

# CHILDREN'S SERVICES COMMITTEE AGENDA



**Tuesday 11 February 2014**

**at 4.00 pm**

**in Council Chamber, 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

Six Young People's Representatives

1. **APOLOGIES FOR ABSENCE**
2. **TO RECEIVE ANY DECLARATIONS OF INTEREST BY MEMBERS**
3. **MINUTES**
  - 3.1 Minutes of the meeting held on 23 January 2014 (*previously circulated*).
4. **BUDGET AND POLICY FRAMEWORK ITEMS**

No items.
5. **KEY DECISIONS**

No items.



## **6. OTHER ITEMS REQUIRING DECISION**

- 6.1 Shaping and Education Improvement Strategy for Hartlepool – *Director of Child and Adult Services*
- 6.2 Constitution of Governing Bodies of Maintained Schools – Proposed Changes to Regulations – *Director of Child and Adult Services*
- 6.3 Proposals for Inclusion in Council Plan 2014-15 – *Child and Adults Departmental Management Team*
- 6.4 Living Streets - Walk to School Campaign – *Assistant Director (Neighbourhoods)*

## **7. ITEMS FOR INFORMATION**

- 7.1 Achievement of Pupils Eligible for the Pupil Premium – *Director of Child and Adult Services*
- 7.2 Fostering Service Quarterly Report – 1 October 2013 – 31 December 2013 – *Director of Child and Adult Services*
- 7.3 Adoption Scorecards – *Director of Child and Adult Services*
- 7.4 Framework and Evaluation Schedule for the Inspection of Services for Children in Need of Help and Protection, Children Looked After and Care Leavers – *Assistant Director, Children's Services*

## **8. ANY OTHER BUSINESS WHICH THE CHAIR CONSIDERS URGENT**

### **ITEMS FOR INFORMATION**

**Date of next meeting – Tuesday 11 March 2014 at 4.00pm in the Council Chamber, Civic Centre, Hartlepool**



# CHILDREN'S SERVICES COMMITTEE

11 February 2014



**Report of:** Director of Child and Adult Services

**Subject:** SHAPING AN EDUCATION IMPROVEMENT STRATEGY FOR HARTLEPOOL

## 1. TYPE OF DECISION

Non-key.

## 2. PURPOSE OF REPORT

- 2.1 The purpose of this report is to set out proposals for the development of an Education Improvement Strategy for Hartlepool 2014-2017 and to provide the Children's Services Committee with the opportunity to comment on the initial priorities identified as part of the consultation process.

## 3. BACKGROUND

- 3.1 The updated Hartlepool Children and Young People's Plan 2013-16 lists the key areas that will need to be taken into account when developing the Education Improvement Strategy for Hartlepool. These are:

- Ensure all children attend and receive the highest quality teaching to enable them to achieve their potential
- Improve standards in reading, writing and mathematics in Key Stage 1
- Improve pupil progress from Key Stage 2 to Key Stage 4
- Support all schools to ensure that they are judged to be good or outstanding
- Narrow the attainment gap for pupils on free school meals.

- 3.2 The Local Authority is looking to redefine its strategic school improvement role and, as part of this process, to reconfigure its school improvement services to meet the challenges detailed above. It is looking to work with schools to improve performance in the areas identified whilst recognising the changing role of the Local Authority and the need for schools to build the capacity to drive and sustain their own improvement.

- 3.3 The Local Authority is clear about the role it plays in providing support and challenge for schools and is aware that Hartlepool headteachers welcome the strong, central role in educational improvement that the Local Authority is endeavoring to provide. As a consequence, Headteachers have expressed their support for the proposal to develop an Education Improvement Strategy for Hartlepool and expect to play a full role as partners with the Local Authority in developing the Strategy.

#### 4. PROPOSALS

- 4.1 It is proposed that a Hartlepool Education Commission of no more than ten members be set up, comprising of Local Authority Officers, Elected Members, Headteachers, Governors and other nominated partners to address both the strategic priorities that are identified in the Children and Young People's Plan 2013-2016 and the further priorities that have been identified through analysis of Hartlepool's performance trends across all key stages. By addressing these areas for improvement, the Hartlepool Education Commission will allow us to achieve and sustain educational excellence and to develop the Education Improvement Strategy.
- 4.2 A key priority for the Hartlepool Education Commission will be to further develop the relationship between schools and colleges and the Local Authority in the light of the Local Authority's key strategic role as the champion for children, young people and families and its legal responsibility for educational performance under the 1996 Education Act.
- 4.3 The Hartlepool Education Commission will be posed a number of key questions that will underpin the Hartlepool Education Improvement Strategy and will be expected to bring forward proposals to address these questions that are achievable and sustainable and which will bring about brisk improvement.
- 4.4 The key questions identified to be addressed, which complement the targets set in the Children and Young People's Plan 2013-2016, are:
- How do we best direct our resources to ensure that every school in Hartlepool is good or outstanding by 2015-16 and, within that, how do we strengthen leadership and governance and improve the quality of teaching and learning?
  - How do we ensure that the educational transition periods in children and young people's lives are well managed to ensure continuity of learning?
  - How do we work with schools and colleges to diversify the curriculum across Hartlepool in order to provide coherent pathways from primary to secondary schools and into high quality post-16 provision?
  - How do we improve the literacy and communication skills of children and young people through a borough-wide literacy and oracy programme across early years, primary and secondary schools?

- How do we improve participation and achievement rates in science, technology, engineering and mathematics and in modern foreign languages?
- How do we improve the quality of Personal, Social, Health and Citizenship Education (PSHCE) so that children and young people have the advice and guidance that improves their self-esteem, raises their expectations and helps them to make better life choices?
- What is our vision for alternative education provision, taking into account behavior and attendance, so that we re-engage young people with difficult and challenging behavior?
- How do we ensure that we integrate assessment, planning and resource allocation so that children and young people with SEND make good progress and good transitions into adulthood?
- How do we accelerate the educational progress of all our vulnerable learners so that they achieve at the highest level and progress to high quality education, training and employment?
- How do we better match the expectations of employers with the current provision within our schools?

4.5 Agreement is sought from the Children's Services Committee for the composition of the Education Commission to be:

- Chair of the Children's Services Committee
- Assistant Director, Education
- One secondary headteacher
- Two primary headteachers
- One special school headteacher
- One primary school Governor
- One secondary school Governor
- One further education representative
- One Local Authority Education Division officer

In addition, the Director of Child and Adult Services will have oversight of the work of the Education Commission.

4.6 Agreement is sought from the Children's Services Committee for the provisional timetable detailed below:

1. Inaugural Meeting	28 <sup>th</sup> February 2014
2. Meeting	21 <sup>st</sup> March 2014
3. Meeting	25 <sup>th</sup> April 2014
4. Draft Report	23 <sup>rd</sup> May 2014
5. Present to Children's Services Committee	June 2014

4.7 It is proposed that the draft Hartlepool Education Improvement Strategy will be completed by 23<sup>rd</sup> May 2014 for approval by the meeting of the Children's Services Committee, June 2014.

## **5. FINANCIAL CONSIDERATIONS**

- 5.1 It is proposed that agreement is sought from the Schools Forum to use the underspend on the Central Dedicated Schools Grant, previously earmarked for 'school improvement', be used to fund any recommendations that arise from the Hartlepool Education Commission that are included in the Hartlepool Education Improvement Strategy.

## **6. RECOMMENDATIONS**

- 6.1 It is recommended that the Children Services Committee note the contents of this report.
- 6.2 It is further recommended that the Children's Services Committee agree to the proposal to establish a Hartlepool Education Commission and comment on the initial priorities identified in this paper.
- 6.3 It is further recommended that the Children's Services Committee agree to the proposed constitution of the Commission and the proposed timetable of meetings that will enable the Commission to work towards devising the Hartlepool Education Improvement Strategy.

## **7. REASONS FOR RECOMMENDATIONS**

- 7.1 By establishing the Hartlepool Education Commission, a number of key educational priorities in the Hartlepool Education Improvement Strategy will be acted upon urgently and simultaneously using the collective educational expertise that exists within Hartlepool.

## **8. CONTACT OFFICER**

Dean Jackson, Assistant Director Education  
01429-523736  
dean.jackson@hartlepool.gov.uk

# CHILDREN'S SERVICES COMMITTEE

11<sup>th</sup> February 2014



**Report of:** Director of Child and Adult Services

**Subject:** CONSTITUTION OF GOVERNING BODIES OF  
MAINTAINED SCHOOLS – PROPOSED CHANGES  
TO REGULATIONS

## 1. TYPE OF DECISION/APPLICABLE CATEGORY

Non- key

## 2. PURPOSE OF REPORT

- 2.1 This report draws Members' attention to a consultation by the Department for Education (DfE) on proposed changes to the regulations and guidance that govern the constitution of governing bodies in maintained schools and federations of maintained schools in England. (These proposals do not apply to academies). The consultation was launched on 13<sup>th</sup> January 2014 and will close on 14<sup>th</sup> March 2014.

## 3. BACKGROUND

- 3.1 The DfE has produced a consultation document which sets out proposed changes to the regulations and guidance that govern the constitution of governing bodies in maintained schools and federations of maintained schools in England. The consultation describes the overall context of the proposed changes as being to:
- a) Simplify the overall legislative framework by ensuring that there is a single consistent approach across all maintained schools; and,
  - b) Enable more effective governance by ensuring that the primary consideration in decisions about the constitution and membership of governing bodies is the skills that they require to be effective.
- 3.2 With regard to 3.1a) above, the School Governance (Constitution) (England) Regulations 2012 introduced a number of governance changes including

new stipulations around the make-up of Governing Bodies when they are re-constituted. These included:

- A change to the minimum number of governors from 9 to 7
- A requirement that governing bodies have the skills required to conduct the governing body's business effectively
- Amendment to the method of appointing local authority governors to the effect that they are *nominated* by the local authority but *appointed* by the governing body. (Under previous regulations it was the local authority's role to appoint Local Authority Governors)
- A new category of Co-opted Governor replacing Community Governors.
- Requirements around the number of governors in each category including there being at least 2 Parent Governors, 1 Staff Governor (although additional staff can be appointed as Co-opted Governors provided the total number of staff does not exceed one third of the number of governors on the governing body), and only one Local Authority Governor.

- 3.3 It should be noted that these requirements only apply to governing bodies when they decide to amend or re-constitute their governing bodies; schools which have not changed their governing bodies continue to operate under the 2007 Constitution Regulations. The intention now is to amend the regulations to require all governing bodies to be constituted under the 2012 Constitution Regulations and the proposed deadline for this is September 2015.
- 3.4 With regard to 3.1b) above, the consultation recognises that governing bodies have a vital and demanding role as the strategic and non-executive leaders of schools and need to have or develop the skills governing bodies need to be effective. To this end it is proposed that the 2012 Constitution Regulations be changed to require that any newly appointed governor has, in the opinion of the person or body making appointments '*the skills required to contribute to the effective governance and success of the school*'. This could include specific skills such as an ability to understand data or finances as well as general capabilities such as the capacity and willingness to learn.
- 3.5 The consultation was launched on 13<sup>th</sup> January 2014 and will close on 14<sup>th</sup> March 2014. It is intended that amendments to current regulations are laid before Parliament in the spring of 2014 to come into force on 1<sup>st</sup> September 2014.

