

CHILDREN'S SERVICES COMMITTEE AGENDA



22 May 2013

at 4.00 pm

in Committee Room B, Civic Centre, Hartlepool

MEMBERS: CHILDREN'S SERVICES COMMITTEE

Councillors Atkinson, Fleet, Griffin, Hill, James, Lauderdale and Simmons

Co-opted Members: Sacha Paul Bedding and Michael Lee

Young People's Representatives

1. APOLOGIES FOR ABSENCE

2. TO RECEIVE ANY DECLARATIONS OF INTEREST BY MEMBERS

3. MINUTES

None.

4. KEY DECISIONS

- 4.1 Provision for Pupils with Moderate Learning Difficulties – *Director of Child and Adult Services*
- 4.2 Support to Secondary School – *Assistant Director, Education*

5. OTHER ITEMS REQUIRING DECISION

- 5.1 Childcare Sufficiency Assessment Update 2012/13 – *Director of Child and Adult Services*



- 5.2 Development of Academies in Hartlepool – *Director of Child and Adult Services*

6. ITEMS FOR INFORMATION

- 6.1 Safeguarding Children in Hartlepool – *Director of Child and Adult Services*

7. ANY OTHER BUSINESS WHICH THE CHAIR CONSIDERS URGENT

FOR INFORMATION

Date of next meeting – 2 July 2013 at 4.00pm in Committee Room B, Civic Centre, Hartlepool.



CHILDREN'S SERVICES COMMITTEE

22nd May 2013



Report of: Director of Child and Adult Services

Subject: PROVISION FOR PUPILS WITH MODERATE LEARNING DIFFICULTIES

1. TYPE OF DECISION/APPLICABLE CATEGORY

1.1 Key Decision (test (ii)) Forward Plan Reference No. CAS139/12.

2. PURPOSE OF REPORT

2.1 The purpose of this report is to inform the Children's Services Policy Committee of the outcomes of the publication of the Statutory Notice:

- To discontinue the additionally resourced support base at Grange Primary School for pupils in the age range 7 years to 11 years (Key Stage 2) with moderate learning difficulties;

3. BACKGROUND

- 3.1 The Director of Child and Adult Services presented a report to the Portfolio Holder for Children's Services on 6th November 2012. The report outlined the nature of moderate learning difficulties, examined reasons for change of provision in Hartlepool and outlined options for future provision. The Portfolio Holder agreed that these proposals should go out to consultation.
- 3.2 The Director of Child and Adult Services presented a further report to the Portfolio Holder for Children's Services 5th March 2013. The report outlined the consultation process that had been undertaken. The report concluded that the responses had been in favour of Option 2. This option was to formally close the Key Stage 2 support base for pupils with moderate learning difficulties at Grange Primary School. This would allow the funding to be reallocated to the Local Authority's individual pupil budget, managed by the Local Authority Special Educational Needs Team. The money is then allocated on the basis of individual pupil need to mainstream primary schools across the town.

3.3 The Portfolio Holder agreed on 5th March 2013:

- To the publication of public notices for a statutory period of 6 weeks for any formal objections to be received in relation to discontinuing the additionally resourced provision at Grange Primary School for up to 12 children with moderate learning difficulties in the age range 7-11 years from 1st September 2013;

4. THE PUBLICATION OF THE STATUTORY NOTICE

4.1 Regulations published by the Department for Education require that statutory notices for proposals must be published:

- In the local newspaper;
- At the main entrances to the schools named in the proposals;
- And some other conspicuous place in the area served.

4.2 The statutory notice for the proposal was published in the Hartlepool Mail on 18th March 2013. The statutory notices were posted at the entrance and around the perimeter of Grange Primary School on 18th March 2013.

4.3 The statutory notice is attached at **Appendix 1**.

5. RESPONSES TO PUBLIC NOTICES

5.1 No representations (either objections or supportive comments) have been received during the statutory six week period which finished on 29th April 2013.

6. NEXT STEP

6.1 Having published the statutory proposal on 18th March 2013 and having considered any representations received within the consultation timescale, the Children's Services Policy Committee is under a legal obligation to decide these proposals within two months after the consultation period. In considering the proposal in relation to discontinuing the additional support for pupils with moderate learning difficulties at Grange Primary School, the Children's Services Policy Committee can decide to:

- Reject the proposal set out in the statutory notice;
- Approve the proposal set out in the statutory notice;
- Approve the proposal with a modification.

7. DECISION REQUIRED

7.1 It is recommended that the Children's Services Policy Committee:

- Note the outcomes of the statutory notice period relating to the proposal to discontinue the additionally resourced provision for pupils with moderate learning difficulties at Grange Primary School;
- Approve the proposal that the additionally resourced facility at Grange Primary School for pupils in the age range 7 years – 11 years with moderate learning difficulties be discontinued with effect from 1st September 2013.

8. BACKGROUND PAPERS

- 8.1 Provision for pupils with moderate learning difficulties (MLD) at Key Stage 2 (approval to Consultation), Children's and Community Services Portfolio, 6 November 2012;
- 8.2 Provision for pupils with moderate learning difficulties (MLD) at Key Stage 2 (outcome of consultation), Children's and Community Services Portfolio, 5 March 2013.

9. CONTACT OFFICER

Zoe Westley
Head of Social & Education Inclusion
Telephone: 01429 287349
E-mail: zoe.westley@hartlepool.gov.uk

Appendix 1

PUBLIC NOTICE



PROPOSAL TO DISCONTINUE THE ADDITIONALLY RESOURCED FACILITY AT GRANGE PRIMARY SCHOOL

Notice is given in accordance with section 19(1) of the Education and Inspections Act 2006 that Hartlepool Borough Council intends to make a prescribed alteration to Grange Community Primary School, Owton Manor Lane, Hartlepool, TS25 3PU from 01 September 2013.

The proposal is to discontinue the additionally resourced facility for pupils with Moderate Learning Difficulties (MLD) at Grange Primary School. The facility currently provides up to 12 places for children with Moderate Learning Difficulties (aged 7-11 years). There are currently no pupils attending the support base and no waiting list for placement in such provision. Support for children with Moderate Learning Difficulties is available within all of our mainstream schools to promote successful inclusion and ensure all children reach their full academic potential.

This Notice is an extract from the complete proposal. Copies of the complete proposal can be obtained by contacting Christine Lowson on (01429) 523754 or by writing to the address below. Information relating to this proposal can also be found on the Council's website at www.hartlepool.gov.uk/GrangeMLDBaseClosure

Within six weeks from the date of publication of this proposal, any person may object to or make comments on the proposal by sending them to The Assistant Director of Child and Adult Services (ref CL/GPSMLD), Hartlepool Borough Council, Civic Centre, Victoria Road, Hartlepool, TS24 8AY.

Signed: Sally Robinson, Assistant Director of Child and Adult Services

Publication Date: 18th March 2013

CHILDREN'S SERVICES COMMITTEE

22 May 2013



Report of: Assistant Director (Education)

Subject: SUPPORT FOR SECONDARY SCHOOLS

1. TYPE OF DECISION/APPLICABLE CATEGORY

Key Decision test (i) and (ii) applies. Forward Plan Reference CAS0008/13.

2. PURPOSE OF REPORT

- 2.1 Following the publication of the validated 2012 GCSE results and pupil progress data for secondary schools in February 2013 (see **Appendix 1**), the Council decided to allocate up to £200,000 of the net forecast uncommitted 2012-13 underspend, subject to the provision of a detailed business plan, to support the five Hartlepool secondary schools in bringing about improvements in pupil outcomes over the next three years.
- 2.2 This report details how the Council decision can be implemented outlining the range of proposals made for supporting secondary education and will suggest which of these offers the best course of action to bring about improvement. It will also detail the current actions being taken to support and challenge secondary schools in order that all five schools are judged by OFSTED to be 'Good' or 'Outstanding' by September 2015.
- 2.3 The report provides the Children's Services Committee with the information to:
 - consider the options presented and, from these, decide upon the improvement strategy to be implemented
 - agree to the accompanying costs associated with these actions.

3. BACKGROUND

3.1 OFSTED Inspections

In the 2012 Annual Report of Her Majesties Chief Inspector of Education, Children's Services and Skills, it was reported that only 46% of Hartlepool

secondary age pupils attended a school judged by OFSTED to be 'Good' or 'Outstanding' at their last inspection. This placed Hartlepool LA 136th out of 150 Local Authorities. In contrast, 79% of Hartlepool primary age children attended a school judged by OFSTED to be 'Good' or 'Outstanding', placing Hartlepool 25th nationally. The table below details the current inspection judgment for Hartlepool secondary schools.

SCHOOL	DATE OF INSPECTION	OUTCOME
St Hild's	February 2013	REQUIRES IMPROVEMENT / SATISFACTORY
High Tunstall	June 2012	REQUIRES IMPROVEMENT / SATISFACTORY
English Martyrs	January 2012	GOOD
Manor	September 2011	REQUIRES IMPROVEMENT / SATISFACTORY
Dyke House	November 2007	OUTSTANDING

3.2 Pupil Attainment

The national standard / threshold by which secondary schools are measured and compared is the percentage of pupils achieving five 'good' GCSE passes at A* - C, including mathematics and English. Hartlepool secondary schools have, over the last six years, significantly increased the percentage of pupils obtaining 5 GCSE A*-C including mathematics and English from 39% in 2008 to 57% in 2011 before falling to 48% in 2012. At its highest in 2011, this matched but did not exceed the national average. In addition, secondary schools nationally have been improving their performance and the gap between the attainment of Hartlepool pupils and that of all pupils nationally has stubbornly persisted for at least five of the last six years, as shown below:

YEAR	2007	2008	2009	2010	2011	2012
Hartlepool 5 A*-C inc M&E	39%	39%	48%	50%	57%	48%
National 5 A*-C inc M&E	46%	48%	50%	54%	57%	58%
% Gap	-7%	-9%	-2%	-4%	0%	-10%
Statistical Significance	SIG BELOW AV	SIG BELOW AV		SIG BELOW AV		SIG BELOW AV

3.3 Pupil Progress

The national expectation is that pupils will make three national curriculum levels of progress in both English and mathematics whilst at secondary school over the five years from Year 7 to Year 11. The starting point for measurement is the national curriculum level achieved by the pupil at primary school in the Year 6 SATs national assessments. As pupils in Hartlepool primary schools generally attain at a higher level than the national average, their starting points on entering secondary school in Year 7 are high and they therefore need to make better than average progress through secondary school in order for secondary schools to demonstrate that they have 'added value' to the pupil. As progress through Hartlepool secondary education has historically been below the national average, pupils are attaining at GCSE at a lower level than would be expected given their starting points. Secondary schools, however, argue that the Year 6 SAT results do not provide a reliable starting point and that many pupils enter secondary education with lower levels of attainment than their Year 6 SAT results suggest. This is a national debate, however, and regardless of this, some statistical neighbour Local Authorities perform significantly higher in both attainment and pupil progress (e.g. Calderdale, St Helen's, Wigan).

