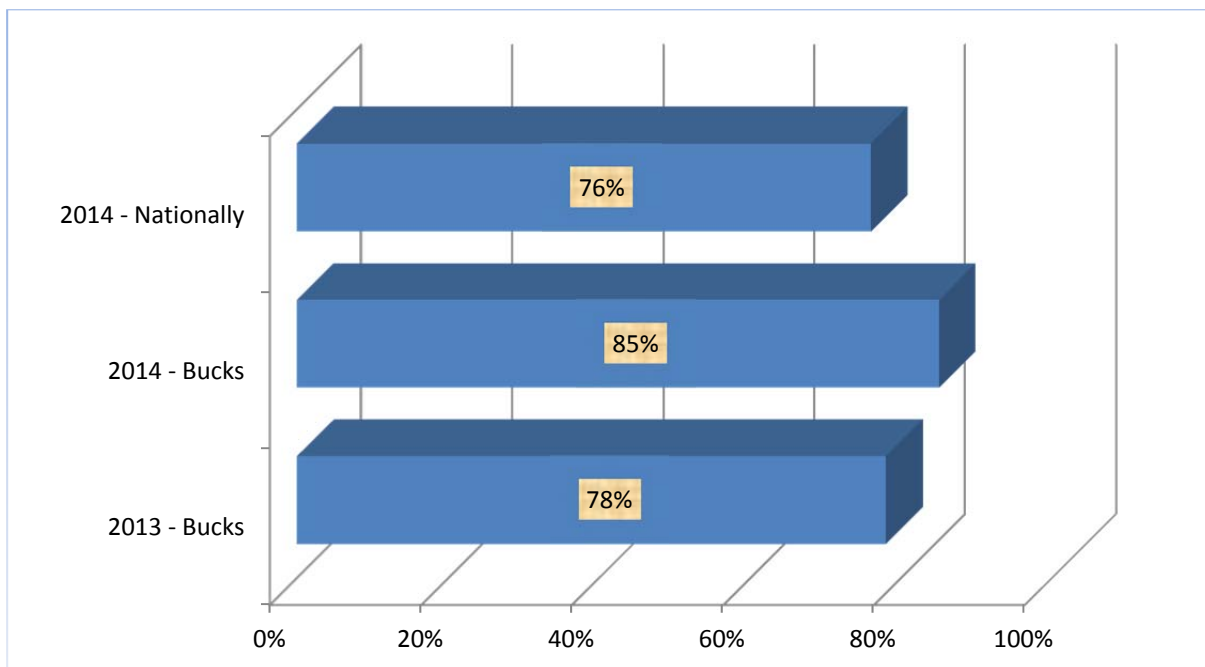
Headline Data – Outcomes for Children

Primary

At Primary level, data confirms an improving picture as 85% of our pupils now attend a school that is good or better compared to 78% last year and 76% nationally.

The Trust has worked hard with the interventions for “Requires Improvement” and “Inadequate” Primary Schools. We are seeing an increasing number of Primary schools moving out of category of concern. The support is targeted and focused on a relentless drive to move the schools faster and build capacity as we do so. The range of different models used to support the schools has had effective impact and has been commented on favorably by HMI.

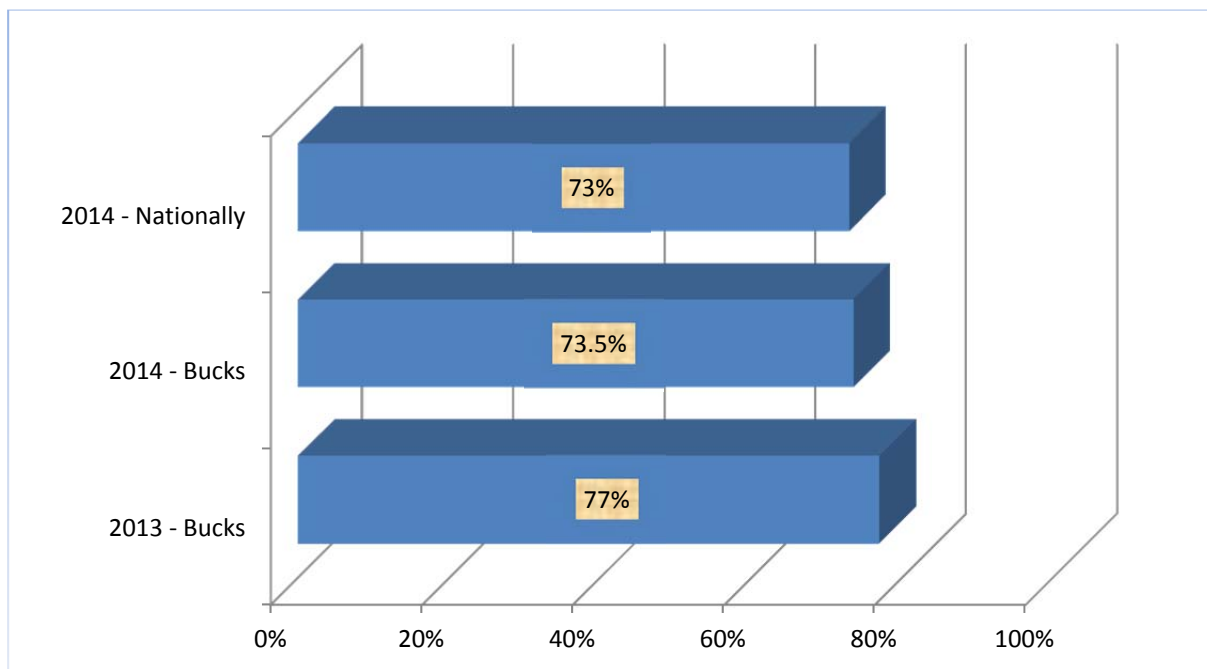
Percentage of Primary schools that is good or better:



Secondary

At Secondary level, our data shows Buckinghamshire are in line with the national picture as 73.5% of pupils attend a school judged good or better compared to 77% last year and 73% Nationally.

Percentages of Secondary schools that are good or better:



- We engaged with the BASH agenda and feel this allows us to sharply focus priorities and impact on the support required.
- We have a working relationship with almost all RI and I Upper schools and are actively involved in the action plans and the monitoring of the progress.
- We have restructured the Secondary School Improvement Team to bring in more Secondary Specialists in particular high caliber Secondary School Leaders with urban challenge back grounds.
- We are working closely with the Local Authority and Schools Regional Commissioner to ensure we are able to provide options of support for all our schools and academies.
- We are promoting a collective approach to supporting Secondary schools and have established, through open invite, a reference group made up of Heads to discuss support packages.

Ofsted Comments

“The role of BLT is clearer. It is keeping a close eye on the school's progress through its 'Focus Group' meetings and established a more rigorous support programme recently involving: moderation of the school's assessments of pupils' work, individual support for teachers, lesson observations and subject-specific support. It is seeking to involve the school in authority-wide improvement projects. The Trust is now expecting a more rigorous analysis of the impact of the work undertaken.”

“The BLT provides a good balance of challenge and support, through representation on the IEB and at regular meetings which monitor the pace of improvement. Trust officers are confident that the academy conversion plan is sound and are not deterred by the slight delay while financial aspects are finalised and agreed. The headteachers make good use of support from successful schools, using consultancy or sharing and exchanging staff to good effect. They also monitor the impact of this closely, however, and have been right quickly to terminate unsuccessful initiatives.”

“The BLT has monitored the schools' performance, provided good support and helped the school successfully overcome things which were slowing pupil's progress. The school works closely with two other local schools to develop its middle leaders and plan for the future.”

“Requested support from BLT in further training and development. Prior to inspection, the LA had limited involvement in the academy. Since then the school has actively sought BLT involvement for robust evaluation of work and BLT involvement has begun with brokering links with other schools with sought after strengths being a first step.”

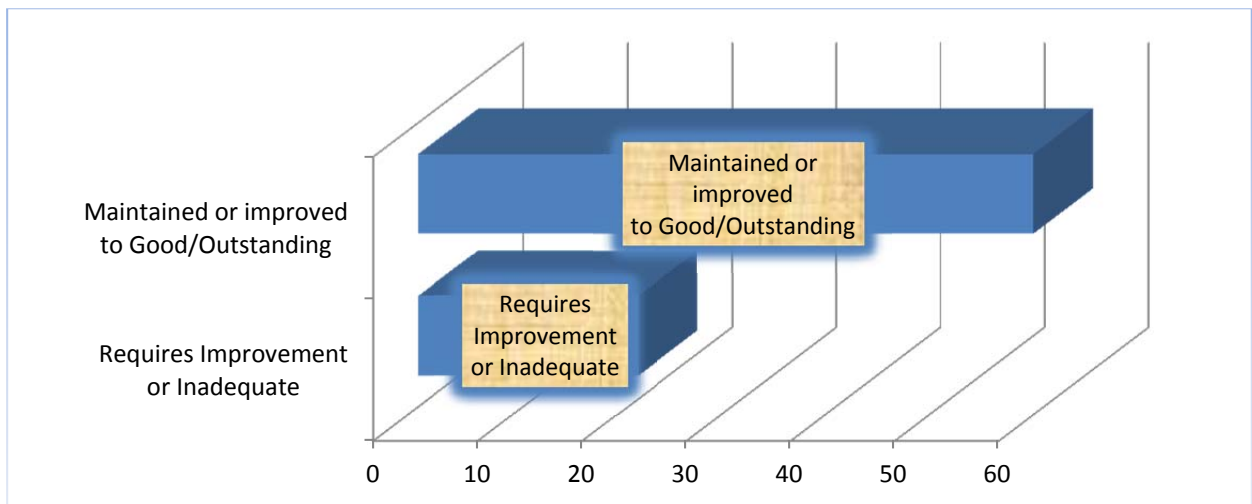
Early Years Outcomes

Headline Data-Outcomes for Children

Outcomes for children in the early years show an improving picture. The percentage of settings that are judged as good or outstanding by Ofsted is 82%.

This year targeted support has resulted in 20 settings improving from an inadequate or requires improvement Ofsted category to good or outstanding.