#### 4. PROPOSALS

- 4.1 The DfE has issued draft statutory guidance to accompany the revised regulations, which are also currently subject to consultation. The draft statutory guidance sets out the following key points to reflect the proposed governance arrangements:



- Governing bodies should be no bigger than necessary to secure the range of skills they need. Smaller governing bodies are likely to be more cohesive and dynamic.
- A key consideration in the appointment and election of new governors should be the skills and experience the governing body needs to be effective.
- For every vacancy, the governing body should conduct an audit to identify any gaps that need to be filled in the skills, knowledge and experience of existing governors.
- Anyone appointing governors to the governing body must appoint someone they believe has the skills to contribute to effective governance and the success of the school.
- Governing bodies and local authorities should take steps to inform governor elections so that the electorate understands the extent to which nominated candidates possess the skills the governing body ideally requires.
- Foundation governors have a particular purpose to safeguard the character of the school and ensure it is conducted in accordance with any founding documents, but otherwise every governor's role is to govern the school in the best interest of pupils, not to represent the interests of the constituency from which they were elected or appointed.
- Meaningful and effective engagement with parents, staff and the wider community is vital. It is not the role of the governing body to provide this through its membership. They need to assure themselves that specific arrangements are in place for this purpose.
- Governing bodies should review their effectiveness regularly, including the extent to which their size and structure is fit for purpose and their members have the necessary skills.
- Governing more than one school can generate a more strategic perspective and more robust accountability through the ability to compare and contrast across schools.
- All governing bodies must be constituted under the 2012 Constitution Regulations by 1 September 2015.

## 5. ISSUES

- 5.1 Subject to the outcome of the consultation and any amendments that result from this process, the new regulations will come into effect in September 2014. Governing bodies will then have until September 2015 to re-constitute under the 2012 Constitution Regulations, as amended.
- 5.2 It is for the governing body or foundation to decide on the numbers and make-up of the new governing body, although this needs to be endorsed by the local authority as part of the local authority's statutory obligations. The process of re-constitution involves governing bodies preparing a draft instrument of government setting out the name, category of school, categories and numbers of governors, their term of office and the date the

government takes effect. This is then submitted to the local authority to consider whether it complies with the relevant legal requirements. There is provision in the regulations for the local authority to amend the instrument if the local authority considers that it does not comply with the relevant legal requirements. In such instance, the local authority should give reasons why it does not comply and should seek to agree any changes with the governing body. For foundation schools, the draft instrument has to be agreed by the appropriate foundation body prior to being submitted to the local authority. Hartlepool Council's Governor Support team would play a lead role in guiding governing bodies through this re-constitution process and there would therefore be some short term workload implications.

- 5.3 Depending on the size and constitution of the new governing body, there may be a surplus of governors under some governor categories. Under the current regulations, if there are not sufficient resignations to resolve this issue, governors would cease to hold office in any oversubscribed category on the basis of juniority i.e. the person who has served for the shortest period would be required to step down. Under the proposed regulations the juniority principle is removed. The Governing Body and/or the person responsible for appointing foundation governors would have the discretion to identify which governors should remain. The guidance indicates that this should be decided on the basis of which governors are best skilled to contribute to the effective governance and success of the school.
- 5.4 The new regulations and statutory guidance place great emphasis on ensuring governing bodies have the relevant skills necessary for effective governance. It is recommended that governing bodies carry out regular skills audits to identify strengths and areas for enhancement. Governing bodies are therefore encouraged to carry out skills audits prior to deciding on a new constitution, and should also use the findings of a review prior to the appointment of new governors in order to help identify what skills they require to help improve and enhance governance. Hartlepool Support Team would have a role in helping governing bodies to undertake these audits and identify skill requirements and areas for development.
- 5.5 The provision of appropriate training is essential in helping governing bodies and individual governors to develop their skills and knowledge and to satisfy the increasing requirements of Ofsted in relation to leadership and management. Whilst schools arrange some of their own training, the Hartlepool Education Division arranges regular briefings and both generic and bespoke training for governors. In response to requests from this Committee, additional training has been arranged recently for governors and a three module programme is in place for all governors and school senior managers for the 2014 spring and summer terms covering all aspects of modern governance the importance of which has been highlighted by Ofsted in bringing about school improvement.
- 5.6 Elected Parent and Staff Governors are chosen by the relevant electorate - the governing body has no role in these decisions. The guidance, however, states that governing bodies have an important role to play in informing

elections. It therefore, encourages them to set out as part of the election process:

- what is expected of governors
- the skills required by the governing body
- the opportunity for potential candidates to indicate what they can contribute.

Where insufficient numbers of parents are elected through this process the governing body can appoint Parent Governors in accordance with the provisions of the regulations. In such circumstances these appointments should be subject to the skills based requirements applied to other governor appointments.

## **6. OTHER CONSIDERATIONS**

- 6.1 Support is provided to schools who buy back services from the Council's Governor Support Service. When the new regulations come into effect, it is likely that the Hartlepool Governor Support Team will be requested to provide support, advice and guidance to these schools in the form of interpretation of the regulations; supporting skills audits; arranging and clerking of additional meetings; drafting new instruments of government for consideration and approval by the founding body and the local authority; and, appointing new governors in accordance with the new regulations and statutory guidance, in order to help achieve the September 2015 deadline for re-constitution.
- As referred to in the preceding paragraphs, this is likely to have short term workload implications for the Service.

## **7. RECOMMENDATIONS**

- 7.1 Members are requested to note the report and advise of any responses they may wish to make to the consultation.

## **8. REASONS FOR RECOMMENDATIONS**

- 8.1 To draw Members' attention to the implications for schools of the proposed changes to the regulations and statutory guidance and possible implications on the recruitment of governors. In addition, the report draws Members' attention to the fact that the Local Authority will no longer have the statutory right to appoint a Local Authority Governor, but to make nominations based on skills needs identified by the individual governing body.

## **9. BACKGROUND PAPERS**

Constitution of Governing Bodies of Maintained Schools – Proposed Changes to Regulations – Department for Education (13<sup>th</sup> January 2014)

The School Governance Constitution Regulations 2012 – Statutory Guidance for leaders and Governing Bodies of Maintained Schools and Local Authorities - Department for Education (January 2014 Draft)

## **10. CONTACT OFFICER**

Ann Turner/ Derek Gouldburn  
Governor Support Officer  
Level 4, Civic Centre  
Hartlepool Borough Council

Tel: (01429) 523766/7  
Email: Ann.turner@hartlepool.gov.uk  
Derek.gouldburn@hartlepool.gov.uk

# CHILDREN'S SERVICES COMMITTEE

11 February 2014



**Report of:** Child and Adults Departmental Management Team

**Subject:** PROPOSALS FOR INCLUSION IN COUNCIL PLAN 2014/15

## 1. TYPE OF DECISION/APPLICABLE CATEGORY

Non Key Decision

## 2. PURPOSE OF REPORT

- 2.1 To provide the opportunity for the Children's Services Committee to consider the proposals for inclusion in the 2014/15 Council Plan that fall under the remit of the Committee.

## 3. BACKGROUND

- 3.1 For 2014/15 a review of the Outcome Framework has been undertaken to ensure that it still accurately reflects the key outcomes that the Council has identified as being important for the future of the Borough. A revised Outcome Framework, to be implemented from April 2014, was reported to Finance and Policy Committee on 18 October 2013. However since the meeting the Public Health Department have reviewed the proposed outcome framework again and in light of the Public Health Outcome Framework published by the Department for Health have changed the framework to reflect the objective set in this national framework.
- 3.2 As in previous years detailed proposals are being considered by each of the Committees throughout January and February. A further report will be prepared for Finance and Policy Committee on 14 February 2014 detailing the comments/observations of each of the Committees along with a full draft of the 2014/15 Council Plan.
- 3.3 The Council Plan is still a working document and as such there are areas where information could change. Where this does occur the information will be included and highlighted in the final draft of the Plan that is to be

considered by Finance and Policy Committee on 28 March 2014 and by Council on 3 April 2014.

#### 4. PROPOSALS

- 4.1 The Assistant Director (Children's Service)/Director of Child and Adults Department will deliver a short presentation at the meeting detailing the key challenges that the Council faces over the next year, and beyond, and setting out proposals, from the Child and Adult Services Departmental Plan, for how these will be addressed in children services.
- 4.2 The main focus of the presentation will be on the outcomes that have been included in the Outcome Framework and how these will be delivered in 2014/15. The Assistant Directors (Children's Services)/Director will take each outcome in turn, explaining how each outcome will address the challenges faced by the Council and Members will be given the opportunity to comment on the proposals before the presentation move onto the next outcome.
- 4.3 The Outcomes that fall under the remit of the Children's Services Committee, and will therefore be included in the presentation are: -
- Outcome : Fewer Hartlepool children experience the effects of poverty
  - Outcome : To promote opportunities for all children and young people to reach their full potential by accessing good quality teaching and curriculum provision which fully meets their needs and enables them to participate in and enjoy their learning
  - Outcome : Give every child the best start in life
  - Outcome : Children & young people are safe
- 4.4 **Appendix A** provides detail on the proposed actions identified to deliver the outcomes that fall under the remit of the Children's Services Committee. Officers from across the Council have also been identifying the Performance Indicators (PIs) that will be monitored throughout the year to measure progress and these are also included in the appendix.
- 4.5 As in 2013/14, it is not possible at this stage to include year end outturn and future targets as these are not yet available. It is normal practice to use a number of criteria when setting targets, such as current performance, budget information and other external factors such as Government policy changes. Therefore it is normal for targets to be set around year end when more information is known. Where available, this information will be included in the proposals reported to Finance and Policy Committee in March 2013.
- #### 5. NEXT STEPS
- 5.1 The remainder of the Council Plan proposals have already been, or will be, discussed at the relevant Committees between 16 January and 10 February 2014. Comments and observations from those Committees will be added to

those received at Children's Services Committee meeting and included in the overall presentation to Finance and Policy Committee on 14 February 2014.

- 5.2 The final draft of the Council Plan, which will have considered the points raised by all Committees, will then be considered by Finance and Policy Committee on 28 March 2014 before being taken for formal agreement by Council on 3 April 2014.
- 5.3 Progress towards achieving the actions and targets included in the Council Plan will be monitored throughout 2014/15 by officers across the Council and progress will be reported quarterly to Members.

## **6. RECOMMENDATIONS**

- 6.1 It is recommended that the Children's Services Committee: -
- consider the proposed outcome templates (Appendix A) for inclusion in the 2014/15 Council Plan;
  - formulate any comments and observations to be included in the overall presentation to the meeting of the Finance and Policy Committee on 14 February 2014.

## **7. REASONS FOR RECOMMENDATIONS**

- 7.1 The Children's Services Committee has responsibility for Performance Management of children's services issues within the Council Plan.