% 3 Levels Progress	2009		2010		2011		2012	
	ENG	MATHS	ENG	MATHS	ENG	MATHS	ENG	MATHS
Hartlepool	58%	50%	56%	55%	62%	57%	49%	62%
National	65%	58%	70%	64%	71%	64%	67%	68%
GAP	-7%	-8%	-14%	-9%	-9%	-7%	-18%	-6%

Clearly, deficits in both pupil attainment and pupil progress (combined by OFSTED to define 'Pupil Achievement'), over an extended period have resulted in too few Hartlepool secondary schools being judged as 'Good' or 'Outstanding'. This was exemplified at the recent OFSTED inspection (Feb 2013) at St Hild's where the report said, *'The hard work of senior leaders and governors has resulted in considerable improvements in the past two years. These include better examination results, better teaching and better use of assessment of students' work'* but the overall outcome of Grade 3 Requires Improvement was given because *'GCSE results have been well below average for some time'* and *'The rate of progress students make is better than it was when the school was last inspected but it is still not good'*. Hartlepool's long legacy of low pupil achievement in secondary schools will continue to negatively impact upon OFSTED inspection outcomes for some years yet unless rapid improvement can be brought about in the next two years up to 2015.

3.4 Local Authority Officer Groups

The Local Authority 'Support and Challenge Protocol' details the steps that the Local Authority will take to bring about rapid improvement in any of its schools considered to be 'causing concern'. One of the strategies to bring about improvement is the establishment of a Local Authority Officer Group to

both support and challenge any vulnerable school. Local Authority Officer Groups led by the Senior Officers in the Education Division have now been established for three secondary schools, High Tunstall, St Hild's and Manor College. Local Authority Officer Groups meet each half-term with the school's Headteacher, Deputy/Assistant Headteacher(s), the Chair of Governors, the School Improvement Partner and any other officers it is felt appropriate to invite. LA Officer Groups hold the school to account for the progress that it is making each half-term (as OFSTED would for a Grade 3 'Requires Improvement' school) and offer support and challenge in the three key inspection areas of pupil achievement, teaching and leadership and management. The ultimate aim of the LA Officer Group is to ensure that the school improves sufficiently to be judged by OFSTED to be 'Good' or 'Outstanding' at its next inspection.

3.5 **Hartlepool 11-19 Partnership Group Meetings**

In order to ensure that there is a continuous focus on rapid improvement, either the Assistant Director (Education) or the Senior School Improvement Officer and the 11-19 Partnership Manager now attend the half-termly 11-19 Partnership sub-group meetings of the Raising Achievement Group, the Leading Edge Group, the Maths & English Collaborative Group and the Continuous Professional Development Group. The attendance of Senior Officers enables these groups to assess their work against national criteria in order to ensure that Hartlepool schools are operating at a level in line with, or higher than, secondary schools in the rest of the country.

3.6 **Local Authority Assisted Reviews**

Under the Support and Challenge Protocol and to ensure that all schools are judged to be 'Good' or 'Outstanding' by September 2015, the Local Authority will, where a school has been identified as causing concern, carry out an on-site school review that follows the OFSTED inspection framework in order to identify any under-performance issues and to offer improvement strategies in the key OFSTED areas of pupil achievement, teaching and leadership and management. Additional support and challenge in these key areas in order to improve them to 'Good' or 'Outstanding' is then provided. A full written report describing the areas in need of improvement follows the review. The review report will also inform the agenda for any subsequent LA Officer Group meetings that follow the review in order to monitor progress in the areas identified as being in need of improvement.

4. **PROPOSALS**

4.1. A number of proposals for the utilisation of additional Local Authority funding for secondary school improvement were considered by Local Authority officers in consultation with secondary headteachers. These included:

- The appointment of an additional Local Authority Officer, on a temporary or seconded basis, whose title would be Secondary School

Improvement Officer. The role would be to offer direct support and challenge to secondary headteachers, management teams and teachers in order to bring about improvements in teaching and learning. Concerns about the ability to recruit a person of sufficient calibre and experience, and the fact that much of the support and challenge role is already provided by existing Local Authority Officer Groups and the 11-19 Partnership manager were raised by the Headteachers. The Local Authority School Improvement Service, however, still regard this proposal as being worthy of further consideration should the proposals recommended in this report not bring about the rapid improvement in pupil achievement that the funding has been designated for.

- The appointment of a Secondary Mathematics Advisory Teacher and a Secondary Literacy Advisory Teacher, similar to the current provision for primary schools, in order to improve levels of pupil achievement in these areas. Headteachers did not support this proposal as they felt that each school had different needs in these areas; for example, one school felt that they were performing well in both mathematics and English and that support for science would be more beneficial, whilst another believed that mathematics was good in school and it was only support for English that was needed. The counter argument is that support from the Advisory Teachers would be targeted where it is needed and not necessarily equitably. Again, issues of recruitment were raised, including individual Hartlepool schools losing their most talented maths and English teachers if they decided to apply for the posts.
- The provision of an additional allocation of funds, based upon pupil numbers, to each individual school to support school determined improvement strategies. Each school would decide how to allocate the funding and would be held to account for the success of the strategy at Local Authority Officer Group meetings or, where an Officer Group was not established for that school, by termly meetings with the Assistant Director, Education. This would enable schools to work individually or collectively on issues pertinent to them that have been identified by OFSTED, the Local Authority Officer Group or themselves. This approach was fully supported by Headteachers but does not require the schools to provide any additional financial resource in order to bring about improvement.
- The Local Authority therefore suggested that the above proposal was agreeable on the basis that it was limited in the first instance to £20,000 for each of the five secondary schools in order to be equitable and that each school had to match-fund that £20,000 in order to create, for the academic year 2013/14, a ring-fenced, secondary school improvement fund of £200,000. Should any match-funded proposal prove to be successful and need to be extended to, for example, other year groups in school or to other schools, there would be additional Local Authority funding available, over and above the original commitment of £100,000, to support any extension.

4.2 Following further extensive discussions, it was agreed with secondary Headteachers that any additional Local Authority funding should:

- Be used to meet individual school priorities that the school believes are the most important in order to move them to an OFSTED judgement of 'Good' or 'Outstanding';
- Only be used to support improvement strategies that are fully costed and linked to action plans that clearly detail how to move the school to 'Good' or 'Outstanding';
- Be agreed by the Chair of the Children's Services Committee prior to the release of the funding and only on presentation of the improvement plan to which it relates; and
- Be matched equally by funding from the school / schools.

4.3 In particular, the areas suggested by Headteachers to be considered for additional funding that have been identified as barriers to improvement include:

- Improving the quality of teaching of those teachers who have been identified by OFSTED, the Local Authority or the school as being consistently at Grade 3 'Requires Improvement'.
- The progress and attainment of boys in mathematics and English;
- School attendance generally, and that of boys in particular;
- Ensure that the majority of pupils make three national curriculum levels of progress in their secondary education and that the more able pupils make four levels of progress;
- Targeting both 2014 and 2015 GCSE results with the current Year 10 and Year 9 pupils;
- Cross-school, coordinated Continuous Professional Development;
- Improving pupils' behaviour for learning and creating the appropriate climate in schools to encourage learning;

Local Authority Assisted Reviews

4.4 It is proposed that a Local Authority Assisted Review takes place in all Hartlepool secondary schools prior to September 2015. Where the school is considered vulnerable, this will fall under the Local Authority Support and Challenge Protocol and the timing will be determined by the Local Authority. Where a school is not considered vulnerable, then the Local Authority will aim to reach an agreement with the school for the Assisted Review to take place.

5. RISK IMPLICATIONS

5.1 The biggest risk to the council is reputational should any secondary school be judged to be Grade 4 'Inadequate' by OFSTED or for educational achievement, measured by either pupil attainment or pupil progress or a combination of both, in any of its schools to fall below the Department for Education floor targets. Such negative publicity has already been seen

earlier this year when an OFSTED press release stated that Hartlepool had the lowest rates of pupil progress through secondary education in the north-east, Yorkshire and Humberside region and that this region generally had the lowest progress rates in the country, the implication being that Hartlepool had the lowest in the country. This proposal will provide Hartlepool secondary schools with the additional funding needed to develop a greater capacity for improvement, to boost pupil achievement outcomes and, hence, to increase their resilience to a negative OFSTED outcome.