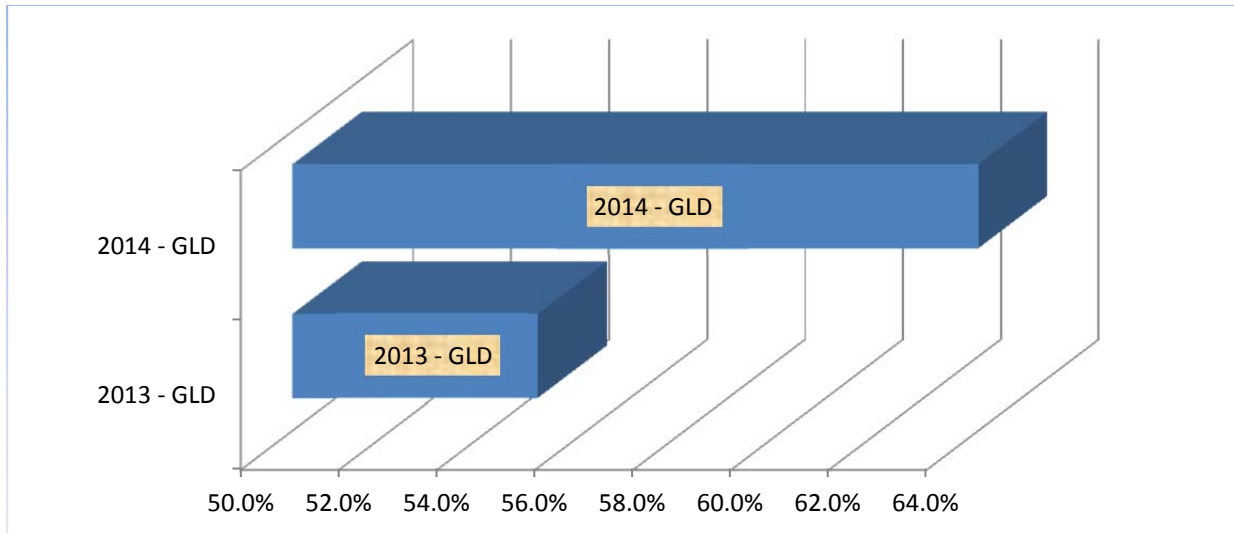
59 settings inspected this year have maintained or improved to Good or Outstanding.
21 settings inspected are in a category of RI or Inadequate



The DfE published the provisional 2014 national and LA results for the Early Years Foundation Stage Profile in October. The percentage of children reaching a good level of development at the end of the foundation stage has gone up significantly from 55% to 64% and the inequality gap has closed from 32.6% to 28.7%.

% good level of development has improved:

- 55% in 2013 and 64% in 2014
- National rank 39th in 2013 and 30th in 2014



Inequality Gap has closed:

- 32.6% in 2013 to 28.7% in 2014 (smaller is better)
- National rank 42nd in 2013 and 30th in 2014



Annual Summary and Achievements

Early Years Improvement Service

The Early Years Improvement Service works with 280 settings across the private, voluntary, independent sector and maintained Early Years provision with children from birth to five years old, including children's centres.

The team of highly qualified Early Years specialists provide bespoke support for; settings with an Ofsted judgement of Inadequate or Requires Improvement, consultancy for Good and Outstanding settings, support for settings to meet the needs of identified children with special educational needs and disabilities and support for children's centres to implement the Early Years Foundation Stage.

Key Performance Indicators

The key performance indicators for the service focus priorities on the percentage of Early Years registered settings judged as Good or Outstanding by Ofsted, the percentage of pupils achieving a "good level of development" and the percentage of settings that evaluate support and training as good or better.

This has been a successful year for the service with substantial improvements for settings and outcomes for children.

- The percentage of settings that are judged as Good or Outstanding by Ofsted is 82%.
- The percentage of children reaching a good level of development at the end of the foundation stage has gone up significantly from 55% to 64% and the inequality gap has closed from 32.6% to 28.7%.
- 97% of settings evaluated our support and training as good or better

The 2 maintained nursery schools in Buckinghamshire have good and outstanding judgements.

Impact Case Study

A setting judged Inadequate by Ofsted: January 2014
Judged Good by Ofsted: June 2014

Issues:

Leadership and management did not recognise their responsibility in meeting all statutory requirements including learning and development and safeguarding and welfare. Issues included poor staff understanding of safeguarding and reporting procedures, ineffective self-evaluation, lack of planning for children's next steps and limited involvement of parents in their children's learning.

Ofsted (01/14) reported: *"Safeguarding responsibilities have not been met because the provider does not make sure that staff understand the nursery's safeguarding policy and know how to implement it to protect children's welfare."*

"The planned activities do not always provide enough challenge for individual children or help them make consistently good or better progress towards their personal targets."

"Self-evaluation and monitoring procedures of the nursery provision are ineffective. The provider has failed to identify and urgently address a number of key issues..."

Early Years Improvement Service intervention:

An initial meeting with the setting focussed on ensuring management understanding of their responsibilities in meeting legal requirements and planning a programme of support. An Early Years Foundation Stage Consultant in the team provided bespoke support and guidance to the manager to address the Ofsted actions within the context of the setting. The focus was on accurate identification of children's starting points, tracking progress and attainment, recognising the unique needs of each child, adapting provision and teaching, robust self-evaluation and meeting all legal requirements. Continuous support and monitoring of the setting's progress helped to secure an improved judgement.

Impact of EYIS support:

Children's learning is now planned for appropriately; therefore children are challenged and make good progress. The management fully understand and accept their responsibilities in keeping children safe and in meeting their learning and development needs.

Ofsted (6/14) reported: *"Children make good progress given their starting points because professional staff provide an effective learning environment in which children feel safe and secure."* *"Children have fun as they learn and clearly enjoy all the activities planned for them and those they choose themselves."* *"The owner, manager and staff have high aspirations to deliver very good childcare and self-evaluation is accurate. The staff team are very keen to develop the existing service for children and their families."*

Examples of impact and comments from external sources

- Ofsted HMI monitoring reports, for provision judged as inadequate, have reported favourably on the support provided by the Early Years' service and that advice and guidance has been implemented promptly by settings.
- Impact of support from Consultants, for accurate self-evaluation and action planning, is also positively reflected in Ofsted inspection and monitoring reports
- *"The support our setting has received from The Learning Trust has been great. The impact it has had on our children is superb, we have changed the way we carry out our planning which has a knock on effect enabling the activities and the children's next steps to be more thorough and effective in their development process."*
- *"Due to the training and support that we have received as practitioners from the Learning Trust our practice has moved on hugely in order to have the 2 year olds. With your help we have set up a whole new room including routines, systems, policies and procedures. We have had support with assessment practises in terms of the 2 year old check and worked hard with you on specific 'settling in' issues we have had with some children. The results have been very positive for the children, parents and the staff. We have had specific training on areas of 'need' within the staff and this has had a positive impact on our practice with the children and parents and also on the progress the children have made. With all of the things we have learnt and experienced working alongside the Trust, we are ready to face Ofsted again and are confident that we will have a better result this time".*
- Comment from a Children's Centre Co-ordinator *"The support has had an impact on our practice - children's achievements are monitored better through tracking and recording progress which enables us to support parents and children in their learning. It is helping parents understand the Early Years Foundation Stage so they are better prepared for when their children move on to settings and schools"*
- National Autistic Society EarlyBird Programme, Parental comment on 'would you recommend the programme to other parents/professionals: *"They would be missing out on a life changing experience". "I highly recommend attending this programme, the lives of their kids would/will be greatly improved!"*

Future Plans

New developments and changes continue to be forthcoming from the government and from Ofsted and we have steered future activity to meet those demands.

- The new framework for school inspection, published in July, presents opportunities to improve the quality of Early Years provision in the school sector. There is a new emphasis on Early Years provision and the overall effectiveness must be judged and reported in the inspection report. This year we are working with Governor Services to recruit an Early Years governor in each school and develop a programme of support in order to strengthen governance, leadership and management of the EYFS in schools.
- With an increase in the number of 2 year olds that will receive early education funding and the development of places in schools and settings this is an ongoing priority. There will be a focus on “narrowing the gap” in attainment for these vulnerable children and settings and children’s centres will receive focused support and training.
- A priority this year will be to strengthen transition arrangements between settings, schools and children’s centres, developing assessment systems and ensuring children are well prepared for the next stage of their learning.
- Continue and develop the work with parents and communities which involves them in their child’s learning.

Narrowing the Gap Project

Narrowing the Gap Update - Primary

In January 2014 the Buckinghamshire Learning Trust launched a short, time targeted project to run between February and July 2014. The project provided funded support from a named National or Local Leader for four half-day visits for targeted schools, additional support was provided from the Buckinghamshire Pupil Premium team and HMI. The project has been named Buckinghamshire Premium Challenge and is a collaboration between Buckinghamshire Learning Trust, Buckinghamshire Teaching Schools and HMI.

All key schools received four half-day visits from a named Local or National Leader and the opportunity to work with HMI and the Pupil Premium Team. In addition they were invited to attend two briefings and a Best Practice Conference in July 2014. They have access to a web-based platform where they can share ideas and ask questions. The Pupil Premium Team and HMI supported this challenge and responded to questions.

After each of the four allocated visits to the schools, the National and Local Leaders meet the Pupil Premium Team to review practice and plan the next visit. All visits are formally recorded and the information shared with the Head Teacher and the Buckinghamshire Learning Trust. All school leaders are committed to name individual Free School Meals 6 pupils to be targeted in every year group to improve on trajectory from the previous year.

The feedback from this project has been very positive and the project will run again this year with a different group of targeted Primary schools.

Narrowing the Gap Update - Secondary

All Secondary schools have submitted a bid to run a Narrowing The Gap project specific to the needs of their students. The impact indicators will be measured on outcomes at the end of KS4. The schools projects will run from September 2014 to July 2015.

A county wide NTG Secondary project has currently commenced in Sept 2014 and will run through to Sept 2015. The project takes into account the findings from the Strand Report and individual schools data. We have linked two experienced Urban Challenge Heads to the project to monitor the impact within schools.

In conjunction with BASH, we are working on quality assuring and developing the NTG plan with a steering group of Heads to ensure the plan meets all school needs and has the desired impact.

Governor Services

Governor Services provides a comprehensive range of professional services to support effective governance in Buckinghamshire and ensure that governing bodies are kept up to date with their legal responsibilities.

These services include Clerking and Advice Services, Governor Development and Training, and Governor Recruitment. The Team works with LA maintained schools and Pupil Referral Unit management committees as well as academy governing bodies, trusts, multi-academy trusts, local governing bodies; plus a free school and a university technical college.

The high level of buyback of governor services from Buckinghamshire schools and academies was maintained this year and data shows that the Clerking and Advice Service was purchased by 94% of schools and academies, with 93% purchasing the Governor Development Programme.

Governor Services has worked closely with the Standards and Intervention Team on the interventions with RI and I schools offering a range of governance interventions including:

- bespoke training
- access to the National College of Teaching and Leadership's Leadership Development Programme for Chairs and Aspiring Chairs
- additional clerking support for committees
- support with governor recruitment and succession planning with access to a pool of experienced governors
- support from a National Leader of Governance
- external reviews of governance
- advice and support on alternative models of governance
- support with the establishment of Interim Executive Boards and shadow governing bodies, including identification of potential members
- Clerking and advice support and training to Interim Executive Boards and shadow governing bodies.

