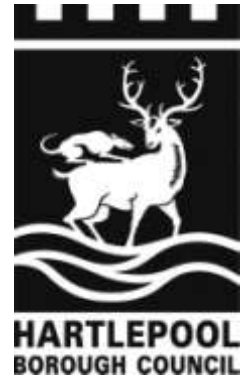


CHILDREN'S SERVICES COMMITTEE

AGENDA



12 September 2017

at 4.00 pm

in the Council Chamber,
Civic Centre, Hartlepool

MEMBERS: CHILDREN'S SERVICES COMMITTEE

Councillors Clark, Harrison, Lauderdale, Moore, Morris, Robinson and Sirs.

Co-opted Members: Jo Heaton, C of E Diocese and Stephen Hammond, RC Diocese representatives.

School Heads Representatives: Mark Tilling (Secondary), David Turner (Primary), Alan Chapman (Special).

Six Young Peoples Representatives

Observer: Councillor Thomas, Chair of Adult Services Committee

1. **APOLOGIES FOR ABSENCE**

2. **TO RECEIVE ANY DECLARATIONS OF INTEREST BY MEMBERS**

3. **MINUTES**

- 3.1 Minutes of the meeting held on 25 July 2017 (*previously circulated and published*).

4. **BUDGET AND POLICY FRAMEWORK ITEMS**

- 4.1 Savings Programme 2018-19 and 2019-2020 – Children's Services – *Director of Children's and Joint Commissioning Services*



5. KEY DECISIONS

None.

6. OTHER ITEMS REQUIRING DECISION

- 6.1 Racial Incidents in Hartlepool Schools 2014-15 to 2016-17 – *Director of Children’s and Joint Commissioning Services*
- 6.2 Update of the Work of the Junior and Young Inspectors – *Director of Children’s and Joint Commissioning Services*

7. ITEMS FOR INFORMATION

- 7.1 Young People not in Education Employment or Training 2016-17 – *Director of Children’s and Joint Commissioning Services*
- 7.2 Fostering Service Interim Report 1 April 2017 – 31 July 2017 – *Director of Children’s and Joint Commissioning Services*
- 7.3 Priority Schools Building Programme Phase 1 – Update – *Director of Children’s and Joint Commissioning Services*
- 7.4 Ofsted Inspection Outcomes November 2016 – July 2017 – *Director of Children’s and Joint Commissioning Services*

8. ANY OTHER BUSINESS WHICH THE CHAIR CONSIDERS URGENT

FOR INFORMATION

Date of next meeting – Tuesday 17 October 2017 at 4.30pm in the Civic Centre, Hartlepool.



CHILDREN'S SERVICES COMMITTEE

12 September 2017



Report of: DIRECTOR OF CHILDREN'S AND JOINT COMMISSIONING SERVICES

Subject: SAVINGS PROGRAMME 2018/19 AND 2019/20 – CHILDREN'S SERVICES

1. TYPE OF DECISION/APPLICABLE CATEGORY

1.1 Budget and Policy Framework.

2. PURPOSE OF REPORT

2.1 The purpose of this report is to enable Members to consider proposals to achieve further savings in 2018/19 and 2019/20.

3. BACKGROUND

3.1 A comprehensive report on the "Council Plan and Medium Term Financial Strategy – Capital and Revenue" was considered at the Finance and Policy Committee on 2nd December 2016. The report stated that despite the impact of continuing austerity and cuts in Government funding the Council needs to remain ambitious for the town.

3.2 The Council Plan 2017 to 2020 sets out the priorities we are committed to delivering and is based around six strategic priorities:

- Growing our economy, jobs and skills;
- Regenerating our town;
- Developing and promoting Hartlepool as a great place to live;
- Developing new services for people and communities;
- Building better beginnings and futures for our children and young people;
- Providing effective leadership based upon innovation and efficiency.

3.3 A report to Council on 23rd February 2017 approved the Medium Term Financial Strategy (MTFS) 2017/18 to 2019/20. The multi-year MTFS enabled a balanced budget be set for 2017/18. It also approved savings of

£1.685m in 2018/19 and £0.785m in 2019/20 to begin to reduce the budget deficits in these years

- 3.4 However, the savings proposals approved for 2018/19 and 2019/20 did not address the full deficits and savings of £2.320m still need to be identified. This deficit is after reflecting forecast increases in Council Tax income and the use of the Budget Support Fund, as summarised below:

Summary of measures to reduce 2018/19 and 2019/20 gross budget deficits

	2018/19	2019/20	Total 2018/19 and 2019/20
	£'m	£'m	£'m
Gross Deficit	7.314	3.758	11.072
Less - Social Care Precept (3% 2018/19, 0% 2019/20)	(1.093)	0	(1.093)
Less - Council Tax increase 1.9%	(0.692)	(0.740)	(1.432)
Less - Growth in Council Tax base (742 Band D equivalent properties over the period 2018/19 and 2019/20)	(0.574)	(0.478)	(1.052)
Sub Total – Deficit after Council Tax increases and forecast housing growth	4.955	2.540	7.495
Less – Use of Budget Support Fund	(2.448)	(0.257)	(2.705)
Less – Savings approved February 2017	(1.685)	(0.785)	(2.470)
Cuts still to be identified	0.822	1.498	2.320

- 3.5 An update of the MTFs was considered by Finance and Policy Committee on 24th July and this confirmed the financial forecasts detailed in the previous paragraph. The update report also highlighted the continuing financial risks facing local authorities over the next few years. This underlines the importance of ensuring the Council sets balanced budgets for 2018/19 and 2019/20. For 2019/20 this needs to be based on minimising the use of one off funding to avoid deferring a budget deficit to 2020/21.
- 3.6 The MTFs forecasts are currently based on the Government's 1% pay cap remaining in place for 2018/19 and 2019/20. If actual pay awards are greater than 1% and the Government does not provide additional funding, the budget deficit will increase. Each additional 1% equates to an increase in the budget deficit of approximately £400,000.
- 3.7 The financial position facing the public sector for 2020/21 and future years is extremely uncertain and will depend on the state of the economy, including the impact of Brexit, policies adopted at a national level in relation to the overall size of the public sector and the level of national debt.

