



Buckinghamshire County Council

Select Committee

Children's Social Care and Learning

Date: Tuesday 5 September 2017

Time: 10.30 am

Venue: Mezzanine Room 1, 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.

10.30 am Formal Meeting Begins

Agenda Item	Time	Page No
1 APOLOGIES FOR ABSENCE	10:30	
2 DECLARATIONS OF INTEREST To declare any Personal or Disclosable Pecuniary Interests.		
3 MINUTES To agree the minutes of the meeting held on 18 th July 2017.		7 - 20
4 PUBLIC QUESTIONS		



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.

Members of the 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>

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| 5 | CHAIRMAN'S REPORT
For the Chairman of the Committee to provide an update on recent scrutiny related activity. | 10:35 | |
| 6 | COMMITTEE MEMBER UPDATES
For members of the Committee to provide an update on any issue they are investigating on behalf of the Committee. | | |
| 7 | CABINET MEMBER QUESTION TIME
For Committee Members to ask questions on current key issues for each portfolio.

i) Mr Warren Whyte, Cabinet Member for Children's Services

ii) Mr Mike Appleyard, Cabinet Member for Education and Skills | 10:45 | |
| 8 | VOICE OF THE CHILD AND YOUNG PERSON INQUIRY - RECOMMENDATION MONITORING
To review and make an assessment of progress against the agreed recommendations of the inquiry 6 months on.

Contributors <ul style="list-style-type: none">• Mr Warren Whyte, Cabinet Member for Children's Services• Mr Mike Appleyard, Cabinet Member for Education and Skills• Mrs Carol Douch, Service Director, Children's Social Care The Committee will also be joined by young people at this point to help assess progress.

Members to agree to delegate the assigning of the RAG status to the Chairman following the meeting. | 10:55 | 21 - 34 |

9	CHILDREN'S SERVICES IMPROVEMENT PROGRAMME ACTIONS - RESPONSE TO THIRD OFSTED MONITORING VISIT.	11:35	35 - 46
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For Members to examine the actions being taken in respect of refreshing the Safeguarding Improvement Programme and look at the issues raised by Ofsted following their monitoring visit in April.

Please note: Between these papers being published and the meeting of the Committee, it is expected that Members will have received a copy of the latest Ofsted monitoring letter from their fourth visit in July – this will not have been taken into account in the papers provided for this meeting.

Contributors

- Mr Warren Whyte, Cabinet Member for Children's Services
- Ms Gladys Rhodes White, Executive Director, Children's Services
- Mrs Carol Douch, Executive Director, Children's Social Care

10	PERMANENT EXCLUSIONS	12:00	47 - 50
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At their meeting in January 2017, prior to the election in May, Members of the previous Committee heard about an increase in permanent exclusions in Buckinghamshire, particularly in primary schools. This item is for the new Committee Members to look into the current position, including permanent exclusions in secondary schools, before deciding whether further in depth work by Members on this subject needs to take place.

Contributors

- Mr Mike Appleyard, Cabinet Member for Education and Skills
- Miss Sarah Callaghan, Service Directors, Education
- Mrs Vivian Trundell, Education Entitlement Manager

11	EDUCATION STRATEGY	12:30	51 - 62
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For Members to consider the proposals for the new Buckinghamshire Education Strategy and to contribute their views to help shape the strategy. The proposed strategy should be going out to public consultation on 5th September 2017.

Contributors

- Mr Mike Appleyard, Cabinet Member for Education and Skills
- Miss Sarah Callaghan, Service Director, Education
- Mrs Maria Edmonds, Education Strategy Manager

12	CHILDREN'S WORKFORCE INQUIRY- RECOMMENDATIONS MONITORING	13:00	63 - 70
	To review and make an assessment of progress against recommendations 2 and 4 of the inquiry 12 months on. (Recommendations 1 and 3 have been agreed by the Committee as already implemented at their meeting on 31 st January 2017)		
	Contributors		
	<ul style="list-style-type: none"> • Mr Warren Whyte, Cabinet Member for Children's Services • Mrs Carol Douch, Service Director, Children's Social Care 		
	Members to agree to delegate the assigning of the RAG status for recommendations 2 and 4 to the Chairman following the meeting.		
13	COMMITTEE WORK PROGRAMME	13:10	
	To note the current work programme and contribute ideas for potential items to be looked at in future meetings.		
14	DATE OF NEXT MEETING	13:15	
	To note the next meeting of the Children's Social Care and Learning Select Committee on 17 th October 2017, Mezzanine Room 1, New County Hall, Aylesbury.		

Purpose of the committee

The role of the Children's Social Care and Learning Select Committee is to hold decision-makers to account for improving outcomes and services for Buckinghamshire.

The Children's Social Care and Learning Select Committee shall have the power to scrutinise all issues in relation to the remit of the Children's Social Care and Learning Business Unit. This will include, but not exclusively, responsibility for scrutinising issues in relation to:

- 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
- 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

** In accordance with the BCC Constitution, this Committee shall act as the designated Committee responsible for the scrutiny of Education matters.*

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For further information please contact: Kevin Wright on 01296 387832, email: kwright@buckscc.gov.uk

Members

Mr A Collingwood	Mr B Roberts
Mrs I Darby	Mrs L Sullivan
Mr D Dhillon	Ms J Ward
Mr M Hussain	Mr G Williams
Mr N Hussain	Ms K Wood
Mrs W Mallen	

Co-opted Members

Mrs M Aston
 Mr D Babb, Church of England Representative
 Mr K Hamblin, Maintained Primary School Parent Governor Representative
 Mr M Moore, Roman Catholic Church



Buckinghamshire County Council
Select Committee
Children's Social Care and Learning

Minutes

CHILDREN'S SOCIAL CARE AND LEARNING SELECT COMMITTEE

Minutes from the meeting held on Tuesday 18 July 2017, in Mezzanine Room 1, County Hall, Aylesbury, commencing at 10.03 am and concluding at 12.59 pm.

This meeting was webcast. To review the detailed discussions that took place, please see the webcast which can be found at <http://www.buckscc.public-i.tv/>
The webcasts are retained on this website for 6 months. Recordings of any previous meetings beyond this can be requested (contact: democracy@buckscc.gov.uk)

MEMBERS PRESENT

Mr A Collingwood, Mrs I Darby, Mr D Dhillon, Mr N Hussain, Mrs W Mallen, Mr B Roberts, Mrs L Sullivan, Ms J Ward and Mr G Williams

CO-OPTED MEMBERS PRESENT

Mr D Babb and Mr K Hamblin

GUESTS PRESENT

Mr M Appleyard

OFFICERS PRESENT

Ms D Andrews, Mrs P Campbell-Balcombe, Ms C Douch, Mr J Huskinson, Mrs D Munday and Ms G Rhodes White

1 APOLOGIES FOR ABSENCE/CHANGES IN MEMBERSHIP

Apologies were received from Mr M Moore, Mrs M Aston and Ms K Wood.

2 DECLARATIONS OF INTEREST

The following declarations of interest were noted:



- Mr G Williams - Chairman of Bucks Learning Trust Commissioning Committee and a member of the Fundraising Board at Dr Challoner's Grammar School.
- Mr N Hussain - Board member at Aylesbury College and a Board Member of BEST and the Healthy Living Centre.
- Ms I Darby - Governor at Robertswood Primary and Dr Challoner's Grammar School.
- Mr K Hamblin – Parent Governor at Halton Community Combined School.

3 MINUTES

The minutes of the meetings held on 21st March and 23rd May 2017 were confirmed as accurate records and signed by the Chairman.

4 CHAIRMAN'S WELCOME

The Chairman welcomed everyone to the meeting, especially new members of the Committee.

5 CABINET MEMBER FOR EDUCATION AND SKILLS - QUESTION TIME

Mr M Appleyard, Cabinet Member for Education and Skills highlighted the following key areas for his portfolio:

- Looking at how to engage better with families who are having difficulties and how to increase achievement at school.
- Home to school transport
- Closing the attainment gap between disadvantaged pupils and their peers.

In response to questions from Members, Mr Appleyard covered the following:

- The funding formula for schools from central government.
- Plans for helping secondary schools in Aylesbury to improve.
- Taking a holistic approach as early as possible to reduce the gap in attainment between disadvantaged pupils and their peers.
- School place planning for future growth.
- Exclusions from school.
- The recruitment and retention of teachers in the County.
- Multi-Academy Trusts. (MATs)
- Commissioning of services provided by Bucks Learning Trust.

6 GROWTH INQUIRY. IS THE COUNTY COUNCIL READY FOR GROWTH?

The Chairman introduced the item and welcomed

- Ms G Rhodes White, Executive Director for Children's Services,

- Mrs C Douch, Service Director - Children's Social Care,
- Mrs P Campbell-Balcombe, Schools Commissioner and
- Mrs D Munday, Admissions Manager.

There was an in depth discussion with the Cabinet Member and Officers for the Committee to gather evidence to inform them on whether the County Council was ready for growth.

Further details of the discussion can be found in appendix 1 of the minutes and full details on the webcast.

7 COMMITTEE WORK PROGRAMME

The Chairman explained that the new Committee was due to discuss the current work programme separately after the meeting.

8 DATE OF NEXT MEETING

The next meeting was confirmed as 5th September 2017 at 10.30am, Mezzanine Room 1, New County Hall, Aylesbury.