Support for the Early Intervention and Closing the Gap Strategies

This has been provided in a number of specific ways in addition to the contribution made by the key performance indicators:

- Governing bodies have been encouraged to appoint a **Pupil Premium/Closing the Gap Governor** and training has been provided to support them in their role.
- In addition to the comprehensive range of courses in the Development Programme, **additional courses** have been provided as follows, with positive feedback from governors:
 - Ofsted data dashboard
 - Fischer Family Trust data dashboard
 - New national curriculum
 - Understanding data training for Special School governors
 - SEND Reforms through the SEN Forums and Leadership Briefings.

really clear, relevant, helpful and interactive. Thank you.' (Pupil Premium)

'a useful session to gain a good understanding of the data to ask the right questions.'(Fischer Family Trust)

'excellent session, very knowledgeable trainer. Gained lots of useful information and ideas to take back...' (National Curriculum)

'a helpful session to update on SEND Reforms' (SEN Forum)

- The theme of the **annual conference** for governors was 'Governors as Leaders' and governors were challenged to consider their leadership and accountability role in school improvement. Governors' rating of whether the conference improved their knowledge and understanding was 1.51 (where 1 = strongly agree and 2 = agree)

'David [Cameron] was a fantastic speaker who infused what could have been a dry subject with humour and emotion. Very inspiring who made me feel like not only that I could make a difference to my school but I will.'

- Our **Framework for Governing Body Self-evaluation** was revised in line with the changes to the Ofsted criteria in the Handbook and training was made available as central courses and whole governing body training. It is a useful framework in supporting governors to review their effectiveness and assist them in evidencing the impact of their work.

Governing Body Reconstitution

All LA maintained governing bodies are being encouraged to use the mandatory requirement to reconstitute under the School Governance Constitution Regulations 2012, by 1st September 2015, to review the skills they have on their governing body and seek to fill any gaps as part of the process. The new constitution gives welcome flexibility similar to that available to academies.

Reviews of Governance

A new, robust external review of governance service has been developed and piloted. The team of reviewers consists of National Leaders of Governance, experienced chairs and Governor Services' Officers. Reviews are commissioned by the Standards and Intervention Team for schools and academies judged as Requires Improvement by Ofsted, or at considered at risk of an RI judgement by the Learning Trust. They are also available to other schools and academies on a chargeable basis.

These reviews are proving to be a powerful way of strengthening school governance with clear recommendations being made for improvement and an action plan to support governors' actioning the recommendations.

Our early data shows that 5 RI schools that had a governance review and were subsequently inspected during our pilot period were judged as 'good' by Ofsted.

Key Performance Indicators

The key performance indicators for the Service focus on ensuring that school governors are effective in their role of school improvement and accountability. This supports the Trust's overarching key performance indicators of % of children attending good and outstanding schools.

This has been a successful year for the Service with all key performance indicators met or exceeded:

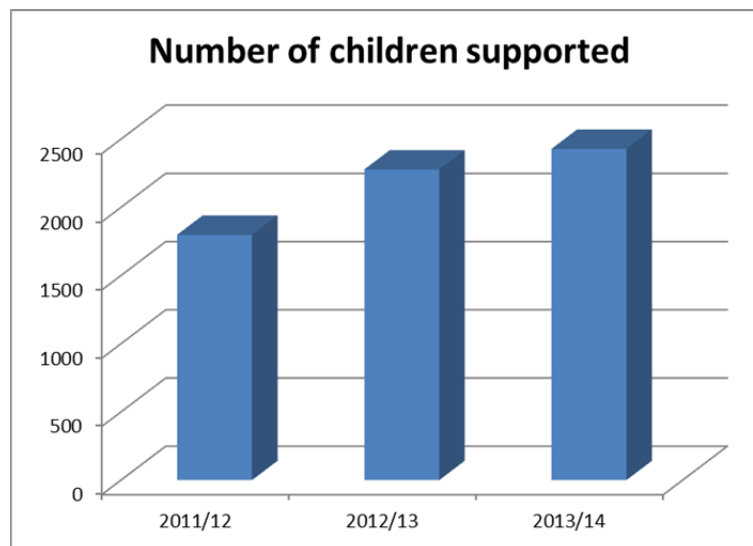
- % of governors who agree that induction training has improved their knowledge and understanding – 99%
- % of governors who agree that induction training for Chairmen has improved their knowledge and understanding – 96%

- % of governing bodies that agree that whole governing body training has improved their knowledge and understanding – 100%
- % of Chairmen who agree the quality of support and advice provided by the clerking and advice service is good or better (biennial) – 99%
- % attendance at new governor induction in LA maintained schools is 10% greater than the national % - 89% where the national figure is 53%
- % of LA governor vacancies in Local Authority maintained schools is within 5% of the national vacancy rate – 15% where the national figure is 13.4% (this figure is skewed by the mandatory requirement for governing bodies to reconstitute. The number of LA governor posts is reducing to one and governing bodies are holding vacancies rather than filling them).

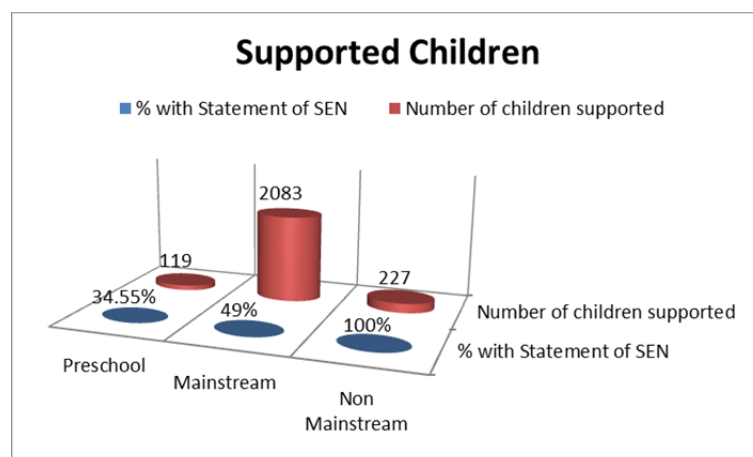
Specialist Teaching Service

The percentage of pupils attending a Special school judged good or better is 82% compared to 89% nationally.

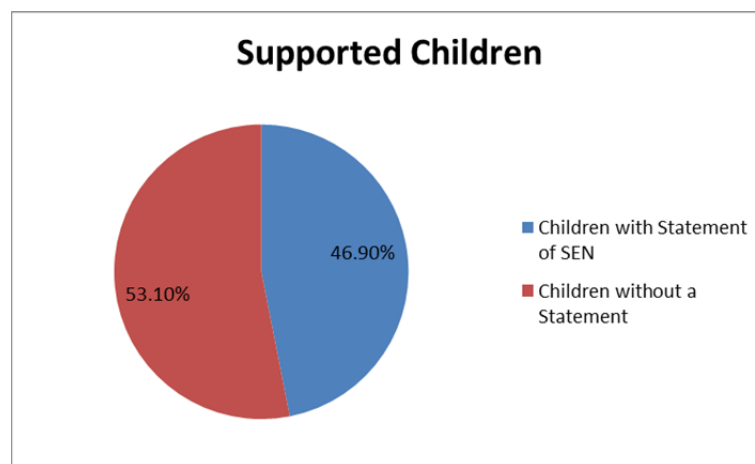
Our vision is to develop the special educational needs and disabilities (SEND) knowledge, skills present in all Buckinghamshire Early Years settings and schools in order to raise standards and ultimately close attainment gaps and improve pupil progress, preventing exclusion and also thereby reducing the need for EHC plans.



The percentage of Buckinghamshire schools/settings who have accessed advice from STS during 2013/14 is 53.6% and there has been a marked increase in the number of pupils receiving support from STS between 2011/12 (1799) and 2013/14 (2429).



In 2013/2014, 119 pre-school children received support from the STS, of which 34.55% have a Statement of SEN. Of 2083 pupils receiving support in mainstream settings from STS, 49% have a Statement of SEN. In addition, 227 pupils were supported in non-mainstream settings, all with Statements of SEN. This demonstrates the Trust Vision which is to ensure full access to learning for all the children and young people with special educational needs and disabilities in our schools and early year's settings.



It is evident that 46.9% of children and young people supported by STS do not have a Statement of SEN and 53.1% of children and young people supported by STS have a Statement of SEN.

CPD

The focus of training provided by STS staff is to build on existing SEND expertise within mainstream schools and settings and to equip staff at all levels to recognise and successfully meet the learning needs of children with SEND in schools. With this focus in mind, STS staff delivered 88 CPD sessions in 2012/13 which rose to 104 in 2013/14. During these CPD sessions, in excess of 1250 members of school staff received training and of schools receiving support from STS. The school survey distributed in 2014, demonstrates that 89.3% of the schools using the service offered positive feedback in relation to the CPD sessions provided by STS staff.

Highlights/outcomes for children

Supporting Early Years setting and schools in a positive way to build the capacity and confidence to problem-solve lies at the heart of the service provided by STS and with this in mind, SENCO liaison groups have been set up by the Director of SEN and Inclusion, with a view to providing networking opportunities for SENCOs, and in order to share good practice across Buckinghamshire.

Conference – Stoke Mandeville Stadium

The Physical Disability Team organised a Conference at Stoke Mandeville Stadium for Secondary pupils with physical disabilities which took place on 9th July 2014. This was sponsored by South Bucks Supporters of Children with Cerebral Palsy and feedback from pupils and families was very positive, which suggested that similar events to a wider audience would be appropriate in order to share best practice and effective strategies when working with children and young people with SEND.

Major Changes

The Trust is aware of the challenges faced in relation to the SEND reforms and school improvement challenges. We are addressing this issue and have begun to make progress in reviewing the service in order to create well-coordinated, equitable and effective provision of additional support for children and young people in education with a view to raising standards and closing attainment gaps, improving pupil progress.

We are pleased with the progress of the Special schools and we have seen a number of Special schools move out of category during this period

The Trust has appointed a new Director of SEN who is working closely with all Special schools to build relationships and ensure support is closely matched to the need and challenges in relation to school improvement.

We have appointed several Special School Head teachers who are working on a part time basis with the Trust to ensure this improvement continues at a rapid and sustainable rate.

Pupil Referral Units

The percentage of pupils attending a PRU school judged good or better is 100% compared to 79% nationally.

The Trust is delighted with this result and we continue to support our PRUs as and when required. We have also taken the opportunity to develop key relationships with the leaders of the PRUs and are using their expertise to support our mainstream schools with behaviour and learning attitudes. One example of the work being conducted is evident in the work carried out by a Leader of the Pupil Referral Unit whereby support has been provided to a mainstream school with a specific focus on developing effective behavior management strategies.

Future Plans

In the very near future the Trust plan to work with the PRUs and further utilise the expertise of the leaders of the PRU in mainstream schools across Buckinghamshire in order to maintain high standards and support mainstream schools to meet the needs of children and young people.