6. FINANCIAL CONSIDERATIONS

6.1 The proposals detailed in paragraphs 4.1 to 4.3 concern the additional financial support to be provided by Hartlepool Borough Council. If the favoured proposal in paragraph 4.2 is adopted, then the following financial aspects need to be considered:

- An initial sum of £100,000 be set aside in 2013-14;
- Each secondary school is nominally allocated £20,000;
- Individual or groups of schools prepare an action plan for the improvement plan they are proposing;
- All costs in the plan(s) are shared equally with the Local Authority on a matched funding basis up to a maximum of £20,000 per school in total;
- All plans are agreed with the Assistant Director (Education) at either the school's Local Authority Officer Group or at an arranged meeting with the Headteacher and with the Chair of the Children's Services Committee;
- Schools will be encouraged to work together to maximise funding and a joint plan will be prepared for discussion;
- All plans will contain, as a minimum, the proposal, the timescales, milestones, success criteria and the total cost;
- Similar provision of £100,00 in 2014-15 may be required in order to maintain the initiatives started in 2013-14 and to achieve the target of all secondary schools being judged 'Good' or 'Outstanding' by September 2015.

6.2 Proposal 4.4 (Assisted Reviews) will require additional funding of up to £25,000 between May 2013 and July 2015 to meet the costs of staffing an Assisted Review team large enough to review all Hartlepool secondary schools (approx 4-6 reviewers per review). As Hartlepool has just three officers accredited to carry out this work, a number of external accredited reviewers would be needed, depending upon the size of the school. This additional funding will be from the Dedicated Schools Grant School Improvement Reserve fund and will be reported to the Schools' Forum.

7. RECOMMENDATIONS

7.1 It is recommended that the Children's Services Committee:

- Consider the contents of this report and, in particular, the proposals for bringing about improvement in Hartlepool secondary schools;
- Agree that £100,000 be set aside in 2013-14 to match-fund the secondary school improvement proposals detailed in paragraphs 4.1 to 4.3 above;
- Consider adopting the proposal detailed in paragraph 4.4 as the most educationally and cost-effective way in which to support secondary schools to improve over the next two years.
- Consider creating a new post of Secondary School Improvement Officer –Teaching and Learning.

8. REASONS FOR RECOMMENDATIONS

8.1 To achieve the target of every child attending a 'Good' or 'Outstanding' school by September 2015 and to improve both pupil attainment and pupil progress in Hartlepool secondary schools, additional support and challenge is needed. Schools themselves are best placed to decide what they need to do to improve with the Local Authority offering the challenge and support. To do some things differently, more efficiently and / or more effectively, additional resource is necessary. These proposals will ensure that in 2013/14, £200,000 (including the schools' contribution) of ring-fenced school improvement funding is used to improve outcomes for young people in Hartlepool.

8.2 At the end of the academic year 2013/14, key indicators of the success of the policy will include:

- Any school inspected by OFSTED will be judged to be 'Good' or 'Outstanding' or will be judged to be 'rapidly improving';
- GCSE results, as measured by the percentage of pupils achieving five GCSE passes at A* -C including mathematics and English have improved on both the 2012 results and the 2011 results;
- The number of pupils making both the national expectation of three levels of progress and those making higher than expected progress (four levels) will be an improvement on both 2012 and 2013 rates of progress;
- The success criteria detailed in the individual school improvement plan submitted to the Children's Services Policy Committee, and any agreed end of year milestone, has been achieved and reported to the Children's Services Policy Committee.

8.3 Evaluation of the success of the secondary school improvement project and the impact of the additional funding will be ongoing throughout the year and will be reported to the Children's Services Committee as required. In addition, upon publication of the 2013-14 GCSE results, a full evaluation of

the success of the project will be carried out with a view to securing additional funding for those school improvement schemes which have brought about improvement in pupil outcomes and either modifying or ending those schemes that have had only partial, or in the worst case, no impact upon pupil outcomes.

- 8.4 The School Improvement Service will be monitoring all in-school schemes during the year and will reserve the right to withhold the Local Authority matched funding contribution should the school's proposal not be sufficiently robust or appropriately targeted to ensure that it brings about improvement.

9. BACKGROUND PAPERS

- 9.1 None

10. CONTACT OFFICER

Dean Jackson
Assistant Director (Education)
Child and Adult Services

Tel: (01429) 523736

Email: dean.jackson@hartlepool.gov.uk

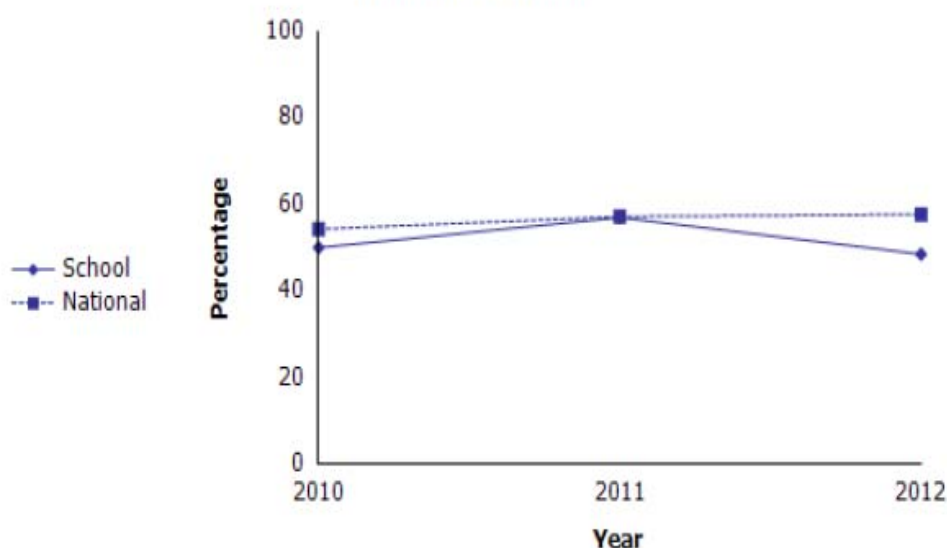
TABLE 1: GCSE PERFORMANCE IN HARTLEPOOL 2010-2012

Key Stage 4 attainment, threshold, trend, 2010-2012

Hartlepool LA School (8059999)

Percentage of candidates achieving 5 or more A* to C (inc English and mathematics) at GCSE and equivalent

This report provides analysis of pupils performance at GCSE and equivalent. The percentage of pupils gaining 5 or more A* to C (inc English and mathematics) over the last 3 years is shown. Statistical significance tests have been performed on the data using a 95% confidence interval, and where the school value differs significantly from the corresponding national value for this group, sig+ or sig- is shown. Where a school figure is significantly above or below that of the previous year an up or down arrow is displayed to the right of the figure.

Percentage of pupils achieving 5 or more A* to C (inc English and mathematics) at GCSE and equivalent

% achieving 5 or more A* to C (inc English and Maths)	2010	2011	2012
Cohort	1,248	1,283	1,159
School	50	57	48
National	54	57	58
Difference	-4	0	-10
Significance	Sig-		Sig-

**TABLE 2: PUPIL PROGRESS FROM KEY STAGE 2 TO KEY STAGE 4 2012
ENGLISH****English / English Language Key Stage 2 to Key Stage 4 Expected Progress 2012**

Hartlepool LA School (8059999)

This table shows the number of pupils attaining each English / English Language Key Stage 4 grade and their corresponding English Key Stage 2 prior attainment.

Number of Pupils		Key Stage 4 English / English Language grade										Total Number of Pupils	Number Achieving Expected Progress	School Percentage Achieving Expected Progress	National Percentage Achieving Expected Progress
		no KS4 result	U	G	F	E	D	C	B	A	A*				
KS2 English attainment	Other or no prior available	0	3	0	1	1	2	3	2	0	1	6	3	50%	46%
	W	0	7	0	0	0	0	0	0	0	0	7	0	0%	13%
	1	0	8	0	1	3	0	0	0	0	0	12	4	33%	35%
	2	0	12	1	8	4	4	2	0	0	0	31	10	32%	48%
	3	0	11	1	18	53	51	17	0	0	0	151	68	45%	54%
	4	0	16	4	8	71	190	235	50	10	1	585	296	51%	67%
	5	0	0	0	0	5	38	128	111	61	17	360	189	53%	76%
Summary												1152	570	49%	67%

Key

represents pupils making expected progress

represents pupils making less than expected progress

indicates pupils whose progress could not be determined and who have therefore been excluded from the school calculation. These pupils are included in the figure for the total cohort

Total Cohort	1159
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**TABLE 2: PUPIL PROGRESS FROM KEY STAGE 2 TO KEY STAGE 4 2012
MATHEMATICS****Mathematics Key Stage 2 to Key Stage 4 Expected Progress 2012**

Hartlepool LA School (8059999)

This table shows the number of pupils attaining each mathematics Key Stage 4 grade and their corresponding mathematics Key Stage 2 prior attainment.

Number of Pupils		Key Stage 4 Mathematics grade										Total Number of Pupils	Number Achieving Expected Progress	School Percentage Achieving Expected Progress	National Percentage Achieving Expected Progress
		no KS4 result	U	G	F	E	D	C	B	A	A*				
KS2 Mathematic s attainment	Other or no prior available	0	3	2	0	0	0	5	2	1	1	7	4	57%	57%
	W	0	6	0	0	0	0	0	0	0	0	6	0	0%	11%
	1	0	8	2	1	1	1	0	0	0	0	13	3	23%	17%
	2	0	16	7	7	2	1	0	0	0	0	33	3	9%	21%
	3	0	6	10	47	42	23	28	1	0	0	157	52	33%	44%
	4	0	16	5	24	50	76	314	72	14	0	571	400	70%	74%
	5	0	0	0	0	2	12	96	109	108	38	365	255	70%	79%
Summary												1152	717	62%	68%

Key

represents pupils making expected progress

represents pupils making less than expected progress

indicates pupils whose progress could not be determined and who have therefore been excluded from the school calculation. These pupils are included in the figure for the total cohort

Total Cohort	1159
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CHILDREN'S SERVICES COMMITTEE

22nd May 2013



Report of: Director of Child and Adult Services

Subject: CHILDCARE SUFFICIENCY ASSESSMENT
UPDATE 2012/13

1. TYPE OF DECISION/APPLICABLE CATEGORY

Non key decision.