CHAIRMAN

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Full details of this item can be found on the webcast here: https://buckscc.public-i.tv/core/portal/webcast_interactive/273914

Strategic & Education	Questioned by*		Response*
What do Senior Managers from the Business Unit see as the main challenges that housing and population growth in Bucks will present over and above the “usual” increases in demand that the Business Unit has seen?	AC	<p>We are working on the basis that growth will be in areas of housing growth. We assume that people will continue to have the average 2.2 children in their families. There are things that are out of our control, for example, if there was a problem with the housing growth not being realised. Ability to build schools and fund additional places.</p> <p>Building schools for the future Government plan changed the landscape, as did academies and free schools.</p> <p>We are focussing on the economy, which means that we will have more families in Buckinghamshire</p>	GRW
Do either the Cabinet Member for Children’s Services or Education and Skills sit on the Growth Board?	ID	Question was not responded to.	
<p>Which Officers from the Business Unit sit on the Council’s Growth Corporate Working Group?</p> <ul style="list-style-type: none"> ○ How often do they meet? ○ What are the issues coming out of the Growth Board and Growth Corporate Working Group? 	ID	<p>Mr Stephen Chainani from the education side sits on the Growth Corporate Working Group and they meet every 2 months, although this frequency does vary depending on the current agenda.</p> <p>Education ensure that we provide a corporate response in relation to any planning applications.</p> <p>There is no representative from social care on the</p>	PCB

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		Working Group.	
How does the Children's Services Senior Management Team get feedback from the Growth Corporate Working Group and Growth Board on issues relevant to the Business Unit?	ID	Senior management feedback to ensure there is awareness.	PCB
Does the Business Unit have a strategy (written or otherwise) for managing housing/population growth? If not, how does the business unit ensure that expected growth in Bucks is taken into account when planning its services? Has acadamisisation of schools proved an issue – neighbouring authorities have their own growth agenda and there could be a potential knock on effect. With the closure of RAF Halton, has that been taken into account in relation to school places? Smaller developments can also have an impact on school places.	LS/KH/NH/ GW	<p>We spend a lot of time as at the Corporate Management Team (Chief exec, and Exec directors) so that we are constantly making sure we understand others issues and critical areas of development. Have been looking at growth reports and development of the economy and housing initiatives so we are able to synergise our own plans. We already work very closely with colleagues to ensure we know where our provision needs to be increased. We would still look at our pupil population even if we were not in a time of growth.</p> <p>We do a check every year and check birth rates, unfortunately child benefit data is no longer available to us, which had been invaluable. We can't see what happens to the cohort until a school place is applied for. We apply trend data and constantly remodel based on the information.</p> <p>We look at parental preferences and map out likely 11+ results.</p> <p>Some of our schools are close to the county boundary and we have to take all of this into account.</p> <p>Schools have to publish any admission changes they would like to make.</p> <p>All of our schools have catchment areas apart from faith schools. Only academy that has made changes was</p>	<p>GRW</p> <p>PCB</p> <p>DM</p>

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		<p>Great Marlow in its early stages. They can change their capacity if they so wish, but they do not change their catchment.</p> <p>RAF Halton closure has been taken into account, and once we are in receipt of further information, we will work with schools in the area to map available options. Schools do get growth funding assistance.</p> <p>You cannot reserve school places for children moving into the area. We grow new schools from the bottom.</p> <p>As we face growth there is a chance that children will not get their first preference of school. Some parents are concerned their schools may grow.</p> <p>Every year when we do the admissions consultation we look at how we can ease concerns raised.</p> <p>Increase in the number of travellers who will require school places. Important that the home to school transport service is self-sustaining.</p> <p>SEN allocations are driven by preference and there will be a consequential impact. We are acutely aware that special school places are harder to find.</p>	PCB
What data does the Children's Services Business Unit's senior management team use to inform themselves on expected growth in Bucks to plan both social care and education	BR	Modelling is as certain as we can be and we model birth data and migration rates and we do this every year. Will only be as good as the data we are provided with.	PCB

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services?		<p>Housing and planning permission information is fed into the modelling.</p> <p>When planning applications are received by the District Councils we have a statutory duty to respond to those applications.</p> <p>We work closely with other authorities including the District Councils.</p> <p>We also use pupil projections.</p>	
How does Children's Services understand what the impact will be on the their own Business Unit and their clients of decisions being made around growth in other Business Units, particularly with the growth agenda being led by the Transport, Economy and Environment Business Unit.	KW	<p>There is an extended Senior Leadership Team briefing where we bring topical subjects along. Second and third tier leaders are invited to these events. We have a rolling programme from each Business Unit so that there is an opportunity for questions and implications for other Business Units.</p> <p>There is a regular meeting of Cabinet Members and officers to discuss big issues and bring dialogue from across the board.</p>	GRW/MA
<p>What opportunities does the growth agenda represent for the Business Unit?</p> <p>How does the Business Unit engage with the Skills Hub (run by Bucks Business First) and Enterprise Co-ordinators in schools in promoting work opportunities within education and social care services?</p>	DB	<p>Important we look at the opportunities. We will develop our skills set and employment opportunities for young people. We are planning with colleagues to look at business growth and make sure we are able to train and sign up skills needed for the future.</p> <p>We are looking at what skills we need from people in the future.</p>	GRW
Following Education Presentation:			
What is the statutory duty regarding providing a school place. There is an issue with children from the same families being separated and	NH	<p>The admission rules apply for each child as an individual.</p> <p>There are limited school places but parents will have a better chance of their children attending the same school</p>	DM

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having to attend different schools.		if they select their catchment school as first preference. As a Council, we have a general rule that siblings would attend the same school if the catchment has been entered as first preference.	
Do we fight for S106 monies and what extra funding do we get from the Government?	NH	Wherever possible we will try and pursue S106 monies.	PCB
The application process can be confusing for parents – how can we make this easier?	ID	Unfortunately the process could become more complicated due to getting a more varied group of schools with different admission rules. We try and be as clear as possible on our website and paper guides about the application process.	DM
On the presentation, the map showed Stoke Hammond and Newton Longville that are on the border – can we change our admissions process so that are school admissions are county based?	AC	We have catchment schools along boundaries and the law prevents us from prioritising our children over a neighbouring authority.	DM
There is an appeals process when the first choice of school has not been achieved. With growth in Buckinghamshire we may plan to build a new school but it would be redundant unless houses were then put on site.	DB	We would always need to be sure of demand and that developments will be built. An economic downturn could have a drastic effect.	PCB
Social Care			
Ms C Douch, Service Director for Children's Services attended the meeting and highlighted the following:			
<ul style="list-style-type: none"> There had been a 3% growth year on year but contacts and referrals to the front door had remained about the same. There needed to be a flexible approach to services and the Early Help Strategy would assist with this. There was a need to reduce the number of high cost, high demand services and with housing growth the service needed to be aware of what proportion was social housing and what vulnerable families would use Children's Services. Children's Services were not maximising S106 monies and needed to have more input to ensure things like child friendly areas, green spaces and safe school walking routes from developments. 			

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- There are opportunities to work differently and more effectively.

Can you define what poverty is?	WM	The national level is measured by those families that are just about managing without additional support. Both parents may be working, but there are not necessarily in the right kind of work.	CD
Projects and activity to manage growth: What actual projects and activity is underway to address some of the challenges identified for social care in managing growth in Bucks?	LS	Changes are always business as usual for children's social care. The areas that impact on Children's Social Care would be the build of new children's homes as well as the campaign by the council to become a Foster Friendly Employer.	CD
Effective use of data: What is the data telling you about where and how to locate & deliver services in future? How do you ensure that services will be available where people are going to need them in future?	AC	The adoption data showed that there was longer to place children than usual – this figure had meant that the average time to place was 226 days, but this had been due to one family that had been challenging to find homes for, which impacted on the figures. There are too many children placed outside Buckinghamshire and we are hoping to build more children's homes in Buckinghamshire.	CD
How flexible and robust is the modelling and forecasting data that you use. Do you have any examples of where you can do "what if" scenarios in modelling and forecasting?	ID	We have some good business intelligence support and now understand that we need to offer support early. What tips a situation which results in a child being brought into care? A lot of work is now being done to look at this. We do use quantitative data to ensure that we are targeting and supporting families.	CD
How does Social Care link with other Business Units around growth to ensure a strategic approach? Do you have any examples of where this is working well? Could joint working	ID	We are part of an extended leadership team and have had a discussion on growth. Starting to understand implications for children's social care and what we need to do.	CD

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be improved?		In relation to design, we are looking at creating green areas and easy routes to school.	
Do we have to pay for children known to social services that move to Buckinghamshire from another authority area?	GW	It depends on a child's level of need. If a child is on a Child Protection Plan already there are procedures in place to decide where responsibility for the case sits. If the child and their family become ordinary residents of Buckinghamshire then they would automatically become our responsibility.	CD
Opportunities: How is social care planning to take advantage of the opportunities of increased housing and population?	BR	If we are seeing new communities emerging we want them to be self-sufficient and what we would hope is to have more families that are independent and viable. We launched the early help consultation last week and multi-agency help needs to continue.	CD/GRW
Finance			
Financial Planning: How many years in advance does the Business Unit forecast its budget?	GW	In terms of position where we have got to, some corrections to base budget have been modelled and are tracked. We have a good projection for 4 years looking at how we make the model more sophisticated, but if we are able to judge a child's longer term needs that will certainly help. There is some flexibility at the edges which will assist and early help will be key. Agency staff is reducing – 21% now which is a positive step and need to maintain the number of children that social workers are working with.	DA/CD/GRW/JH

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		<p>Strategy around having children homes and Foster Friendly Employers is putting the right mechanisms in place.</p> <p>It is always harder to manage volatile budgets which are subject to intervention.</p>	
What challenges do we have in maximising S106 money and how can we overcome these? Are there any ways to lever S106 money for social care?	DD/NH/JW	There is not a great deal of capital investment with social care and need to think about the physical asset and whether that would be through S106 or targeting corporate social responsibility. We need to get smarter about S106 and work creatively with developers.	DA/GRW
Other business units may have more opportunities for income generation than Children's Services – is the money from income generation shared amongst all business units are kept within the BU that generates it? What is the plan?	AC	<p>For schools we have 2 transformation plans that will be implemented over the coming years and the plan is to reduce the number of high needs pupils.</p> <p>We are looking at an inclusion strategy that keeps many children in mainstream school with additional support wrapped around them.</p> <p>There isn't a great deal of scope for income within the Business Unit and is more of a case of decreasing spend. Home to School transport and Adult Learning fee increase are being reviewed.</p>	GRW/JH

* Attendees

GRW – Gladys Rhodes White

CD – Carol Douch

PCB – Paula Campbell Balcombe

DM – Debbie Munday

DA – Deborah Andrews

JH – John Huskinson

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KW – Kevin Wright

AC – Alex Collingwood

ID – Isobel Darby

LS – Luisa Sullivan

DB – David Babb

JW – Julie Ward

DD – Dev Dhillon

BR – Brian Roberts

NH – Niknam Hussain

WM – Wendy Mallen

KH – Kelvin Hamblin

GW – Gareth Williams



Buckinghamshire County Council
Children's Social Care and Learning
Select Committee

Report to the Children's Social Care and Learning Select Committee.

Title:	Voice of the Child and Young Person Inquiry – Recommendations Implementation 6 months on.
Committee date:	5 th September 2017
Author:	Carol Douch
Contact officer:	Carol Douch, Service Director, (Ext 3527
Cabinet Member(s):	Cllr. Warren Whyte and Cllr. Mike Appleyard

Purpose of Agenda Item

This report is to provide information for the Committee to review and make an assessment of progress against the agreed recommendations of the Voice of the Child and Young Person Inquiry 6 months on.

The Committee is asked to:

1. Assess current progress against the recommendations.
2. Delegate the assigning of the RAG status (based on the grading showing in appendix 1) to the Chairman following the meeting.

Background

During September and October 2016, the Select Committee undertook an in depth inquiry to help them understand how easy it is for children and young people to provide their views to the Council and to consider the extent to which their views are acted upon so that services are commissioned and delivered most appropriately to address their needs.

Following the inquiry, eight recommendations were submitted to Cabinet in January 2017. All the recommendations were agreed fully or in part.



Summary

Progress of implementation against each of the recommendations is provided in **appendix 1**

Next steps

A further report on the progress of implementing the recommendations will be brought back to the Committee 12 months after the inquiry in February 2018.