Workforce Development Outcomes

CPD programme for schools

The CPD programmes supports the BLT overarching KPI's and the Buckinghamshire School Improvement Strategy 2014. The activities of service are focussed on improving quality and outcomes for children through development of the schools workforce.

The service provides a range an annual programme of high quality professional development training courses and conferences. Courses are delivered by experienced trainers and advisers with current expertise of supporting schools with key areas of curriculum development leadership and management and preparing for inspection.

Key Performance Indicators

The key performance indicators for the year have been have been met successfully Evaluation rates are consistently high evidencing that programme is of high quality, relevant and effective in increasing skills.

Number of Schools staff accessing training – 6100

Number of training courses provided to schools 462

% of schools evaluations that rate the quality of CPD as good or higher 97%

Highlights/Outcomes for children

Supports the overarching KPI for the BLT – 'All children attend good or outstanding Schools'. High quality professional development increases the expertise and effectiveness of Head teachers and support staff.

Key areas for CPD:

New Primary Curriculum

The programme this year has provided a wide range of conferences and courses to support implementation of the new National curriculum for Primary Schools. Schools have engaged well with the programme and course take up has been strong.

Leadership and management

We have provided a wide range of training to support schools with changes to inspection regimes and government initiatives and such as Pupil Premium and Performance management. Training has been developed and delivered in partnership with outstanding Buckinghamshire Schools and partner organisations e.g. Buckinghamshire Association of Secondary Leaders and Thames Valley Schools Partnership. Take up and evaluation have been excellent.

SEND reforms

From September 2014 Buckinghamshire schools were required to implement the legislative framework supporting children with SEN. BLT developed and delivered a comprehensive range of conferences and CPD to support schools to embed these changes.

NQT training programme

A very successful programme supporting schools with a range of courses for NQT's and their mentors. The programme is delivered by trainers from across in BLT services and Buckinghamshire schools.

Future Plans

New Booking system

BLT Online, a new online bookings system for courses has been introduced from July 2014 making it easier for schools to book courses and conferences and maintain CPD training records.

Federation of small schools -FOSS schools

Schools with less than 150 pupils have been offered training at a reduced cost to support them to attend the training they need.

Support for Schools Judged Inadequate or at risk

We have worked in partnership with the school improvement service to ensure that these schools are directed to targeted courses to support their needs or key actions of the SofA e.g. Pupil Premium and Phonics.

Examples of impact and Feedback

All courses are evaluated for the quality of the trainers and improvement in skills knowledge and practice. Delegates are asked to rate impact on practise. Evaluations are consistently good and reflect the quality and expertise of the trainers and advisers.

'Developing outstanding teaching in year 1' June 11th 2014 overall rating 100% good and excellent

What impact will this training have on your practice?

'Massive! Far clearer of target setting, tracking data more effectively; I have a lot more confidence in my teaching and admin'

'Will rethink transition for current foundation class and feedback to other year 1 teachers to plan for Sept '

How safeguarding is inspected –Latest 2014 Ofsted Guidance –May 8th 100% good and excellent

" I intent to go back to school to rigorously review practice using these guidelines and training resources'

"Will be updating our use of pupil voice for self –evaluation process"

Computing in the new Primary national Curriculum 29th April 2014 100% excellent
Comments

'Inspired to develop good practice in School in September. Looking forward to implementing and trying the new curriculum'

'I will be able to take back information on schemes of work, support for planning and assessment and lots of ideas for resources'

Future Plans for 2014/5

- Increase delivery of courses by expert leaders in Buckinghamshire schools and Education Excellence Advisors, Teaching Excellence Practitioners, Consultant Leaders
- Develop the CPD offer to ensure it is innovative and responds to the needs of schools
- Increase attendance at forums to gain feedback on needs of schools in relation to CPD
- Continue to develop key partnerships with Teaching Schools Alliances and schools delivering CPD to ensure the programme is cohesive and delivered by experts.

Early Years and Childcare Workforce Development

Overview

The workforce development team provide training programmes and advice and guidance with the aim of improving the quality of Early Years Foundation Stage provision through a skilled workforce. The work supports the LA Statutory Duty under the Childcare Act to secure information, advice and training for the Early Years and childcare sector. This includes schools, nurseries, preschools and child-minder settings delivering the Early Years Foundation Stage Curriculum. There are approximately 400 private voluntary and independent providers and 800 child-minders.

Early Years training programme

Provides a subsidised range of short courses designed to improve the skills and knowledge of staff delivering the EYFS. Aim is to improve quality and to support settings meet the welfare requirements of the EYFS.

Growth areas are training for safeguarding, targeted 2 year olds, EYFS practice, revisions to EYFS profile and statutory arrangements. Specialist training programmes have been developed to support good practice with children for example, Early Brain Development, Child Development, Early language and Forest Schools.

Key Performance Indicators

The key performance indicators for the year have been met successfully. Evaluation rates are consistently high evidencing that programme is of high quality, relevant and effective in increasing skills.

- Number of EY workers and prospective workers accessing training 3695
- Number of EY courses provided 234
- Number of EY workers supported to achieve qualification via bursary scheme 135
- % of EY registered settings/workers who agree quality of information and advice is good or better 70%
- % of EY settings/workers evaluations that rate the quality of CPD provided as good or better 98%
- % of EY bursary funded staff reaching Level 3 attainment 90%

Highlights

Early Years and Childcare Training Programme

A very positive performance this year - A comprehensive annual training programme of 240 courses provided covering a range of key topics supporting delivery of the Early Years Foundation Stage.

'Excellence in the Early Years' summer conference – 150 delegates attended. Key theme - Delivering, what is important for children?

Leadership and Management –Low take up of management courses by preschool committees has been addressed by offering training delivered direct in the setting.

Successful Forest Schools project providing training for schools and Early Years settings to develop their outdoor learning environment - 25 Forest school leaders qualified across Buckinghamshire.

Informative monthly Early Years Training newsletter produced linking courses to Ofsted inspection actions, changes to legislation and good practice in the EYFS; has ensured that providers are clear about the benefits of training to support increased quality and improved retention of staff.

Qualification bursaries

Evidence shows that a well-qualified workforce in the Early Years leads to improved outcomes for children. 135 Early Years bursaries provided to support Early Years providers meet statutory requirements for the EYFS.

Numbers funded for Level 3 qualification have increased. Overall 60% of the workforce have achieved level 3 or above, an increase of 2% year on year. This is a very positive picture.

Impact

This has been a successful year. In the workforce audit 2013/14 - 98% of Early Years providers responded to say that they felt the training, advice and guidance provided by the BLT met their needs.

Evaluation rates are consistently high and range from 97-99 % evidencing that the short course programme is of high quality, relevant and effective in increasing skills in working with children

Customer feedback at face to face events and network meetings evidences a high level of satisfaction with the expert advice provided by the BLT workforce development team. Support available to EY providers on meeting their statutory requirements around training and developing their staff is valued.

Very positive feedback received from providers on new BLT online booking system for courses.

Examples of Impact/Outcomes for Children

Feedback from courses

Forest School Leaders Training June 2014

‘Inspired me with lots of ideas for helping children develop using the outdoor environment, a lot of children will benefit from this.’

‘Fantastic, great, brilliant the best course ever ’

‘We have a lot of children with speech and language difficulties and I can see Forest Schools can make a difference to them.’

‘The benefits of Forest School are endless. All the staff, children and parents will benefit. ‘

Start with a Story! – Bring stories to life and open children’s eyes to our culturally diverse world – 15 May.

‘Once I feedback to my head, hope it will be added to our planning for the whole year.’

‘I will ask the school library to buy some of the books on the list. I will give our RE coordinator the course notes and feedback to her how easy it is to include cultures’.

‘Very informative, now full of enthusiasm for my return to nursery, much bigger insight now..FAB. Thank you, one of the best!’

Express yourself – painting modelling imagining and exploring – July 2014

Feedback from a preschool

‘We attended this course and the next week we were inspected. Inspector asked if we had completed any training recently, we were able to tell her about this course and the impact it had on the way we had implemented the ideas and resources in the setting straight away. The inspector was impressed with how we had used the training and our enthusiasm.’

Future Plans

A new range of CPD covering the latest developments in the EYFS and specifically targeted to EYFS leaders in Schools

Early Excellence conference 25th November with international speaker Ferre Lavers
Exploring emotional well-being and involvement of children to improve their learning in the Early Years

Continue to develop the EYFS training programme to support high quality in the EYFS.

Continue to engage with schools and Early Years settings to ensure that the programme responds to the needs of the sector.

Provide training for identified areas for development to support delivery of the EYFS.
Communication and language development –language acquisition, Phonics
Diversity, Leadership and management training, working with families, in relation to targeted 2 year olds.

BLT Plans for the Future

Following our first Year we have reflected on the successes and areas for further development. We have agreed an annual activity plan with the Local Authority.

Teaching Excellence Programme

Desired Outcome

More School improvement projects and support to be delivered by outstanding teachers working alongside and coaching existing school staff.

The Trust will advertise for more TEPs who will be selected to support specific subjects and phases.

Rationale

Peer to peer support is proven to have great impact and is more cost effective than expert models of consultancy alone.

Credible Subject specialist teachers will be available to support Schools with the new curriculum and specific teaching and learning projects.

Buckinghamshire Numeracy Initiative (primary)

Desired Outcome

Primary Numeracy levels to improve across the board with specific focus on vulnerable groups as identified in the Education Standards Report.

Rationale

The new programme will be developed for Bucks schools in relation to key data indicators. The programme will involve training, monitoring and support for schools. Including an online resource bank for all schools to access.

Buckinghamshire Literacy Initiative (primary)

Desired Outcome

Primary KS 2 writing outcomes to improve with a key focus on supporting schools who are achieving below National expectations.

Phonics outcomes to improve with a key focus on supporting schools who are achieving below National expectations.

Rationale

The support will be developed for Bucks schools in relation to key data indicators. The programme will involve training, monitoring and support for schools. Including monitoring and quality assurance visits for Schools.

KS4 English Project

Desired Outcome

Improvements in levels of progress at Key stage 4 across Buckinghamshire. An increase in the performance of key groups identified in the Education Standards Report.

Rationale

Identified schools to work collaboratively on strategies to improve progress at Key Stage 4. The project will involve coaching, modelling, moderating and benchmarking together on a monthly basis. Results will be closely monitored to ensure maximum impact.

The What Matters Project EYFS

Desired Outcome

To improve standards in Children's centres and their relationships with EYFS departments in Schools.
To engage families prior to their children starting school to ensure children are school ready.

Rationale

Children's centres are integral to the narrowing the gap agenda and building positive relationships with hard to reach parents. The project plans to include training opportunities, support and a tool kit for both the schools and children centres.