2. PURPOSE OF REPORT

- 2.1 For members to approve the publication of the childcare sufficiency update 2012-2013.

3. BACKGROUND

- 3.1 The Childcare Act 2006 requires local authorities to undertake a number of new duties one of which is to shape and support the development of childcare provision in their local area in order to make it flexible, sustainable and responsive to the needs of the community. The overall aim of the Childcare Act is that parents will be able to find childcare locally that meets their needs and enables them to make a real choice about training and work.
- 3.2 Local authorities are required under Section 11 of the Act to assess childcare provision in their area. The results of the assessment form the basis of the Childcare Sufficiency Assessment (CSA).
- 3.3 Local authorities were required to undertake their first Childcare Sufficiency Assessment during 2007-2008. There is a further requirement to keep the assessment under review (annually) with a full assessment repeated every three years.
- 3.4 Hartlepool published a full assessment in May 2008 and updates for the next two years. A full childcare sufficiency assessment was approved and published in April 2011 with an update being presented to Children's Services Portfolio Holder in April 2012. The attached document is an update for 2012/13.

- 3.5 Hartlepool's Childcare Sufficiency Assessment provides an overall picture of the supply of childcare in the town. It must be noted that this is a snapshot at a particular time and the childcare places information within the assessment changes regularly although it gives a clear indication of trends over time.

4. DEFINITION OF SUFFICIENCY

- 4.1 Government guidance fails to supply a definition of 'sufficient childcare'. In order to begin to understand if Hartlepool has sufficient childcare places, the childcare sufficiency working group felt that it was important to attempt to define 'sufficient' within a local context. The following definition is challenging and one which we will strive to achieve:

Sufficient childcare is where a parent or carer has:

- Access to impartial information, advice and guidance through the First Contact and Support Hub (FCSH) supported with brokerage as appropriate.
 - Information – what types of childcare are available, where they are and what vacancies they have
 - Advice – jargon busting, help with making childcare choices
 - Guidance - supporting the decision making process, remaining impartial
 - Brokerage – making contact with providers with/ on behalf of the parent, negotiating suitable care.
- Access to a range of childcare that meet the needs of the child and the parent or carer.
 - Choice – a range of childcare to choose from - a choice of at least two childcare types in the ward in which they live or the ward in which they train/ work – preferably more
 - Quality – choice should be from childcare that is preferably 'good' or 'outstanding'
 - Availability – choice should include vacancies in the childcare identified
 - Affordability – choice should include childcare with a range of costs – flexible pricing strategies – ability to purchase only what you require
 - Accessibility – childcare where the parent needs the care - accessible for the child and their parent or carer – taking into account access to suitable public transport
 - Flexibility – childcare that are prepared to work with a parent or carer in order to meet their individual needs – suitable cover for evenings/ lates/ weekends/ holidays
 - Inclusivity – meeting the needs of marginalised and vulnerable groups – parents and children with disabilities – looked after children – ethnic minorities – teenage parents.

5. **CHILDCARE SUFFICIENCY ASSESSMENT UPDATE DOCUMENT 2012-2013**

5.1 The update document can be found in **Appendix 1**. It includes the following:

- Introduction, methodology and context
- Supply of childcare places 2012
- Comparison of childcare places from 2007 to 2013
- Comparison of Free Nursery Entitlement places 2007 - 2013
- Anticipated changes on the childcare market
- Potential childcare market gaps

6. **KEY FINDINGS FROM THE CHILDCARE SUFFICIENCY ASSESSMENT UPDATE 2012-2013**

6.1 Comparison of childcare places 2011- 12 against 2012-13

	No of active registered/ approved care schemes	Total number of registered/approved childcare places
2011-2012	147	2,596
2012-2013	120	2,593
Variance	-27	-3

6.2 Although the number of care schemes has decreased there is approximately the same number of childcare places. This may mean that parents/carers have less choice but this will be monitored through enquiries.

7. **ACTIONS FOR 2011/12**

7.1 The implementation of the following actions, which have been identified through the assessment, will enable officers to be able to effectively manage the childcare market. Although it should be noted that managing the childcare market is very difficult as the majority of the childcare market is in the private sector and make decisions independently of the council.

- ensure First Contact and Support Hub (FCSH) continues to make available full details of childcare providers in the town;
- undertake further research into the availability and demand for out of school childcare.
- FCSH to work with existing and new providers to develop two year old provision paying particular attention to the most disadvantaged wards of the town.
- share parent research and labour market data with childcare providers in order to encourage more flexible childcare availability.

- continue to support children with a disability to access childcare and identify potential funding sources from a range of partners to support disabled children's access to childcare
- FCSH to continue to promote Tax Credits to families and in particular the childcare element and make parents aware of other funding sources that can support the cost of childcare.
- FCSH to continue to support parents with information on out of school childcare options and continue to support schools that are considering establishing childcare.

8. FUTURE DEVELOPMENTS

- 8.1 The government is currently consulting on changes to the local authorities' role in early education and childcare with a view to:
- Remove the requirement on local authorities to assess the sufficiency of childcare in their area (Section 11 of the Childcare Act)
 - Remove the requirement on local authorities to provide information, advice and training to childcare providers (Section 13 of the Childcare Act 2006).

This will mean that there will be no requirement on the local authority to carry out a childcare sufficiency assessment. The consultation ends on 6th May 2013.

9. RISK IMPLICATIONS

- 9.1 The Childcare Act places a duty on the local authority to produce a childcare sufficiency assessment every three years and update the assessment annually. This update needs to be approved by Children's Services Committee to ensure that the LA meets their duty.
- 9.2 The Childcare Act also places a duty on LAs to manage the childcare market based on the findings of the Childcare Sufficiency Assessment. There is a risk that, if the findings from the childcare sufficiency assessment are not secure, the management of the market will not be effective. It must also be noted that the childcare market can change very quickly and the information provided in the update is only reliable for a short period of time.

10. FINANCIAL CONSIDERATIONS

- 10.1 The update document attached as an appendix does not set out any financial information as it is an assessment of childcare sufficiency.

11. RECOMMENDATIONS

- 11.1 For members to approve the publication of the Childcare Sufficiency Assessment update 2012-13.

12. REASONS FOR RECOMMENDATIONS

- 12.1 To comply with government legislation under the Childcare Act 2006.

12. BACKGROUND PAPERS

None.

13. CONTACT OFFICER

Danielle Swainston, Head of Access and Strategic Planning, 01429 523671



Hartlepool Borough Council

Childcare Sufficiency Assessment (Interim Report)

2012-13

Acronyms List

CSA	Childcare Sufficiency Assessment
FISH	Families Information and Support Hub
FNE	Free Nursery Entitlement
FSD	Families Services Directory
FTE	Full time equivalent
HMRC	Her Majesty's Revenue and Customs
LA	Local Authority
PVI	Private Voluntary and Independent sector
RAG	Red Amber Green
SEN	Special Educational Need

5.1 Appendix 1

List of Definitions

After school care: registered or approved childcare that takes place after school has finished – usually between 3.15pm and 6.00pm term time only

Approved childcare: childcare run by a school on school site which does not have to be registered with Ofsted

Before school care: registered or approved childcare that takes place before school and ends when school starts – usually between 7.45am and 9.00am term time only

Childcare provider: registered, unregistered or approved provider of childcare

Childminder: registered childcare provider that operates childcare in their own home on a self employed basis catering for a wide age range of children

Daycare: for the purposes of this report the registered provision of group-based childcare ('day nursery') for children aged under 5 years from early in the morning until early evening – usually between 7.30am and 6.00pm, 50+ weeks of the year

Extended school service: a service offered on school site or through school signposting which is available outside of the school curriculum and beyond the school day, usually term time only

Holiday care: registered or approved childcare that operates each day of the school holidays – usually between 8.30am and 6.00pm

Integrated care: the care of children aged 3 and 4 years old before and/or after their free nursery entitlement – eg childcare on an afternoon following morning nursery session

Free nursery entitlement: the statutory provision of 570 hours of free nursery education per year for all children aged 3/ 4 years, often offered by schools as an am or pm session (term time only) and by private providers as part of their full daycare offer. In addition, from April 2013 a similar offer of free early years entitlement is available to some two year olds delivered by approved childcare providers and some schools

Ofsted: Office for Standards in Education with overarching responsibility for the registration and inspection of registered childcare

Registered childcare: childcare that operates for more than 2 hours per session and is inspected and approved by Ofsted (NB see **Tribal** below)

Special Educational Need: for the purposes of the report this includes perceived and formally identified physical and learning disabilities

Tax credit: administered by HMRC, a preferential tax rate offered to eligible individuals depending on a number of factors including hours worked and gross income earned; can include a Childcare Element with funding for up to 70% of registered childcare for parents that meet eligibility criteria

Unregistered childcare: childcare that operates for less than 2 hours per session or for a limited number of sessions in a year or cares for children aged over 8 years and therefore cannot be registered with Ofsted

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Appendices

Childcare Sufficiency Assessment Annual Childcare Audit 2012-13

1. Introduction

The Childcare Sufficiency Assessment (CSA) is a measurement of the nature, extent, need for and supply of childcare within the local area. It is intended to help the Local Authority (LA) identify where there are gaps in the childcare market and plan how to support the market to address them. The Childcare Act 2006 and the recently updated *Statutory Guidance for Local Authorities on the Delivery of Free Early Education for Three and Four Year Olds and Securing Sufficient Childcare* (September 2012) makes clear the role LAs must play in ensuring there is sufficient, affordable and flexible childcare that is responsive to parents' needs. For the purposes of the CSA, the LA is only responsible for securing childcare for children aged 0-14 years (up to 18 years for disabled children) that meets the needs of parents in work or in training that may lead to work.