3.8 For local authorities, policies implemented by the national Government will have a significant impact and cover the following key issues:

- **100% Business Rates Retention** - the exclusion of a bill to move from 50% to 100% Business Rates Retention creates significant financial uncertainty regarding future funding arrangements for local authorities;
- **Business Rates indexation** - confirmation by the Treasury at the end of July 2017 that Business Rates indexation will switch from RPI (Retail Prices Index) to CPI (Consumer Prices index) from 2020 will be welcomed by the businesses. However, from local government's perspective this change will result in lower annual increases in this income stream, which will not keep pace with increases in the cost of delivering existing services.
- **Reform of the Local Government funding system** - the Government has indicated that work is continuing on a 'Fair Funding' review and they will be consulting on proposals during 2017. However, without 100% Business Rates Retention it is unclear how any changes will be funded. The Department for Communities and Local Government has recently indicated that this may not be implemented until 2020/21. Based on our current understanding of the significant work which needs to be completed before the Government can consult on detailed proposals the suggestion that any changes will be delayed until 2020/21 seems realistic;
- **Adult Social Care funding** - the significant financial challenges in this area were recognised by the Government prior to the General Election and short term funding has been provided. The Government has indicated they will be consulting on a number of options regarding the long term funding arrangements in due course;
- **Children's Social Care funding** - many councils, including Hartlepool, are experiencing significant financial pressures in this area. The Local Government Association (LGA) has recently issued a report warning of the significant financial challenges facing children's social care services. The LGA report shows that three quarter of English councils exceeded their budget for children's services last year, totalling a £605m overspend. The LGA forecast a £2 billion funding gap by 2020. This issue has not yet been recognised by the Government providing increased funding;
- **National Council Tax policy** - following a policy of encouraging Council Tax freezes for five years there was a significant shift in Government policy when they introduction of the Adult Social Care precept for the period 2016/17 to 2019/20. Government Council Tax policy for 2020/21 and future years will have a significant impact on the financial sustainability of councils.

- **Public Sector pay levels and funding arrangements** - public sector pay has been subject to a prolonged period of restraint and the Government had previously indicated that a 1% Public Sector pay cap would continue for 2018/19 and 2019/20. However, there have been increasing calls on the Government to remove the pay cap and to fund higher pay increases. If, or when, the Government remove the pay cap there will be significant financial pressures if additional Government funding is not provided for public sector organisations, including councils.

3.9 A further update report was considered by Finance and Policy Committee on 18th September 2017 and detailed corporate savings which can be achieved in 2018/19 and 2019/20 to reduce the savings still to be identified from £2.320m to £1.641m. As these measures are front loaded this provides a slightly longer lead time to implement additional savings and the revised deficits for these years are as follows:

	2018/19 £'000	2019/20 £'000	Total £'000
Savings still to be identified	822	1,498	2,320
Less Corporate savings/updated planning assumptions	(544)	(135)	(679)
Revised Savings still to be identified	278	1,363	1,641

3.10 Additional savings proposals to be considered by individual Policy Committees in September are designed to address the remaining 2018/19 deficit of £278,000. Proposals to address the remaining forecast 2019/20 deficit will be developed during 2017/18 and will be reported to future meetings.

4. SAVINGS PROPOSALS 2018/19 AND 2019/20 – INCLUDING FINANCIAL CONSIDERATIONS

4.1 The 2018/19 and 2019/20 savings proposals approved in February 2017 are summarised below:

Children's Services Committee - Child and Adult Department	Approved Savings 2018/19 £'000	Approved Savings 2019/20 £'000	Total Approved Savings £'000
Other - to be identified from Children's Centres, Commissioned Services, Short Breaks and Better Childhood Programme	500	296	796
Education Services Income Generation	30	10	40
Children Services Income	10	0	10
Service Reconfiguration and Data Management	0	41	41
Premature Retirement Commitment	0	10	10
Inflation Freeze	0	34	34
Total Children's Services Committee:	540	391	931

4.2 In relation to the 2018/19 approved savings work is progressing to implement these proposals and Member are advised that the savings will be achieved as planned. With regard to the £500,000 savings to be identified from Children's Centres, Commissioned Services, Short Breaks and Better Childhood Programme this will be achieved by implementing the following savings:

- **Children's Early Intervention - £56,000**
Deletion of vacant posts (2 x Family Support Worker).
- **Children's Early Intervention - £192,000**
Staffing savings from ceasing the cafe facility at Rossmere Children's Centre and from deleting an admin post within Children's Services.
Non-Pay savings achieved from reducing budgets that have historically underspent and core costs associated with Rift House and St Helen's children's centre budgets following service provision ceasing at these sites and transferring to the respective schools.
- **Departmental Salary Abatement - £92,000**
Increase salary abatement target to reflect turnover of staff and incremental progression.
- **Children's 5 to 19 activities - £160,000**
Following the decision to provide a one year grant for the 5 – 19 activities programme during 2017/18 to support the development of the Young People's Foundation, the balance of the saving will be realised

in 2018/19. The Young People's Foundation is now fully constituted and it is anticipated that activities for children and young people will be supported via external funding through this newly formed Foundation from 2018/19 onwards.

- 4.3 In relation to Education, the continuing success of the Centre for Excellence in Teaching and Learning and services such as educational psychology will enable additional income to be provided. The income generation target for 2018/19 for the Education team is **£30,000**.
- 4.4 Further work will be required to implement the 2019/20 approved savings and details will be reported to Members next year of any proposed changes to these plans.
- 4.5 In addition to the savings proposals outlined in the previous paragraph the following additional savings that will impact on children's services are recommended for implementation over the next two years. A number of these savings are managed across Adult Services and Children's Services and have not been apportioned to individual service areas. Part of these savings needs to be earmarked to fund departmental budget pressures. As summarised in the following table the net impact of these savings and pressures is a net saving towards the remaining budget deficits for 2018/19:

	Pressure /(saving) 2018/19 £'000
Additional savings	
(i) Departmental Salary Abatement target An overall increase of £100,000 can be included in the base budget to reflect turnover of staff and incremental progression. Of this amount £92,000 is allocated towards achieving the approved 2018/19 savings, as detailed in paragraph 4.2.	(8)
(ii) Income Generation Increase room hire and conference income at the two venues managed across Adult Services and Children's Services - CIL and CETL.	(50)
Sub Total – Recommended additional savings	(58)
Less Departmental pressures	0
Additional savings towards remaining budget deficit	(58)

5. RISK IMPLICATIONS

- 5.1 There are a number of risks implicit in the delivery of any package of savings and it is important to recognise these as part of any decision making. The primary risk relates to maintaining capacity to deliver the front line services and support to the Council/departments.

- 5.2 It is considered that the proposed 2017/18 savings can be delivered, although not without difficulty or some degree of risk. This can be managed in the coming year; however achieving these savings becomes more difficult each year.
- 5.3 There is a risk that external funding will not be available for the continuation of young people's activities. However the development of a partnership approach through the Young People's Foundation is aimed at mitigating this risk.
- 5.4 There is a risk that a further reduction in early intervention services may lead to an increase in the demand for specialist services as families reach crisis point. This will need to be monitored.