Inquiry Progress Update on Recommendations after 6 months

Inquiry: Voice of the Child

Select Committee Inquiry Report Completion Date: Recommendations accepted by Cabinet on 9th January 2017

Date of this update: July 2017

Lead Officer responsible for this response: Carol Douch

Cabinet Member that has signed-off this update: Warren Whyte

Recommendation 1

That sufficient tools are readily available for all people working with children and young people to gather and record views for example books, pictures, games and toys and that purchasing cards are made available to buy additional items quickly.

Lead Cabinet Member: Cabinet Member for Children's Services

Lead Officer: Carol Douch

Action by date: End of February 2017 and ongoing

Original Response and Actions

- We have made a number of tools available to children's social workers and we will consider what other tools are available for other staff who work with children.
- Over the last 4 months there has been an increasing number of children and workers using the apps
- We will review with our commissioned providers to identify any gaps in access to relevant tools and review the ability to purchase new items within the scope of the commissioned service budget.
- We will review availability and use of purchasing cards by social work staff.

Progress Update After 6 months

There is clear evidence to demonstrate that Social Workers have increased their knowledge and application of using electronic applications and tools for obtaining children's wishes and feelings. This is evidenced through the Monthly Senior Management Audits that has demonstrated that a variety of tools are being used by Social Workers.

Social Workers evidence the children's wishes and feelings through their visits, meetings and written reports and are more able to articulate the children's journeys through Children's Social Care. The Tools Library is being upgraded on a regular basis (as and when new tools are being made available by other agencies, Social Workers, etc.)

Children are also able to use the MOMO (Mind of My Own) application. They can speak with their Social Workers, Managers and Practice Improvement Managers and share their views.

The electronic ePEP (electronic Personal Education Plan) for Looked After Children (LAC) is co-ordinated by The Virtual School in conjunction with the school, social

worker, carer and pupil. The vast majority of pupils attend their termly PEP and find the interactive platform user friendly and fun to use as it is adapted according to age and ability. (There is one specifically for Special Educational Needs (SEN) pupils).

Using this information targets are set and the Pupil Premium is allocated accordingly. These targets are reviewed every term. This input allows pupils to request additional activities and educational games and resources.

Pupils are rewarded for their participation via a voucher scheme.

The Virtual School distributes age and interest appropriate books to all primary aged and Early Years Pupils and to any older pupils who request it. This is based on a detailed knowledge in relation to ability and interest. The pupils contribute to this via PEPs and letters from their carers. We have a huge number of compliments and letters of gratitude from carers and pupils for their books.

All social workers have access to a team purchasing card via their Business Support Officer to enable them to purchase appropriate resources to facilitate the child's voice.

Committee RAG Rating: (Completed by Member Services)

Recommendation 2

That more innovative way are introduced to increase the amount of quality time workers within social care have to gather the views of children and young people, particularly within the children in need service.

Lead Cabinet Member: Cabinet Member for Children's Services

Lead Officer: Julie Davies

Action by date: January 2017

Original Response and Actions

- "Mind of My Own" app was introduced in early summer 2016 which is a means in which children and young people in our care can share their wishes and feelings in a secure way on line.
- The implementation has been successful and we are now developing the tool further to ensure it is accessible to children and young people with disabilities.
- We will consider the opportunities as part of the restructure of the children in need service and review its effectiveness.

Progress Update After 6 months

Mind of My Own (MOMO) was introduced in Buckinghamshire April 2016 with a specific application for children with disability available from December 2016.

For all child protection review conferences taking place on and after 1st July 2017, social workers will be expected to support the use of MoMo One (for children aged 8 years and above) and MOMO Express (for children under 8 years of age and disabled children) to gain children's views for all review child protection conferences at a statutory child protection visit during the 5 weeks before the conference takes place.

Buckinghamshire Children's Services were recently nominated and reached the final for an award at the national 'MOMO' event. Buckinghamshire County Council were nominated in two categories - fastest implementation and the highest number of children registered to use the app in our drive to improve the way we gather the views of children and young people.

As of 24th August 2017, 260 young people had MoMo accounts, 274 workers had downloaded MOMO onto their phones and 287 statements had been received from children and young people.

Social Workers attend the termly Personal Education Plan meetings for looked after children.

Committee RAG Rating: (Completed by Member Services)

Recommendation 3

That participation group for children and young people with disabilities is established so that their collective voice can be heard and disseminated to Commissioners, Youth Service and Social Care to act upon.

Lead Cabinet Member: Cabinet Member for Education and Skills

Lead Officer: James Fowler

Action by date: February 2017

Original Response and Actions

This has recently been established in the Youth Service as part of our disability participation work. We can liaise with our commissioned providers to help disseminate details about this group and help identify potentially interested young people to take part.

Actions:

- Share Terms of Reference more widely across commissioners and Social Care
- Share/add to existing work plan for the group
- Develop process for sharing outcomes to relevant parties.

Progress Update After 6 months

There is a Special Educational Needs / Disabilities (SEND) youth forum, young people age ranges from 15-19 with a variety of disabilities.

SEND youth forum priorities are led by the young people of the forum and last year's topic was mental health. This year the SEND youth forum have chosen the topic – 'raise disability awareness to help prevent bullying'. The forum will be working in partnership with Alfriston School on this priority.

The disability work plan priorities 17/18 were agreed by the Head of Service for SEND. The set priorities were agreed following young people recommendations along with information and additional gaps identified by other services such as, SEND IAS (SEND Information, Advice and Support) , Adult Social Care Transitions Team and Change for Children SEND lead.

Young people from the SEND youth forum, special schools/colleges, post-19 provision, Talkback and Macintyre are currently being engaged to complete priorities from the work plan.

All services and young people involved in the work plan priorities are regularly updated with progress and outcomes. The voice of the child is shared with key partners including SEND Team, Transitions Team, and Schools. As well as included in Change for Children Programme, Local Offer working group etc.

The SEND Youth Forum has produced a booklet called 'MY Education, Health & Care Plan' which is sent out when the Local Authority agrees to carry out an Education Health Care (EHC) needs assessment. This advises the young person what to expect from the process, what things mean and what to do if they are unhappy with the EHC plan (if one is issued).

The ePEP has a section for children with disabilities with a Makaton symbol pupils part.

Feedback to key professionals and other relevant parties is shared as a matter of course as part of the work completed on each priority of the Work Plan 2017/18. In addition key partners/ individuals are invited to attend SEND Youth Forum.

Young people have helped to produce SEND Youth Forum promotional material including young people's flyer and promotional video.

Current SEND Youth Forum campaign priorities identified by young people include:

1. Young people felt it was important to raise other children and young people's awareness of disability to prevent bullying of vulnerable young people.

The forum have created a poster for the MASKS (Make A Special Kid Smile) charity exhibition and are now working on a project to introduce students from mainstream schools to their local SEN schools and placements. The forum will be working in partnership with Alfriston school for this work.

2. Young people felt there needed to be more information for young people on supporting transitions into adulthood.

Young people from the SEND Youth Forum helped create and appeared in 6 short information films about SEND post 16 provision. The films include a young person's tour of a college, therapies available on site, community provision by Macintyre and Talkback and residential placements with Aster Lodge. The films show SEND post 16 provision we currently offer and help young people and their families better understand the Local Offer and how the different services support can support young people with disabilities transition into adult services. (<https://www.bucksfamilyinfo.org/kb5/buckinghamshire/fsd/advice.page?id=GIVSsf4UkOq>)

Committee RAG Rating: (Completed by Member Services)

Recommendation 4

That a specific Voice of the Child and Young Person website hub is developed to :

- Publicise prominently the relevant email addresses, phone numbers and social media for children and young people to give their views.
- Provide links to all relevant BCC and partners' website pages that focus on and provide a way for children and young people to give their views.
- Let children and young people know what has happened as a result of their feedback. (You said, we did)
- Clearly signpost services for children and young people in a way that is easy to understand.
- Publicise the rights of children and young people to be heard

Lead Cabinet Member: Cabinet Member for Children's Services

Lead Officer: Carol Douch

Action by date: End of January 2017

Original Response and Actions

- A specific website area has been designed with children and young people to ensure key information is accessible to them. The final technical details are being completed and the website will go live at the end of January 2017.
- Buckinghamshire CAMHS (child and adolescent mental health) have recently re-launched their website following significant input from young people which addresses a number of the inquiry recommendations for this group of service users:
<http://www.oxfordhealth.nhs.uk/fresh/bucks/>
- The Bucks Family Information Service (BFIS) website has sections dedicated to young people, including a section for young people to share their own views, vlogs etc (Your Space). There is also a Youth Space section that could be developed further with rights etc. BFIS is managed by Anna Ellis.
- The Youth Service also has a LAC website linked to the Children in Care Council called kidsincare.org.uk

Progress Update After 6 months

- The specific website area for children to understand their journey through social care system went live as planned, with an interactive tool so that they can access key information about what will happen at different points of the child's journey. The information has been co-produced and is in accessible language for children and young people.
- We do Care website clearly outlines the rights of children in care and aftercare and the pledge from the County Council and there is a link to this from the BFIS website.
- Buckinghamshire Safeguarding Board has a specific area with key information for children to understand what to do to keep safe

Committee RAG Rating: (Completed by Member Services)

Recommendation 5

That the recording and discussion of children and young people's views are strengthened by:

- Work with staff across each business area to draw up a good practice guidance document on the process of recording and discussing the views of children and young people to improve consistency.
- Making discussion at social care supervision meetings & recording on the supervision template of children's and young people's views obligatory.
- Investigating whether the field within the ICS system to record the views of children and young people can be made mandatory to complete.
- As part of the Business Unit's work on Business Intelligence, look to set up a data hub in which all views gathered and recorded, from whichever service, can be stored, accessed and analysed from one place by multiple users.

Lead Cabinet Member: Cabinet Member for Children's Services

Lead Officer: Carol Douch

Action by date: June 2017

Original Response and Actions

Good practice guidance on recording children's views currently exists for children's social care and is currently specific to this service area. The quality of this is audited on a regular basis through supervision and through regular auditing. Guidance will be shared across the business unit through management and team meetings over the next 4 months.

It is currently a requirement in supervision and group supervision to consider the views of children and young people when decisions are made about assessment, effective planning and reviewing. It is monitored through supervision and file auditing.

There is a mandatory field in LCS about detailing when a child has been seen.

Some of the views of children and young people are confidential to that child and their circumstance. Information is already analysed in relation to themes about complaints and compliments. We will investigate the possibility of the BI Service finding a solution and essentially if we can achieve this without compromising

Progress Update After 6 months

The monthly case file audits undertaken across Children's Services evidence that the voice of the child is consistently being considered in assessments, interventions, planning and review. The child's voice is at the centre of what children's social care do. The guidance and regular management oversight has ensured this area of improvement has moved forward.