The process of managing the childcare market is a difficult one not least because the LA does not control the private, voluntary and independent (PVI) sector that provides the majority of childcare in the town. This report therefore provides the LA with essential detail on the supply of childcare in Hartlepool and makes clear any actions the LA needs to take to effectively manage the market.

2. Methodology

In order to prepare the 2012-13 interim assessment the following research methodology was used:

- An analysis of Ofsted childcare data was undertaken in October 2012. This data includes all childcare that is registered on the Early Years Register and on the Compulsory and Voluntary part of the Childcare Register. The LA has access to this information via a daily information feed from Ofsted into the Families Information and Support Hub (FISH)
- An analysis of the availability and take up of Free Nursery Entitlement (FNE). October is a key headcount period for PVI and maintained early years providers with information collected on under 5s participation in FNE
- Collection of vacancy information from childcare providers in order to understand their occupancy levels compared to their available places.

It should be noted that this analysis represents a brief snapshot in time and the childcare market is constantly changing. Providers tend to have low take up of places in the Autumn term (September) as children take up their full time school places but build their capacity as the year progresses.

3. Context

Hartlepool is a small unitary authority on the North East coast of England. The overall population is c91,600 of which c18,100 are children aged 0-15 years (19.7%). According to Tees Valley Unlimited¹ the population is set to rise to c92,800 by 2015 though the birth rate is likely to remain static. Despite significant regeneration over the past twenty years the town continues to experience high levels of deprivation and is in the top five LAs suffering severe employment deprivation amongst its working age population (19%)². Unemployment rates across all age groups have risen since 2008: 31% of those aged under 24 years are unemployed, 27% of 25-34 year olds, 20% of 35-44 year olds, 16% of 45-54 year olds, 7% of those aged 55+. 26% of people are unemployed for more than a year. At the end of 2011:

- 6,170 working age adults received a sickness/ disability benefit
- 4,040 claimed Income Support
- 3,920 claimed Job Seekers Allowance³

In addition, 31% of children and young people in Hartlepool are living in poverty⁴. Such high levels of deprivation, sickness, disability and unemployment impact on the need for childcare in the town.

4. Childcare supply

The following tables provide a snapshot of Hartlepool's childcare supply in October 2012. It should be noted that childcare providers, available childcare places and vacancies change on a regular basis. There is often a difference between the numbers of registered/ approved childcare places compared to those that the childcare provider actually makes available to the public. This is often due to staffing availability or by provider choice in order to maintain levels of quality.

¹ 2011 Report Population Mid Year Estimates, Tees Valley Unlimited, 2011

² The English Indices of Deprivation 2010, Department for Communities and Local Government, March 2011.

³ Unemployment by Age, Duration and Ethnicity, Tees Valley Unlimited, 2012

⁴ Households Below Average Income, 2011

5.1 Appendix 1

Carescheme Type	Number of active carescheme providers	Number of registered/approved childcare places	Number of places actually offered by childcare providers	Range in cost of care
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Table 1 Carescheme types, available childcare places, cost of care, October 2012

5.1 Appendix 1

Childminder	59	337	315	£3.00 - £6.00 per hour
Daycare (nursery)	15	870	809	£17.38 - £21.00 per half session
Holiday care (excludes ad hoc play schemes)	9	439	350	£15.00 - £30.00 a day
Before school care	19	620	553	50p - £8.50 per session
After school care	17	674	556	£3.00 - £18.00 per session
Sessional (ie playgroup)	1	10	10	£7.00 per session
Total	120	2,950	2,593	

Table 2 Childcare outside of the 9am to 5pm, October 2012

5.1 Appendix 1

	Weekend care	Pre 7.30am	After 6pm	Overnight Care	Bank Holiday care	Prof Dev days
Total number of care scheme providers	8	10	10	6	18	85

Table 3
Carescheme types by ward,

October 2012

Ward	Childminder	Daycare	Before School	After School	Holiday	Playgroup
Hart	7	0	1	1	1	0
De Bruce	2	2	3	2	1	0
Jesmond	6	2	1	1	1	0
Victoria	5	4	2	2	4	0
Burn Valley	14	2	2	1	0	0
Rural West	5	0	1	1	0	0
Foggy Furze	8	0	2	3	1	0
Manor House	3	2	2	2	1	0
Fens and Rossmere	8	0	2	2	0	0
Headland and Harbour	1	2	2	1	0	1
Seaton	0	1	1	1	0	0

5.1 Appendix 1

5. Occupancy

Careschemes that are registered by Ofsted have an agreed number of childcare places that can be made available. Some providers offer less places than Ofsted allows. The following table provides a snapshot of Hartlepool's childcare occupancy levels in October 2012 and gives an indication of available vacancies. It should be noted that carescheme vacancies change on a regular basis and that not all providers responded to the survey.

Table 4 Carescheme occupancy levels

Carescheme Type	0% – 20% occupancy level	21% - 40% occupancy level	41% - 60% occupancy level	61% - 80% occupancy level	81% - 100% occupancy level
Childminder	9	2	10	9	11
Daycare (nursery)	0	4	5	3	1
Holiday care (excludes ad hoc play schemes)	2	1	2	3	0
Before school care	1	2	2	5	5
After school care	2	1	2	5	4
Wraparound care	1	0	2	1	2
Sessional (ie playgroup)	0	0	1	0	0

6. Quality

5.1 Appendix 1

Ofsted inspects relevant schools and childcare settings. The following table shows the available inspection results as at October 2012

Table 5 Ofsted Carescheme Inspection Results, October 2012

Setting Type	Outstanding	Good	Satisfactory	Inadequate	Only registration visit carried out
Childminders	5	33	8	0	13
Daycare	2	8	5	0	0
Sessional care	0	0	1	0	0
Holiday care	3	4	2	0	0
Before school	3	12	4	0	0
After school	4	9	4	0	0
Total	17	66	24	0	13

Quality Improvement in Early Years and Childcare

Hartlepool Quest for Quality model is a local authority approved quality programme for childminders. Quality improvement is a continuous process aiming to improve the quality of the service provided to children and their families. The local authority is committed to providing the best possible advice, support and guidance to help settings strengthen their own capacity for accurate self-evaluation. Currently there are 27 active registered childminders participating in the Quest for Quality model.

7. Extended School provision

5.1 Appendix 1

There are 5 secondary schools, 30 primary schools, 2 special schools and 1 maintained nursery in Hartlepool. All schools in Hartlepool are Extended Schools providing services to children, families and the wider community beyond the school day. 18 primary schools in the town provide childcare including before, after, holiday and/or integrated care. In addition a wide range of extended services are available outside of the school day and many parents take advantage of this provision in order to support their childcare choices. FISH contacts all Hartlepool schools termly to collect extended services data. Whilst there is a legal duty that FISH collects extended services data there is no legal duty on schools to provide it, thus data collection can be patchy. On average 93% of primary schools and 20% of secondary schools provide FISH with an extended services data return. Full details of extended services offered by Hartlepool schools can be found on The Directory (<http://hartlepool.fsd.org.uk>) by searching for the school name. If the school provides extended services data to FISH this is available as a document download.

8. Comparison of childcare places

Table 6 shows the development of the market from 2007 through to 2013. In summary between 2011/12 and 2012/13 there has been a 19% decrease in the number of active careschemes although the number of places offered remains relatively stable. This decrease is largely in the area of childminding where Hartlepool has seen a number of childminders close their registration.

Table 6 Comparison of childcare places 2007 – 2013

5.1 Appendix 1

	No. of active care-schemes	Total number child-care places	No. of child-minders/ No. of places	No. of daycare providers/ No. of places	No. of holiday providers/ No. of places	No. of before school providers/ No. of places	No. of after school providers/ No. of places	No. of sessional care providers/ No. of places
2007-2008	157	2,538	97/ 414	16/ 759	8/ 252	20/ 331	10/ 656	1/ 66
2008-2009	136	2,342	67/ 346	13/ 698	14/ 231	15/ 331	22/ 626	2/ 66
2009-2010	139	2,799	55/ 304	13/ 698	11/ 334	27/ 640	25/ 701	4/ 68
2010-2011	144	2,692	64/ 354	13/ 691	7/ 280	27/ 594	26/ 699	1/ 16
2011-2012	147	2,596	77/ 462	16/ 879	9/ 256	19/ 413	18/ 478	1/ 16
2012-2013	120	2,593	59/ 315	15/ 809	9/ 350	19/ 553	17/ 556	1/ 10

9. Free Nursery Entitlement (FNE)

Every eligible 3 or 4 year old child has access to 570 hours of FNE across the year in either a maintained or approved setting. This was previously 475 hours and increased to 570 hours in 2011. Children are eligible for a place the term after their 3rd birthday. This is a significant increase on the previous entitlement (12.5 hours per week for 38 weeks of the year) thus making FNE an important part of a parents' childcare option. In October 2012 14 schools were fully flexible in delivering their FNE and 6 offered flexi sessions where parents can adjust their nursery care to suit their family needs.

Table 7 shows the take up of free nursery entitlement in both the maintained and PVI sectors. Traditionally parents have used maintained providers for FNE as attendance at a school nursery is thought to aid transition into full time school, however some parents prefer PVI providers to provide the service as they can top up their free hours with paid for care.

Table 7 Comparison of Free Nursery Entitlement places 2007 - 2013

5.1 Appendix 1

	No of children taking up an FNE place in the maintained sector	No of children taking up an FNE place in the PVI sector
2007-2008	*1,383	*135
2008-2009	977	88
2009-2010	1,010	80
2010-2011	1,002	92
2011-2012	1,037	86
2012-2013	1,073	82

*High numbers during 2007-2008 include 4 year old children that were still accessing FNE. This later changed so that 4 year old children are now in full time school in the September after their 4th birthday.