6. EQUALITY AND DIVERSITY CONSIDERATIONS

- 6.1 Children, young people and families will be supported based on need to ensure that support is available to those that need it.

7. LEGAL CONSIDERATIONS

- 7.1 There are no legal considerations at this time.

8. CHILD AND FAMILY POVERTY

- 8.1 Reductions in budgets available to support children and their families will reduce the range and choice of services available. The impact of the savings will be monitored to determine whether these affect the levels of child and family poverty.

9. STAFF CONSIDERATIONS

- 9.1 There will be staffing implications associated with the savings proposals considered by individual Policy Committees and these will be managed at a corporate level by the Finance and Policy Committee. This approach will seek to maximise staffing reductions which can be achieved by managing vacancies and accepting requests for voluntary redundancies, where this can be achieved within the requirements of the service. Where compulsory redundancies cannot be avoided the corporate approach will seek to maximise redeployment opportunities. There are staffing implications associated with savings proposals for Children's Services in 2018/19 as detailed in the proposals at 4.2.

10. ASSET MANAGEMENT CONSIDERATIONS

- 10.1 There are no asset management considerations within this report.

11. CONSULTATION

- 11.1 The majority of the approved savings for 2018/19 and 2019/20 were subject to consultation as part of the 2017/18 budget process. Where these proposals have changed significantly they will be subject to separate consultation alongside any additional savings proposed for 2018/19 and 2019/20. This consultation will include Trade Unions and individual staff groups affected by the proposals.

12. CONCLUSION

- 12.1 The Council approved a multi-year financial strategy in February 2017, which included the phased use of reserves to help manage budget reduction over the period 2017/18 to 2019/20. The strategy also approved savings for implementation in 2018/19 and 2019/20 to begin to address the budget deficits for these years.
- 12.2 The proposals in this report details changes to the approved 2018/19 and 2019/20 savings to reflect changes in circumstances since February. In addition, further savings proposals are outlined to address departmental pressures and to make a contribution towards addressing the remaining 2018/19 and 2019/20 budget shortfalls.
- 12.3 At a corporate level the proposal identified for individual Policy Committees will enable a balanced budget to be set for 2018/19. The position for 2019/20 is less positive and a significant budget deficit remains. Proposals for addressing the remaining 2019/20 of £1.363m will be developed during 2017/18.
- 12.4 Achievement of further savings for 2019/20 will be challenging and will require further changes, whilst ensuring services are maintained as far as practical, or the implications of reducing capacity are reflected in service requirements.
- 12.5 There are a number of risks which may increase the 2019/20 deficit, including the funding arrangements for Children's Services and the actual level of pay awards. These issues will be kept under review and details of any changes will be reported to future meetings.
- 12.6 The multi-year strategy being adopted by the Council is designed to manage the impact of continuing cuts in Government funding on a phased basis to minimise, as far as is possible within the reduced resources available to the Council, the impact on services and jobs. The strategy also aims to ensure

the Council is in the best possible financial position to manage the challenges and uncertainty facing councils in 2020/21 and future years.

- 12.7 The achievement of further savings in children's services has been challenging in the context of increasing demand for social care services and associated budget pressures. The proposals outlined in this report reflect the department's efforts to contribute to reducing the budget deficit whilst maintaining a responsive and needs led service for children, young people and their families.

13. RECOMMENDATIONS

- 13.1 It is recommended that Members of the Committee note the content of the report and formulate a response to be presented to Finance and Policy Committee on 20th November 2017.

14. REASON FOR RECOMMENDATIONS

- 14.1 The proposals included in this report have been identified as being sustainable and deliverable.

15. BACKGROUND PAPERS

- 15.1 The following background papers were used in the preparation of this report:-

Council - Medium Term Financial Strategy (MTFS) 2017/18 to 2019/20 - 25th February 2017

Finance and Policy Committee - Medium Term Financial Strategy (MTFS) 2018/19 to 2019/20 - 24th July 2017

16. CONTACT OFFICERS

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Mark Patton, Assistant Director, Education, Learning and Skills (0-19),
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Department	Division	Section	Owner/Officer	
CHILDREN'S AND JOINT COMMISSIONING SERVICES			SALLY ROBINSON	
Service, policy, practice being reviewed/changed or planned	SAVINGS PROGRAMME 2018/19 AND 2019/20- CHILDREN'S SERVICES			
Why are you making the change?	Proposals for budget savings to reduce the budget deficit in accordance with the Council's Medium Term Financial Strategy			
How might this impact (positively/negatively) on people who share protected characteristics?				
			<i>Please tick</i>	
			POSITIVELY	NEGATIVELY
Age				
<i>No impact</i>				
Disability				
<i>No impact</i>				
Gender Re-assignment				
<i>No impact</i>				
Race				
<i>No impact</i>				
Religion				
<i>No impact</i>				
Gender				
<i>No impact</i>				
Sexual Orientation				
<i>No impact</i>				
Marriage & Civil Partnership				
<i>No impact</i>				
Pregnancy & Maternity				
<i>No impact</i>				
Has there been consultation /is consultation planned with people who will be affected by this policy? How has this affected your decision making?	The report will be considered by Children's Services Committee, Finance and Policy Committee and Council before decision is taken. There is no specific impact of the proposals on those with protected characteristics.			
As a result of your decision how can you mitigate negative/maximise positive outcomes and foster good relationships?	There is no specific impact of the proposals on those with protected characteristics.			

Describe how you will address and monitor the impact	1. No Impact - No Major Change The proposals will not impact positively or negatively on those with protected characteristics		
	2. Adjust/Change Policy <i>Please Detail</i>		
	3. Adverse Impact but Continue as is <i>Please Detail</i>		
	4. Stop/Remove Policy/Proposal <i>Please Detail</i>		
Initial Assessment	00/00/00	Reviewed	00/00/00
Completed	00/00/00	Published	00/00/00

CHILDREN'S SERVICES COMMITTEE

12 September 2017



Report of: Director of Children's and Joint Commissioning Services

Subject: RACIAL INCIDENTS IN HARTLEPOOL SCHOOLS 2014-15 TO 2016-17

1. TYPE OF DECISION/APPLICABLE CATEGORY

Non key decision.

2. PURPOSE OF REPORT

- 2.1 To provide an overview of the procedures in relation to the collection and analysis of data regarding racial incidents which occur in Hartlepool schools.
- 2.2 To show the current position regarding racial incidents in Hartlepool schools.