School Reviews

Desired Outcome

To gain an external view of how well Buckinghamshire Schools are performing and identify specific areas of development or training needs.
To allow school leaders the opportunity to review their schools and quality assure their own judgements.

Rationale

All schools will be offered the review at no cost. Planned effective support can be built in to support the outcomes of the reviews. Reviewers will work alongside School leadership teams to evaluate the current strengths and areas of development within the School.

- The Trust will continue to deliver Narrowing the Gap projects across the Primary and Secondary phase.
- An Early Years Narrowing the Gap project will be launched with a key focus on working with 2 year olds across the County.
- The Wycombe Challenge project will be introduced to support schools and the community.



Report to the Education, Skills and Children's Services Select Committee

Title: CYPs Performance Scorecard and Joint Budget Monitoring Report – Quarter 2




Committee date: 9th December 2014
Author: E. Mallam
Contact officer: E. Mallam, 01296 392253

Background




This report reflects the outturn position for revenue and capital for the 2014-15 financial year, highlighting the reasons for significant variations.

Non-financial performance is provided based on the latest data that was available for Cabinet on 10th November.

As well as narrative information, finance and performance against target is shown visually as follows:

	Green	Performance is on or above target. (Revenue under spends against budget and overspends up to +0.1% are shown as green) (Capital slippages are shown as green)
	Amber	Performance is below target (+0.1% to +1%) for financial performance (-0.1% to 5%) for non financial performance
	Red	Performance is well below target (worse than +1%) for financial performance (worse than 5%) for non financial performance

Arrows also show current performance compared to the last reporting period as follows:

 Performance getting better,  performance is the same or there are no previous data,  performance is getting worse.

Summary

1. Revenue Budget issues

- 1.1. The revenue budgets are summarised in Table 1 below. The significant variances are detailed in the relevant Portfolio tables that follow.
- 1.2. The outturn shown in Table 1 is compared to the forecast outturn position at the end of September for each Portfolio.

Table 1 – Summary of Council revenue budget forecast

Portfolio Area	Budget for year	Forecast Outturn	Forecast variance	Forecast variance
	£000	£000	£000	%
Portfolio				
Leader	7,589	7,634	45	0.6%
Community Engagement	13,519	13,473	(46)	(0.3%)
Health and Wellbeing	115,357	116,557	1,200	1.0%
Children's Services	47,165	47,882	717	1.5%
Education and Skills	23,451	23,466	15	0.1%
Finance & Resources	24,866	24,700	(166)	(0.7%)
Planning and Environment	20,951	20,642	(309)	(1.5%)
Transportation	27,373	27,983	610	2.2%
Client Transport	16,666	16,666	0	0.0%
Transformation Savings	140	40	(100)	(71.4%)
Subtotal - Portfolios	297,077	299,043	1,966	0.7%
Corporate Costs (Non Portfolio)				
Treasury Management & Capital Financing	40,222	40,094	(128)	(0.3%)
Contingencies	3,777	2,724	(1,053)	(27.9%)
Other Corporate Costs	1,119	1,119	0	0.0%
Subtotal - Corporate Costs	45,118	43,937	(1,181)	(2.6%)
Overall BCC	342,195	342,980	785	0.2%
Financing				
Council Tax	(228,790)	(228,790)	0	0.0%
Council Tax Grant	0	0	0	0.0%
Revenue Support Grant	(52,662)	(52,673)	(11)	0.0%
Business Rates Retention	(14,929)	(14,929)	0	0.0%
Top Up Grant	(25,130)	(25,130)	0	0.0%
Education Service Grant	(6,988)	(6,988)	0	0.0%
Other Un-Ringfenced Grants	(4,207)	(4,207)	0	0.0%
Contrib to/(Use of) Earmarked Reserves	0	0	0	0.0%
Contrib to/(Use of) General Reserves	(9,438)	(9,438)	0	(1.5%)
Legal Trading Account	(50)	(50)	0	0.0%
Subtotal Financing	(342,195)	(342,205)	(11)	(0.0%)
Net Budget	0	774	774	0%

2. Capital Budget Issues

- 2.1 The capital budgets are summarised in Table 2 below. There is an overall slippage of £14.9m (16.9%) with £8.5m (9%) slippage on the released capital expenditure budget for the year, with an underachievement of income of £1m (6%). The underachievement of income largely relates to schemes that have slipped and will not need to be funded this year. Significant variances are detailed in the relevant Portfolio tables that follow.
- 2.2 There is a total of £12.177m unreleased capital budget across the Authority. There is a greater variance on the unreleased schemes of over £7m due to schemes not being progressed or forecast this financial year.
- 2.3 It should be noted that at the half year stage the expenditure on released schemes is £21m against a predicted outturn of £85m. This needs to be closely monitored to ensure that projects are achieved in line with expectations.

Table 2 - Capital Budget Table as at September 2014

Portfolio	Budget £000	Actuals to Date £000	Forecast Outturn £000	Forecast Variance £000
Leader	1,625	-749	746	-879
Community Engagement	75	0	75	0
Health & Wellbeing	8,808	1,477	5,758	-3,050
Education & Skills	25,648	7,267	23,814	-1,834
Finance & Resources	19,200	1,233	14,003	-5,196
Planning & Environment	7,070	1,923	4,929	-2,141
Transportation	25,928	7,569	24,114	-1,814
Total	88,353	18,721	73,439	-14,914
Summary:				
Released Expenditure	93,287	20,802	84,804	-8,483
Unreleased Expenditure	12,177	0	4,742	-7,435
Income	-17,111	-2,082	-16,107	1,004
Total	88,353	18,721	73,439	-14,914

Cllr. Angela Macpherson, Cabinet Member for Children's Services



Strategic Plan



Link to Strategic Plan 2014-18 priorities and outcomes.

Priority 6. To encourage people to do more for themselves whilst providing a safety net for the most vulnerable members of the population.

Key Outcome Sought:-

- An increase in vulnerable children in long-term family settings
- In the long-term we will see a decrease in the number of people needing intensive support

The Children's Services Portfolio includes Children and Families; and Learning, Skills and Prevention

Financial Performance – Children's Services Portfolio

Type	Budget for year £000	Forecast Outturn £000	Year end Variance		Performance
			£000	%	
REVENUE	47,165	48,882	717	1.5	






This £717k overspend is after the allocation of £4.8m from General Reserves related to known pressures at quarter 1 and a further £1m as an initial investment in the Ofsted Improvement Plan from Contingency. The overspend of £717k is primarily driven by:

- An increase in Management Infrastructure Overheads of £396k
- Agency staff spending including Children in Care and After Care.
- Asylum related increases of £260k for unaccompanied children and a further £220k for those families with no recourse to public funds.




The above has been offset by a range of measures including reductions in the use of legal services £310k.




The £717k overspend is also being addressed through a recovery plan currently totalling £644k. This includes reducing the burden of agency staff costs through improved recruitment plans and improvements associated with Children in Care accommodation costs and will continue to be reviewed (see action plan in Appendix 2).



For 2014/15 a set of 'basket' indicators in Children's Services and Education and Skills have been introduced for non-financial performance. Here, an overall indicator provides a Red Amber or Green status which is based on a number of more specific performance measures appearing underneath – thereby increasing the number of measures shown. (The overall higher level indicator is counted in the balanced scorecard.)






Non-Financial Performance – Children's Services Portfolio								
Performance Measure.	2013/14 Final. * Data is provisional pending final calculation by DfE.	Benchmark	14/15 Target	14/15 Q1 result	14/15 Latest result	Latest Performance	Getting better or worse	Narrative
1 % of looked after children in family & friends placements. (Outcome measure)	8%	BCC 2011/12 13% 2012/13 10% 2013/14 8%	Final target not yet set	8%	9% (Sept)	 (Compared to 13/14 result)		Provisional target in place. Final analysis & discussions of data taking place to confirm final target.
Overall Indicator:- 2 Understanding where either support or appropriate safeguarding interventions are required								<ul style="list-style-type: none"> • Work is underway to analyse repeat referrals to ascertain their provenance & to target discussions with partners to understand what is driving this volume. • We will use the analysis from the above to address issues with Partners through the Buckinghamshire Safeguarding Children Board (BSCB). Business case being made for additional social work capacity in First Response and an additional Assistant Team Manager to strengthen response at the first point of contact to ensure only appropriate referrals are progressed and to provide greater management oversight. This will also allow for greater capacity to undertake thorough assessments which will 'get it right first time' to avoid cases being re-referred. We are undertaking the cost analysis of this proposal to ensure we resource the service appropriately • Implementation of the Multi-Agency Safeguarding Hub (MASH) will support the decision making at point of contact/referral – ensuring the right service for the right child. • Partners have worked with us on
Number of contacts in year (Demand measure) 73	16632 * (1423 per 10,000) (average of 4158 per quarter or 356 per 10,000 per quarter)		Monitor only No target set	4296 (367.6 per 10,000)	4295 Q2. (367.6 per 10,000)	Monitor only. No target set	Number per quarter remaining the same	
Number of referrals in year (Demand measure for social care) (Outcome measure for prevention work)	7609 * (658.1 per 10,000) (average of 1902 per quarter or 164.5 per 10,000 per quarter)	2012/13: England 520.7 S East 514.3 Bucks 380.0 Quarterly rate England 130.2 S East 128.6 Bucks 95	Monitor only No target set	1137 (97.3 per 10,000)	1216 Q2. (104.1 per 10,000)	Monitor only. No target set	Number per quarter increasing	
2a Percentage of repeat referrals being referred in last year (Lower % are better) (Quality measure)	2592 * (34%)	2012/13: Eng. 24.9% S East 30% Bucks 26%	25%	32% (369)	29% (348) (Q2)			

Non-Financial Performance – Children’s Services Portfolio

Performance Measure.	2013/14 Final. * Data is provisional pending final calculation by DfE.	Benchmark	14/15 Target	14/15 Q1 result	14/15 Latest result	Latest Performance	Getting better or worse	Narrative
								drawing up guidance on the implementation and consistent use of the threshold document to inform decision making on referrals.
2b % triage of referrals to first response undertaken in 24 hours (Timeliness measure)	New indicator for 14/15		Setting baseline	93%	84% Q2	Setting baseline for 14/15		We will expect that decisions are made in 100% of referrals - this is linked to the development of the MASH and performance will be monitored to ensure we are meeting the target.
2c % assessments NOT completed in 45 Days Lower % are better (Timeliness measure)	28%* 1053 assessments	2012/13 Measure was split into % of initial assessments carried out within 10 days of referral and % of core assessments carried out within 35 days of commencement. Initial – NOT in 10 days BCC 18.9% Counties 26.6% S East 17% England 22.5% Core - NOT in 35 days BCC 36.5% Counties 26.6% S East 25.2% England 23.3%	Q1 20% Q2 15% Q3 12% Q4 10%	36% (423 assessments)	23% (315 assessments) Q2			<ul style="list-style-type: none"> Processes have been amended and the vast majority of assessments are now completed in First Response. There have been a number of staffing changes to ensure that staff have the right skills to undertake the role. Additional social work and managerial capacity, as referenced above, will increase the ability to undertake assessments in the required timescales. The MASH will also improve information sharing in a shorter time which will improve quality of assessments We have set a target to complete 90% of assessments within the timescale of 45 days by Q4 and we are building in monitoring targets for assessments e.g. we seek to achieve completion of 65% within 10 days.