The supervision procedure and template has been reviewed and updated and formally launched in June 2017. The template now includes a prompt for the manager to discuss with the social worker a specific children's journey and this is then recorded on the child's record in LCS (the case recording system). (This will include Aftercare once all of the records have been transferred over)

The Rights to Information Team in Children's Services share anonymised outcomes and lessons learnt from individual complaints (both Stage 1 and Stage 2) in a thematic way that does not compromise confidentiality. For example, themes are included in the Getting to Good newsletters, form the basis of broader practice discussions at the regular County Manager meetings and Practice Improvement Managers encourage sharing by their Team Managers at their team meetings.

	<p>The Good Practice Guidance document to highlight examples of good practice in schools currently that enables the voice of the child to be shared including:</p> <ul style="list-style-type: none"> • Responsive marking • Target setting sessions • School reports • School Council • Pupil Form/Class Reps • Clubs and participation groups • Via PTA activities • Pupil surveys • (via Autumn Term 2017 Liaison Groups) <p>Committee RAG Rating: (Completed by Member Services)</p>
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Recommendation 6

To strengthen the strategic approach:

- a. Ensure that the voice of the child and young person is an overarching priority within Business Unit strategies, for example the Children's Strategy and its associated implementation plan, to include specific actions and performance measures.
- b. Make sure children and young people are part of the recruitment panel for appointments supporting children and young people

Lead Cabinet Member: Cabinet Member for Education and Skills

Lead Officer: James Fowler. Action by date: June 2017

Original Response and Actions	Progress Update After 6 months
<p>a) It is already one of the overarching priorities as set out in the Children's Strategy that Children are at the heart of Buckinghamshire County Council's strategic priorities. We will consider how we monitor the voice of the child across our contract management function from a commissioned services perspective and look to embed an appropriate mechanism. We will ask BI to develop a possible solution to assist us in gathering the views of the children we work with by June 2017.</p> <p>b) The Youth Service has a pool of trained young people who can be available for recruitment processes. Action: Ensure the inclusion of C&YP from the trained pool of young people are involved in recruitment process, and the process to access them through HR and the Youth service is reviewed by June 2017.</p>	<p>a) The voice of the child and young person is an overarching priority within Children's Services, and Safeguarding our Vulnerable is one of three overarching priorities for the Council.</p> <p>How a provider captures the voice of the child is key question in commissioning of new services and in monitoring and challenging providers in contract management.</p> <p>b) The Youth Service has a pool of trained young people and will continue to provide training and support for young people to enable them to participate in recruitment processes. Recent sessions delivered in April and May 2017. Planned session in October half-term specifically targeting Children Looked After and Care Leaver's. Additional plans to incorporate interview training in YS existing employability programmes to increase number of trained young people.</p> <p>Liaising with HR to include process for requesting young people's interview panels added to existing 'Recruitment Journey' guidance.</p> <p>Young people from Youth Voice, We Do Care and SEND Youth Forum to support refresh of young people's interview panels recruitment material.</p> <p>Young people's interview panels were recently involved in the recruitment of the DCS and 'Step up to Social Work' interviews</p> <p>A young people panel has been involved in the recruitment of all SEN Offices and Managers over the last 2 years.</p> <p style="text-align: right;">Committee RAG Rating: (Completed by Member Services)</p>

Recommendation 7

That at each meeting of the wider leadership team there is a standing agenda item on the voice of the child and young person to focus on:

- Ensuring the voice of the child and young person is included in key strategies and plans
- Understanding the themes and lessons that can be learned from analysing the views of children and young people from across the different service areas.
- Using analysis of children and young people's views to identify gaps and duplication in service provision and ensure effective and efficient use of resources.
- Feeding back on key issues to the Senior Management Team meeting and Business Unit Board.

And that once a year, a wider leadership team meeting is devoted to the voice of the child and young person

Lead Cabinet Member: Cabinet Member for Children's Services

Lead Officer: Gladys Rhodes-White

Action by date: February 2017

Original Response and Actions

The agenda will be changed to ensure that this is considered at each WLT meeting. Once a year the meeting will be dedicated to the Voice of the Child.

Key themes identified from children's voices will help to amend and develop children's services policies and procedures and will be included in an annual review.

Progress Update After 6 months

Wider Leadership Team across children services has had 2 facilitated sessions by Local Government Association focussed on the cross cutting themes in children's services and ensuring the voice of the child is central to the work that is completed. The next WLT meeting is scheduled for November and the theme will be Voice of Child.

Key themes are used to amend and develop children's services policies an example is Buckinghamshire Looked after Children and Placement Sufficiency strategy which is focussed on ensuring that there are placements in Buckinghamshire which enables children to be maintained in their school and keep contact with their family friend and community.

Another recent example of co-production of work with young people is the revised Pathway way plan which is now user friendly and enables the child and young person's voice to be central to the planning.

Committee RAG Rating: (Completed by Member Services)

Recommendation 8

That Voice of the Child and Young Person Leaders in the CSCL Business Unit and throughout the organisation are identified and whose role is to maintain a high profile for this area of work, share good practice and ensure that the voice of the child and young person becomes a more detailed cross cutting theme in strategies, plans and projects.

Lead Cabinet Member: Cabinet Member for Children's Services

Lead Officer: Gladys Rhodes-White

Action by date: Ongoing

Original Response and Actions

This is the responsibility of all staff and is one of the overarching priorities of the Council as identified in the Children's Strategy.

- Also it is the specific role of the Principal Children's Social Worker to ensure to maintain the profile and to challenge where this is not evident
- Simon Billenness and Theresa Carlyle lead on our Youth voice work in the Youth Service.

Progress Update After 6 months

A report from the Principal Social Worker was considered at the senior leadership team and One Council Board. A newly appointed Principal Social Worker has been appointed and will check the progress of the annual report and to be the champion for children's social work and the voice of the child. He has met with the Cabinet Member for Children's Services and the Director of Children's Services in his first few weeks in post.

The Youth Service delivers Youth Voice work including the Children in Care Council and SEND Youth Forum. The Youth Voice initiatives provide a mechanism for the Council to consult with young people on a regular basis and maintain open dialogue. Both the Children in Care Council and SEND Youth Forum have an annual work plan that includes key priorities identified by young people and officers and link to priorities for BCC.




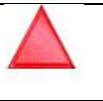
In addition Youth Voice feed into wider strategies and plans for example planned consultation as part of the current Change for Children Programme.

Sarah Barnett leads on Youth Voice. James Fowler oversees Children in Care and SEND YV work.

Current approach to broaden contributions to Youth Service Youth Voice events include building an online community to enable children and young people to participate anytime and anywhere, ongoing engagement with key partners such as schools and other youth sector organisations to promote the Youth Voice

	<p>opportunities. Developing young people as Youth Voice Ambassadors to recruit other young people to the Youth Voice community and promote streams of work and outcomes.</p> <p>Committee RAG Rating: (Completed by Member Services)</p>
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RAG Status Guidance (For the Select Committee’s Assessment)

	<i>Recommendation implemented to the satisfaction of the committee.</i>		<i>Committee have concerns the recommendation may not be fully delivered to its satisfaction</i>
	<i>Recommendation on track to be completed to the satisfaction of the committee.</i>		<i>Committee consider the recommendation to have not been delivered/implemented</i>



Buckinghamshire County Council Select Committee

Children's Social Care and Learning Select Committee

Report to the Children's Social Care and Learning Select Committee

Title:	Children's Services Improvement Programme Actions from Third Monitoring Visit
Committee date:	Tuesday 5 September 2017
Author:	Carol Douch, Service Director Children's Social Care
Contact officer:	Hannah Dell, 01296 382606, hdell@buckscc.gov.uk
Cabinet Member sign-off:	Cllr Warren Whyte

Purpose of Agenda Item

To inform the Select Committee on the outcome of the third Ofsted Monitoring Visit and actions taken to address areas for improvement.

Background

The Children's Improvement Programme was set up in response to the Ofsted Inspection of Children's Safeguarding Services in August 2014. Since the last report to Select Committee, Ofsted have been undertaking a series of Monitoring Visits which have concluded that improvements have been made to services for children and families but that there is more work to be done to ensure a consistent, quality service is provided to all children, young people and families.

This paper focuses on the outcome of the third Monitoring Visit undertaken in April 2017 and actions that have been taken to in response to the areas the inspectors identified as requiring further improvement.



Summary

The third monitoring visit from Ofsted took place in April 2017, during which inspectors looked at the quality of assessment and planning for children looked after, the quality of care placements and placement support and how the County Council fulfils its 'corporate parenting' role for looked after children.

The inspectors concluded that the County Council is "making steady progress in improving the quality of services to children looked after" in their monitoring visit letter published on 13 June 2017 (see appendix 1).

Ofsted inspectors noted that 'improved practice is evident in respect of services and support provided to children looked after' and that 'an improved focus on care planning has resulted in the majority of children's plans having clear actions and timescales'. Inspectors also stated that 'the development of an increasingly stable workforce, with manageable caseloads, has been critical to the progress achieved to date. Social workers spoken to by inspectors are positive about working in Buckinghamshire and morale is good.' Whilst progress is being made, the inspectors noted that there is more work to be done to ensure consistency of practice to further improve outcomes for children.

Appendix 2 sets out the actions that have been taken in response to the areas for further improvement that were identified by the inspectors. This was presented to the Improvement Board in July 2017 and all actions have been incorporated into the refreshed Improvement Plan.

At the time of writing, the letter in relation to the 4th Monitoring Visit, which took place in July 2017, had not been published. Following publication of the letter (due 24th August), a response report will be produced and actions embedded in the Improvement Plan.

Key issues

See Appendix 2

Next steps

The Improvement Board will monitor progress against the actions as part of their ongoing monitoring of the Improvement Plan.



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13 June 2017

Ms Gladys Rhodes White
Buckinghamshire County Council
Walton Street
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Buckinghamshire
HP20 1UA

Dear Gladys Rhodes White

Monitoring visit of Buckinghamshire children's services

This letter summarises the findings of the monitoring visit to Buckinghamshire children's services on 11 and 12 April 2017. The visit was the third since the local authority was judged inadequate in August 2014. The inspectors were Donna Marriott HMI, Linda Steele HMI and Pauline Higham HMI.

Based on the evidence and cases seen by inspectors during this visit, the local authority is making steady progress with improving services for children looked after. However, there are some areas where the pace in achieving the change required has been too slow.

Areas covered by the visit

During the course of this visit, inspectors reviewed the progress made in the areas of:

- The quality of assessment and planning for children looked after, in particular achieving timely permanence.
- Placement support, commissioning and sufficiency.
- Management oversight of and case recording on children's files.
- The effectiveness of the local authority as a corporate parent.

The inspectors considered a range of evidence, including electronic case records, supervision files and notes, and other strategic documents provided by the council. In addition, the views of children looked after, social work staff and managers informed inspectors' findings.

Overview

The local authority is making steady progress in improving the quality of services to children looked after. Social workers remain positive and morale is good. Outcomes for some children are improving. Inspectors saw examples of sensitive, child-focused

work and timely permanence planning. Permanence is considered early for the majority of children, but permanence planning is not yet sufficiently robust.