Two Year Free Nursery Entitlement

Hartlepool has been a pathfinder for two year old free nursery entitlement, delivering places for the past three financial years to the most vulnerable two year old children. The statutory duty to deliver two year old places begins on the 1st September 2013 however Hartlepool Borough Council will begin to place children using the new funding from the 1st April 2013. In 2013/14 eligible children will be from the 20% most income deprived families – it is estimated that there are 400 children in Hartlepool that will be eligible using this criteria. In 2014/15 eligibility will be extended to the 40% most income deprived families – this is estimated to be a further 134 children bringing the total number of funded two year old places to approximately 534. Places must be allocated to eligible two year old children the term *after* their second birthday. In addition children looked after and children from families seeking asylum are also eligible for a free place. Discretion remains with the LA to fund a childcare place outside this criteria.

Table 8 shows the current (March 2013) two year old market in the town together with details of potential new providers/ places currently in development.

Table 8 – Current and proposed two year old Free Nursery Entitlement (March 2013)

5.1 Appendix 1

WARD	No of careschemes currently operating (March 2013)				No. of two year old places currently available	Proposed new two year old carescheme providers	No. of proposed new places
	SCHOOLS	DAYCARE	CHILDMINDERS	PLAYGROUP			
HART	2	0	9	0	11	0	0
*DE BRUCE	3	2	6	0	94	1	16
*JESMOND	3	2	5	0	39	2	16
*VICTORIA	3	4	10	0	118	2	16
*BURN VALLEY	1	1	15	0	35	0	0
RURAL WEST	3	1	7	0	24	1	8
*FOGGY FURZE	4	0	9	0	15	2	16
*MANOR HOUSE	3	2	4	0	27	2	16
*FENS & ROSSMERE	3	0	10	0	18	1	16
*HEADLAND & HARBOUR	4	1	1	1	22	3	20
SEATON	2	2	0	0	36	1	8
TOTAL	31	15	86	1	439	15	132

Wards marked * have higher levels of disadvantage and therefore may have a higher demand for two year old places.

10. Vulnerable groups

Research shows that children thrive in good quality childcare settings⁵ - they acquire better communication and social skills and go on to achieve well at school. Childcare therefore has an important role to play for all children and can have most impact on those that are vulnerable. In order to encourage the most vulnerable to take up childcare, places need to be:

⁵ Effective Provision of Pre School Education (EPEE): a Longitudinal study funded by the DfES 1997-2004, Epee Project, 2005

5.1 Appendix 1

- affordable to low income families with simple clear advice on financial support available towards costs
- available within the local community – FISH has evidence that parents are unwilling to travel far due to a lack of public transport and also public transport costs
- inclusive with equality and diversity embedded within their service provision
- flexible and able to meet the needs of young parents that want to re-enter education and training
- accessible and willing to meet the needs of all children whatever their ability.

i) Low income families

Hartlepool has high levels of worklessness. 20% of working age adults are receiving key benefits, 8.3% of working age adults are claiming an out of work benefit, 25% of children access a free school meal and 29.5% of children are living in poverty. If parents are to be supported into work then childcare needs to be affordable – where a parent claims the Childcare element of tax credits they can claim up to 70% of their costs however parents need to find the balance of the payment themselves.

ii) Black and minority ethnic (BME) families

Hartlepool has a low (but significant) BME population (1.2%). BME families live throughout the town though there are clusters in Victoria (3.6%) and Burn Valley (1.9%). The Salaam Centre (a multi cultural facility serving the needs of the BME population in Hartlepool) works with a wide range of families and reports at least 33 different spoken languages in the town.

iii) Teenage parents

ONS figures released in February 2013 for under 18 conception rates show a further reduction in teenage pregnancy for Hartlepool with a rate of 37.7 per 1,000 females aged 15 – 17. This equates to a reduction of 32.1% from the rate of 55.5 per 1,000 in 2010. The overall reduction since 1999 is 53.6% which is the lowest it has been since the inception of the teenage pregnancy strategy in 1998.

iv) Children with a disability

5.1 Appendix 1

Statistics on children with a disability can be taken from a range of sources. This includes social care, paediatric care and schools. There is no single set of data that identifies the number of children with a disability in Hartlepool. The most comprehensive data becomes available when children are registered in school. 2009/10 information from the Family Resources Survey estimates that 1 in 20 children and young people have a disability.

11. Anticipated changes in childcare places

Local information confirms the following changes are anticipated within the childcare market in Hartlepool over the coming months:

- 1 school is preparing to open a holiday care scheme with up to 24 places available
- From September 2013 the government will introduce FNE for the 20% most economically disadvantaged two year old children. Data from the Department for Education suggests this could be over 400 places
- In 2014 FNE for two year olds will be extended to the top 40% of economically disadvantaged children – no estimates have been provided yet on how many places this will mean for Hartlepool but it is likely to be in the region of 600+
- 7 schools are working with the LA to develop two year old childcare provision two schools are looking to expand their provision and one school hopes to work with their local playgroup to offer the approved FNE service
- An increasingly challenging economic climate is resulting in more parents out of work and therefore no longer requiring a childcare place and/ or more parents looking for informal childcare in order to save money. This has an impact on the childcare providers, the places that they offer and the sustainability of their business.

12. Childcare market gaps and actions

5.1 Appendix 1

Based on enquiries into FISH the following childcare market gaps have been identified:

(i) Lack of childcare in specific wards/ lack of carescheme types in specific wards

There is childcare provision in every ward in the town however not all wards have the full range of carescheme providers. Historic market data tells us that in many cases some careschemes struggled to operate in some areas of the town and closed due to lack of demand. There are clearly sufficient vacant daycare and childminder sessions available with PVI providers across the town though further investigation needs to be undertaken to identify if there are out of school childcare sufficiency issues.

Action – to ensure FISH continues to make available full details of childcare providers in the town; to undertake further research into the availability and demand for out of school childcare.

(ii) Two year old childcare

The statutory provision of the new Two Year Old FNE offer means that new provision will need to be developed in some communities in order to meet local demand. These communities include some of the most disadvantaged areas of the town including the Belle Vue, Oxford Road, Stranton, Manor House, Foggy Furze, De Bruce, Headland and Harbour, Fens and Rossmere areas. Small pockets of two year old places will also be required in other areas including Greatham. Areas where we have high numbers of two year old childcare places will need to be monitored and where they begin to reach capacity, the opportunity to increase their provision will need to be explored. Whilst many childcare providers (including day nurseries and childminders) offer transport, some parents want their child to access their provision within their local area.

Action – FISH to work with existing and new providers to develop two year old provision in the areas identified in Table 8 paying particular attention to the most disadvantaged wards of the town.

(iii) Atypical working hours

National research by The Daycare Trust⁶ indicates that more than 50% of parents work outside of the normal 9 – 5 day. With more and more parents working shifts, weekends and bank holidays current childcare provision is not meeting their needs. For this reason many parents that work such patterns rely on family and friends for their care arrangements. If childcare providers want to increase their occupancy then they need to offer a more flexible service that meets the needs of a changing working

⁶ Informa
I Childcare: Choice or Chance? The Daycare Trust, 2011

5.1 Appendix 1

population. Pilot projects have been attempted in terms of early openings/ late closings and weekend childcare but take up has been poor and sustainability impossible. Childcare providers would need to be prepared to look long term at sustaining such a service rather than hope it takes off well in a quick amount of time. **Action – to share parent research and labour market data with childcare providers in order to encourage more flexible childcare availability.**

(iv) Childcare for children with a disability

Generally, there are enough childcare places to match parental demand. Recent work through Aiming High for Disabled Children (AHDC), Disabled Children's Access to Childcare (DCATCH) and Short Break programmes has improved access for disabled children to childcare. Much work has been achieved to support parents and childcare providers with training, confidence and trust. However, the cost of care for a disabled child remains above the cost of standard care and finding suitable ways to fund this continues to prove challenging. **Action – to continue to support children with a disability to access childcare. To identify potential funding sources from a range of partners to support disabled children's access to childcare**

(v) Affordability of childcare

The Daycare Trust publishes an annual *Childcare Costs Survey*⁷. Their research shows that the cost of childcare is a very important factor when choosing a provider and that nationally a full time childminder place costs on average £98.15 per week and £211 per week for a day nursery place. In Hartlepool, childcare prices vary from provider to provider however the average cost of daycare in Hartlepool ranges from £173 - £210 per week, holiday care from £75 - £150 per week, after school care from £15 - £90 per week and before school care from £2.50 - £42.50 per week. Whilst Tax Credits offer up to 70% funding to eligible parents national figures show that although the childcare element of Tax Credit take up in Hartlepool is one of the best in the region there are still a significant number of parents not getting the childcare money they are entitled to. **Action – for FISH to continue to promote Tax Credits to families and in particular the childcare element. To make parents aware of other funding sources that can support the cost of childcare.**

Unfair distribution of before and after school care across the town – some schools offer it and some don't

⁷ Childcare Costs Survey 2013, The Daycare Trust, March 2013

5.1 Appendix 1

Many parents do not understand why some schools offer childcare and some schools don't. The majority of schools in Hartlepool have trialled before and after school care at some point in the past five years. Those that have demand continue to offer the service. There are PVI out of school providers that will collect children from all schools in the town and care for them until their parents collect. **Action – FISH to continue to support and parents with information on out of school childcare options; continue to support schools that are considering establishing childcare.**

12. Final Comments

Childcare in Hartlepool continues to be a strong market. With 120 carescheme providers offering on average 2,593 childcare places it fulfils a vital role for those parents that train and work. Whilst it is impossible to ensure every parent is accommodated according to their specific needs, generally childcare in Hartlepool meets the needs of parents with dependent children. Where it does not, The Families Information and Support Hub strives hard to come up with practical solutions.

Clearly the government's new offer of a free place to every eligible two year old child will result in a need for some new places. Where possible FISH will carefully manage this process to ensure that existing providers are not adversely affected whilst at the same time meeting the needs of eligible parents.