Overall Indicator:- 3 Providing family support that ensures appropriate safeguarding interventions are in place								
Total number on a Child Protection Plan (CPP) (Demand/outcome measure)	Final Dept. for Education (DfE) data available during Autumn 2014	31.3.13 (Rate per 10,000 children) England 37.9 S East 32.1 Bucks 16.3	Monitor only No target set	313 (26.8 per 10,000 children) at 30th June	316 (Sept) (27 per 10,000 children)	Monitor only No target set	Numbers increasing compared with Q1	
Number of children starting on a CPP (Demand/outcome measure)	288* (24.6 per 10,000 children) (average of 72 per quarter or 6.2 per 10,000)	During 2012/13 (per 10,000 children) Eng. 46.2 S East 37.9 Bucks 18.8 Average per quarter Eng 11.6 S East 9.5 Bucks 4.7	Monitor only No target set	99 (8.5 per 10,000) at 30th June	83 (7.1 per 10,000) Q2	Monitor only No target set	Decreasing numbers compared with Q1	
Number of children ceasing on a CPP (Demand/outcome measure)	221* (18.9 per 10,000 children) average of 55 per quarter or 4.7 per 10,000)	During 2012/13 (per 10,000 children) England 45.7 S East 38.8 Bucks 26.9 Average per quarter England 11.4 S East 9.7 Bucks 6.7	Monitor only No target set	45 (3.9 per 10,000) at 30th June	66 (5.6 per 10,000) Q2	Monitor only No target set	Increasing numbers compared with Q1	
3a No. of children remaining on a CPP for 2 years or more (Lower nos. are better)	20* (7.6%)	2012/13 England 3.2% S East 4.1% Bucks 8.4%	Target not set	20 (6%)	19 (6%) (Sept)	 (Compared to 13/14 result)		Data still being analysed to finalise stretch target.

(Timeliness measure)								
3b No. of children returning to a CPP (Lower nos. are better) (Quality measure)	61* (22.6%)	2012/13 England. 14.9% S East 16.3% Bucks 10.5%	10%	15 (15%)	8 (10%) (Q2)			<ul style="list-style-type: none"> An audit of the repeat plans will identify themes and trends Training will be provided for Conference chairs to improve the quality of the plans to ensure they are more outcome focussed and clear about what needs to change Standards are being reinforced with social workers to ensure Conferences do not take place without a social work report covering all the risks and protective factors which need to be considered.
Overall monitor:- Making children safe by assuming Parental Responsibility for them when required by law						Monitor only No target set		
Total no of looked after children (Outcome/demand measure)	38 per 10,000 children	2013/14 England : 60 S East: 48 Bucks: 38 (per 10,000 children)	Monitor only No target set	451 (38.6 per 10,000 children) At 30th June	445 (38.1 per 10,000 children) (Q2)	Monitor only No target set	Number increasing	
No. of children starting to be looked after (Outcome/demand measure)	160 (13.7 per 10,000 children) average of 40 per quarter or 3.4 per 10,000	During 2013/14 (Rate per 10,000 children) England 26.6 S East 21.5 Bucks 13.7 Average per quarter England 6.7 S East 5.4 Bucks 3.4	Monitor only No target set	34 2.9 per 10,000 At 30th June	17 (1.5 per 10,000 children) (Q2)	Monitor only No target set	Numbers decreasing compared to Q1	

<p>No. of looked after children leaving (Outcome/demand measure)</p>	<p>130 (11.1 per 10,000 children) average of 32 per quarter or 2.8 per 10,000</p>	<p>During 13/14 (Rate per 10,000 children) England 26.6 S East 21.4 Bucks 11.1 Average per quarter England 6.7 S East 5.4 Bucks 2.8</p>	<p>Monitor only No target set</p>	<p>21 1.8 per 10,000 At 30th June</p>	<p>17 (1.5 per 10,000 children Q2).</p>	<p>Monitor only No target set</p>	<p>Numbers decreasing compared to Q1</p>		
<p>Overall Indicator:- 4 Improving children's experience of being in care</p>									
<p>4a No of looked after children achieving permanence during the year (Includes adoption, return to parents, special guardianship order and residence order.) (Higher numbers are better) (Quality/demand indicator)</p>	<p>No. of children adopted during 13/14 30 (23%)</p>	<p>2013/14 (Children adopted as a % of children ceasing to be looked after) England 14% S East 17% Bucks 23%</p>	<p>30 Adoptions only (No target set for all types of permanence arrangements. Baseline being set during 2014/15)</p>	<p>4 children (14%) Adoptions only 16 children (16.6%) all permanence Q1</p>	<p>4 children (15.4%) Adoptions only Total 8 children YTD 15 Children - all permanence arrangements (15.6%) (Q2)</p>	<p> (based on adoptions only)</p>	<p></p>	<p>Latest data as of 10th October, shows there are a total of 15 children in the process of being adopted. There is a detailed adoption improvement action plan in place overseen by an improvement board. The action plan is focusing on speeding up the child's journey to adoption, increasing the number of adopters and improving adoption support. We have engaged Coram, a specialist voluntary agency recommended by government, to work with us to improve our adoption service and to consider future delivery models</p>	
<p>4b The average time to permanence for looked after children (Timeliness measure)</p>	<p>384 days</p>	<p><u>Proxy benchmark</u> Average no. days between a child entering care and moving in with its adoptive family 3 yr.</p>	<p>Target to be set</p>	<p>223 days</p>	<p>311 days.</p>	<p> (compared to last year's result)</p>	<p></p>	<p>* Data refers to average duration between being placed for adoption and being adopted during the year. Measure to be developed further to measure from start to end of care.</p>	

(Data refers to adoptions)		average. 2010-13 Bucks 649 days. 2nd longest time compared to 9 similar councils. Oxfordshire best at 450 days. Bucks also longer than the English average of 647 days						
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Cllr. Mike Appleyard, Deputy Leader and Cabinet Member for Education and Skills



Strategic Plan
2013 - 17

Link to Strategic Plan 2014-18 priorities and outcomes.

Priority 5. To help our children and young people reach their full potential.

Key Outcome Sought:-

- The achievement gap has narrowed between the highest and lowest achieving pupils
- More children have reached a good level of development by the time they are five
- Fewer children under-perform throughout their school years
- A rise in the number of young people employed or in apprenticeships



Priority 1. To ensure Buckinghamshire has a thriving economy that is creating jobs.

Key Outcome Sought:-

- More residents will be in work

The Education & Skills Portfolio LA includes Adult Learning and Learning, Skills and Prevention plus services funded by Dedicated Schools Grant (DSG). DSG funded expenditure includes Learning, Skills and Prevention, Children and Families, overheads and direct to Schools.

Financial Performance – Education & Skills Portfolio


Type	Budget for year £000	Forecast Outturn £000	Year end Variance		Performance
			£000	%	
REVENUE Education & Skills LA	25,588	25,466	-122	0	

REVENUE- EDUCATION AND SKILLS LA - COMMENTS

Learning Skills and Prevention £122k forecast underspend plus £18k carried forward underspend.


The £122k forecast underspend is primarily due to underspend the 2 year old attachment pilot by £65k and £20k underspend in CAMHS (non-pooled budget).

Commissioning underspend of £13k for Teenage Pregnancy on Courses, conference and Seminar Fees. Other minor underspends of £14k.

Type	Budget for year £000	Forecast Outturn £000	Year end Variance		Performance
			£000	%	
REVENUE Client Transport	16,666	16,666	0	0	

REVENUE – CLIENT TRANSPORT - COMMENTS

There are risks around increasing demand in Adult Social Care and Children's Safeguarding. Movement from out of county to local placements is increasing SEN transport frequency requirements, while taxi requirements for primary and secondary pupils are also increasing. All these activities are being actively monitored and reviewed with the relevant service area. The forecast for Home to School income will be reviewed during October, following the final rounds of paid for (discretionary) offers and final take up of the new direct debit scheme

REVENUE Education & Skills DSG					
Schools	196,547	196,031	(126)	(0.6)	
Non-Schools	69,226	69,506	280	0.4	
DSG Income	(267,630)	(267,630)	0	0	
Net on SAP	(2,247)	(2,093)	154	6.9	


REVENUE – EDUCATION & SKILLS DSG – COMMENTS

Education and Skills (DSG): £154k forecast overspend but expected breakeven.

- An additional £1.2m of budget has been transferred from the reserve, mainly into Prevention and Commissioning.
- The Schools (ISB) forecast will be breakeven. The underspend of £126k relates to Early Years in Schools, which will be moved to Early Years.
- The main pressures are in SEN placements. The forecast overspend for Independent Schools placements is £1m, and Post-16 placements is £900k.
- The main underspends are in Early Years, now forecast at £1.4m, as we received the full funding for 2 year olds and are still growing the places. £556k of this underspend will be used to develop additional 2 year old places


The final position on the reserve is expected to be:

Type	Budget for year £000	Forecast Outturn £000	Year end Variance		Performance
			£000	%	
	£000s				
Balance on DSG reserve 1.4.14	7,808				
Budget already transferred from reserve	-1,901				
Additional expected use of reserve	-3,919				
Overspend	-154				
Forecast closing bal on reserve 31.3.15	1,834				

Type	Budget for year £000	Forecast Outturn £000	Year end Variance		Performance
			£000	%	
REVENUE					
Culture & Learning	92	92	0	0	
Underspend	18	0	-18	-100	








REVENUE - CULTURE & LEARNING - COMMENTS










Culture & Learning is expecting a balanced position
Carry forward underspend from last year unallocated

CAPITAL					
Expend – Released	32,992	32,119	-873	(2.7)	
Expend – Unrel'sd	4,308	3,365	-943	(21.9)	
Income	(11,653)	-11,670	-17	0	
TOTAL	25,648	23,814	(1,834)	(7.2)	

Type	Budget for year £000	Forecast Outturn £000	Year end Variance		Performance
			£000	%	
<u>CAPITAL – COMMENTS</u>					
Education and Skills Portfolio Capital Budgets					
Slippage of £1,834k is currently forecast.					
Currently there is slippage expected on the Temporary Classrooms Block (£1.1m), 41 Walton road (165k) and Integrated Children's Systems projects (19k). In addition there is £943k slippage related to amalgamations and Learners with Learning Disability and or other Disabilities (LLDD).					
The forecast slippage position is reduced due to overspend forecast in the region of £400k relating to the Mandeville school project and the Endeavour project.					