## **8. BACKGROUND PAPERS**

There are no background papers for this report

## **9. CONTACT OFFICER**

Gill Alexander  
Director of Child and Adults Department  
Child and Adults Department  
Hartlepool Borough Council  
(01429) 523910  
[gill.alexander@hartlepool.gov.uk](mailto:gill.alexander@hartlepool.gov.uk)

SECTION 1 OUTCOME DETAILS			
<b>Outcome:</b>	6. Fewer Hartlepool children experience the effects of poverty	<b>Theme:</b>	Jobs and the Economy

<b>Lead Dept:</b>	Child and Adults Department	<b>Other Contributors:</b>	Regeneration and Neighbourhood Department
-------------------	-----------------------------	----------------------------	---

SECTION 2 ACTIONS			
Code (existing/New)	Action	Due Date	Assignee
New	Reduce the impact and extent of child poverty through targeted support to families and children and creating pathways into employment.	March 2015	Danielle Swainston

SECTION 3 PERFORMANCE INDICATORS & TARGETS							
Code	Indicator	Assignee	Targeted or Monitor	Collection Period	Current Target (2013/14)	Future Targets	
						14/15	15/16
NI 116	Proportion of children in poverty	Danielle Swainston	Targeted	Financial Year	28%	TBC	TBC
NI 117	Percentage of 16-18 year olds who are Not in Education, employment or Training (NEET)	Mark Smith	Targeted	Financial Year	6.6	0%	0%



SECTION 1 OUTCOME DETAILS			
<b>Outcome:</b>	7. To promote opportunities for all children and young people to reach their full potential by accessing good quality teaching and curriculum provision which fully meets their needs and enables them to participate in and enjoy their learning	<b>Theme:</b>	Lifelong Learning and Skills

<b>Lead Dept:</b>	Child and Adult Department	<b>Other Contributors:</b>	
-------------------	----------------------------	----------------------------	--

SECTION 2 ACTIONS			
Code (existing/New)	Action	Due Date	Assignee
New	Direct resources towards ensuring that every school in Hartlepool is good or outstanding by 2015/16 by strengthening leadership and governance across the town and improving the quality of teaching and learning.	Mar 2016	Mark Patton
New	Provide an intensive challenge and support programme to secondary schools to ensure the percentage of pupils achieving 5 or more A*-C including English and mathematics is in the top 20% of the most improved authorities in the country by 2015	Mar 2016	Dean Jackson
New	Work with schools and colleges to diversify the curriculum across Hartlepool to provide coherent pathways from primary to secondary school and ultimately into high quality post 16 provision and advanced apprenticeships and Higher Education places.	Mar 2015	Dean Jackson
New	Review and re-commission behaviour, attendance and alternative education provision to re-engage children and young people with challenging behaviour in their education.	Mar 2015	Zoe Westley
New	Optimise the schools capital programme and seek additional external capital investment to improve the quality and suitability of learning environments.	Mar 2015	Rachel Smith

SECTION 3 PERFORMANCE INDICATORS & TARGETS							
Code	Indicator	Assignee	Targeted or Monitor	Collection Period	Current Target (2013/14)	Future Targets	
						14/15	15/16
New	Percentage of primary schools judged as good or outstanding by OfSTED	Mark Patton	Monitor	Financial Year	Not required		
New	Percentage of secondary schools judged as good or outstanding by OfSTED	Mark Patton	Monitor	Financial Year	Not required		
NI 75	Percentage of pupils achieving 5 or more A*- C grades at GCSE or equivalent including English and Maths	Dean Jackson	Targeted	Academic Year	59%	TBC	TBC
NI 117	Percentage of 16 to 18 year olds who are Not in Education, Employment or Training (NEET)	Mark Smith	Targeted	Financial Year	6.6%	0%	0%
New	Alternative Provision in Hartlepool is judged to be Good or better by OfSTED	Zoe Westley	Monitor	Financial Year	Not required		
New	Proportion of reviews of learning environments carried out to ensure that they are fit for purpose for delivering a modern curriculum	Rachel Smith	Monitor	Financial Year	Not required		

## SECTION 1 OUTCOME DETAILS

<b>Outcome:</b>	12. Give every child the best start in life	<b>Theme:</b>	Health and Wellbeing
<b>Lead Dept:</b>	Child and Adult Department	<b>Other Contributors:</b>	Public Health Department

## SECTION 2 ACTIONS

Code (existing/New)	Action	Due Date	Assignee
New	Integrate early intervention across universal and targeted services for children to provide early help and support to families.	March 2015	Danielle Swainston/ Mark Smith
New	Secure an entitlement for children and young people to access out of school provision to support their personal and social development.	March 2015	Mark Smith

## SECTION 3 PERFORMANCE INDICATORS &amp; TARGETS

Code	Indicator	Assignee	Targeted or Monitor	Collection Period	Current Target (2013/14)	Future Targets	
						14/15	15/16
	Percentage of children achieving a good level of development at age 5	Danielle Swainston	Monitor	Academic Year		Not required	
NI 111	Number of first time entrants to the Youth Justice System aged 10-17 per 100,000 population (aged 10-17)	Sally Robinson	Monitor	Financial Year		Not required	

SECTION 1 OUTCOME DETAILS			
<b>Outcome:</b>	13. Children & young people are safe	<b>Theme:</b>	Health and Wellbeing

<b>Lead Dept:</b>	Child and Adult Department	<b>Other Contributors:</b>	
-------------------	----------------------------	----------------------------	--

SECTION 2 ACTIONS			
Code (existing/New)	Action	Due Date	Assignee
New	Equip the child and adults workforce with the knowledge and skills to assess risk to children particularly in relation to the impact of domestic violence, substance misuse and mental health and to 'think family' in planning and implementing support to protect the best interests of children.	March 2015	Sally Robinson

SECTION 3 PERFORMANCE INDICATORS & TARGETS							
Code	Indicator	Assignee	Targeted or Monitor	Collection Period	Current Target (2013/14)	Future Targets	
						14/15	15/16
CSD P035	Children who became the subject of a Child Protection (CP) Plan, or were registered per 10,000 population under 18	Sally Robinson	Targeted	Financial Year	40	TBC	TBC
New	Distribution of working days taken from referral to assessment completion	Wendy Rudd	TBC	Financial Year	TBC	TBC	TBC
NI 62	Stability of placements of looked after children: number of moves	Jane Young	Targeted	Financial Year	10%	TBC	TBC
NI 63	Stability of placements of looked after children: length of placement	Jane Young	Targeted	Financial Year	75%	TBC	TBC

# CHILDREN'S SERVICES COMMITTEE

11<sup>th</sup> February 2014.



**Report of:** Assistant Director (Neighbourhoods)

**Subject:** LIVING STREETS - WALK TO SCHOOL CAMPAIGN

## 1. TYPE OF DECISION/APPLICABLE CATEGORY

Non key decision.

## 2. PURPOSE OF REPORT

- 2.1 To provide the committee with an update around the Living Streets Walk to School Campaign in the context of Hartlepool Borough Council's Road Safety and Sustainable Travel service. To support the development of cross Directorate collaboration opportunities to achieve wider outcomes.

## 3. BACKGROUND

- 3.1 Living Streets is the national charity that stands up for pedestrians, working to create safe, attractive and enjoyable streets, where people want to walk. They have been the national voice for pedestrians throughout their 80 year. Nationally and locally, they run successful projects to encourage people to walk, and provide specialist consultancy services to help reduce congestion and carbon emissions, improve public health, and make sure every community can enjoy vibrant streets and public spaces.
- 3.2 Living Streets' Walk to School campaign reaches over 13 million people, making it one of the UK's leading behaviour change campaigns for young people. They work directly with over 750,000 children in 2,000 schools and every year thousands more take part in the national schemes and events run, including Walk once a Week (WoW) and Walk to School Week.
- 3.3 In 2012 Hartlepool Borough Council partnered with Living Streets through the Local Sustainable Transport Fund (Department for Transport Grant) to deliver a 3-year project aiming to increase the number of children walking to school in over 1000 schools across 11 Local Authority areas.

- 3.4 The project integrates with current Local Authority objectives to deliver safe sustainable and active travel initiatives that bring about behaviour change, promoting wider transport choices and enhancing accessibility to education.
- 3.5 To achieve shared objectives of improving the health and wellbeing of families, children and young people new partnerships have been formed with the Public Health directorate particularly the British Heart Foundation (BHF) Hearty Lives project.
- 3.6 In England, 68% of boys and 76% of girls aged 2-15 fail to meet the minimum recommendation of an hour of moderate physical exercise a day.
- 3.7 In Hartlepool, childhood obesity is above the national average with 22.1% of 11 year olds and 9.1% of reception age children obese.

#### 4. SCHOOLS ENGAGEMENT

- 4.1 In Year 1 of the project 17 schools have been engaged in the delivery of incentivised walking schemes that increase active travel to school.
- 4.2 A total of 6 schools were involved in intensive projects to identify and address barriers to walking and make improvements to key walking routes. These improvements include physical engineering measures, enhanced footpaths, safer crossing points, in addition to specific interventions that encourage behavior change such as walking groups and park and stride schemes.
- 4.3 As we near the end of Year 2, Living Streets are working in partnership with 28 primary schools and 2 secondary schools to deliver the project. This includes all SEN schools.

#### 5. INTERVENTIONS

- 5.1 Living Streets have developed a number of high impact and medium to long term initiatives including:
- **Walk once a Week (WoW)** is a flagship scheme to encourage primary schoolchildren to walk to school and promotes walking for short trips. Children who walk to school at least once a week every week each month receive a collectable pin badge, designed by children themselves in an annual competition.
  - **Free Your Feet and Campaign-in-a-Box** are both challenges for secondary schools designed to encourage and promote walking to school and help students identify and tackle barriers to walking.
  - **Intensive activities** encourage physical activity behaviour change through awareness raising schemes and improved infrastructure. Events include

promotion of walking to school at school gate events and parents' evenings, and School Route Audits to improve walking routes to school.

- **School Route Audits** Fifteen School Route Audits have been carried out in consultation with children, parents and staff to identify improvements to local walking routes. As a result, improvements to the walking environment were made such as a resurfaced footpath on Catcote Road and dropped kerbs installed near St Teresa's RC Primary School. We have also made a significant contribution to the local safety scheme on Throston Grange Lane near Throston Primary School.

## 6. OUTCOMES AND BENEFITS

6.1 There are a number of demonstrable benefits of Hartlepool's schools participating in the project including:

- Improve health for participating children and their families, as well as a contribution to reduced childhood obesity, resulting from increased levels of active travel
- Teachers report that children who have walked to school arrive more alert and ready to learn
- A safer environment and reduced congestion around the school
- Opportunity to take part in School Route Audits resulting in capital improvements to key local routes to school
- Walking to school saves families £400 a year in the costs of running a family car
- Children are often given the responsibility of running the scheme in their school, providing a personal incentive to take part
- The project is linked to other health and environmental initiatives such as Healthy Schools, Eco Schools, BHF Hearty Lives and road safety training.

6.2 In Year 1 walking rates at participating Hartlepool Primary Schools increased 8 percentage points on average up to 66%. The number of children walking to school increased from 2,610 to 2,970. This equates to over 350 fewer peak time car trips on the school journey.

6.3 Nationally, the Walk to School Outreach programme Year 1 project results show walking rates increased from 54% before intervention to 68% five weeks later - equivalent to around 7,900 new pupils walking to school, or 35 new walkers in each of the 210 primary schools we are working with.

## 7 RECOMMENDATIONS

6.1 Committee is recommended to:

- (i) Note the project and its outcomes.

- (ii) Support the development of cross Directorate collaboration opportunities to achieve wider outcomes.