Services for children in Buckinghamshire were found to be inadequate in June 2014. Despite some improvements seen by inspectors in the quality of support to children looked after, inconsistencies in practice remain and managers are still not effective in tackling shortfalls or driving all children's plans.

Senior managers have taken some effective action to respond to weaknesses identified by inspectors during previous monitoring visits, including work to reduce the number of children waiting for life-story work, ensuring that assessments of children's circumstances take place prior to reviews and developing more robust systems to respond to children missing from home or care. There has been some progress in all of these areas, although some children continue to wait for life-story work and the response to children looked after who go missing is not yet consistently effective, particularly for those children who live outside the area.

The corporate parenting panel takes a clear interest in the progress of children looked after and care leavers and celebrates their achievements, but the panel is yet to evidence that it is improving outcomes. Currently, there is no regular representative of foster carers or children from the Children in Care Council at the corporate parenting panel, which means that the panel does not have the opportunity to hear at first-hand of foster carers' and children's experiences.

Findings and evaluation of progress

Improved practice is evident in respect of services and support provided to children looked after. However, in some areas, the improvements identified as necessary at the last inspection have not been achieved quickly enough.

The development of an increasingly stable workforce, with manageable caseloads, has been critical to the progress achieved to date. Social workers spoken to by inspectors are positive about working in Buckinghamshire and morale is good. Staff appear to be embracing the consultation on the proposed restructure for the children in care service. Despite these positive improvements, children from the children in care council spoken to by inspectors said that they have experienced too many changes in social worker. This was further evidenced in case sampling.

There has been sustained improvement in the quality of case file audits. Audits completed for case tracking are comprehensive, and most identified critical issues.

Although improved outcomes were evident for the majority of children whose case files were audited, practice fell well below the required standard for one of the six children. For this child, safeguarding action had not been effective and the response to 'missing' incidents was not timely.

Children looked after receive regular visits from their social workers, with visits tailored to children's individual needs, including for those children living some distance outside the authority. Children's views are consistently sought through direct work, attendance at reviews or through the use of the recently implemented web-based tool, 'Mind of my own' (MOMO). Inspectors saw some good examples of sensitive direct work, including work to help children to understand their histories. Social workers clearly articulate the work that they undertake with children, but this is not always evident in children's case files. The number of children waiting for life-story work has been significantly reduced since the last monitoring visit in November 2016 due to the focused action taken by the local authority. However, too many children continue to wait for this important work to help them to make sense of their histories.

In response to concerns identified by inspectors at the last monitoring visit, senior managers have introduced an assessment and progress report. Consequently, in the majority of children's cases sampled by inspectors, assessments were up to date and were used to inform planning. Assessments carefully consider the issues of culture, religion and identity for children, and examples of sensitive, child-focused practice were seen by inspectors. Children's health and education needs, as well as contact with those people who are important to them, are given thoughtful attention in assessments and plans.

The timeliness of initial health assessments has declined since the last monitoring visit due to a shortfall in capacity in the health service. The local authority has taken action to develop a more robust and sustainable approach to managing this process, and timeliness is again improving.

An improved focus on care planning has resulted in the majority of children's plans having clear actions and timescales. Pathway plans are in place prior to children reaching the age of 16 and provide an overview of children's needs. Senior managers recognise that the documents are not an effective tool for encouraging children to participate in their plans and have begun work to develop a new format, in consultation with young people.

Permanence is considered at an early stage in the child's journey, but planning for permanence is not yet sufficiently robust for all children. The quality and effectiveness of permanence planning meetings are variable and the process for matching and approval of children with their long-term carers is not always clear. The impact of this is that some children wait too long to experience security and belonging. Prior to the monitoring visit, senior managers had already drawn up a plan to address weaknesses in matching and approval by an agency decision maker and panel.

There is careful consideration of decisions to place children with friends and family, with thorough and timely assessments of connected persons and special guardians. Once a decision is made for children to live with adoptive families, proactive work by the adoption team takes place to find the right match. Despite some action to

improve child permanence reports, concerns continue about the quality, which has the potential to impact on achieving timely decision making. Once the decision is made for adoption, family finding is proactive and families are well supported through the adoption process. Helpful support is provided for children when they move to live with their adoptive families, and the support packages seen by inspectors were comprehensive.

Independent reviewing officers (IROs) maintain regular oversight of planning for children. They visit children before their reviews to ensure that they are supported to participate. IROs are proactive and provide challenge, but are not always effective in rectifying deficits or driving children's plans. Not all children's reviews are brought forward when they experience changes of placement. Senior managers acknowledged that this shortfall resulted from a misunderstanding regarding required practice, and they plan to issue guidance to rectify this.

The support provided to foster carers has improved. In children's cases seen, foster carers' supervising social workers visit them regularly and annual reviews are taking place, although there has been a recent slight decline in timeliness. Carers receive effective support, including access to training.

Sustained work has taken place since the last inspection to reduce the number of children placed out of county at a distance from family and friends. This includes a campaign to recruit foster carers, cross-regional market stimulation events, engagement with independent fostering providers and a review of in-house fostering services through an externally commissioned improvement partner. It has had some success, with a small reduction in the current number of children placed out of county. However, too many children continue to be placed at a distance, which results in disruption to important relationships, changes in education and challenges in accessing services. Inspectors saw the adverse impact of this in some children's case files.

When commissioning out-of-area placements for children, there is no routine consideration of what support will be available should a child go missing from care. The impact of this was evident in several children's cases sampled, where processes to respond to missing episodes were not sufficiently robust and it was not clear whether return home interviews had taken place. Since the last monitoring visit, processes for children who go missing from care or home within Buckinghamshire's boundaries have been strengthened, including tighter monitoring of the return home interviews that are undertaken by an externally commissioned provider. Although recent performance information suggests some improvements in the number of return home interviews carried out in response to 'missing' episodes, the quality of the interviews remains variable. Some examples fall below the required standard due to insufficient or weak analysis.

Management oversight and supervision are evident in children's case files. However, managers do not always record their rationale for decisions and are not consistently effective in following through actions and driving children's plans. The recently

introduced supervision template, although not yet embedded, provides a more robust structure for tracking actions and progress.

Leaders have taken action since the last inspection to strengthen corporate parenting arrangements. Members have received training to support them in their work and to ensure that they understand their responsibilities. The corporate parenting panel takes a clear interest in the progress of children looked after and care leavers, and celebrates their achievements. The panel has been instrumental in driving some projects, such as the development of the local authority's pledge to children looked after and care leavers, and the introduction of a web-based tool to enable children's participation. However, there is a lack of evaluation of the impact of this work in respect of improving outcomes for children. Currently, there are no regular representatives of foster carers or children from the Children in Care Council at the corporate parenting panel. This is a missed opportunity to hear at first-hand about foster carers' and children's experience.

Children told inspectors that they find their involvement in the Children in Care Council helpful and that it has been crucial in helping them to develop confidence.

I am copying this letter to the Department for Education. This letter will be published on the Ofsted website.

Yours sincerely

Donna Marriott
Her Majesty's Inspector

BCC Response to 3rd Ofsted Monitoring Visit April 2017

Ofsted Said.....	We have.....
Planning for permanence is not yet sufficiently robust for all children. The quality of effectiveness of permanency planning meetings are variable and the process for matching and approval of children with their long-term foster carers is not always clear	<ul style="list-style-type: none"> • Reviewed long term fostering matching process and informed social workers of process changes • Developed a tracking sheet to monitor children in foster care who have been in placement for more than 6 months • Independent Reviewing Officers (IRO) to target cohort in Looked After Children (LAC) Reviews and report to performance Senior Management Team (SMT) • Team Manager's chairing the Permanency Planning Meetings to ensure accountability and clear management oversight
The response to children looking after who go missing is not yet consistently effective, particularly for those children who live outside the area	<ul style="list-style-type: none"> • Undertaken training with partners to increase the capacity of professionals who can complete return interviews • Increased contract management to monitor and challenge performance • Reinstated weekly performance monitoring meetings and exception reporting with provider of Return Interviews – 50% Return Interviews completed within 72 hours in May 2017 • Reinstated weekly auditing of quality of Return Interviews by Practice Improvement Manager and RU Safe Manager • Audited all children who are known to be at risk of CSE who are placed out of county to review the support being offered and implementing appropriate actions • Presentation to all frontline managers regarding their responsibility and process for missing children • We Do Care Council consulted on how persistent older missing young people who do not want to undertake a return Interview can be engaged
The Corporate Parenting Panel is yet to evidence that it is improving outcomes, there is no regular representative of foster carers or children from the Children in Care Council at the panel	<ul style="list-style-type: none"> • Reviewed membership and terms of reference of the panel to include a foster carer representation/ engagement from We Do Care Council – 2 foster carers interviewed to be on Panel. We Do Care focus group consulted on how they wish to engage with Corporate Parenting Panel which will be agreed at Panel on 3rd July. • Constructed an action plan to improve the impact of the panel

	<ul style="list-style-type: none"> • Developed an action and impact log to evidence improvement in outcomes for Children Looked After (CLA) – to be agreed at panel on 3rd July. • Training completed for all newly elected councillors to ensure they are fully conversant with their corporate parenting responsibilities and to recruit them to panel • New Cabinet Member has appointed 6 Members to the Panel
Children from the children in care council spoken to by inspectors said that they have experienced too many changes in social worker	<ul style="list-style-type: none"> • Restructured services to ensure teams have more resilience, 'handoffs' for children are reduced and staff are supported to manage workload and progress their career at BCC – children have not been moved between social workers as a result of the internal restructures. • Implemented an Assisted Year of Supported Employment (AYSE) development programme in Children in Need (CIN) to ensure an ongoing 'grow our own' programme with a protected first year of practice and support from Senior Practitioners • Managers have been reminded of their responsibility to ensure allocation and consistency of worker
Timeliness of initial health assessments has declined since the last monitoring visit	<ul style="list-style-type: none"> • Reinstated weekly reporting on points in Initial Health Assessment (IHA) pathway • Reviewed process in health to remove 'single point of failure' • Performance has improved significantly (94% IHAs completed within 28 days in April 2017)
Pathway Plans are not an effective tool for encouraging children to participate in their plans	<ul style="list-style-type: none"> • Refreshed the Pathway Plan template in consultation with young people • Pathway Plans will be completed in LCS for children in care from 23rd June 2017 onwards to ensure a single record for children and young people • Work underway to record entire after care journey on LCS • Children in Care and Aftercare now reconfigured into single service to ensure ease of transition and planning
Quality of Child Permanence Reports remains variable	<ul style="list-style-type: none"> • In the restructure of the Safeguarding Service responsibility for completing Child Permanence Reports (CPR) has returned to child's social worker in CP/ Court teams social workers are specialising in court work and have support in building up the specialist skills required for CPR • Adoption Family Finding Social Workers to assist in the completion of the CPR • CPR training and ongoing support and advice in place for all CP/ Court social workers • Quality assurance process in place through managers to drive up the quality of the

	reports
IROs are proactive and provide challenge but are not always effective in rectifying deficits or driving children's plans	<ul style="list-style-type: none"> • Reviewed the IRO Escalation process to ensure it is clear and impacts on outcomes for children including closing the loop on concerns • Escalation process has been built into LCS via case notes • Good practice exemplars shared with IRO's
Too many children continue to be placed at a distance from home	<ul style="list-style-type: none"> • Implemented actions from the critical friend review of fostering which has resulted in an increase in foster carer recruitment. 9 approved this year • Received Cabinet decision to invest in properties to open 4 new Children's Homes in Buckinghamshire increasing capacity by 20 beds • Developing a 'Fostering Friendly' policy for the Council which was approved by Senior Appointment and Bucks Pay Award Committee (SABPAC) on 22nd June. • Targeted recruitment of foster carers to increase by 35 for year 2017/18 including for adolescence and Unaccompanied Asylum Seeker Children (UASC)
Management oversight and supervision is not consistently effective in driving children's plan	<ul style="list-style-type: none"> • Coaching and mentoring sessions developed for all front line managers on an area basis to improve communication across the journey of the child and the transition points for children • Reissued and implemented supervision template (for the child's record) in LCS, with supporting guidance, to ensure manager oversight and decision making is driving plans for children • Ongoing 'dip sampling' of supervision records by Practice Improvement Managers • Audit of supervision files during 'Audit Week' led to revisions to the Supervision Policy and templates.