For 2014/15 a set of 'basket' indicators in Children's Services and Education and Skills have been introduced. Here, an overall indicator provides a Red Amber or Green status which is based on a number of more specific performance measures appearing underneath – thereby increasing the number of measures shown. (The overall higher level indicator is counted in the balanced scorecard.)








Non-Financial Performance – Education & Skills Portfolio							
Performance Measure.	Result 2013 Academic year (Sep 12 to Jul 13)	Benchmark	Target 2014 Academic year (Sep 13 to Jul 14)	Result 2014 Academic year (Sep 13 to Jul 14)	Performance	Getting better or worse	Narrative
Overall Indicator :- 1 Improving Education Standards at Early Years Foundation Stage							
1a Early Years Foundation Stage. % of children reaching a good level of development (Higher is better) (Outcome indicator)	55%	<u>2013</u> S East 54% England 52%	55%		Results are available during Autumn/Winter		
Early Years Foundation stage. Good level of development" gap between free school meals and others (Lower is better) (Outcome monitor)	25 percentage points	<u>2013</u> (percentage points) S East 20 England 19	Monitor only No target set		Results are available during Autumn/Winter		
Overall Indicator :- 2 Improving Education Standards at Key Stage 1							
2a % of pupils achieving level 2 or above in reading at KS1 (higher % are better) (Outcome measure)	91%	<u>2014</u> S East 91% England 90%	91%	92%			
2b % of pupils achieving level 2 or above in writing at KS1 (Higher percentages are better) (Outcome measure)	87%	<u>2014</u> S East 87% England 86%	87%	88%			
2c % of pupils achieving level 2 or above in maths at KS1 (Higher % are better)	93%	<u>2014</u> S East 93% England 92%	93%	93%			

(Outcome measure)							
Non-Financial Performance – Education & Skills Portfolio							
Performance Measure.	Result 2013 Academic year (Sep 12 to Jul 13)	Benchmark	Target 2014 Academic year (Sep 13 to Jul 14)	Result 2014 Academic year (Sep 13 to Jul 14)	Performance	Getting better or worse	Narrative
Overall Indicator :- 3 Improving Education Standards at Key Stage 2							
3a % of pupils achieving level 4+ in reading, writing and maths at KS2 (Higher percentages are better) (Outcome measure)	80%	<u>2014</u> S East 79% England 79%	80%	80%			
3b Attainment gap between pupils in receipt of free school meals and the rest at Level 4+ KS2 (Lower is better) (Outcome measure)	21 percentage points	<u>2013</u> S East 24 England 19 percentage points	21 percentage points	Results are available during Autumn/Winter			
3c % of pupils making expected progress between KS1 and KS2 in reading (Higher % are better) (Outcome contribution measure)	91%	2014 England 91% S East 91%	91%	93%			
3d % of pupils making expected progress between KS1 and KS2 in writing (Higher % are better) (Outcome contribution measure)	90%	2014 England 93% S East 93%	90%	92%			
3e % of pupils making expected progress between KS1 and KS2 in maths (Higher % are better) (Outcome contribution measure)	88%	2014 England 89% S East 89%	88%	90%			

Non-Financial Performance – Education & Skills Portfolio


Performance Measure.	Result 2013 Academic year (Sep 12 to Jul 13)	Benchmark	Target 2014 Academic year (Sep 13 to Jul 14)	Result 2014 Academic year (Sep 13 to Jul 14)	Performance	Getting better or worse	Narrative
Overall Indicator :- 4 Improving Education Standards at Key Stage 4							
4a % of pupils achieving 5 or more GCSE at A* to C including English and Maths (Higher % are better) (Outcome measure)	71.3%	2013 Eng. 60.8% S East 62.5%	73%	Results are available during Autumn/Winter			
4b Gap between children on the school meals and others achieving 5 or more GCSE at A* to C including English and maths meals and others (Lower is better) (Outcome measure)	39.6 percentage points	2013 England 26.7 S East 32.7 percentage points	40 Percentage points	Results are available during Autumn/Winter			
4c % of pupils making expected progress between KS2 and KS4 in English (Higher % are better) (Contribution to outcome measure)	78.1%	2013 Engl. 70.4% S East 72.3%	75%	Results are available during Autumn/Winter			
4d % of pupils making expected progress between KS2 and KS4 in maths (Higher % are better) (Contribution to outcome measure)	81%	2013 Eng. 70.7% S East 72.8%	80%	Results are available during Autumn/Winter			

Non-Financial Performance – Education & Skills Portfolio							
Performance Measure.	Result 2013 Academic year (Sep 12 to Jul 13)	Benchmark	Target 2014 Academic year (Sep 13 to Jul 14)	Result 2014 Academic year (Sep 13 to Jul 14)	Performance	Getting better or worse	Narrative
Overall Indicator :- 5 Improving Education Standards for Looked After Children							
Early Years) % of Looked After Children reaching a good level of development			Monitor only No target set		Results are available during Autumn/Winter		
5a % of Looked After Children achieving level 2+ in reading, writing and maths at Key Stage 1 (Higher % are better) (Outcome measure)	Result suppressed - cohort too small	Reading England 63% S East 59 %	Reading 70%	Results are available during Autumn/Winter			
		Writing England 55% S East 48%	Writing 40%				
		Maths England 59% S East 53%	Maths 80%				
5b % of Looked After Children achieving level 4+ in reading, writing and maths at Key Stage 2 (Higher % are better) (Outcome measure)	Reading 38%	Reading England 63% S East 59 %	42%	Results are available during Autumn/Winter			
	Writing 38%	Writing England 55% S East 48%					
	Maths 50%	Maths England 59% S East 53%					
5c % of LAC pupils achieving 5 or more GCSE at A* to C including English and Maths (Higher % are better) (Outcome measure)	26.7%	<u>2013</u> Eng. 36.6% S East 32%	25%	Results are available during Autumn/Winter			

Non-Financial Performance – Education & Skills Portfolio							
Performance Measure.	Result 2013 Academic year (Sep 12 to Jul 13)	Benchmark	Target 2014 Academic year (Sep 13 to Jul 14)	Result 2014 Academic year (Sep 13 to Jul 14)	Performance	Getting better or worse	Narrative
Overall Indicator :- 6 Improve Education Standards for Special Educational Needs and Disability (SEND) pupils.							
6a (Early Years) % of SEND reaching a good level of development (Higher % are better) (Outcome measure)			2%	No data	n/a	n/a	
6b (KS1) % of SEND pupils achieving level 2+ in reading (Higher % are better) (Outcome measure)	Reading 31%	<u>2014</u> England 25% S East 27%	32%	32%			(Children with a statement of special educational needs only)
6c (KS1) % of SEND pupils achieving level 2+ in writing (Higher % are better) (Outcome measure)	24%	<u>2014</u> England 19% S East 21%	24%	26%			(Children with a statement of special educational needs only)
6d (KS1) % of SEND pupils achieving level 2+ in maths (Higher % are better) (Outcome measure)	34%	<u>2014</u> England 28% S East 31%	33%	36%			(Children with a statement of special educational needs only)
6e (KS2) % of SEND pupils achieving level 4+ in reading, writing and maths (Children with a statement of special educational needs only) (Higher % are better) (Outcome measure)	19%	<u>2013</u> England 14% S East 13%	19%	Results are available during Autumn/Winter			(Children with a statement of special educational needs only)

6f % of SEND pupils achieving 5 or more GCSE at A* to C including English and Maths (Higher % are better) (Outcome measure)	13.8%	<u>2013</u> England 9.5% S East 9.5%	14%	Results are available during Autumn/Winter	(Children with a statement of special educational needs only)
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Non-Financial Performance – Education & Skills Portfolio

Performance Measure.	2014/18 Final	Benchmark	14/15 Target	14/15 Q1 result	14/15 Latest result	Latest Performance	Getting better or worse	Narrative
Outcome: Fewer children under perform throughout their school years								
% of children attending good or outstanding schools (Outcome contribution monitor)	New for 14/15		Monitor only No target set	85%	80%	Monitor only No target set		
% of children who are happy with their life as a whole. (BCC Quality of Life Survey) (Outcome monitor)	New for 14/15		Monitor only No target set	80%		Monitor only No target set	N/A	
Outcome: More residents will be in work								
Performance Measure.	Result 2013 Academic year (Sep 12 to Jul 13)	Benchmark	Target 2014 Academic year (Sep 14 to Jul 15)	Result 2014 Academic year (Sep 14 to Jul 15)		Performance	Getting better or worse	Narrative

<p>7 Number of adults on Adult Learning provision</p> <p>(Higher numbers are better)</p> <p>(Activity/demand measure)</p>	<p>New indicator for 13/14</p>	<p>Benchmark</p> <p>Employer satisfaction with training. (Score out of 10)</p> <p>Bucks 9.1 Oxfordshire 8.5 Essex 8.2 Kent 7.8</p> <p>Learner satisfaction with training (Score out of 10)</p> <p>Oxfordshire 9.1 Kent 9.1 Essex 8.9 Bucks 8.8</p>	<p>10,000</p> <p>Sept 3500 December 7000 March 8500</p>	<p>September data due November 2014</p>	<p>N/A</p>	<p>N/A</p>	
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Buckinghamshire County Council Select Committee

Education, Skills and Children's Services Select Committee

Report to the Education, Skills and Children's services Select Committee

Title: Transfer of 0-5 year Children's Public Health Commissioning to Local Authorities

Committee date: 9th December 2014

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Cabinet Member sign-off: Mrs Patricia Birchley

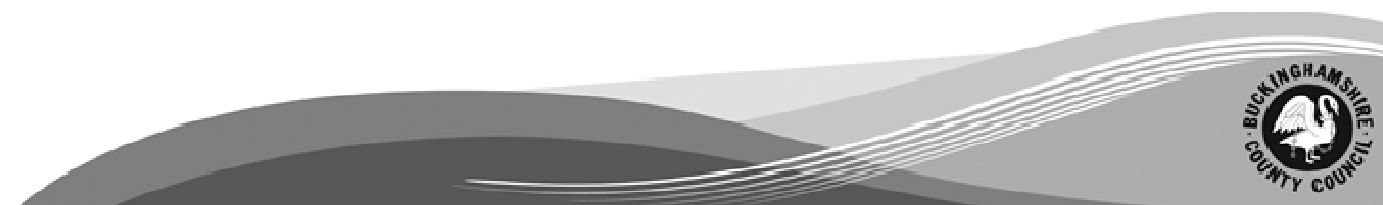
Purpose of Agenda Item

This paper is produced to inform the committee of the transfer of the 0-5years childrens public health commissioning to Local Authorities in October 2015. This transfer refers to the transfer of the commissioning function as the final part of the Public Health transition from the NHS to local authorities and covers the Health Visiting Service and the Family Nurse Partnership programme.