The government's Welfare Reform agenda will see significant changes to benefits for families on a low income. It is unclear at this stage what the impact of welfare reform may be on a family that pays for childcare though there is national concern that more and more parents will resort to informal care in order to save money. A further consequence of welfare reform could mean that more two year old children in Hartlepool may become eligible for a free FNE place on the basis of their families income.

In January 2013, the government released their report *More Great Childcare: Raising quality and giving parents more choice*⁸ which sets out their aims for the coming year. This includes raising the status and quality of the childcare workforce (simplifying the childcare qualification framework and introducing Early Years Educators), freeing up some providers to offer more childcare places (by changing the adult to child ratios) and improving regulation (including removing the role of the LA in 'inspecting' providers). There is much concern over some of these proposals from organisations such as The National

⁸ More Great Childcare: Raising quality and giving parents more choice, DfE 2013

5.1 Appendix 1

Childminding Association, The Daycare Trust and The Family and Parenting Institute however we will have to wait to see what proposed changes are legislated for.

For more information about the childcare market in Hartlepool contact Penny Thompson. If you would like copies of any of the previous CSAs please contact FISH on 01429 284284 alternatively email FISH@hartlepool.gov.uk.

Contact Officer

Penny Thompson,
Families Information and Support Hub Manager
Hartlepool Borough Council
Child and Adult Services Department
01429 284878/ 284284
penny.thompson@hartlepool.gov.uk

5.1 Appendix 1

Appendices Childcare Sufficiency Assessment Annual Childcare Audit 2012-13

Hartlepool Borough Council has a duty to undertake an annual childcare audit. The purpose of the audit is to gain comprehensive information on the supply of childcare in Hartlepool. Please complete the survey below. **If you offer more than one childcare service then you need to fill in a separate form for each.** Your responses will be used to update The Families Information Support Hub database and The Directory. Your response will remain anonymous and you will not be named within the childcare sufficiency report. It will also be included in the next Childcare Sufficiency Assessment. Please return completed surveys using the prepaid envelope enclosed no later than **December 7th 2012**. For more information on childcare sufficiency contact Penny Thompson, Families Information and Support Hub Manager, 01429 284878 or email penny.thompson@hartlepool.gov.uk.

Please check the label below and make any necessary amendments.

1. Please tell us what type of childcare you offer (circle all that apply) -

registered childminder	day nursery	before school club
after school club	holiday club	'wraparound' / integrated care
playgroup	other	

2. Registered/ approved to deliver a maximum of ☐ childcare places.

3. For a number of reasons we/ I choose to make available ☐ childcare places.

4. We/ I offer childcare in the following age ranges:

By age range	0-2 years	3-5 years	5-8 years	8+ years
Total number of registered/ approved childcare places				

5. We/ I offer childcare at the following times:

Day	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Open							
Close							

I am/ we are open -

school PD days	Bank Holidays
weekends	overnight
term time only	week days only

6. We/ I estimate our occupancy levels to be approximately ☐%.

7. We/ I currently have a waiting list. Yes / No

8. We/ I currently have vacancies. Yes / No

By age range	0-2 years		3-5 years		5-8 years		8+ years	
Vacancies	AM	PM	AM	PM	AM	PM	AM	PM
Monday								
Tuesday								
Wednesday								
Thursday								
Friday								
Saturday								
Sunday								

*please amend this table as appropriate

9. Charges for childcare are as follows -

£..... per hour £.....per session £.....per day £.....per week

10. Do you offer childcare places for children with additional needs? Yes / No

If not, why not?.....
.....

11. How many children that you care for have additional needs? ☐ Additional needs can include children with disabilities, special educational needs and those with/ without a statement.

12. Are you able to offer a pick up/ drop off service? Yes / No

Please give details (eg specific schools)

.....
.....
.....

13. Do you employ staff? Yes/ No

How many full time (26+ hours per week) ☐

How many part time (less than 26 hours per week) ☐

14. Do you employ an Early Years Practitioner (EYP)? Yes / No

15. Do you employ a Graduate Leader? Yes / No

16. Have you achieved any of the following?

Golden Apple Award Healthy Eating Award Yes / No

Better Heath at Work Award Yes / No

Hartlepool Healthy Early Years Award Yes / No

5.1 Appendix 1

17. What number have you been awarded for the National Food Hygiene Rating Scheme?

1 2 3 4 5

Thank you for taking the time to complete this questionnaire – your input is appreciated.

Completed questionnaires should be returned by **December 7th 2012** using the reply paid envelope enclosed.

CHILDREN'S SERVICES COMMITTEE

22 May 2013



Report of: Director of Child and Adult Services

Subject: DEVELOPMENT OF ACADEMIES IN HARTLEPOOL

1. TYPE OF DECISION/APPLICABLE CATEGORY

1.1 Non Key decision

2. PURPOSE OF REPORT

2.1 To consider the approach to be adopted for the development of Academies in Hartlepool and decide which approach to follow.

3. BACKGROUND

- 3.1 Academies are publicly-funded independent schools. Some academies, generally those set up to replace underperforming schools, will have a sponsor. Academies receive the same level of per-pupil funding as they would receive from the local authority as a maintained school, plus additions to cover the services that are no longer provided for them by the local authority. Academies receive their funding directly from the Education Funding Agency (EFA) rather than from local authorities.
- 3.2 Academies are required to follow the law and guidance on admissions, special educational needs and exclusions as if they were maintained schools. In addition, schools becoming academies cannot decide to become newly elective schools.
- 3.3 The Government has significantly expanded the academies programme and has invited all schools to consider becoming an academy. In particular, any school or Pupil Referral Unit (PRU) which is performing well can now submit an application to convert into a stand-alone academy.
- 3.4 Schools can also submit a joint application with other schools – infant, primary, junior, secondary, special or PRU – as part of a partnership (Multi-Academy Trust) providing at least one is performing well, or to join an existing

Multi-Academy Trust which has the capacity to include another school or PRU.

4. CURRENT POSITION IN HARTLEPOOL

- Dyke House Secondary School became a sponsored academy in the Northern Education Multi-Academy Trust on 1st April 2013
- Stranton Primary will become a sponsoring academy on 1st July 2013 and will set up the Stranton Multi-Academy Trust
- Owton Manor will become a sponsored academy on 1st September 2013 as part of the Stranton Multi Academy Trust
- Catcote will become a convertor academy on 1st July 2013
- Eldon Grove Primary will become a convertor academy on 1st July 2013 with a view to establishing a multi-academy trust at some point in the future.
- English Martyrs RC Secondary governors have voted to pursue academy status.

5. PROPOSALS

- 5.1 As increasing numbers of schools in Hartlepool consider academy status, the Local Authority will need to agree on the approach that it wishes to take regarding academy conversion, whilst acknowledging that the key driver for extending the academy programme in the country is to remove schools from Local Authority control or influence. Set out below are a number of approaches that the Children's Services Committee may wish to take into consideration before arriving at a decision:

- (a) *The Local Authority plays no role in a school's decision as to whether or not to become an academy:*
- A school may / may not inform the LA that they are discussing / have discussed the issue at a Governing Body meeting with a view to converting;
 - Advantage 1: this school-by-school process slows down the conversion process in the town which enables the Local Authority to manage the individual conversion requirements (e.g. transfer of land / novation of contracts);
 - Advantage 2: the financial impact upon the LA is more gradual;
 - Disadvantage 1: fragmentation of the school estate that cannot be planned for as uncertainty as to which school will be next;
 - Disadvantage 2: in-year and future Local Authority financial planning cannot be accurate;
 - Disadvantage 3: in-year fragmentation of collaborative agreements / contracts making sustainability of services to all schools more difficult.

(b) *The Local Authority plays a more proactive role and encourages schools to become academies over a designated time-period:*

- Schools are encouraged to become academies over the next 24-36 months by whatever route they desire, including external sponsors;
- Advantage 1: greater certainty of long-term financial planning for the LA;
- Disadvantage 1: opens doors for external sponsorship of schools, particularly at secondary level, which has financial implications;
- Disadvantage 2: impact upon collaborative working as external sponsors exert influence over schools.

(c) *The Local Authority and Schools collaboratively develop an approach to academies:*

- This approach was discussed by to elected Members at the Council Working Group meeting. The council would, for example, support the establishment of 7-8 Multi-Academy Trusts, each with around four schools in the Multi Academy Trust (MAT), with each Multi Academy Trust (MAT) headed by a good or outstanding local school;
- Advantage 1: greater certainty of long-term financial planning for the LA;
- Advantage 2: maintains collaborative working within the town;
- Advantage 3: ensures that academy finance stays within Hartlepool;
- Disadvantage 1: impact upon central council services as all funding sits with schools.

(d) *Mixed economy*

- The Local Authority will attempt to broker 'local solutions' for any school that may be forced by the DfE to become an academy because of underperformance (e.g. Stranton sponsoring Owton Manor in a Multi-Academy Trusts following DfE pressure) or any school that requests such support but will not actively encourage the establishment of a number of Multi-Academy Trusts.

6. FINANCIAL / RESOURCE IMPLICATIONS FOR THE LOCAL AUTHORITY

(a) *Local Authority Central Spend Equivalent Grant (LACSEG)*

- Whichever approach to academies is adopted, future cuts will occur in the Formula Grant arising from the transfer of Local Authority funding to academies.

- The more academies there are in the town, the lower the funding which will be allocated to the LA. There is a significant risk that, in the future, the funding allocated to the authority will not be sufficient to fund some statutory, regulatory and overhead costs currently funded from LACSEG. This risk will increase as more schools become academies;
- Hartlepool's total LACSEG transfer is £1.955m. As Hartlepool schools become academies, further in-year grant reductions will be made during 2013/14 and future years. These reductions will be, on average, £139,000 per secondary school and £33,000 per primary school. In addition, if more schools become academies during 2013/14 or future years the Government may top slice the national funding and make in-year reductions in individual authorities grant allocations;
- The Chief Finance Officer has stated that the availability of one-off funding provides the Council with the necessary financial flexibility to review its position over the next 12 months and to develop a strategy for managing the LACSEG position in future financial years.