## **7. REASONS FOR RECOMMENDATIONS**

- 7.1 Funding is secured from 2012-2014/15 to deliver the project in Hartlepool. There is an extension funding stream available for 2015/16 through the Local Sustainable Transport Fund. By integrating this project within other areas of the Council this would enhance any future funding applications.
- 7.2 Living Streets are proposing to apply for extension funding in partnership with Local Authorities which will broaden their existing schools Outreach work to incorporate working with businesses and/or local communities.

## **8. BACKGROUND PAPERS**

- 8.1 **Appendix 1** gives a brief outline of Living Streets and the Walk to School campaign in Hartlepool.

## **9. CONTACT OFFICERS**

Alastair Smith  
Assistant Director (Neighbourhoods)  
Regeneration and Neighbourhoods  
Email [Alastair.smith@hartlepool.gov.uk](mailto:Alastair.smith@hartlepool.gov.uk)  
Tel 01429 523802

Paul Watson  
Road Safety and Sustainable Travel Team Leader  
Regeneration and Neighbourhoods  
Email [paul.watson@hartlepool.gov.uk](mailto:paul.watson@hartlepool.gov.uk)  
Tel 01429 523590

Sally Fixter  
Project Coordinator Living Streets  
Email [sally.fixter@hartlepool.gov.uk](mailto:sally.fixter@hartlepool.gov.uk)  
Tel 01429 523309





## Briefing for Children's Services Committee, Hartlepool Borough Council

### Living Streets Walk to School campaign

#### Introduction

Living Streets is the national charity that stands up for pedestrians. With our supporters we work to create safe, attractive and enjoyable streets, where people want to walk.

We have been the national voice for pedestrians throughout our 80 year history. In the early years, our campaigning led to the introduction of the driving test, pedestrian crossings and 30mph speed limits. Since then our ambition has grown. Today we influence decision makers nationally and locally, run successful projects to encourage people to walk, and provide specialist consultancy services to help reduce congestion and carbon emissions, improve public health, and make sure every community can enjoy vibrant streets and public spaces.

#### Walk to School campaign

Living Streets' Walk to School campaign reaches over 13 million people, making it one of the UK's leading behaviour change campaigns for young people. We work directly with over 750,000 children in 2,000 schools and every year thousands more take part in the national schemes and events we run, including Walk once a Week (WoW) and Walk to School Week. The Walk to School campaign helps increase physical activity and improve emotional wellbeing of children and reduce congestion and carbon emissions. It also helps improve walking routes to school by identifying and tackling barriers to walking such as lack of safe crossing points, or inappropriate vehicle speeds.

#### Rationale

- 43% of primary schoolchildren (33% of all schoolchildren) are driven to school by car<sup>1</sup>, despite 48% living within 1 mile and 75% living within two miles of the school gate<sup>2</sup>.
- In England, 68% of boys and 76% of girls aged 2-15 fail to meet the minimum recommendation of an hour of moderate physical exercise a day<sup>3</sup>.
- Regular walking can reduce the risk of coronary heart disease, stroke, cancer, obesity and type 2 diabetes; keep the musculoskeletal system healthy and promote mental wellbeing<sup>4</sup>.

#### Walk to School Outreach

Living Streets is working in partnership with eleven local authorities across England, including Hartlepool Borough Council, to deliver a three year Local Sustainable Transport Fund (LSTF) project led by Durham County Council. The project aims to increase the number of children walking to school in over 1000 schools across the local authority areas. The project is funded by the Department for Transport and forms part of our UK-wide Walk to School campaign.

<sup>1</sup> National Travel Survey 2011 – table NTS0613

<sup>2</sup> National Travel Survey 2011 – table NTS0614

<sup>3</sup> Health Survey for England (HSE) 2008: Physical activity and fitness

<sup>4</sup> NICE guidance PH41 on Walking and cycling: local measures to promote walking and cycling as forms of travel or recreation

## Key features of our partnership with Hartlepool Borough Council

- Integrated programme delivery with the Sustainable Travel and Road Safety team in Regeneration & Neighbourhoods directorate to promote safe and active travel to school.
- Joint working with Public Health directorate particularly the British Heart Foundation (BHF) Hearty Lives project.
- Currently working in partnership with 28 primary schools and 2 secondary schools.
- **Walk once a Week (WoW)** is our flagship scheme to encourage primary schoolchildren to walk to school and promotes walking for short trips. Children who walk to school at least once a week every week each month receive a collectable pin badge, designed by children themselves in an annual competition.
- **Free Your Feet and Campaign-in-a-Box** are both challenges for secondary schools designed to encourage and promote walking to school and help students identify and tackle barriers to walking.
- **Intensive activities** encourage physical activity behaviour change through awareness raising schemes and improved infrastructure. Events include promotion of walking to school at school gate events and parents' evenings, and School Route Audits to improve walking routes to school.
- **School Route Audits** Fifteen School Route Audits have been carried out in consultation with children, parents and staff to identify improvements to local walking routes. As a result, improvements to the walking environment were made such as a resurfaced footpath on Catcote Road and dropped kerbs installed near St Teresa's RC Primary School. We have also made a significant contribution to the local safety scheme on Throston Grange Lane near Throston Primary School.

## Benefits for school communities

- Improve health for participating children and their families, as well as a contribution to reduced childhood obesity, resulting from increased levels of active travel.
- Teachers report that children who have walked to school arrive more alert and ready to learn.
- A safer environment and reduced congestion around the school.
- Opportunity to take part in School Route Audits resulting in capital improvements to key local routes to school
- Children are often given the responsibility of running the scheme in their school, providing a personal incentive to take part
- The project is linked to other health and environmental initiatives such as Healthy Schools, Eco Schools, BHF Hearty Lives and road safety training.

**In Year 1, walking rates at participating Hartlepool primary schools increased 8 percentage points on average up to 66%. The number of children walking to school increased from 2,610 to 2,970.**

Briefing prepared by Sally Fixter, Living Streets Project Coordinator. For further information please contact 07730 750053 or [sally.fixter@livingstreets.org.uk](mailto:sally.fixter@livingstreets.org.uk).

# CHILDREN'S SERVICES COMMITTEE

11 February 2014



**Report of:** Director of Child and Adult Services

**Subject:** ACHIEVEMENT OF PUPILS ELIGIBLE FOR THE PUPIL PREMIUM

## 1. TYPE OF DECISION/APPLICABLE CATEGORY

For information.

## 2. PURPOSE OF REPORT

- 2.1 This report is to update the Children's Services Committee members on the achievement of pupils who are eligible for the pupil premium over the period 2011-13 in Hartlepool primary and secondary schools.
- 2.2 The report will provide details on pupils in receipt of the pupil premium in Key Stage 1, Key Stage 2 and Key Stage 4.

## 3. BACKGROUND

- 3.1 The pupil premium is additional funding given to schools so that they can support those pupils that are regarded by the Department of Education as 'disadvantaged' in order to close the attainment gap between them and their peers.
- 3.2 The pupil premium was introduced in April 2011 and is allocated to schools to work with pupils who have been registered for free school meals at any point in the last six years.
- 3.3 Schools also received additional funding for children who have been looked after continuously for more than six months and children of service personnel.
- 3.4 The additional funding per pupil that has been provided is detailed in the table below:

	<b>FSM</b>	<b>CLA</b>	<b>Forces</b>	<b>Hartlepool Total</b>
<b>2011/12</b>	£430	£430	£200	£1.8m
<b>2012/13</b>	£600	£600	£250	£3.22m
<b>2013/14</b>	£953 (pri)/£900 (sec)	£900	£300	£5.06m
<b>2014/15</b>	£1300 (pri)/£935 (sec)	£1900	£300	TBC

- 3.5 In 2014/15 the Pupil Premium Plus will be introduced for LAC from the first day they become looked after. It will also include children who have been adopted and those on a special guardianship order.
- 3.6 All data provided in this report is taken from the Ofsted DFE Raise Online Summary 2013 Hartlepool LA, published as unvalidated data in December 2013.

#### **4. PUPIL ATTAINMENT KEY STAGE 1**

- 4.1 Pupil attainment will be analysed by comparing the average points score (APS) for each of reading, writing and mathematics for both the pupil premium cohort and the non pupil premium cohort. By way of guidance, each single point of average points score equates to approximately one term in school.
- 4.2 The table below shows the Key Stage 1 APS in Hartlepool in each of the last three years, 2011-13. National APS is in brackets.

	<b>Reading</b>	<b>Writing</b>	<b>Mathematics</b>
<b>2011 Pupil Premium</b>	13.5 (13.9)	12.2 (12.6)	13.7 (14.1)
<b>Non Pupil Premium</b>	15.8 (16.2)	14.6 (14.9)	15.7 (16.1)
<b>GAP</b>	<b>2.3 (2.3)</b>	<b>2.4 (2.3)</b>	<b>2.0 (2.0)</b>
<b>2012 Pupil Premium</b>	14.4 (14.4)	13.2 (13.2)	14.4 (14.6)
<b>Non Pupil Premium</b>	16.5 (16.6)	15.5 (15.2)	16.2 (16.4)
<b>GAP</b>	<b>2.1 (2.2)</b>	<b>2.3 (2.0)</b>	<b>1.8 (1.8)</b>
<b>2013 Pupil Premium</b>	15.1 (14.8)	13.9 (13.5)	14.8 (14.8)
<b>Non Pupil Premium</b>	17.0 (16.8)	15.7 (15.5)	16.5 (16.5)
<b>GAP</b>	<b>1.9 (2.0)</b>	<b>1.8 (2.0)</b>	<b>1.7 (1.7)</b>

- 4.3 Pupil attainment in Key Stage 1 has improved significantly since the introduction of the pupil premium. The attainment of pupil premium pupils has risen from below the national average for pupil premium pupils to above the national average. The gap between pupil premium pupils and non-pupil premium pupils has closed by 0.3 APS in mathematics, 0.4 APS in reading and 0.6 APS in writing. The gap in all three subjects is closing more quickly in Hartlepool than in the rest of the country. Key Stage 1 mathematics remains the subject area that needs to be closely monitored as the gap is closing at a lower rate than in reading and writing and attainment is in-line with, rather than above, the national average. Overall, it may be assumed that the introduction of the pupil premium has had a positive impact upon Key Stage 1 attainment in Hartlepool.

## 5. PUPIL ATTAINMENT – KEY STAGE 2

- 5.1 The table below shows the Key Stage 2 APS in Hartlepool in each of the last three years, 2011-13. National APS is in brackets.