Background

In April 2013 Buckinghamshire County Council took back responsibility for promoting the health of its residents. As part of these changes the responsibility for commissioning some elements of the 0-5 years Healthy Child Programme (HCP), as defined under the Section 7A agreement and GP contract 2006 NHS Act, will be transferring from NHS England to Local Authorities on 01 October 2015. This offers the council further significant opportunities to improve the health and wellbeing of children at the most critical stage in life, support child development and school readiness, support families and intervene early to avoid problems escalating.

The transfer of the commissioning responsibility includes the transfer of finances which are meant to ensure no burden to the local authority. It is anticipated that the finances associated with these services is in the region of £6 million.



Local authorities are already responsible for commissioning public health services for children 5-19 yrs through the school nursing services. This responsibility transferred with the transition of public health services to the local authority.

Both the Health Visiting service and family nurse practitioners will continue to be employed by their current provider, Buckinghamshire Healthcare Trust.

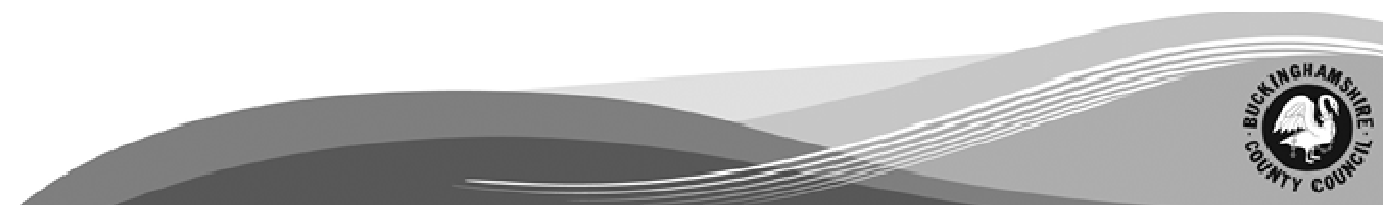
Summary

The transfer of commissioning of these services will take place by October 2015 with the transfer of contracts. The finances associated with these contracts and commissioning will also transfer within the public health grant. This has meant that the public health team have been working closely with the area (NHSE) NHS England team on this process. The public health team have worked with local authority colleagues from finance, commercial services and with legal advice as an internal transition working group to take the process forward both in terms of contract transfer and in terms of financial allocation. A key activity to date has focused on financial returns from NHSE area team to inform the Department of Health indicative allocation. We scrutinised the contract finances and commented on concerns regarding CQUIN (Commissioning for Quality and Innovation Framework– enables commissioners to reward excellence, by linking a proportion of healthcare providers income to achievement of local quality improvement goals) commissioning costs and inflation which have been fed in to the national process. The public health team have a designated lead to work with the current commissioners in NHSE, co commissioning as the process goes forward to enable novation.

The Healthy Child programme (HCP) is a prevention and early intervention public health programme offered to all families that lies at the heart of the universal service for children and their families. It aims to support parents, promote child development, reduce inequalities, improve child outcomes and health and wellbeing, and ensure that families at risk are identified at the earliest possible opportunity. It also supports the Joint strategic needs assessment for children. It is an up to date evidence based programme.

The health visiting service provides the lead service to all families with crucial evidence based support, expert advice and intervention in the first years of life as well as referring and directing them to other support services when required. As public health practitioners they work alongside other health professionals and frontline service providers to ensure and enable a holistic integrated provision focused on improving health outcomes and reducing health inequalities at individual, family and community level.

Health visitors work in partnership with parents to promote child development, assess need and identify problems or issues at the earliest opportunity and offer support to reduce the risk of these problems escalating. Health visitors can recognise the risk factors, triggers of



concern and signs of abuse and neglect in children and refer or offer appropriate support to protect them. Often, they are the first to recognise whether the risk of harm to a child has increased to a point where actions need to be taken to protect them. They will maintain contact with families while formal safeguarding arrangements are in place; ensuring families receive the best possible support during this time. If safeguarding arrangements proceed to the child being placed in care i.e. LAC, then the health visiting service will still maintain contact with the child and support the family the child lives within Buckinghamshire. If a child is referred out of area the LAC nursing team will inform GPs and Health visiting teams in the new area. As health visitors are involved in every stage of the child protection process, including serious case reviews, they will be called upon, when appropriate, to appear in court to provide evidence from a health perspective.

Research has shown that health visitors can and do make a real difference to the lives of young children and their families. It has been shown that they can enable and support more relaxed mothering, improved mother-child interactions and early identification of postnatal depression. There are 6 high impact areas where health visitors make a critical difference to childrens and families health and wellbeing. These are:

- Transition to parenthood and parenting skills
- Maternal mental health
- Breastfeeding
- Healthy weight, healthy nutrition and physical activity
- Managing minor illness and reducing accidents
- Reviewing development of child at 2 years and support to be ready for school

Further detail on the 6 high impact areas is set out in the joint LGA/Department of Health and Public Health England produced guidance

<https://www.gov.uk/government/publications/commissioning-of-public-health-services-for-children> but some key benefits of relevance to other council services are highlighted below.

Good parenting is vital for the healthy development of the child with an impact on physical, mental and socioeconomic outcomes in later life and reduces the need for intervention by social services. Health visitors provide parenting advice and can promote and support delivery of targeted parenting programmes. It is also known that there is increased potential for domestic violence and abuse to start or escalate during pregnancy. Early identification of the risks by health visitors can help reduce the potential for this to escalate.

Maternal mental health can have a vital impact on parenting and poor maternal mental health can result in poorer mental health in the child through adolescence and into adulthood. This can result in poor emotional, social and educational outcomes and the resulting cost implications to the wider system include social care costs, child and adolescent mental health service costs, adult mental health costs, welfare and justice system costs. Health visitors are skilled in assessing maternal mental health and provide support or referral to specialist services depending on the severity of need.

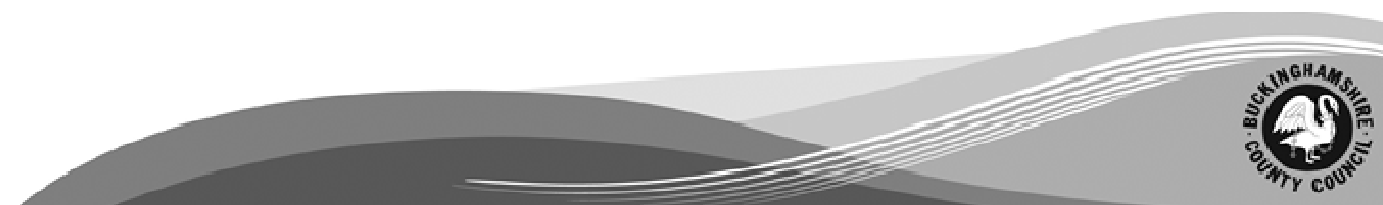


Supporting children to develop well and be ready for school is a vital part of the Health Visitor remit. The developmental review at age 2- 2/12 years is to identify the child's progress, strength and needs to promote good outcomes in health and wellbeing, learning and behaviour and promote school readiness.

The family nurse partnership is a licensed programme for first time young parents. It is an intensive programme starting early in pregnancy through until the child reaches 2 years. This is a proportionate universal programme (i.e. targeted to a particular age group but universally applied) focused on young mothers (those who conceive under the age of 20yrs). It complements the health visiting service by providing the universal elements and more intensive support. The programme uses in depth methods to work with young parents in attachment, psychological preparation for parenthood and relationships. FNP has a strong body of evidence (30yrs) identifying it as the most effective preventive childhood programme. It is a licensed programme and is well defined with a detailed service model which must be adhered to ensure fidelity to the programme. Structured home visits by specially trained nurses are offered from early pregnancy through to the child aged 2yrs. The FNP plays an important role in safeguarding arrangements alongside statutory and other partners. An evaluation in the USA by the RAND Corporation estimated that the programme provided substantial savings to society and for high-risk families by the time children were 15. These savings were over five times greater than the cost of the programme and came in the form of reduced welfare and criminal justice expenditures and higher tax revenues. The costs of the programme were recovered by the time the child was aged 4, with positive benefits for children and mothers in the form of reduced emergency attendances at hospital, fewer subsequent pregnancies and longer gaps between births, improved parenting and fewer months on welfare and more months employed.

The HCP is a universal programme and health visitors have a lead role in delivering crucial parent visits at key times in the early stages of a child's life. These universal elements of the HCP (0-5yrs) are key times to ensure the best start in life and to identify early those families which require extra help. These universal services are to be legally mandated as part of the transition to local authorities:

- Antenatal health promoting visits
- New baby review
- 6-8 week assessment
- 1 year assessment
- 2-2 1/2 yr review
- The Family Nurse Partnership programme is a proportionate universal programme. Both of these services deliver programmes which contribute to the council Prevention and Early Intervention programme strategy and also provide clear early help offers in relation to the Early Help Strategy.



Key issues

The Public Health Team have a designated officer who is shadow commissioning with NHSE for 2014/15 and is ensuring the management of the process (including the management of the internal transition group and the production of the transition plan). The key focus of this work is to ensure safe and secure transfer of the contract by novation and appropriate financial allocation.

The Public Health lead is also engaging with relevant Bucks groups and stakeholders (such as the Children's Joint Executive Group) and NHSE groups.

The public health lead is working closely with the current commissioners NHSE area team to ensure a safe and secure transfer of the commissioning responsibility and therefore the contract for 2015/16.

The transfer of commissioning to the local authority will enable a more joined up commissioning approach to the public health services delivering of the HCP from 0-5yrs through to 5-19yrs. It will facilitate better alignment of services which also support the HCP 0-5 years already commissioned by the local authority such as childrens centres, local authority early years teams and families first and will optimise performance to ensure that every child reaches its potential and is ready for school.

The commissioning responsibility transfers with the funding for the service contracts with the intention that there should be no burden to the local authority. The transfer is expected to be by deed of novation with contracts transferring 1st October 2015.

Resource implications

Finances related to the commissioning of these services will transfer from the Department of Health to the local authority through the Public Health grant. The indicative allocation is expected to be made known to the local authority in December with a four week period for the local authority to comment. The public health lead and internal transition group will review the indicative allocation and support the consultation process.

Next steps

The contractual processes by deed of novation will take place during the latter part of 2014 through into 2015. As it is a novation process there has to be agreement between the outgoing sending commissioners - NHSE, the receiving commissioners – the Local Authority and the provider- Buckinghamshire Healthcare Trust. The Local Authority needs to confirm novation by the end of January and sign the deed of Novation by February. The public health lead is supporting this process.

The financial allocation associated with this is from the Department of Health to the local authority. The indicative allocation is due in December with a 4 week period for consultation with publication of the final allocation early in the New Year. The public health lead is supporting this process.