Buckinghamshire County Council Select Committee

Children's Social Care and Learning Select Committee

Report to the Children's Social Care and Learning Select Committee

Title:	Permanent Exclusions
Committee date:	Tuesday 5 September 2017
Author:	Sarah Callaghan
Contact officer:	Atifa Sayani 07879 814 202 asayani@buckscc.gov.uk
Cabinet Member sign-off:	Mike Appleyard

Purpose of Agenda Item

The purpose of this report is to provide an update on the Report provided to the Select Committee in January 2017 which had a particular focus on primary exclusion. The original report is attached. We have extended this report to encompass the work being undertaken in the secondary sector to reduce exclusion.

Background

The data on permanent exclusion for 2016/17 shows a rise of 6% from the previous year. It can be seen that the incremental rise has not been as severe; 2015/16 showed a rise of 100%.

The latest statistic release from the Department for Education data covers the period 2015/16. It reports the rate of permanent exclusions at 0.08% of pupil enrolments. The outturn for Buckinghamshire during the same period is 0.14%. This is the second year that permanent exclusion rates have risen nationally.

<https://www.gov.uk/government/statistics/permanent-and-fixed-period-exclusions-in-england-2015-to-2016>



Summary

This topic is of concern for a variety of reasons. Official figures showed 99% of pupils permanently excluded from mainstream schools do not get the five good GCSEs required by many employers. According to the Institute for Public Policy Research, nearly two-thirds of the prison population was excluded from school at some point. Children who are not educated in mainstream school cost more to educate.

Key issues since the January 2017 report

- Social Care and the Special Educational Needs (SEN) Team are permanent members of the Fair Access Boards ensuring information and insight is shared across areas. The Fair Access Board place children who have been permanently excluded when they are assessed as ready to return to mainstream school; these have been in place since 2012. Information provided by colleagues in Social Care and SEN has ensured schools have a holistic picture of each child enabling the construction of an appropriate support package prior to entry.
- Primary Schools have welcomed the new approach to whole school behaviour support and training.
- Buckinghamshire County Council (BCC) commissioned the Teaching Schools Alliance to deliver training to secondary schools entitled “Developing Schools Capacity and Capability to Lead on Behaviour and SEND” Tom Bennett , The Department for Education behaviour consultant , delivered a key note speech to launch the training.
- The development of the Integrated Services Board, which is multi-agency team of health, social care and education representatives, will allow for evolving themes to be escalated.
- Exclusions are one of the key focus areas of the Special Educational Needs and Disability (SEND) development plan.
- The secondary Pupil Referral Unit was at full capacity for three months, however, education was resourced from a Virtual school and Youth Services to meet the Local Authorities statutory obligation to provide education from the 6th day of exclusion.

In addition to the work outlined in January the Buckinghamshire Inclusive Education working party was established in June 2017. The group consists of Primary and Secondary PRU Head Teachers, Grammar, Upper and Primary Head Teachers; Local Authority lead Officers from the SEN Department, Education Psychology, Education Entitlement and Commissioning. This group is actively committed to promoting inclusion and reducing exclusion.



The working group have pledged to undertake the following actions:-

- Review and develop existing full time Alternative Provision to ensure that it meets the need of permanently excluded children in Buckinghamshire facilitating early reintegration into mainstream school.
- Review current commissioned interventions and develop these to promote inclusion in school reducing permanent exclusion.
- Review and develop existing school interventions, processes and practices in order to reduce permanent exclusion.
- Encourage and support the facilitation of collaboration between schools, Academies and partners in order to create capacity and expertise.
- Review and develop existing Fair Access processes so that Head Teachers are more involved in the management of Fair Access.
- Agree commissioning priorities and explore alternative models and approaches to commissioning our services and support.
- Foster and agree a shared understanding of, and commitment to, the collective 'ownership' of Buckinghamshire children and young people and share this with the wider school community.

Resource implications

There were no new resources available therefore any work that has been undertaken has been done within the current budget.

Next steps

A Prevention and Support Panel will be piloted during the autumn term. The Hub will be underpinned by some common principles that enable schools to work together with a default position 'not to exclude'. The Panel will consist of an Education Psychologist, PRU staff, experienced pastoral leads and Special Educational Needs Coordinators from school with good inclusive practices and low rates of exclusion and Local Authority SEN and Exclusion officers. The Panel will be given resources from within the current funding streams, to allocate where necessary, to support children to remain in school. It will oversee practice standards within schools and facilitate peer to peer support.

Buckinghamshire Inclusive Education Working Party will make recommendations to the wider school community in January following the pilot. These recommendations will be implemented as a matter of priority.

We are developing an 'Inclusion Charter' so that we can address the culture of intolerance within some of our schools.



We will work more closely with the performance team to use data intelligently to profile schools so that we can identify schools managing behaviour well and then we can broker school to school support.

We will through our developing schools led model for school improvement, be supporting increased scrutiny, challenge and accountability across schools to reduce exclusions.

We will set stretch targets and use existing governance arrangements in SMT to monitor progress in terms of reductions.

The previous Select Committee had given some consideration to undertaking a one day inquiry. If this was still to be felt of use it could be added to the forward plan.

If the Select Committee felt it helpful an information only update can be provided at agreed intervals.



Buckinghamshire County Council Select Committee

Children's Social Care and Learning Select Committee

Report to the Children's Social Care and Learning Select Committee

Title:	Education Strategy
Committee date:	Tuesday 5 September 2017
Author:	Sarah Callaghan
Contact officer:	Maria Edmonds, 01296 382549, maedmonds@buckscc.gov.uk
Cabinet Member sign-off:	Mike Appleyard

Purpose of Agenda Item:

To ensure that members have been briefed about and have been able to contribute to the consultation process regarding the development of the Education and Skills Strategy.

Background

This is a time of unprecedented local and national change impacting the educational landscape.

- Budget reductions as a result of a decrease in central government grants have had, and will continue to have, a significant impact on the centrally retained funding for school support services at the same time that demand for our support services for vulnerable, SEND and disadvantaged pupils is growing.
- The DfE have stated an aim that school improvement should be school-led and self-improving, building on excellence within the system
- The government drive for academisation and increasing selection has resulted in a diversity of school provision whilst demand for places continues to increase despite financial pressure on capital budgets.
- The 30 hour childcare offer needs to be in place from September 2017 in order to continue to maintain and facilitate excellent Early Years provision for our youngest children



- We need to ensure that we provide a wide range of opportunities for the development of skills to meet the needs of a thriving local economy.
- The gap in performance between disadvantaged pupils in Buckinghamshire and their non-disadvantaged peers is one of the widest in the country. The attainment gap needs to be addressed by using data more intelligently drawing from expertise in the school system.
- There has been an upward trend in the number of Education and Health Care Plans (EHCP) in Buckinghamshire which is higher than the national average, with special schools in Buckinghamshire are operating near full capacity.
- The number of schools that are in category has increased over the past two years and is higher than nationally
- There has been an upward trend in the number of children that have been excluded over the past two years. The PRUs (Pupil Referral Units) are now the mainstay of alternative provision and these are operating at near full capacity. The consequence of this has been that out of County placements have been sought which are expensive; this needs to be addressed by building capacity in mainstream schools and ARPs to manage need earlier.
- There has also been a corresponding increase in the number of children missing education along with the rise in exclusions. Some of this is due to parents/carers choosing to remove their child from school for a variety of reasons and electing to educate them at home

In light of the key changes that are impacting the educational landscape and the challenges that these bring, Buckinghamshire needs to have a strategy in place to ensure that we have the appropriate educational provision for our children and young people. The strategy needs to be an all-encompassing roadmap that caters for 0-19 year olds (up to 25 years for SEND) and should set out a blueprint on how appropriate provision across all age ranges is going to be configured and delivered.

The notion of a strategy with a suggested vision, principles and priorities, was presented to Corporate Management Team (formally known as OCB) in March 2017 and it was agreed that the next step was to consult with key stakeholders within the education community. The prime objective of the consultation would be to find out if the potential vision, principles and priorities identified that could underpin an education and skills strategy were correct and endorsed by a wide range of key stakeholders.

Summary

Awareness of a consultation process was raised through the existing networks of meetings within the Early Years and school community, including post 16 providers and governors. A



great deal of interest was expressed in being involved in the consultation process, with a number of schools volunteering to form a reference group with officers from BCC to work in partnership to design and deliver the consultation events that were scheduled to take place in July 2017. The reference group of headteachers (which is at present composed of 5 Secondary heads, 1 Special School head and 6 Primary Heads) has met twice with BCC officers since June 2017. Some of the headteachers helped to facilitate discussions and/or were involved delivering the initial scene setting at the consultation events along with senior colleagues from BCC.

The consultation process began with some initial informal discussions with some childminders at the National Childminder Day which was held at the Bucks Goat Centre on 28 June 2017. Childminders were asked about their views on what was important to them with regards to education and what they felt about existing provision and how it might be improved. Initial findings suggested that the childminders were very happy with the support provided through PACEY (Professional Association for Childcare and Early Years) and the QIPS (Quality Improvement Partners – employed by BCC). A key area for improvement identified was communication between Early Years providers and Primary Schools so that transition arrangements were smoother and more seamless for the children. Further informal discussions within Early Years forums have revealed similar findings but these need to be analysed in greater depth.