3. BACKGROUND

- 3.1 Racism includes all practices, procedures, actions or behaviours that discriminate against, or disadvantage, people because of their race, colour, nationality or ethnic group, whether at individual, institutional or cultural level.
- 3.2 Racism can take many forms and can occur between any ethnic group.
- 3.3 For the purposes of tackling racism in schools it is recommended that schools adopt the following definition –

'Any incident which is perceived to be racist by the victim or any other person' – Stephen Lawrence Inquiry Report 1999

The distinctive feature of a racist incident is that a person is attacked not as an individual but as a representative of a family, community or group. This has potential harmful consequences for the individual and the wider

community. Dealing effectively with racist incidents is therefore an important element of making a positive contribution to community cohesion.

- 3.4 Types of racist incidents that can occur include but are not limited to:
- Physical assault against a person or group because of colour, ethnicity or nationality
 - Use of derogatory names, insults or racist jokes
 - Racist graffiti or written derogatory remarks
 - Provocative behaviour such as wearing of racist badges/insignia
 - Bringing racist material into school
 - Verbal abuse and threats
 - Incitement of others to behave in a racist way
 - Racist comments in the course of discussion
 - Damage caused to the person's property
 - Attempts to recruit others to racist organisations and groups
 - Ridicule of an individual for cultural difference e.g. food, music, religion, dress, and so on
 - Refusal to co-operate with other people because of their colour, ethnicity or nationality
- 3.5 Updated guidance materials for reporting and dealing with racist incidents were provided to Hartlepool schools in September 2015. These guidelines are designed to:
- Support schools in fulfilling their obligations under the Race Relations Act 1976, Race Relations (Amendment) Act 2000, Education and Inspections Act 2006 and the Equality Act 2010
 - Support schools to carry out their reporting duties in relation to community cohesion
 - Provide guidance to support effective procedures for reporting, recording and dealing with racist incidents
 - Contribute to developing a safe working environment for all pupils and staff, and developing preventative measures so that they can achieve their full potential
 - Assist the local authority in fulfilling its statutory duties under the Race Relations (Amendment) Act 2000
 - Enable the local authority to work with partner agencies and contribute to strategies and intelligence which reduces the frequency of racial attacks and harassment
- 3.6 Accumulated racist incident data from schools is collected by the local authority on a termly basis. The information is analysed to support the local authority in identifying areas of concern, to contribute to multi-agency monitoring, and assist in the development of local authority and school policy and procedures

3.7 The table below shows returns to the local authority in the last three years.

School Year		14/15	15/16	16/17
Number of racist incidents		5	31	38
Category of Incident	Verbal abuse	4	15	28
	Use of racist language	0	8	10
	Graffiti	0	0	3
	Cyber Incident	0	0	1
	Inciting Others	0	1	0
	Other	1	0	0
Place Incident Occurred	Classroom	*	4	26
	Playground	*	16	4
	Dining Room	*	5	1
	Cyber Incident	*	0	2
	Corridor	*	3	5
	Outside School	*	1	1
	Other	*	2	0
Perpetrators	White British	8	28	39
	Any Other White	0	1	2
	Black African	0	3	0
Victims	White British	1	6	8
	Any Other White	1	0	6
	Pakistani	3	2	1
	Bangladeshi	2	4	1
	Any Other Asian	0	4	2
	Black Caribbean	0	1	0
	Black African	0	4	3
	Any Other Black	0	3	1
	White and Asian	0	0	2
	White and Black African	0	0	1
	Gypsy, Roma, Traveller	0	0	1
	Any other mixed	0	0	1
	Chinese	0	3	1
	Any other ethnic group	0	0	1
Refugee/asylum seekers	*	0	2	
Exclusions resulting from racist incidents	Fixed Term Exclusion	0	1	5
	Permanent Exclusion	0	0	0

* information not collected

3.8 The rise in racist incidents reported to the local authority can be attributed to a number of factors. Firstly, following the implementation of guidance materials in September 2015 reporting to the local authority of racist incidents has improved. Along with this, the demographics of Hartlepool are changing with numbers of children of ethnic groups other than White British rising and increasing numbers of asylum seekers and refugees living within the town.

Number of children Reception to Year 11 identified as ethnicity other than White British as identified on the January school census.

Year	Number of children
2015	715
2016	775
2017	843

- 3.9 The majority of incidents occur within the classroom or playground and are verbal in nature. Schools are therefore aware that their interventions in relation to equality and diversity need to include specific aspects relating to the use of racist language and verbal abuse within the school context.

4. PROPOSALS

- 4.1 Feedback is to be provided to schools in relation to overall data and trends.
- 4.2 Data will continue to be collected on a termly basis, analysed in order to identify trends and possible areas of concern which will then be addressed.

5. RISK IMPLICATIONS

There are no risk implications relevant to this report.

6. FINANCIAL CONSIDERATIONS

There are no financial considerations relevant to this report.

7. LEGAL CONSIDERATIONS

There are no legal considerations relevant to this report.

8. CONSULTATION

No consultation was required during the production of this report.

9. CHILD AND FAMILY POVERTY CONSIDERATIONS

- 9.1 Options have been considered and there are no child and family poverty impact issues

10. EQUALITY AND DIVERSITY CONSIDERATIONS

- 10.1 In order to guard against discrimination, it is important for all schools to adopt policies and procedures for dealing with and reporting racist incidents, as well as other prejudice related incidents such as homophobia
- 10.2 School policies should make it clear that racist behaviour, and other discriminatory behaviour, is unacceptable and damaging to everyone, and should make clear how staff and pupils should deal with incidents. Policies should be widely known to parents and pupils, as well as to all staff in school. In order to avoid the continuation of racist behaviour, the needs of perpetrators, as well as those of the victims, will need to be considered.
- 10.3 Feedback from the local authority to school of the accumulated data, trends and areas of concerns will support schools to ensure that their policies and procedures are appropriate and up to date.

11. STAFF CONSIDERATIONS

There are no staffing considerations relevant to this report.

12. ASSET MANAGEMENT CONSIDERATIONS

There are no asset management considerations relevant to this report.

13. RECOMMENDATIONS

It is recommended that Committee:

- 13.1 Agree that schools should be supported to ensure that they meet their obligations under the Race Relations Act 1976, Race Relations (Amendment) Act 2000, Education and Inspections Act 2006 and the Equality Act 2010.
- 13.2 Agree that the Virtual School headteacher should continue to collect cumulative data from schools on a termly basis. This information will be analysed to identify areas of concern, contribute to multi-agency monitoring and provide feedback to schools on an annual basis.
- 13.3 Agree that an annual summary report will be presented to Children's Services Committee.