	Reading	Writing	Mathematics
<b>2011 Pupil Premium</b>	26.4 (25.8)	24.8 (24.5)	26.3 (25.6)
<b>Non Pupil Premium</b>	29.1 (28.6)	26.8 (26.8)	28.3 (28.1)
<b>GAP</b>	<b>2.7 (2.8)</b>	<b>2.0 (2.3)</b>	<b>2.0 (2.5)</b>
<b>2012 Pupil Premium</b>	27.6 (27.1)	26.1 (25.5)	26.9 (26.6)
<b>Non Pupil Premium</b>	29.7 (29.4)	28.5 (28.0)	20.6 (29.1)
<b>GAP</b>	<b>2.1 (2.3)</b>	<b>2.4 (2.5)</b>	<b>2.3 (2.5)</b>
<b>2013 Pupil Premium</b>	27.2 (26.9)	26.2 (25.9)	27.3 (27.0)
<b>Non Pupil Premium</b>	29.6 (29.2)	28.7 (28.3)	30.0 (29.5)
<b>GAP</b>	<b>2.4 (2.3)</b>	<b>2.5 (2.4)</b>	<b>2.7 (2.5)</b>

- 5.2 The impact of the pupil premium on Key Stage 2 attainment is a less straightforward picture than that in Key Stage 1 but, overall, the evidence points to improved pupil attainment for those pupils in receipt of the pupil premium in all three areas of reading, writing and mathematics. Running alongside this, however, is the corresponding improvement in the attainment of non-pupil premium pupils, leading to the attainment gap widening in both writing and mathematics.
- 5.3 In reading, attainment for pupil premium pupils has improved by APS 0.8 over the three years and by APS 0.5 for non-pupil premium pupils. Meetings with headteachers have indicated that the development of reading is always a key priority in primary schools and that a large percentage of the additional funding generated by the pupil premium has been targeted at supporting

reading, particularly with on-to-one and small group support. Whilst the gap is closing slowly (APS 0.3 improvement in three years), attainment in reading for both the pupil premium and non-pupil premium cohorts is above the national average for both groups.

- 5.4 Attainment in writing for pupil premium pupils has shown the biggest improvement of the three subjects, although that improvement is in-line with the improvement nationally. The Hartlepool gap has, however, widened as the attainment of non-pupil premium pupils has improved at a slightly higher rate than pupil premium pupils. Overall, standards in writing for all children in Hartlepool are the highest they have ever been but, within that, certain groups of pupils are improving at a faster rate than others.
- 5.5 Improvements in attainment in mathematics since the introduction of the pupil premium are evident, but not to the same extent as in reading and writing. The gap has widened considerably since 2011 and this is because the attainment of non-pupil premium pupils has improved at a much faster rate than the rest. Whilst, overall, standards in mathematics in Hartlepool primary schools are higher than the national average for all groups, more work needs to be carried out with schools to ensure that the additional funding that the pupil premium generates is being targeted, throughout Key Stage 1 and Key Stage 2, at pupils closing the mathematics attainment gap.

## 6. PUPIL ATTAINMENT – KEY STAGE 4

- 6.1 The table below shows the Key Stage 4 , the average points score for English and maths and the percentage of pupils achieving five GCSE A\*-C including maths and English. National pupil premium data for 2013 is in brackets.

	English	Maths	GCSE 5 A*- C (ME)
<b>2011 Pupil Premium</b>	31.4 (32.4)	30.0 (31.2)	30% (34%)
<b>Non Pupil Premium</b>	39.7 (39.8)	38.8 (39.2)	68% (61%)
<b>GAP</b>	<b>8.3 (7.4)</b>	<b>8.8 (8.0)</b>	<b>38% (27%)</b>
<b>2012 Pupil Premium</b>	31.8 (33.8)	32.6 (32.8)	29 % (38%)
<b>Non Pupil Premium</b>	38.8 ( 40.2)	40.3 (40.6)	60% (64%)
<b>GAP</b>	<b>7.0 (6.4)</b>	<b>7.7 (7.8)</b>	<b>31% (26%)</b>
<b>2013 Pupil Premium</b>	32.6 (34.0)	32.7 (33.3)	39% (41%)
<b>Non Pupil Premium</b>	41.0 (40.5)	40.6 (40.9)	69%( 68%)
<b>GAP</b>	<b>8.4 (6.5)</b>	<b>7.9 (7.6)</b>	<b>30% (27%)</b>

- 6.2 With the exception of 2012, GCSE results in Hartlepool have improved each year in the period 2007-13. The difficulty in Hartlepool is that the pupil premium gap was one of the largest in the country and although, as the table above shows, the gap is closing, it is not yet closing at a fast enough rate and continues to be too wide.
- 6.3 During the period of the pupil premium, the attainment of eligible pupils has shown an improving trend. English has risen by APS 1.2, mathematics by APS 2.7 and the percentage of pupils achieving five good GCSEs including maths and English by 8%. Unlike Key Stage 2, however, the attainment of Key Stage 4 pupil premium pupils, whilst improving significantly in 2013, continues to lag behind that of pupil premium pupils nationally in both English and maths. A key target for Hartlepool secondary schools, therefore, is to use the additional pupil premium funding to further increase the rates of progress through KS3 and KS4 of pupil premium pupils in order to ensure that their attainment at least matches that of pupil premium pupils nationally in maths and English. Again, data indicates that the attainment of non-eligible pupils is improving at a broadly similar rate to eligible pupils and, whilst all improvement is to be welcomed, this is reducing the rate at which the gap is closing.

## 7. PUPIL PROGRESS – KEY STAGE 1 TO KEY STAGE 2

- 7.1 It is difficult to show pupil progress in each subject over the three year period as the method of reporting progress has changed each year. However, it is possible to show overall, the 'value added' from Key Stage 1 to Key Stage 2, where a score of 100.0 is 'expected progress'.

<b>Value Added Key Stage 1 to Key Stage 2</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>
<b>Pupil premium</b>	100.0	100.2	100.2
<b>Non-pupil premium</b>	100.1	100.3	100.3

- 7.2 Over the period of the pupil premium 2011-13, the overall rate of pupil progress from Key Stage 1 to Key Stage 2 has improved; however two clear points emerge:
- The rate of progress for non-pupil premium pupils is greater than that of eligible pupils, as reflected in the attainment data above;
  - Despite the large increase in pupil premium funding, primary schools have not managed to further increase the rate of progress of pupil premium pupils from 2012 to 2013 to at least match the progress of non-eligible pupils overall.
- 7.3 The difficulties of specifically pin-pointing eligible pupils was articulated by the headteacher of a primary school with one of the highest percentages of pupils eligible for the pupil premium and which has closed the gap. In a

written submission to the recent Local Authority Pupil Premium Seminar, she wrote:

*'We have a high proportion of free school meals pupils (78%). This therefore makes it really hard to specifically target pupil premium pupils. We therefore made a decision that any intervention would be for **all** children irrespective of which group they fall into. Firstly, we have concentrated hard on ensuring that all teaching is at least good. This incurred both CPD and conference costs. Then we employed extra teachers to ensure that all year groups had two teachers. Although research shows that small classes in themselves are not 'the answer', research does say that the most important component in a good education is a good teacher. Therefore, a good teacher with a small class is a win-win situation. Staff can be easily released for peer observations, assessments, etc. Our feedback to pupils can be time consuming but with fewer pupils in each class it is manageable. Less tired and stressed teachers means that they are more likely to try new pedagogical styles and so meet their class refreshed. In addition to this, we have an expectation that every pupil will make at least 4APS per year progress. We expect Special Educational Needs pupils to make 3APS and higher ability pupils to make 5APS. This, alongside an ethos of professional dialogue when it doesn't happen, rather than an ethos of blame, ensures that this target is mostly met and is often exceeded. Pupils matter, not their label. Pupil premium children have better attendance too.'*

## 8. PUPIL PROGRESS – KEY STAGE 2 TO KEY STAGE 4

- 8.1 The same methodology of using 'value-added' to indicate rates of progress has been used below to show progress from Key Stage 2 to Key Stage 4. For secondary schools, a value-added score of 1000.0 represents 'expected' progress.

	Overall	English	Maths
<b>2011 Pupil Premium</b>	959.3	995.5	995.3
<b>Non pupil premium</b>	991.0	999.2	998.7
<b>2012 Pupil Premium</b>	960.5	995.1	996.1
<b>Non pupil premium</b>	986.8	997.8	998.7
<b>2013 Pupil Premium</b>	962.3	995.5	995.5
<b>Non pupil premium</b>	987.5	999.3	997.9

- 8.2 The rate of progress from Key Stage 2 to Key Stage 4, as measured by value-added, indicates that it remains below the national expectations overall for all pupils, both pupil premium and non-pupil premium, and that in the key areas of English and maths, there has been little improvement in the period 2011 to 2013, despite the introduction of the additional funding.



- 8.3 In addition, the gap between pupil premium and non-pupil premium in English progress (2011 3.7, 2013 3.8) has slightly widened. In mathematics, the progress has narrowed (2011 3.4, 2013 2.2) but this is due to non-pupil premium pupils making slower progress in 2013, rather than pupil premium pupils making accelerated progress.

## **9. NEXT STEPS**

- 9.1 Closing the attainment and progress gap that exists in Hartlepool's schools between those eligible for the pupil premium and the rest is one of the key educational challenges for the local authority. This report has attempted to highlight a number of issues that contribute to the current situation, including the different pictures that emerge of progress and attainment in primary and secondary schools and even between Key Stage 1 and Key Stage 2.
- 9.2 The Local Authority has held a number of events to support headteachers and governing bodies in making the most effective use of the pupil premium to help close pupil achievement gaps, including a pupil premium seminar, a sharing good practice seminar and conference workshops.
- 9.3 The paper 'Shaping an Education Improvement Strategy for Hartlepool' details a number of key improvement areas that the Hartlepool Education division is looking to develop with schools, elected members and other partners. One of the key questions posed is:

'How do we accelerate the educational progress of all our vulnerable learners so that they achieve at the highest level and progress to high quality education, training and employment?'

The additional funding that the pupil premium provides is one of the key resources, amongst others, that schools have in order to bring about accelerated educational progress. An annual report will be prepared for the Children's Services Committee to report on the ongoing impact of the pupil premium on pupils' attainment and progress in Hartlepool's schools.

## **10. RECOMMENDATIONS**

- 10.1 The Children's Services Committee is asked to note the contents of this report.

## **11. CONTACT OFFICER**

Dean Jackson  
Assistant Director, Education  
Child & Adult Services

Tel: 01429 523736  
Email: [dean.jackson@hartlepool.gov.uk](mailto:dean.jackson@hartlepool.gov.uk)

# CHILDREN'S SERVICES COMMITTEE

11 February 2014



**Report of:** Director of Child and Adult Services

**Subject:** FOSTERING SERVICE QUARTERLY REPORT  
1 OCTOBER 2013 – 31 DECEMBER 2013

## 1. TYPE OF DECISION/APPLICABLE CATEGORY

For information.

## 2. PURPOSE OF REPORT

- 2.1 The purpose of this report is to provide Children Service's Committee with information relating to the activity of the Fostering Service for the third quarter of 2013/14. The Fostering Service is a regulated service and as such there is a requirement to provide the executive side of the Council with performance information on a quarterly basis.

## 3. BACKGROUND

- 3.1 The work of the Fostering Service is subject to National Minimum Standards applicable to the provision of Foster Care for children looked after. The National Minimum Standards, together with regulations for fostering and the placement of children looked after, form the basis of the regulatory framework under the Care Standards Act 2000 for the conduct of Fostering Agencies.
- 3.2 The Quarterly Report provides details of the staffing arrangements in the service, training received by both staff and Foster Carers, the constitution of the Fostering and Adoption Panel, activity in relation to the recruitment, preparation and assessment of prospective Foster Carers and progress in relation to the priorities set out in the Fostering Annual Report.
- 3.3 The Fostering Services Minimum Standard 25.7 requires Fostering Services to ensure the executive side of the Local Authority:

- Receives a written report on the management, outcomes and financial state of the agency once every 3 months;
- Monitors the management and outcomes of the service in order to satisfy themselves that the agency is effective and achieving good outcomes for children;
- Satisfies themselves that the agency is complying with the conditions of the registration.