The three dedicated consultation events were held in July 2017 and were designed to engage as many different stakeholders as possible. The consultation events were entitled “Developing an Education and Skills strategy and Early Help services for Buckinghamshire” and were promoted using the Eventbrite system which allowed interested parties to book onto whichever of the events was most convenient for them. The events were held at:

- Monday 10 July, 9.30 – 1pm.
The Kings Church, Raans Lane, Amersham
- Wednesday 12 July, 9.30 – 1pm
Darke Hall, Green Park, Aston Clinton
- Wednesday 12 July, 6.30 – 9pm
Darke Hall, Green Park, Aston Clinton

Nearly 200 colleagues from the educational community and those agencies related to supporting Early Help signed up to attend one of the events. The overall turnout rate was 82% with the two morning events being most popular. Over 61% (97) of the delegates came from a pre-school, primary, secondary or specialist school so there was a strong educational representation from the events. At present the responses produced from the

three events are being worked through into a meaningful way so that this can be shared with the educational community and other key stakeholders in the Autumn Term.

Key issues

Five key questions were raised with the delegates in the consultation events

- 1) What is working well in our current education provision and what could be even better?**
- 2) Is the vision set out in the draft strategy correct?**
- 3) Are the principles set out in the draft strategy correct?**
- 4) Are the priorities set out in the draft strategy correct and what might the barriers preventing us realising these?**
- 5) How might we deliver our strategy? (some optional models were shared to gain feedback)**

(Please see appendices A – D)

Resource implications

There will inevitably be resource and financial implications that arise from the outcome of the consultation process, the finalisation and adoption of the strategy and subsequently its delivery. There will be budgetary implications as statutory duties still need to be executed despite the removal of the ESG general funding and the reduction in money available for school improvement. The overall portfolio budget is set to break-even for 2017-18, with the development of future educational provision being a key project of the Change 4 Children transformation programme set on course to deliver savings over the next four financial years. This also has to be set in context of the pressures on the Home to School Transport budget and the overall SEND budget.

Next steps

- Feedback from the events will be communicated to schools, post 16 and Early Years providers, and also to governors through the existing network of meetings that are already scheduled for the Autumn Term.
- The next meeting of the reference group has been arranged for 12th September to consider the feedback and it will be instrumental in developing with us a delivery model that will be future proofed to cater for the challenges faced by changes in funding and the role of the local authority with regards to education.



- Wider stakeholder engagement will take place through an online consultation beginning on 5 September to 23 October 2017.
- All feedback will be incorporated into updating the draft strategy which will be presented to Cabinet in November 2017.
- To combat the vulnerabilities (persistently wide attainment gap and outcomes for vulnerable groups) within the current approach to school improvement, the current arrangement for the internal Team Around the School Meeting” will take on a more proactive and preventative approach through extending the membership of the group to include representation from Early Help and from other services in BCC that support schools
- A Business Case will be created to support a targeted approach to school improvement that will address our persistent issues for under performance. In order to improve outcomes for vulnerable groups the mechanisms for school to school improvement will need reinforced through having a much more outcome focussed Contract with BLT. The Business Case will be presented at a future SLT.

APPENDICES

Appendix A– The vision discussed at the Consultation Events

A Vision for Education in Buckinghamshire

Education is fundamental to improving life chances and can transform the lives of children and young people. Education in Buckinghamshire should provide an exciting journey of self-discovery and fulfilment that sets our children and young people up for a lifetime of learning, ambition and achievement, made possible through an inclusive learning environment that is characterised by excellent teaching. The education system in Buckinghamshire should provide all children and young people the opportunity and support to fulfil their potential, regardless of their gender, ethnicity or socio-economic background. All children and young people should feel safe, respected and valued in an education system which celebrates diversity. Every child should be treated as an individual, with specific needs taken into account and the appropriate support provided.

Appendix B – The principles discussed at the Consultation Events

Guiding Principles – Comments and Barriers



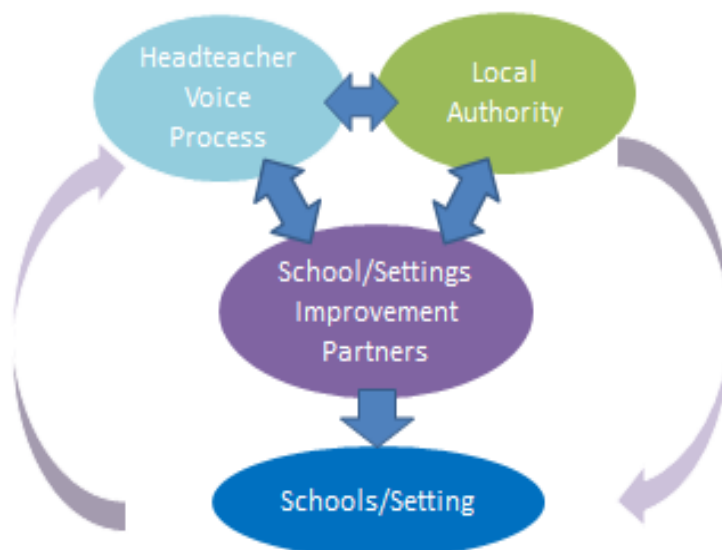
Appendix C – The priorities discussed at the Consultation Events

Infrastructure	Early Years and Childcare
Developing sufficient high quality places, in the right locations, to meet the growing need	Providing the best start to enable all our young learners to flourish and develop a love of learning
School Improvement and Engagement	Inclusion – Supporting the Vulnerable
Working collaboratively to deliver high standards and excellent results for all our pupils	Delivering a positive and inclusive education for all children and young people
SEND (SEND Strategy 2017)	Post 16 Provision & Skills Development (Industrial Strategy 2017)
Enabling excellent outcomes for all children and young people with SEND	Equipping young people with the knowledge, skills and experience needed to thrive in a modern economy

Appendix D – Delivery model options discussed at the Consultation Events

In order to deliver a new Education and Skills Strategy, BCC and the education community need to work together more closely. Our current delivery model is as below:

Current School Improvement Delivery Model



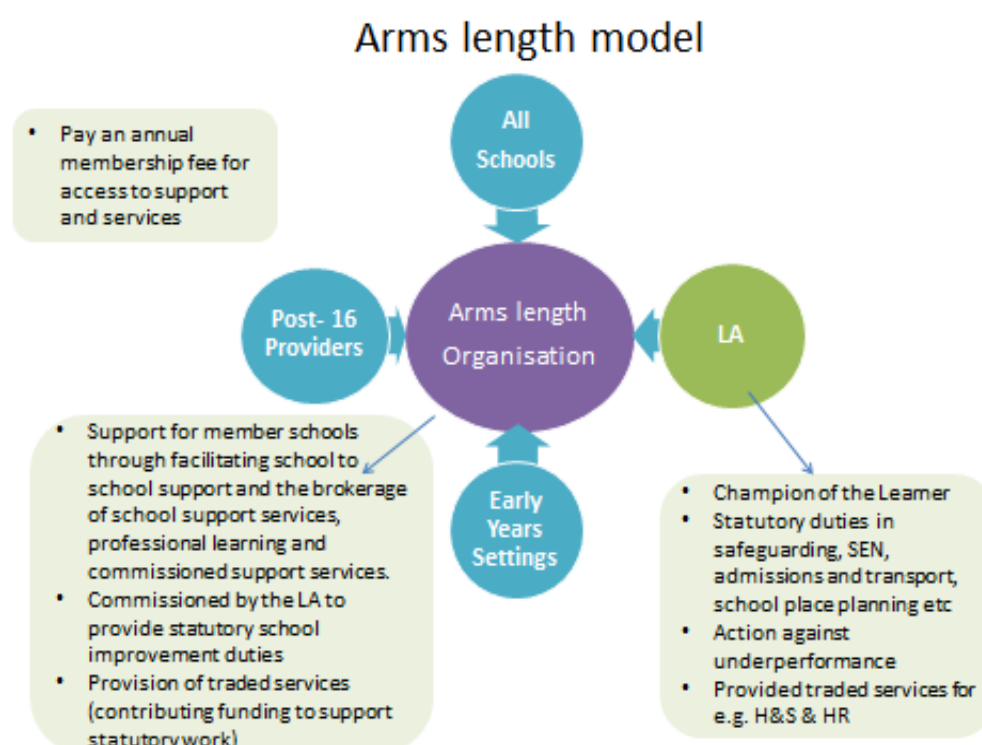
A proposed model in which schools and other education settings can be supported is through the **“Team around the School”** concept. This could provide schools and their pupils with the right services at the right time through efficient channels in a consistent, clear and joined up process. By bringing together the wide range of services that BCC can provide will make our services closer and more responsive to the needs of schools and most importantly their children and young people.

An integrated and dedicated operating model will provide the mechanism for strengthening partner relationships with the school, through a joined up approach for support services, better and quicker deployment of multi-agency support and alignment of early help with school improvement.



There are other delivery models used by other local authorities which could be considered. Some local authorities such as Warwickshire County Council provide services **in-house but through a dedicated schools team**. This team is known as Warwickshire Education Services, which is the name for all Warwickshire County Council traded services that schools can purchase from money in their delegated budgets. It includes services ranging from Catering to Finance to the Schools Library Service. All of these services work closely together to ensure that schools are provided with the best possible services.

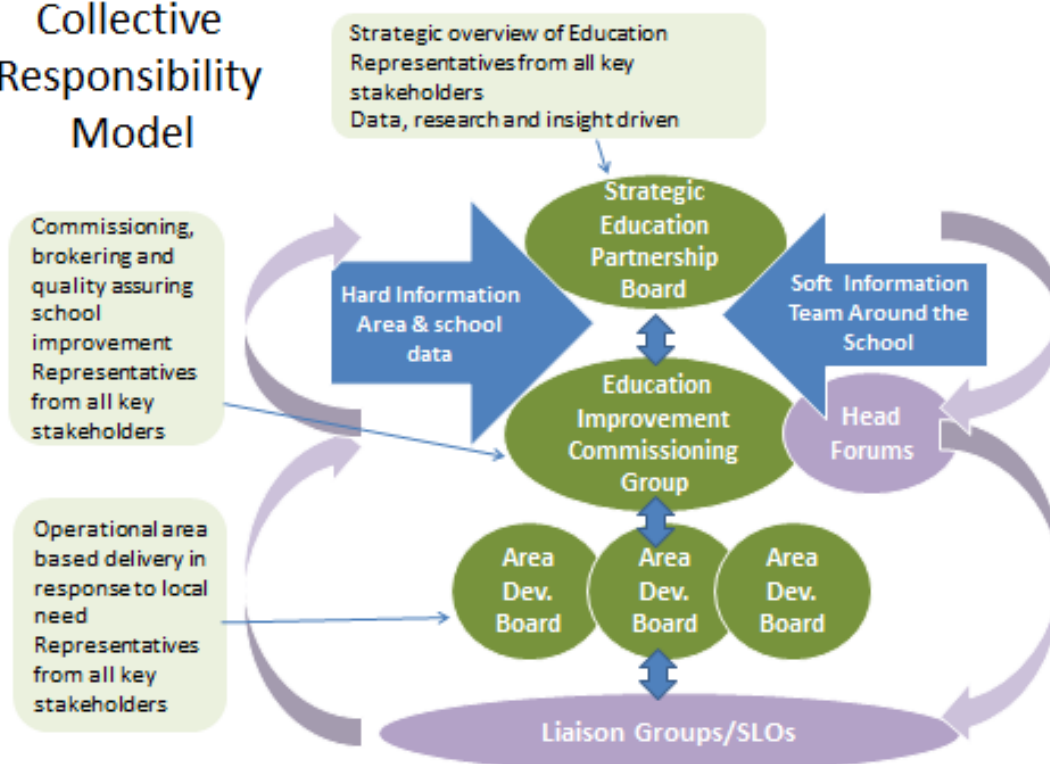
In other authorities, services for schools and other education settings are provided through a **separate arms-length organisation** (such as Hertfordshire for Learning, Hackney Learning Trust) on behalf of the local authority as seen below:



Other models based on a commissioning framework such as in Warrington have been deployed successfully. Such a model would fit with one of the key principles highlighted earlier in the workshop, **collective responsibility**. This would involve all educational partners in Buckinghamshire, irrespective of status, working together, drawing upon expertise and experience within schools and settings, in order provide excellent education that is inclusive to all of our children and young people. This will mean creating an education system with outward looking system leadership which actively supports others to improve and works in partnership to take collective responsibility for performance across their locality. This model could look like this:



Collective Responsibility Model



Your response:

Please rank your preferred model and note pro's and con's of each with any commentary in the following table:

Delivery Model	Rank - out of 4	Advantages	Disadvantages	Comments/Suggestions
Current Delivery Model				
Dedicated Team Model (e.g. Warwick-shire – no diagram)				
Arms- Length Model (e.g. Herts for Learning)				
Collective Responsibility Model (e.g. Warrington)				

Please comment on the **Team around the School Model**

Advantages	Disadvantages	Comments



Buckinghamshire County Council

Children's Social Care and Learning

Select Committee

Report to the Children's Social Care and Learning Select Committee.

Title:	Children's Services Workforce Inquiry – Recommendations Implementation 12 months on.
Committee date:	5 th September 2017
Author:	Carol Douch
Contact officer:	Carol Douch, Service Director, (Ext 3527)
Cabinet Member(s):	Cllr. Warren Whyte and Cllr. Mike Appleyard

Purpose of Agenda Item

This report is to provide information in order for the Committee to review and make an assessment of progress against the agreed recommendations of the Children's Workforce Inquiry 12 months on.

The Committee is asked to:

1. Assess current progress against recommendations 2 and 4. (Recommendations 1 and 3 were agreed by the Committee as already implemented at the 6 month review on 31st January 2017)
2. Delegate the assigning of the RAG status for recommendations 2 and 4 (based on the grading showing in appendix 1) to the Chairman following the meeting.

Background

In April 2016, the Select Committee undertook short inquiry involving a one off evidence gathering session to help them understand the issues around social care workforce recruitment and retention. The inquiry focused solely on the social care workforce as it pertained directly to the Ofsted improvement work.

Following the inquiry, five recommendations were submitted to Cabinet in April 2016, four of which were accepted and agreed.



Summary

Progress against each of the agreed recommendations is provided in **appendix 1**

Children's Workforce Scrutiny Inquiry Progress Update on Recommendations


Interim Progress Report 12 months on

Select Committee Inquiry Report Completion Date: April 2016


Date of this update: 10th August 2017

Lead Officer responsible for this response: Carol Douch

Cabinet Member: Warren Whyte:

Accepted Recommendations	Original Response and Actions	Progress Update after 12 months	Committee Assessment of Progress (RAG status)
<p>Recommendation 1: There should be systematic analysis by the Children's Social Care & Learning Business Unit Management Team of the findings of social worker exit interviews.</p>	<p>A new exit interview process has been adopted since March 2015. An analysis is undertaken of them already and reports to the workforce development Board on a quarterly basis.</p> <p>Example of trends identified so far include:</p> <ul style="list-style-type: none"> • Work-life /balance • Career progression 	<ul style="list-style-type: none"> • Workforce Development meetings take place on a quarterly basis to consider the findings of exit interviews for staff leaving the Council or internally transferring to other teams. This assists in identifying what needs to be implemented to address any recurring themes for staff leaving BCC • Data gathered is also taken to the CSCL Monthly Resource Meetings attended by Heads of Service, PIMs, and HR where both compliance with the exit interview process and specific service/HR issues/actions are raised and addressed • Employees who leave employment in Social Worker roles voluntarily are encouraged to take part in a confidential exit interview, either with a manager from another department or with their line manager. Numbers of leavers and leaving reasons are monitored on a quarterly basis and 	<p></p> <p>Agreed as implemented by the Committee on 31st January 2017</p>

Accepted Recommendations	Original Response and Actions	Progress Update after 12 months	Committee Assessment of Progress (RAG status)
		<p>an annual exit interview report is produced after the end of each financial year. During the period 1 April 2016 to 31 March 2017, 46 employees left BCC. Of the 46 voluntary leavers, 12 completed an exit interview (26%). The analysis that was undertaken therefore covered feedback from only those 12 individuals</p> <ul style="list-style-type: none"> • Over this reporting period although the number of exit interviews conducted has increased, more needs to be done to capture the views of leavers. In order to address this new online process “Last Opinion” has been devised in order to capture the views of leavers. This new system is due to be launched shortly • Key messages from the exit interviews have been fed into an improvement action plan. Areas for improvement are central to the Workforce Strategy action plan and specific improvement suggestions will be reviewed and actions to address incorporated. • Actions in relation to workload have been addressed and are reported at performance meetings • Career progression is now one of the features of the retention offer and monthly boards are held to manage this process. • These processes are now business as usual as workforce development meeting and Resource meetings are occurring on a regular basis with caseloads being reported at the monthly SMT 	

Accepted Recommendations	Original Response and Actions	Progress Update after 12 months	Committee Assessment of Progress (RAG status)
		performance meetings.	
Recommendation 2: Efforts should be made to address the underrepresentation of men in the social care workforce.	This was discussed at Workforce Development Board (WDB) on 22/4/16. The priority is to ensure that we attract competent social workers for permanent jobs, irrespective of their gender, as we still have too many agency workers. The gender of the workforce will continue to be monitored and benchmarked.	<ul style="list-style-type: none"> In June 2017 22% of qualified social workers were on an agency contract, covering vacancies, sick leave, maternity and over establishment. If only the vacancies covered by agency staff is considered this figure drops to 18.5% From April to end June 2017 – 13% of permanent staff were male and 87% female as opposed to 8% and 92% respectively between June and December 2016 Between April and June 2017 we have 64 agency workers in HCPC posts, of which 72% were female and 28% male, very similar to the figures reported in last update report Overall the composition of the Social Care workforce is Male 17% and Female 83% which shows some measured improvement in this trend. This compares to a National breakdown of 85% Female and 14% Male in 2016 (based on Guardian publication Social Lives 2017) 	
Recommendation 3: Legal assurance should be sought around the implementation of Phase 2 of the South East Memorandum of Cooperation	A legal view has already been taken and incorporated into the Memorandum and the actions are deemed to be in line with employment law. The memorandum went live on 4 th April 2016.	<p>There is a South East Region Memorandum of Cooperation (MoC) for managing the demand and supply of Children's Social Workers across the south east region and with bordering councils.</p> <p>The purpose of this agreement has been to overcome some of the difficulties that many LAs have experienced</p>	 Agreed as implemented by the Committee on 31st January 2017

Accepted Recommendations	Original Response and Actions	Progress Update after 12 months	Committee Assessment of Progress (RAG status)
		<p>in relation to agency worker quality, and cost in order that there is cooperation between local authorities. In order to manage the mis-match of requirements i.e. under supply and increased demand for 21.9% of social workers, it was felt that there needed to be a more collaborative and strategic approach, particularly in relation to managing agency worker supply and demand and associated costs.</p> <p>Buckinghamshire has signed this agreement along with 16 other authorities in the South East and regularly attends the quarterly update meetings. Since the MoC has been in place the agency rate has been capped, and the movement of social workers has slowed.</p> <p>Any children's social worker leaving a permanent contract will not be employed on an agency contract by another authority in the region within 6 months</p> <p>The arrangements outlined in the SE Memorandum of Cooperation remain current at the time of writing this update in July 2017.</p>	
<p>Recommendation 4: The Cabinet Member for Children's Services and Director of Children's Services should take a lead on developing collaborative approaches on workforce issues with other</p>	<p>The Memorandum of Cooperation (Moc) has been agreed following collaborations across a number of Local Authorities. The training officer and HR attend a number of regional meetings to enhance collaboration.</p> <p>Examples of Regional Collaborations</p>	<p>The MoC quarterly review meetings are attended by Buckinghamshire senior Social Care managers and HR representatives and provide an opportunity for colleagues to share information and best practice. Key information is relayed back to the Workforce Development Group that is also held quarterly inside the Council and the monthly social care Resource Group.</p> <p>The organisation that facilitates the MoC, The South East</p>	

Accepted Recommendations	Original Response and Actions	Progress Update after 12 months	Committee Assessment of Progress (RAG status)
authorities both nationally and locally.	<ul style="list-style-type: none"> • The Learning & Development Team are involved in a number of regional and national collaborative groups covering: <ul style="list-style-type: none"> • ASYE, • Step Up to SW, • Four Programmes Group – comprising Bucks, Oxfordshire and 4 Universities • Skills for Care Social Work Education Group – comprising Milton Keynes, Oxfordshire, Bucks and Berkshire (4 unitaries) + all HEI's feeding in. • National forums and best practice workshops on related activities. 	<p>Sector Led Improvement Programme (SESLIP) provides project opportunities to allow colleagues to collaborate e.g. they will be running a project on Audit and Quality Assurance Procedures.</p> <p>We are also leading and involved in Newly Qualified Social Worker University programmes including the new graduate social work programmes - Step Up to Social Work and Frontline. In addition to the initiatives outlined above we are now sponsoring 5 colleagues to undertake the Open University Qualification in Social Work.</p> <p>There is an established pipeline of newly qualified Social Workers to start in CIN service; at present (July 2017) there are 14 NQSW in the process of joining. In addition, the Assessment team there are 2 NQSW joining the Assessment Team and one further colleague in CWD (Children with Disabilities). These colleagues will have protected number of children to work with so that they have the opportunity to further develop their skills. A new campaign to recruit NQSW for August and September 2017 is underway.</p>	

RAG Status Guidance (For the Select Committee's Assessment)

	<i>Recommendation implemented to the satisfaction of the committee.</i>		<i>Committee have concerns the recommendation may not be fully delivered to its satisfaction</i>
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Recommendation on track to be completed to the satisfaction of the committee.



Committee consider the recommendation to have not been delivered/implemented