14. REASONS FOR RECOMMENDATIONS

- 14.1 Schools are required to meet their obligations under the Race Relations Act 1976, Race Relations (Amendment) Act 2000, Education and Inspections Act 2006 and the Equality Act 2010.
- 14.2 The collection of termly racist incidents data from schools allows the local authority to identify trends and areas of concern across Hartlepool which leads to support in these areas.
- 14.3 An annual report will enable elected Members to scrutinise the data, and to maintain oversight of this area.

15. BACKGROUND PAPERS

There are no background papers to this report.

16. CONTACT OFFICER

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CHILDREN'S SERVICES COMMITTEE

12 September 2017



Report of: Director Children's and Joint Commissioning Services

Subject: UPDATE OF THE WORK OF THE JUNIOR AND YOUNG INSPECTORS

1. TYPE OF DECISION/APPLICABLE CATEGORY

Non key.

2. PURPOSE OF REPORT

- 2.1 The purpose of the report is to present to Children's Services Committee the inspection and consultation reports produced by the young inspectors requested by Children's Services Committee.
- 2.2 The inspection reports and consultation reports attached as appendices 1 to 6 provide an insight into services and organisations that have been scrutinised by young people and have been given feedback and recommendations for improvement.

3. FINDINGS

- 3.1 Hartlepool Borough Council Participation Team within the Standard, Engagement and Development Team facilitate a number of young inspectors groups comprising of young people aged 12-22 years and junior inspectors aged 7-11.
- 3.2 Reports of inspections and consultation undertaken by the Young Inspectors and Junior Young Inspectors are attached in **Appendix 1 to 6** and cover the following areas:
- North Tees Hospital Children's Inpatients and Outpatients Ward **Appendices 1, 2 & 3**
 - Hartlepool Hospital Children's Outpatients Ward **Appendices 4 & 5**
 - Mental Health and Digital Technology **Appendix 6**

3.3 Summary of junior (7-11) and senior (12-19) inspection findings

The general outcome of young people's findings of the services inspected and consulted on were positive. Young people were satisfied with the inspections and made few recommendations on ways in which services could be improved. All of the services inspected were found to be accessible and welcoming, while staff were friendly and approachable. Each service will receive a six month review.

3.4 North Tees Hospital Children's Inpatients Review

Strengths

- The staff are very friendly and welcoming
- The ward was very clean
- Parents are supported
- Children and young people are consulted
- Lots of activities available
- Garden
- Privacy for the older young people
- The bays had more than one bed
- The reception was welcoming
- The walls were very colourful with cartoon/film themes

Recommendations

- Consider making the teenager room bigger
- If possible look to make the outdoor play area bigger
- Consider offering free Wi-Fi all of the time (for both young people and parents)
- Consider having a charging dock (for mobile phones) for everyone to use during their stay
- Look into making signs in the entrance for the children's ward a bit more clearer
- Consider having fans when the weather is warm
- Consider changing the staff uniforms so that they are more appropriate to the weather – summer/winter
- Change the comments card which currently looks like a thank you card.
- We think there should be more food choices for varied ages.
- We think the temperature in the ward was hot, there be more air conditioning.
- We also suggest there should be more colour outside as it was dull and grey.

3.5 North Tees Hospital Children's Outpatients Review

Strengths

- Waiting area was very colourful and child friendly.
- Reception people welcoming and kind.
- Pictures when we walked in were nice and bright for every age.
- The rooms were very reassuring.
- The reception staff were very sympathetic to patients.
- It was suitable for young children.
- It was attractive and vibrant.
- The hospital was very clean.
- It was a lot better than we thought.

Recommendations

- Outside the children's ward it should be more colourful.
- Colourful footsteps taking you to the children's ward.
- Child friendly displays.
- More magazines in the waiting area for children.
- Reception to be brighter.
- Activities for older children in the waiting area

3.6 Hartlepool Hospital Children's Ward Review

Strengths

- The staff are very friendly and welcoming
- The ward was very clean
- Parents are supported
- Children and young people are consulted

Recommendations

- Consider making a dedicated teenager ward and more young people friendly
- Consider offering free Wi-Fi all of the time (for both young people and parents)
- Consider having a charging dock (for mobile phones) for everyone to use during their stay
- Consider changing the staff uniforms so that they are more appropriate to the weather – summer/winter
- Change the comments card which currently looks like a thank you card.
- Consider overnight stay for service users
- A step to be provided for smaller children to reach/see.
- I pads in the waiting room (connected to wires)
- Sound to be louder or subtitles to be on the TV or Bluetooth earphones.
- The floor was a bit too hard should be softer because of falls.
- The reception desk should be immediately as you go in.
- Toys to be checked to make sure they're not broken
- The toys should be labelled property of Hartlepool Hospital.
- The reception desk could be lower.
- Toys/entertainment for older children and teenagers in the waiting area.

3.7 Summary of Junior (7-12) Inspector Findings

There are over 20 Junior Inspectors engaged through the commissioned work of the West View Project.

The junior inspectors were involved in the Hartlepool and North Tees hospital inspections with the senior inspectors to give a clear view of the service with for different age groups. (Strengths and recommendations are included above)

3.8 Mental Health and Digital Technology Consultation (Hartlepool and Stockton)

The NHS Clinical commissioning Group for Hartlepool and Stockton commissioned Hartlepool Borough Council to identify young people from Hartlepool and Stockton to be trained to become Young Inspectors/Peer Researchers. A support worker from Hartlepool co-ordinated the work and delivered training to the young people. Young people from both Hartlepool

and Stockton were consulted on emotional wellbeing and mental health and the use of digital technology.

The aim of the consultation was to identify if young people would;

- Use digital technology to find out about services and support for emotional health and wellbeing.
- To find out if young people accessing CAMHS services would use digital technology?
- To find out if young people had used digital technology to access support?

Recommendations

In general young people were against using an app for mental health issues but if one were to be commissioned the young inspectors felt that;

- Young people help design mental health apps
- Young people help promote mental health apps
- Young people to develop news and blogs for mental health apps
- Schools to offer more support and information on mental health issues
- Teachers and support staff to be given more training on how to notice the signs of mental health issues
- Parents/carers offered more information and support on mental health issues
- Make sure any mental health apps for young people are safe and secure

4. ONGOING CONSULTATION

4.1 Hartlepool Health Watch/York University - The Co-Production of Young People's Health and Social Services (CYPHER)

Cypher is a participatory research project designed to enable children and young people to have an impact upon their local health and social care policy formulation and service provision. Funding has been sourced through Healthwatch, Participation Team and York University.