#### **4. FOSTERING ACTIVITY**

##### **Staffing**

- 4.1 The Fostering Team consists of a Team Manager who has management responsibility for the Fostering and Adoption Service, a Principal Practitioner and six Social Workers. The first quarter report highlighted significant changes and restructures within the team in relation to staffing. The team is now fully staffed and has benefited from having the continued partial support of an Agency Social Worker who is completing outstanding Form F1 assessments. Her support to the team enables the service to continue to focus on recruitment, training, effective support to Foster Carers and managing the increasing numbers of requests for Connected Person's Assessments.
- 4.2 The Team Clerk, who joined the team in September has settled into her role and has acquainted herself with the responsibilities of the team. The role of this worker is to continue to offer admin support to the Fostering Team and she is responsible for the planning, preparation and smooth running of Fostering and Adoption Panel.

#### **5. RECRUITMENT & RETENTION AS OF 31 DECEMBER 2013**

- 5.1 There are currently 99 foster carers providing placements for 201 children, this represents an increase of four Foster Carers and 29 children and young people since the previous quarter. It should be noted that 29 children and young people have been placed with Local Authority carers, and a further four children and young people have been placed with Independent Fostering Agencies sourced by the Fostering Team, with residential placements being identified for two more young people.
- 5.2 In addition to this the service is currently assessing five more new Connected Persons Carers.
- 5.3 Of the 99 approved fostering households, there are five who are currently unavailable or on hold due to the individual circumstances of the Foster Carer. Two of these include fostering households where there have been allegations made against the Foster Carer.

- 5.4 One member of the team has responsibility for publicity and marketing to attract new foster carers to the service. The current campaign includes monthly editorial features which profile Foster Carers and their families in the local newspaper. This has generated an increased interest in the fostering for the local authority. There are plans to launch a TV advert funded jointly with other Local Authorities in the Tees area to generate further interest in fostering. This advert includes video footage of Foster Carers currently approved by Hartlepool Borough Council and share their views and experiences of fostering for Hartlepool.
- 5.5 The table below provides details of the recruitment activity which has taken place in the third quarter of 2013/14.

Initial Enquiries – including survey of where did people hear about the service	Initial Enquiries 16  <b>Source</b> Council E mail 0 TV advert (by another LA) 0 Hartlepool Mail 4 Internet 5 Recommendation from current carers 0 Evening Gazette 0 Primary Times 0 Own volition 7
Information packs sent out between 1/10/13 and 31/12/13	16
Initial Visits How many proceeded	6 4
Preparation Group	The planned preparation group has been rescheduled as a result of participants not being able to attend the required amount of training.
How many prospective Carers are waiting for a group?	There are 4 potential Fostering households waiting for a group (which is now planned to take place in January 2014)

## 6. TRAINING & POST APPROVAL SUPPORT

### Training

- 6.1 As part of their development and progression, all new carers are encouraged to complete the Children's Workforce Development Council Standards for Foster Carers Portfolio within a 6 months post approval timescale. All approved Connected Person's Carers have an increased timescale of two

years to complete the portfolio. Support in completing the portfolio is available from both supervising Social Workers and existing approved carers wishing to reach progression level Band 4 where there is a requirement to provide mentoring and support.

- 6.2 As referred to within the Annual Fostering Report, a survey completed with carers to identify their training needs for 2013/14 has been used to inform this year's training programme. Carers have been provided with a 'Foster Carers Learning and Development Programme' via secure email for 2013/14.
- 6.3 The table below provides details of the training which has been available for Foster Carers to attend in the third quarter of 2013/14.

04/10/2013	Food Hygiene
04/10/2013	SPLD Awareness Raising
07/10/2013	Working with Perpetrators
10/10/2013	Food Hygiene - CIEH Level 2
11/10/2013	Personal Education Plan Training
15/10/2013	Domestic Abuse Awareness
23/10/2013	Understanding & Managing Strong Emotions
01/11/2013	Food Hygiene - CIEH Level 2
05/11/2013	Emergency Aid
05/11/2013	Assessment of Children & Young People
08/11/2013	The Emotional Impact of Trauma on C&YP
12/11/2013	Attachment & Child Development for Foster Carers
12/11/2013	Attachment & Child Development for Foster Carers
13/11/2013	Attachment Theory, Risk & Resilience
15/11/2013	Data Security for Foster Carers
19/11/2013	Drug Awareness Training
26/11/2013	Data Security for Foster Carers

02/12/2013	Working with Perpetrators
04/12/2013	Autism Spectrum Disorder Awareness
04/12/2013	Autism Spectrum Disorder Awareness
05/12/2013	Autism Spectrum Disorder Intermediate (Child)
06/12/2013	Vulnerable Brains & Complex Difficulties
12/12/2013	Communicating with Teenagers

- 6.4 Foster Carers have also had access to the Hartlepool Safeguarding Children Board and Child and Adult's Service Learning and Development Plan and have participated in training and development opportunities alongside practitioners.

### **Support**

- 6.5 Foster Carer support groups have continued to take place with a break over the Christmas and New Year period. Groups are usually attended by 20+ Foster Carers and offer an element of training, usually provided by a guest speaker delivering information which is of interest to carers, and an informal Support Group Session towards the end of the evening.
- 6.6 The Support Groups are arranged and facilitated by at least two members of the Fostering Team who are available to discuss any issues raised by individual carers or the group as a whole. The following groups have taken place during the third quarter:
- October 2013 – Awareness Raising of Neuro Linguistic Programming and Emotional Intelligence, Guest speaker Richard Wrighton
  - December 2013 – Managing Allegations for Male Carers. No formal support group held. The Foster Carers Association held an informal Coffee Morning at 9 Church Street, which was attended by approximately 20 carers.
- 6.7 The pilot Foster Carer Support Group for male carers continues to be held on a monthly basis. On average seven male carers attend. Feedback from the group has been extremely positive and it is hoped that the numbers attending this group can be increased over the forthcoming year and extended to all fostering households.
- 6.8 In response to a request from the group a training session focusing on Managing Allegations (relating to male carers) took place in November. The session was delivered by the Maureen McEnaney, Head of Safeguarding and Review Unit, and was well attended by 18 male Foster Carers who found the

session extremely informative and useful to the fostering role, engendering improved safer caring practices. There are plans for this session to be delivered to all Foster Carers over the course of the forthcoming year.

- 6.9 The Authority provides financial support to the Hartlepool Foster Carer Association, which arranges events and activities for foster carers and children looked after. Over the Christmas period this has included an outing to a local pantomime attended by LAC children and a Christmas party for all children who are looked after. This event was a huge success with carers and children attending all received a small gift from Father Christmas.
- 6.10 The Foster Carer Association continues to meet monthly to plan a programme of activities over the course of the year. A member of the fostering team attends these meetings to offer support and advice.
- 6.11 In October 2013 Foster Carers, Looked After Children, Elected Members and local authority personnel attended the Annual Celebration of Success Event, which recognises the achievements of children in care. This event was well attended by around 300 people and awards were given out, with all children nominated receiving a medal and certificate.

## **7. PANEL ACTIVITY**

- 7.1 The Family Placement Panel has continued to be held on a twice monthly basis and agenda items include both fostering and adoption matters. Between 1 October and 31 December 2013, six Panel meetings have taken place. During the period, two Panel Members have resigned, however, interviews have been held for additional Panel Members and nine people appointed to replace those who have left and increase the cohort of members available to attend. Those appointed are currently observing Panel before commencing their duties as full Panel Members.
- 7.2 Once all Panel Members are in place there will be a full induction programme provided to ensure Members are able to commit to the requirements expected of them.
- 7.3 Further Panel training event are to be planned focusing on research related to the importance of placing siblings together and Connected Persons assessments.
- 7.4 From 1 October to 31 December 2013 the Panel has made recommendation to the Agency Decision Maker on the following fostering matters:
  - Three Foster Carer approvals;
  - One child has been considered and approved as needing a long term foster placement;
  - The matches of four children with long term Foster Carers;
  - Two Connected Persons assessment.

- 7.5 There are effective processes in place for the recommendations made by Panel to be considered by the Agency Decision Maker and the timescale for this is within 10 working days of the Panel meeting taking place.

## **8.0 FAMILY FINDING GOOD PRACTICE**

- 8.1 The Fostering Team is seeing significant benefits arising from the Family Finding Post created as part of the Adoption Reform Grant. The worker has timetabled monthly Family Finding Meetings for those children needing long term foster placements, this has led to a reduction in the length of time children are waiting and avoiding any delay in securing permanence for children.
- 8.2 The Family Finding worker has also been instrumental in working positively with placing Social Workers to improve the quality of 'matching assessments', reducing the risk of disruption and also improving the quality of the reports presented to Panel.
- 8.3 Work has also taken place to firm up the current matching processes and procedures and the Family Finder and Team Manager plan to visit each of the social work teams to deliver training to ensure all staff are fully conversant in the arrangements and procedures to be followed.

## **9. CHILD APPRECIATION DAY**

- 9.1 The service continues to strive to ensure that all children moving to a permanent placement will have a Child Appreciation Day facilitated to ensure their new carers either Foster Carers or adopters have a thorough understanding of their experiences to enable them to better meet their needs.
- 9.2 The team has successfully arranged a Child Appreciation Day for two more children who have moved to their planned permanent placement. The day was well attended by professionals and other individuals within the family. The importance of these days cannot be underestimated and need to be seen as an integral part of the family finding and nurturing process.

## **10. EDGE OF CARE SCHEME**

- 10.1 One member of the team is responsible for supporting carers approved as part of the edge of care scheme.
- 10.2 This role entails attending meetings with the Edge of Care service to become acquainted with the needs of children and young people who have been identified as being suitable for this project and matching their needs with available support. The support foster carers are also invited to spend time with the team increasing their awareness of the roles within the team and their input within the Edge of Care initiative. There are currently two Support



Carers and it is hoped that the numbers and availability of this scheme can be increased throughout the forthcoming year.

## 11. PROGRESS AGAINST PRIORITIES 2013 – 2014

- 11.1 Attached at **Appendix 1** to this report is a table detailing the priorities for the year 2013/14 and the progress achieved during the third quarter.

## 12. SUMMARY

- 12.1 In November 2013 the Fostering Service was part of the OFSTED inspection of Children's Services. The inspection included discussions with staff in the fostering team, placing Social Workers and Foster Carers and meetings with children in placement. Record keeping and file checks were also part of this process. Initial feedback from the inspectors indicated that the Fostering Service is of a good quality. The published report will be available from February 2014.
- 12.2 The third quarter has seen a higher than average increase in referrals to the Fostering Team with 29 children being placed between 1 October and 31 December 2013, an increase of 17 placements from the previous quarter. In addition to this a further four children and young people have been placed with Independent Fostering Agencies and two young people have been placed within residential units. The reasons for the increase in demand for looked after services are being investigated by the respective Heads of Business Unit to identify future needs of the services in order that we may target our forthcoming recruitment strategy.
- 12.3 The increase in children and young people being placed with friends and family continues with requests for a further 4 Connected Person's assessments being requested in the third quarter. Assessments commenced in the previous quarter have been concluded and presented to Panel. Approved Connected Person's and Foster Carers have been allocated Supervising Social Workers and have begun to access training and support offered and available to them.
- 12.4 The service continues to recruit and assess prospective Foster Carers. There are four prospective fostering households attending preparatory training in early January 2014, with a further group planned for April 2014, timed to respond to the scheduled advertising campaign which will commence shortly. There will be continued emphasis to recruit, train and assess Foster Carers for young people, sibling groups and those needing short break care.