(b) Officer Time

- Current experience is showing that a high volume of officer time is taken up in supporting schools to become academies. It is proposed that an existing officer act as the Academy Conversion Coordinator. This person will support and guide schools through the academy conversion process and will liaise at council level with the council's legal, HR, estates, regeneration and neighbourhoods, finance and education departments.

(c) Service Level Agreements

- A number of services to schools that are currently offered by the Local Authority will adapt their offer to ensure that they are meeting the needs of academies and so can compete for the business as academies start to commission services;
- Service Managers will investigate the staff training implications and potential changes to services that academy status may bring.

7. RECOMMENDATIONS

- It is recommended that the Children's Services Committee consider the options available and decide which course to pursue;
- It is further recommended that the proposal to develop the Academy Conversion Coordinator position be agreed.

8. REASONS FOR RECOMMENDATIONS

- 9.1 Hartlepool Borough Council would like to maintain the strong and well-established working relationship that it currently has with all of its schools, regardless of their organisational or governance structure. By agreeing on a collective and supportive approach to schools that decide to pursue academy status, and by considering internal, local solutions rather than external solutions, it is hoped that the existing relationships can be maintained and developed in the future.

9. CONTACT OFFICER

Dean Jackson
Assistant Director – Performance and Achievement
Child and Adult Services
Level 4
Civic Centre
HARTLEPOOL

Contact Number: 01429 523736

CHILDREN'S SERVICES COMMITTEE

22nd May 2013



Report of: Director of Child and Adult Services

Subject: SAFEGUARDING CHILDREN IN HARTLEPOOL

1. TYPE OF DECISION/APPLICABLE CATEGORY

No decision required, for information.

2. PURPOSE OF REPORT

- 2.1 To present information on the workload of children's social work teams in providing service to children in need in Hartlepool including those in need of protection and children looked after.

3. BACKGROUND

- 3.1 There is a clear expectation from Government that Elected Members are routinely and regularly informed of the workload of children's social care services. The Government requires that the information set out in this report is regularly presented to Members to ensure the Council is fulfilling its statutory responsibilities.
- 3.2 The report provides details of the activity in children's social care throughout the period from September to December 2012. Information provided in this report is taken from the Integrated Children's System (ICS), the electronic social care record.

4. REFERRALS AND ASSESSMENTS

- 4.1 During the third quarter of 2012 a total of 1326 contacts were received into the department and from that number 326 contacts progressed to referral. This compares with 353 contacts to referrals in the second quarter of 2012 signifying a slight decrease in the number of referrals for services. It is pleasing to note that there has been a 23% decrease in the number of re-referrals for the same quarter in 2011. The team manager in the initial response team has implemented a more robust quality assurance system and this seems to be

paying dividends as a reduction in the re-referrals rates is an indicator that assessments and plans are being effective.

- 4.2 In this quarter there were a total of 238 referrals coded to the Child in Need category of abuse or neglect compared with 279 in the previous quarter. The remaining referrals were categorised as follows; - 44 referrals due to the family being in acute stress, 36 were received due to family dysfunction, 5 referrals due to a child with a disability and 3 referrals received due to parental illness.
- 4.3 During the third quarter, a total of 255 Initial Assessments were completed and 200 of these were completed within the timescale of 10 working days. This compares with 214 Initial Assessments completed in timescales within the same quarter of 2011.
- 4.4 In the third quarter of 2012, 85 core assessments were complete and 56 were within timescales. This was in comparison to the 57 core assessments being initiated in the third quarter of 2011.
- 4.5 The revised statutory guidance on *Working Together to Safeguard Children* was published in March 2013. One of the most significant changes to working practice is that from 15th April 2013 separate timescales for 'initial' and 'core' assessments of children in need will be removed. This will make the assessment a continuous process, rather than a stop/start one and allow professionals the flexibility they need to carry out assessments designed around individual children and proportionate to the level of presenting need. Notwithstanding there will be a requirement that all assessments are complete within 45 working days of the referral.
- 4.6 In the third quarter of 2012, a total of 57 Section 47 Child Protection enquires were undertaken, this represents 15% increase in comparison to the number completed in same quarter in 2011. A Section 47 enquiry is undertaken where a child is believed to be suffering or at risk of suffering significant harm. These circumstances are very complex and officers need to determine what type of action is required to safeguard and promote the welfare of the child. The enquiry will involve an assessment of the child's needs and the ability of those caring for the child to meet his or her needs and will involve the co-operation and participation from all the professionals involved with the family.
- 4.6 There were no unallocated cases in the service during the period. Once a referral is received by the Initial Response Team, it is always allocated promptly within 24 to 48 hours. Similarly when a child is assessed as requiring services and is transferred to the Safeguarding, Assessment and Support Teams, a social worker is identified and the case is allocated without delay. Prompt allocation of cases is an important test of the effectiveness of local safeguarding arrangements.

5. CHILD PROTECTION

- 5.1 The total number of children who became subject to a protection plan throughout the third quarter of 2012 was 36 in comparison to 34 in the previous quarter. None of the children who became subject to child protection plan were looked after suggesting that the practice of the children's circumstances being captured in one plan is working well.
- 5.2 At 31st December 2012, 118 children were subject to a Protection Plan within Hartlepool with neglect being the highest category accounting for 93 children. The risk of physical abuse accounted for 16 children, whilst emotional abuse accounted for 7 children and the remaining 2 children were subject to a plan due to risk of sexual abuse.
- 5.3 During the quarter, 5 children became subject to a protection plan for a second or subsequent time. The percentage of children becoming subject to a child protection plan for a second or subsequent time together with the length of time the child has been subject to a plan is an important indicator of the effectiveness of previous interventions.

6. LOOKED AFTER CHILDREN

- 6.1 There were 191 children looked after by Hartlepool Borough Council at 31st December 2012 compared to 192 in the same quarter in 2011. The Edge of Care Team continues to work with a small number of young people at risk of coming into care. The project manager has just completed a review of the service's impact over the last six months and it evidences that the service works extremely well in diverting young people from coming into care.
- 6.2 Of the children looked after, 152 are placed in foster care and 12 children living with a relative or friend, with the remaining number in residential care or school, placed with parents or another person with parental responsibility, placed for adoption or living independently. In terms of placement stability, there are 6 children who experienced 3 or more placement moves within the past 12 months. Placement stability is a critical measurement of the quality of looked after services as stability in placement supports education, health and well-being and improved long term outcomes for children.
- 6.3 At 31st December 2012, 15 children were subject to an Interim Care Order and 93 children subject to a full Care Order. In addition there are currently 16 children subject to a Placement Order in preparation for adoption. The remaining 67 children were accommodated under Section 20 of the Children Act 1989 at the request of/with the agreement of their parents. Twelve children received family support via short break care where they receive care as part of a plan; this support is usually provided to disabled children who receive short break care at Exmoor Grove.

- 6.4 From October to December 2012 the local authority issued 10 applications for care proceeding on 17 children. The service is complying well with the stringent timescales for conclusion of care proceeding set by the family justice review as 5 of the cases issued during the aforementioned period have now concluded.

7. CHILDREN IN NEED

- 7.1 The service is working with 1073 children in total across the town. Of these, 118 are Children in need of protection; 191 are Children Looked After and the remaining 764 are receiving services as children in need of support under the Children Act 1989. Three children are looked after and are subject to a Protection Plan.

8. WORKFORCE/WORKLOAD

- 8.1 The service currently employs 44 qualified social workers who provide direct services to children and their families. The service has recruited a newly qualified social worker to the vacant post in the over 11's team and the worker will commence employment in April 2013.
- 8.2 All children receiving services are allocated to a qualified social worker. Three quarters of the social workers in the service are experienced having worked two or more years since qualifying. The demand for services continues to increase and as a consequence the caseloads of social workers have risen. Caseloads fluctuate between workers dependent upon their experience and the complexity of the issues within the case. Despite the increasing demand, the service continues to maintain the protection of the newly qualified social worker case load and ensure that this support is accompanied by an appropriate level of management oversight.
- 8.3 During the quarter, there was one member of staff on long term sickness absence. Consecutive periods of short term absence are identified by Human Resources and managed by the team manager in accordance with the Council's Attendance Management Policy.
- 8.4 One social worker was on maternity leave and is due to return to work in July 2013, her case load has been absorbed within the team.

9. COMMENTS, COMPLAINTS AND COMPLIMENTS

- 9.1 Seven complaints were received in the third quarter of 2012. Three complaints were resolved at Stage 1 (informal) of the Complaints Procedure and four complaints are ongoing at Stage 1. Of the five complaints ongoing from the last quarter one remains ongoing at stage 1, one complaint has been resolved at stage 1 and three complaints have been resolved at stage 2.

- 9.2 In the same period the service received 3 compliments. In addition one of the complainants wrote a compliment arising from the complaint commenting on how very professional the response to her complaint had been. She expressed it had been hard for her to complain but now sees light at the end of the tunnel and wished to thank everyone concerned.

10. RECOMMENDATIONS

That the Committee notes the contents of this report of activity within children's social care.

11. REASONS FOR RECOMMENDATIONS

- 11.1 It is part of the Lead Member's leadership role to ensure the effective discharge of the Authority's statutory children's services functions. The Lead Member for Children's Services Committee has a responsibility to ensure there is a clear focus on safeguarding and that coordinated action is in place to safeguard vulnerable children.

12. CONTACT OFFICER

Wendy Rudd, Head of the Safeguarding, Assessment and Support Unit
Child and Adult Services
Hartlepool Borough Council

Tel: 01429 523957

Email: wendy.rudd@hartlepool.gov.uk