A partnership has been formed between the Centre for Political Youth Culture and Communication (Department of Sociology) and the Department of Health Sciences based at the University of York, Hartlepool Borough Council, Hartlepool Healthwatch, and 3 digital artists. The project will enable young people to learn why research is important, research techniques and how this information can be used. It will also help raise the aspirations of the young people.

Planning for the project started in March 2017 and young people have been involved in the interview and selection process for the artists. 20 young people have been recruited and a 2 day residential at York University took place on the 2nd and 3rd of August.

The young people are currently meeting every week and have developed questions on mental health and social care issues for young people in Hartlepool which include experiences of mental health, experiences of health services and leisure services for emotional wellbeing.

The results of the consultation will be presented to the Health and Wellbeing Board on the 16th October 2017

- 4.2 **Dementia Awareness** - Young Inspectors have been trained in dementia awareness and hope to use this training to look at ways to make more young people in Hartlepool Dementia aware. (Ongoing)

5. **RISK IMPLICATIONS**

- 5.1 There are no risk implications as this report only sets out recommendations for improving practice.

6. **FINANCIAL CONSIDERATIONS**

- 6.1 There are no specific financial recommendations. The report sets out recommendations that different agencies are asked to consider in their ongoing delivery and development of their services.

7. **LEGAL CONSIDERATIONS**

- 7.1 There are no legal considerations within this report.

8. **CONSULTATION**

- 8.1 The Young Inspectors have consulted children, young people and staff in all the work shared in this report.

9. **CHILD AND FAMILY POVERTY (IMPACT ASSESSMENT FORM TO BE COMPLETED AS APPROPRIATE.)**

- 9.1 There are no specific child and family poverty considerations within this report. The young inspectors have reviewed all the services shown above and taken into account that all children should be able to access these services if needed.

10. EQUALITY AND DIVERSITY CONSIDERATIONS (IMPACT ASSESSMENT FORM TO BE COMPLETED AS APPROPRIATE.)

- 10.1 There are no specific equality and diversity considerations within this report. The young inspectors have reviewed all the services shown above and taken into account that all children should be able to access these services if needed.

11. STAFF CONSIDERATIONS

- 11.1 There are no staff considerations within this report.

12. ASSET MANAGEMENT CONSIDERATIONS

- 12.1 There are no asset management considerations within this report.

13. RECOMMENDATIONS

- 13.1 Children's Services Committee is asked to note the findings and recommendations of the Inspection reports undertaken by the Young Inspectors.
- 13.2 That Elected Members consider the content of Young Inspector reports when and where appropriate both currently and in the future; and suggest areas / organisations / departments that may be suitable for Young Inspectors to evaluate on behalf of the committee.

14. REASONS FOR RECOMMENDATIONS

- 14.1 To ensure that children and young people are influencing service design and delivery to continuously improves services for children and young people.

15. BACKGROUND PAPERS

None

16. CONTACT OFFICERS

Juliette Ward, Young Inspectors Co-ordinator, Level 4, Civic Centre,
Telephone: 01429 523198 Email: juliette.ward@hartlepool.gov.uk

Young Inspectors Inspection Report Template – Initial Inspection



Support worker name: Juliette Ward		Area: Hartlepool	
Young Inspectors' names: Marlene, Hannah, Leonie, Olivia, Katie			
Service inspected: North Tees Hospital Children's Ward		Who requested the inspection? Clare Wise	
Name and contact details of the person who requested/commissioned the inspection: Juliette Ward Young Inspectors Co-ordinator Standards, Engagement and Development Team Level 4 Civic Centre Victoria Road Hartlepool TS24 8AY			
Inspection start date: 1/6/17	Inspection end date:	Report date:	
About how many hours did the inspection activities take? 2 & 1/2hrs			
Below, please briefly describe the inspection activities used. Please attach the young inspectors' reports and any additional documentation.			
Observation(s) conducted? Yes What/who was observed? The ward, facilities and staff How were observations recorded? Notes	Interviews conducted? Yes What was the focus of the interviews? Questions set by YI Who was interviewed? Individual or group interviews? 2 play workers and young people on ward How were the interviews recorded? Notes	Surveys conducted? No What was the focus of the surveys? N/A Who were they given out to? N/A What type of survey was it – paper, electronic? N/A	

Overall impressions of the service including strengths and areas for further development

Question 1: Is the service accessible?

We found the service to be accessible as it was on a main bus route which had access from all areas. There were lots of signs leading to the service and clear signs at the entrance which made it easily identified by members of the public and service users. Once inside the hospital we found the signs weren't as clear to find the children's ward and we went to the wrong department.

Once on the children ward we found that everything was accessible for all; There were accessible toilets, showers with hoists a makaton board with signs, and a language board. The service used 'passports' for children with learning disabilities for parents to fill in for children and young people which gave information on them.

Question 2: Is the service welcoming?

The service was brightly decorated throughout with lots of recognizable themes from films and children's characters. The idea of using the wall decoration was a really good idea to distract children while they were receiving treatment. Staff were very friendly and welcoming and the children and young people had separate rooms to play in. The rooms were very well stocked with lots of arts and crafts and toys for the younger children, while the teenager room had lots of games, a television, music, play stations with lots of games, books, magazines, etc.

There was a very nice garden area if anyone wanted to sit outside and it seems that the space has been used very well.

All rooms had access to televisions which were free from 7am till 7pm and the rooms were large and comfortable for the children and young people with plenty of room for parents to stay over if needed. The young people we spoke to were happy that their parents could stay with them as this made them feel more comfortable. A parent's room was also available to make a cup of tea and have something to eat while having a break.

Young people were given the opportunity to walk to surgery if they wanted and the young inspectors thought that the prep box was a really good idea to prepare children and young people before an operation and there stay.

Everything was very clean and tidy and was regularly checked. All bedding was changed every time a patient left and everything was signed clearly.

The young people we spoke to were happy with the food that was provided and we were told that the staff if a child or young person was in for a long time they could contact the kitchen and make arrangements for different food if needed.

Snacks, fruit and drinks were available to the young people and special diets are catered for.

The young people we spoke to felt comfortable enough to speak to staff about any issues they might have during their stay and that the staff had made them feel welcomed. All young people said that they felt the staff talked to them as well as their parents and they

understood what was happening during their stay.

The day we visited the ward was very warm so fans would be a good idea for the people staying there.

Question 3: Is it clear what the service does?

Everything was clearly labeled and there were posters with information on all over the ward. There were pictures of the different uniforms on the walls to show which staff were doctors, nurses and play workers, etc.