In addition to this the team will continue to respond to requests for Connected Person's assessments.

### **13. RECOMMENDATIONS**

- 13.1 The Children's Service Committee is asked to note the report in relation to the work of the Fostering Service in the third quarter of 2013 / 14.

### **14. REASONS FOR RECOMMENDATION**

- 14.1 The Fostering Service is required to fulfill its statutory responsibilities to children looked after by the local authority and provide regular reports to the Children Services Committee to enable the Committee to satisfy themselves that the agency is complying with the conditions of the registration.
- 14.2 Children's Services Committee has an important role in scrutinising the activities of the fostering services to ensure that performance in this area is robust.

### **15. BACKGROUND PAPERS**

- Fostering National Minimum Standards Services 2011;
- Fostering Regulations 2011;
- Fostering Annual Report 2013/2014

### **16. CONTACT OFFICER**

- 16.1 Christine Croft  
Team Manager  
8 Church Street  
Hartlepool  
TS24 7DJ

Email: [Christine.croft@hartlepool.gov.uk](mailto:Christine.croft@hartlepool.gov.uk)

Telephone – 01429 287216



## Fostering Services Action Plan

Priority	Progress Achieved Quarter 3	Lead Officer	Target Date
Promote support care with current and prospective carers	<ul style="list-style-type: none"> <li>Information has been included in relation to the scheme in preparation training</li> <li>Information has been provided to all carers relating to support care scheme</li> </ul>	Julie Levitt Christine Croft	January 2014
Targeted recruitment for foster carers able to care for teenagers and sibling groups	<ul style="list-style-type: none"> <li>Recruitment strategy in place</li> <li>Specific adverts relating to teenagers are planned. This includes radio, TV and other media.</li> </ul>	Jacqui Dixon Christine Croft	April 2014
Continue current performance of Foster Carers / Connected Person's achieving CWDC's Standards	<ul style="list-style-type: none"> <li>85% of carers completed Standards</li> <li>Support groups and mentoring in place for those yet to complete</li> </ul>	Supervising Social Workers Christine Croft	April 2014
Embed the Foster Carer support group for male carers	<ul style="list-style-type: none"> <li>Support group established held on a monthly basis</li> <li>Pilot scheme to be extended to incorporate all male foster carers</li> </ul>	Keith Munro	April 2014
Continue to strive to support carers to engender stability within placements for looked after children	<ul style="list-style-type: none"> <li>Placement stability performance data is good</li> <li>Placement support team to continue to work with children and foster carers to support and maintain placements.</li> </ul>	Christine Croft Margaret Hennessey	April 2014

## 7.2 APPENDIX 1

Develop new family finding post enabling children and young people to have 'permanency' in their lives as early as possible	<ul style="list-style-type: none"> <li>Family Finding Worker in post</li> <li>New processes established</li> <li>New process and procedures regarding long term match shared with teams</li> </ul>	Emma Howarth Christine Croft	April 2014  December 2014
Continue to demonstrate our appreciation of the commitment provided by our Foster Carers	<ul style="list-style-type: none"> <li>Annual celebration event planned</li> <li>Continue to provide social work support to the Foster Care Support Group</li> <li>Funding provided to the Foster Carer Association</li> </ul>	Christine Croft  Supervising Social Worker	April 2014
Consult Foster Carers in relation to the performance of the Local Authority in relation to support, training and retention of Foster Carers and to use this information to develop future priorities.	<ul style="list-style-type: none"> <li>Annual survey of training priorities for Foster Carers completed for 2013 / 14</li> </ul>	Supervising Social Workers  Christine Croft	April 2014
Contact Foster Carers in relation to their views and experiences of the service that the Fostering Team provide	<ul style="list-style-type: none"> <li>Carers will receive a questionnaire in relation to the service the Fostering Team provides. Their views, comments and suggestions will be used and included within the Fostering Annual Report</li> </ul>	Christine Croft / Jacqui Dixon	April 2014
Continue to facilitate Sons and Daughters Group for children of Foster Carers	<ul style="list-style-type: none"> <li>Regular meetings and activities have taken place</li> <li>Specific training planned for children and young people</li> <li>Sons and daughters of Foster Carers to be invited to attend preparatory training.</li> </ul>	Placement Support Team  Christine Croft	April 2014
To further improve the quality of the care provided to children and young people to ensure better outcomes are achieved for children and young people in all aspects of their lives	<ul style="list-style-type: none"> <li>All Foster Carers to receive attachment and child development training</li> <li>Family Finding role ensuring appropriate matches of carers to children</li> <li>Child Appreciation days are planned for all permanent placements</li> </ul>	Christine Croft  Emma Howarth  Therapeutic Services	April 2014

# CHILDREN'S SERVICES COMMITTEE

11 February 2014



**Report of:** Director of Child and Adult Services

**Subject:** ADOPTION SCORECARDS

## 1. TYPE OF DECISION/APPLICABLE CATEGORY

For information.

## 2. PURPOSE OF REPORT

- 2.1 To inform Children's Service Committee of the department performance in relation to Department of Education Adoption Reforms - Scorecards 2012-2013.

## 3. BACKGROUND

- 3.1 Since the publication, in March 2012, of the Government document 'Action Plan for Adoption – Tackling Delay', highlighting a national crisis in the numbers of children waiting for adoptive placements, the government has introduced a range of initiatives aimed at improving adoption for children and adoptive parents. One of these initiatives has been the introduction of the Adoption Scorecards which are published annually detailing local authority performance around adoption.

### Adoption Score Cards

- 3.2 The Department for Education published the second year of data in the adoption scorecards on the 7<sup>th</sup> January 2014. The scorecards detail local authorities' performance in relation to the placement of children for adoption during the year 2012-2013. In publishing national adoption score cards, the Department for Education encourages local authorities to monitor their own performance and compare it with that of others. The performance thresholds will continue to be raised incrementally over the two years until they reflect the levels set out in statutory guidance.
- 3.3 The adoption scorecard details performance information, against three key indicators relating to how swiftly children in need of adoption are placed in each local authority area. In the future it is also intended that adoption

scorecards will also include data on how swiftly local authorities and adoption agencies deal with prospective adopters.

- 3.4 The scorecards aim to aid effective comparison between local authority areas and give a more contextualised and rounded picture of a local authority's performance, additional information has been included, such as an indicator of the timeliness of the local family justice system and the numbers of older children being adopted. The adoption scorecard for Hartlepool 2012/13 is attached at **Appendix 1** to this report.
- 3.5 The table below summarises the performance of Hartlepool Borough Council. The first column details information in relation to the average time between a child entering care and moving to live with his/her adoptive family. The threshold of satisfactory performance for 2010-13 is 20 months; Hartlepool 2010-13 performance is 15.4 months (469 days). This puts us at the top of our statistical neighbour group.
- 3.6 The second column provides data in relation to average time between a local authority receiving court authority to place a child for adoption and matching the child with an adoptive family. The threshold for 2010-13 is 6 months and Hartlepool performance is 4.5 months (137 days). This puts us 3rd in our statistical neighbour group.
- 3.7 In summary, the authority has met the threshold for the two targeted indicators and should performance continue at the same level we would also meet next year threshold target. However, each year the threshold target reduces and therefore the authority needs to look at how it will improve performance to meet the targets set for 2016, there are currently systems in place for monitoring this performance to ensure the authority remains on track to achieve these thresholds in 2016 and beyond.

	Average time between a child entering care and moving in with its adoptive family, for children who have been adopted (days)	Average time between a local authority receiving court authority to place a child and the local authority deciding on a match to an adoptive family (days)	Children who wait less than 20 months between entering care and moving in with their adoptive family (number and %)
LA's 3 year average (2010-13)	469	137	40 (76%)
1 year trend - Improvement from 2012 to 2013	n/a	n/a	n/a
3 year trend - Improvement from 2009-12 to 2010-13	Average time in 2010-13 was longer than in 2009-12	Average time in 2010-13 was longer than in 2009-12	n/a
England 3 year average (2010-13)	647	210	11,360 (55%)
Distance from 2010-13 performance threshold	Threshold met	Threshold met	n/a

Source: Adoption Scorecard, OfSTED, January 2014

- 3.8 The table below provides additional data related to adoption performance and shows that Hartlepool is performing well in relation to the percentage of children who leave care through adoption which is currently at 17%, well above the national average of 13%. Hartlepool also performs well in relation to the average time between a children entering care and moving into their adoptive placement and the length of care proceeding. A particular pleasing statistic is the adoption of children aged over five, this is an area that is being closely monitored as it is important to ensure that plans for children are aspirational yet at the same time achievable given the national shortage of adopters. The decision to pursue a plan for adoption particularly for older children can be finely balanced, nevertheless this decision must always be based upon the individual need of a child and not be led by the resource implications.
- 3.9 The performance in relation to children for whom the permanence decision has changed away from adoption is below the national average; in this indicator a low score indicates better performance. Performance in this indicator was influenced in 2012/13 by a number of historical changes of plans for children being presented to the court. This was upon the direction of the Court and therefore is not entirely indicative of our annual performance.

	Adoptions from care (number adopted and % leaving care who are adopted)	Number and % of children for whom the permanence decision has changed away from adoption	Average time between a child entering care and moving in with its adoptive family. Where times for children who are adopted by their foster family are stopped at the date the child moved in with the foster family (days)	Adoptions of children from ethnic minority backgrounds (number adopted and % of BME children leaving care who are adopted)	Adoptions of children aged five or over (number adopted and % of children aged 5 or over leaving care who are adopted)	Average length of care proceedings locally (weeks)	Number of children awaiting adoption (as at 31 March 2013)	Number of applications for approval as an adopter still being assessed (not yet approved or rejected) as at 31 March 2013
LA's 3 year average (2010-13)	35 (17%)	15(22%)	444	0 (0 %)	10 (8%)	39	15	10
England 3 year average (2010-13)	10,540 (13%)	2,020 (9%)	545	1,600 (7%)	2,580 (4%)	51	6,890	2,506

*Source: Adoption Scorecard, OfSTED, January 2014*

## 4. FINANCIAL IMPLICATIONS

- 4.1 In 2013/14 the government provided £150 million grant funding to local authorities and voluntary agencies to fund the Adoption reforms, (funding allocation and details of spending plans for Hartlepool were outlined to Children's Service Committee in the Adoption Reforms Report in May 2013). There has been a recent announcement that there will be a further £50 million funding nationally for 2014/15 but no further details have been announced.

## **5. RECOMMENDATIONS**

- 5.1 Children's Services Committee is asked to note the Council's performance in relation to the Adoption Scorecard.

## **6. REASONS FOR RECOMMENDATIONS**

- 6.1 The adoption reforms are having a significant impact on the statutory work of the council and outcomes for children looked after and as such it is essential that Children's Services Committee is aware of performance in relation to this key area of practice.

## **7. BACKGROUND PAPERS**

An action plan for Adoption – Tackling Delay – Department of Education.