The reception area was clearly marked and had a fun element to it as a castle with lots of information around it and there was a tv screen with the children and young people's first names on stating which rooms they were in.

Question 4: How satisfied are you/do other young people seem to be with the service?

All of the young people we spoke to were very happy with the service they were receiving and a baby there at the time was happy and walking about.

Question 5: How are young people involved in the development, delivery and evaluation of the service?

Young people were offered a choice of having a private room if any were available with the option of more privacy.

Questionnaires were sent out to schools in the Tees area asking what they would like in the ward and this information was used to make any changes. And questionnaires were offered in hospital as well

Feedback cards were available once treatment was finished though these were headed as thank you cards so this needs to be looked at to make them clearer.

Strengths:

The staff are definitely the strengths of the service as everyone was very friendly and welcoming followed by the relaxed environment with all of the different themed walls.

The ward was very clean and everyone wants to offer the best support they can to all of the children, young people and parents.

The children and young people's rooms were great but the teenager room is quiet small so a bit more space might improve this. The same with the outdoor area as this is very small as well.

Areas for further development:

- Consider making the teenager room bigger
- If possible look to make the outdoor play area bigger
- Consider offering free wi-fi all of the time (for both young people and parents)
- Consider having a charging dock (for mobile phones) for everyone to use during their stay
- Look into making signs in the entrance for the children's ward a bit more clearer
- Consider having fans when the weather is warm
- Consider changing the staff uniforms so that they are more appropriate to the weather – summer/winter
- Change the comments card which currently looks like a thank you card.

General impressions and comments:

Overall it was a very positive visit and it was good to speak to the young people that were on the ward. The young people and their parents were happy with the way staff had treated them and felt well looked after. The staff had answered all of their questions while giving them all the information on what treatment their child would be getting.

The ward was very clean and there was lots of information on the walls including the complaints procedures.

OUR INSPECTION AT NORTH TEES HOSPITAL



CHILDRENS INPATIENTS WARD

CREATED BY LEWIS, EMILY, EMILY AND NINA . (Appendix 2)

INTRODUCTION

- Junior Inspectors are young people who visit places in our community.
- We observe places to look at any improvements that need to be made.
- We were asked to inspect North Tees Hospital on the children's inpatient ward.
- We planned what we wanted to know and the questions we would ask.
- We attended planning sessions after school and at West View Project.

THE ENVIRONMENT

- * The environment was accessible to the public and patients because there were wide corridors and ramps for people using wheelchairs.
- * In the reception the staff were welcoming and cooperative with the patients and public.
- * The hospital was very hygienic.
- * It was suitable for children in the ward.
- * The staff were quick to respond.
- * It was child friendly eg: colourful paintings on the walls.



ACCESSIBILITY

- * There were signs on the journey to the hospital which meant it was accessible for people who needed to get there.
- * There were automatic doors for patients to easily access the entrance and exit.
- * There were ramps for those in wheelchairs and wide doors.
- * There are shuttle buses from Hartlepool.
- * The children's ward was clearly signposted.

IS IT CLEAR WHAT THE SERVICE DOES?

- There were leaflets that included information about the hospital and what they do.
- There were signs directing us to the hospital on our journey which would make it easy for patients to locate the building when needed.
- There were notice boards with the staff information.
- There were also Health and Safety notice boards.



How satisfied are you/others with the service?

- The parents of the inpatients described the service as caring and helpful.
- The parent we spoke to said she would rather be at home and not in hospital but she was happy her child was getting the care she needed.
- We thought the service was really good and the food was healthy.
- We thought the patients were being treated well.
- We sampled the food and thought it was very child friendly but didn't think there was enough choice.
- We thought the staff we met were kind and helpful.
- The toys were very good.
- We thought it was very age appropriate as there were toys for younger children and game consoles for teenagers.

How satisfied are you/others with the service?

- * There were arts and crafts room for children so they had things to do.
- * All the toys were cleaned after they had been used.
- * TV was free for children to watch between 8am-8pm.



How are children involved in the delivery, planning and evaluation of the service?

- Hospital staff always explained to the children and parents what was going to happen.
- Questionnaires were given to all children and parents about their time in the hospital.
- There were feedback boxes in the hospital.



Observations

- * The bays had more than one bed, we liked this because it meant the children would have company.
- * Some of the rooms only had one bed, these were for older patients and meant they could have more privacy.
- * We liked the desk because it looked like a castle, this meant children would feel more at home.
- * There were child friendly paintings on the wall.
- * The hospital was raising money to paint the rest of the walls.
- * There were lots and lots of choice of games and activities to occupy the children.

Recommendations

- * We think there should be more food choices for varied ages.
- * We think the temperature in the ward was hot, there be more air conditioning.
- * We also suggest there should be more colour outside as it was dull and grey.

Questions?

Thank you for listening to our presentation. Would anyone like to ask any questions?😊😊😊

OUR INSPECTION AT THE NORTH TEES HOSPITAL OUTPATIENTS (APPENDIX 3)

By Oscar, Elisha, Jacob, Keona and Carl.

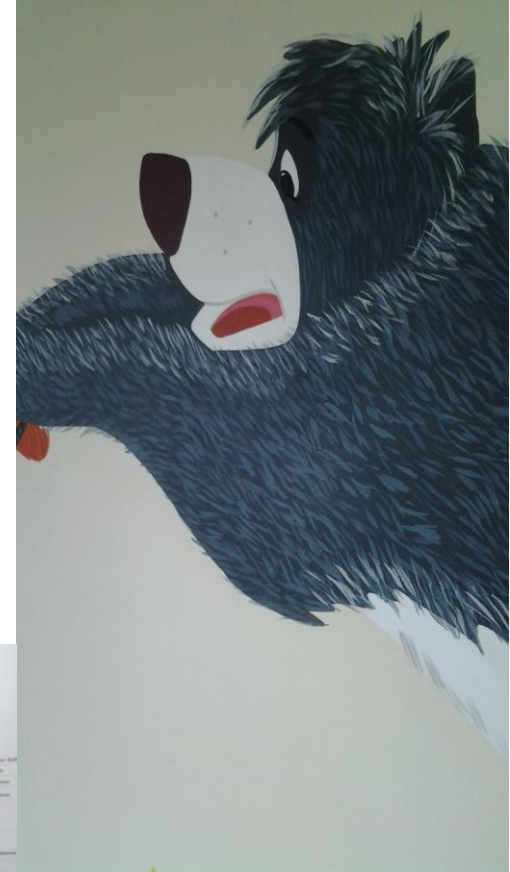


Introduction

- The Junior Inspectors have been working hard with the hospital inspection.
- We inspected the North Tees hospital because children would be more honest than adults.
- When we inspect the hospital we need to see if it is fit for children and young people.
- We need to see if we can try and find the pros and cons about the hospital.
- Before we went we learnt about the hospital and thought about what it would be like to be a child in hospital.
- We planned the questions we would ask.