Adoption Score Card – Department of Education Jan 2014

Children and Families Bill 2013 – Department of Education

Children Service Committee Report - Adoption Reforms May 2013

## **8. CONTACT OFFICER**

Jane Young  
Head of Business Unit (Resources and Specialist Services)  
Child and Adult Services Department

Tel: 01429 405588

Email: [jane.young@hartlepool.gov.uk](mailto:jane.young@hartlepool.gov.uk)





Department for Education

# **2013 ADOPTION SCORECARD**

Local Authority Scorecard

January 2014

**Children's Services and Departmental Strategy Directorate**

Appendix 1

# Adoption Scorecard

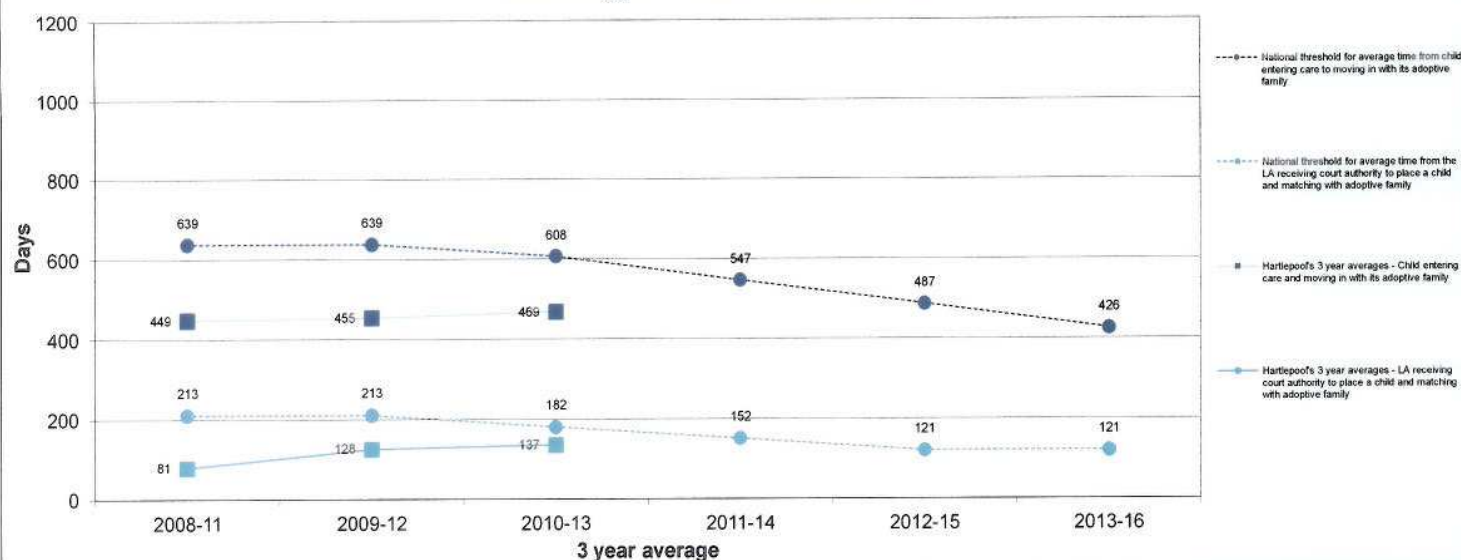
Choose Local Authority

Hartlepool

## Children

	Average time between a child entering care and moving in with its adoptive family, for children who have been adopted (days)	Average time between a local authority receiving court authority to place a child and the local authority deciding on a match to an adoptive family (days)	Children who wait less than 20 months between entering care and moving in with their adoptive family (number and %)
LA's 3 year average (2010-13)	469	137	40 (76%)
1 year trend - improvement from 2012 to 2013	n/a	n/a	
3 year trend - improvement from 2009-12 to 2010-13	Average time in 2010-13 was longer than in 2009-12	Average time in 2010-13 was longer than in 2009-12	
England 3 year average (2010-13)	647	210	11,360 (55%)
Distance from 2010-13 performance threshold	Threshold met	Threshold met	

## Average Time Indicators



## Adopters

	Number of approved adoptive families as at 31 March 2013	Proportion of adoptive families who were matched to a child during 2012-13 who waited more than 3 months from approval to being matched to a child
LA average	16	42
England	4,195	58

## Related Information

	Adoptions from care (number adopted and % leaving care who are adopted)	Number and % of children for whom the permanence decision has changed away from adoption	Average time between a child entering care and moving in with its adoptive family. Where times for children who are adopted by their foster family are stopped at the date the child moved in with the foster family (days)	Adoptions of children from ethnic minority backgrounds (number adopted and % of BME children leaving care who are adopted)	Adoptions of children aged five or over (number adopted and % of children aged 5 or over leaving care who are adopted)	Average length of care proceedings locally (weeks)	Number of children awaiting adoption (as at 31 March 2013)	Number of applications for approval as an adopter still being assessed (not yet approved or rejected) as at 31 March 2013
LA's 3 year average (2010-13)	35 (17%)	15 (22%)	444	0 (0%)	10 (8%)	39	15	10
England 3 year average (2010-13)	10,540 (13%)	2,020 (9%)	545	1,600 (7%)	2,580 (4%)	51	6,890	2,506

## Adoption Scorecard

Statistical Neighbour Comparisons																
			Children			Adopters			Related Information							
			Average time between a child entering care and moving in with its adoptive family, for children who have been adopted (days)	Average time between a local authority receiving court authority to place a child and the local authority deciding on a match to an adoptive family (days)	Children who wait less than 20 months between entering care and moving in with their adoptive family (%)	Number of approved adoptive families as at 31 March 2013		Proportion of adoptive families who were matched to a child during 2012-13 who waited more than 3 months from approval to being matched to a child (%)	Adoptions from care (% leaving care who are adopted)	% of children for whom the permanence decision has changed away from adoption	Average time between a child entering care and moving in with its foster family, for children who have been adopted by their foster parents (days)	Adoptions of children from ethnic minority backgrounds (% of BME children leaving care who are adopted)	Adoptions of children aged five or over (% of children aged 5 or over leaving care who are adopted)	Average length of care proceedings locally (weeks)	Number of children awaiting adoption (as at 31 March 2013)	Number of applications for approval as an adopter still being assessed (not yet approved or rejected) as at 31 March 2013
805	Hartlepool		469	137	76	16	42		17	22	444	0	8	39	15	10
876	Halton	Very Close	538	134	65	9	100		16	x	486	x	x	53	20	6
807	Redcar and Cleveland	Very Close	520	237	68	4	0		16	13	474	x	8	41	35	18
370	Barnsley	Very Close	541	246	66	10	0		21	10	526	x	9	43	30	1
357	Tameside	Very Close	552	231	67	25	83		16	13	487	x	4	52	20	15
372	Rotherham	Very Close	659	309	61	18	40		21	20	580	16	9	45	55	3
342	St Helens	Very Close	654	187	56	45*	76*		15	13	549	x	6	55	50	47*
371	Doncaster	Very Close	703	307	57	26	43		14	6	572	x	6	46	75	20
812	North East Lincolnshire	Very Close	560	248	70	12	69		24	16	510	x	8	45	35	10
394	Sunderland	Very Close	680	256	52	24	32		21	16	655	x	11	51	45	15
393	South Tyneside	Very Close	484	93	68	32	56		27	9	463	x	10	57	35	8
Statistical Neighbours			589	225	63	18	47		19	13	530	16	8	49	40	11
970	England		647	210	55	4,195	58		13	9	545	7	4	51	6,890	2,506

Data presented with a '\*' represent a combined result for 2 or 3 closely related authorities

# CHILDREN'S SERVICES COMMITTEE

11 February 2014



**Report of:** Assistant Director, Children's Services

**Subject:** FRAMEWORK AND EVALUATION SCHEDULE FOR THE INSPECTION OF SERVICES FOR CHILDREN IN NEED OF HELP AND PROTECTION, CHILDREN LOOKED AFTER AND CARE LEAVERS

## 1. TYPE OF DECISION/APPLICABLE CATEGORY

For Information.

## 2. PURPOSE OF REPORT

- 2.1 To inform Children's Services Committee of the inspection of local authority children's services which took place in November/December 2013.

## 3. BACKGROUND

- 3.1 Inspections are carried out under section 136(2) of the Education and Inspection Act 2006. The inspection of services for children has been in place for several years and the framework which governs these inspections is periodically updated in line with learning and developments in practice. A revised Framework for Inspection was published in September 2013 and the three year programme for inspection commenced in November 2013.
- 3.2 On 19 November 2013, Hartlepool Borough Council received notice of its inspection which commenced on 20 November 2013 and concluded on 11 December 2013. During the period of the inspection, eight inspectors were involved in the process and the scope of the inspection considered the following areas of practice:
- Children receiving preventative services and early help;
  - Children referred to the local authority for social care services including urgent protective action;
  - Children subject to a child protection plan;

- Children who have ceased to be subject to a child protection plan but still receiving services;
- Children in need;
- Children looked after;
- Children missing from education or in alternative provision;
- Children preparing to or leaving care;
- Children who have left care either through returning home, or through Special Guardianship, Residence or Adoption Orders; and
- Review of the Local Safeguarding Children Board.

3.4 During the inspection over 130 children's cases were reviewed by the inspectors, this included viewing records, interviewing workers, observing practice and seeking feedback from children and their parents. In addition the inspectors looked at performance and practice in relation to the fostering and adoption service examining records and interviewing foster carers and adopters to enable a judgment to be made on the quality of these services. Discussions were held with partner organisations to understand the effectiveness of local arrangements in particular in relation to the Local Safeguarding Children Board and its ability to meet its statutory functions and monitor the quality of front line safeguarding practice.

3.5 Initial verbal feedback on the outcome of the inspection was provided to the local authority at the end of the inspection period. The final report is awaited and will be published on the Ofsted website on 10 February 2014. The local authority has been judged against the following four point scale:

- Outstanding;
- Good;
- Requires improvement; and
- Inadequate.

There will be one judgment on the **overall effectiveness** of services and arrangements for children looked after, care leavers and those in need of help and protection which will be a cumulative judgment derived from the following sub judgments:

- The experiences and progress of children who need help and protection;
- The experiences and progress of children looked after and achieving permanence including graded judgments on:
  - Adoption performance;
  - The experiences and progress of care leavers;
- Leadership, management and governance.

3.6 In terms of the review of the Local Safeguarding Board, a separate judgment will be made against the same four point scale.

#### **4. PROPOSALS**

- 4.1 The report of the inspection will be forwarded to members of the Children's Services Committee upon receipt. Child and Adult Services will be developing an action plan in relation to the recommendations arising from the inspection and this action plan will be presented to a future meeting of the committee for consideration and ratification.

#### **6. RECOMMENDATIONS**

- 6.1 Children's Services Committee is asked to note the outcome of the inspection of services for children in need of help and protection, children looked after and care leavers and the review of the Local Safeguarding Children Board.

#### **7. REASONS FOR RECOMMENDATIONS**

- 7.1 Children's Services Committee has responsibility for the delivery of Children's Services and its regulation.

#### **8. BACKGROUND PAPERS**

Ofsted (2013) 'Framework and evaluation schedule for the inspection of services for children in need of help and protection, children looked after and care leavers.'

#### **9. CONTACT OFFICER**

Sally Robinson, Assistant Director, Children's Services  
Child and Adult Services  
Hartlepool Borough Council  
01429 523732  
[sally.robinson@hartlepool.gov.uk](mailto:sally.robinson@hartlepool.gov.uk)