Environment (positive things)

- Waiting area was very colourful and child friendly.
- Reception people welcoming and kind.
- Pictures when we walked in were nice and bright for every ages.
- The rooms were very reassuring.
- The reception staff were very sympathetic to patients.
- It was suitable for young children.
- It was attractive and vibrant.
- The hospital was very clean.
- It was a lot better than we thought.

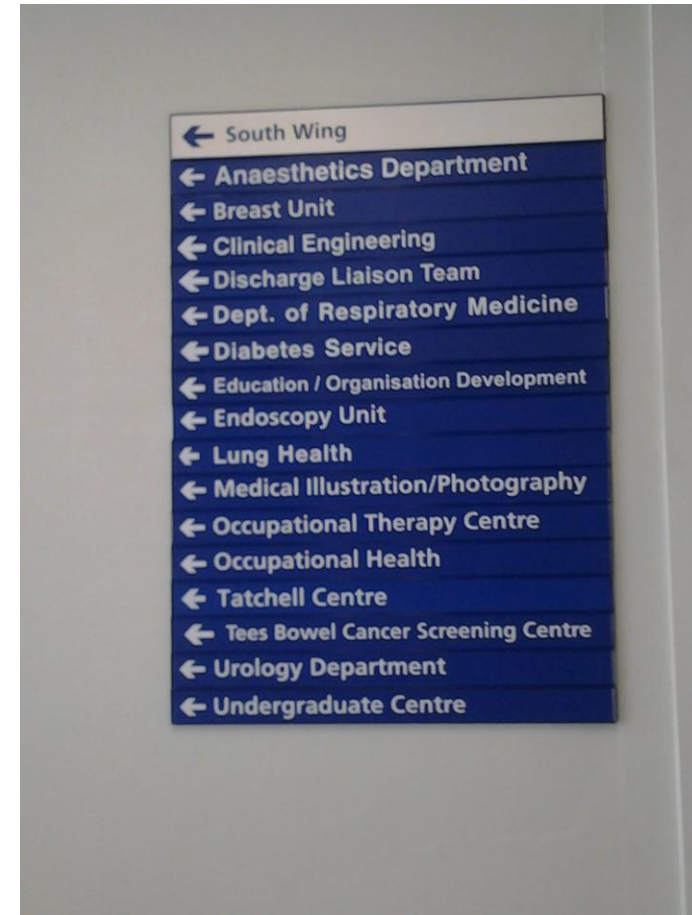


What we would improve

- The reception could have been brighter.
- More magazines in the waiting area for children.
- Displays weren't that child friendly, said 'what not to do, not what you should do.
- The hospital corridors could be brighter they were grey and green.
- The sign for the children's outpatients was too high up.

Accessibility (positive things)

- The signs were very instructive.
- There were ramps and lifts so the people with wheelchairs can get up.
- Signs to the children's ward were clear.
- There was automatic doors with good security.



Accessibility (what we would change?)

- The door buzzer wasn't answered as quickly as it should have been.
- The waiting room was based around the littler children instead of the older children. The paintings and the toys were for younger children.
- The reception wasn't very interesting to children.
- More automatic doors not push doors.



Is it clear what the service does?

- Clearly signposted.
- Notice boards told us what happened in the hospital.
- The hospital staff spent time demonstrating machines and equipment to us.
- It was obvious from the equipment in the rooms.
- Signs on the doors to say if the room was occupied.
- The hospital staff took time to introduce themselves and what their roles were.

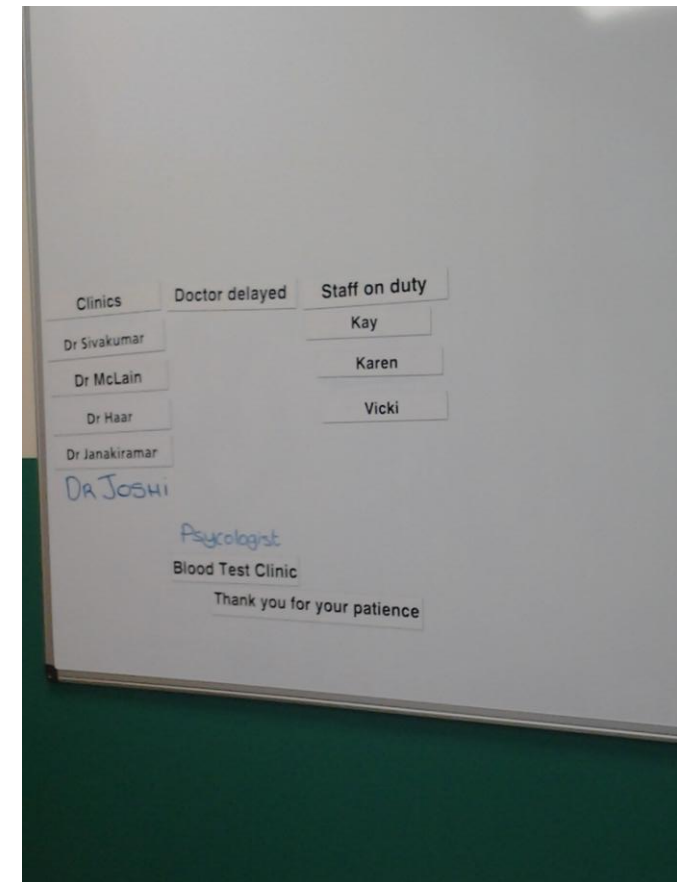


How satisfied are you/others seem to be with the service?

- When we talked to some of the parents they said that sometimes the service was a bit slow and they'd had to wait to be seen. She said there had been an emergency that day.
- One parent said that sometimes they have been called in early for their appointments.
- The staff we spoke to said they enjoyed their jobs and they wouldn't want to do anything else.
- One parent said that her child was well cared for in the hospital.

How are children and young people involved in the delivery, planning and evaluation of that service?

- Feedback forms
- Comments boxes
- Parent said she was asked about her experience by staff.



Observations

- The staff were very friendly.
- We were made to feel very welcome and we were comfortable asking our questions.
- We were asked to wash our hands-good hygiene.
- The waiting area had good books and toys.
- We liked the way they disguised needles for smaller children.
- Good distractions for children eg: pictures on the ceiling.
- TV in the waiting area with children's programmes.



Recommendations

- Outside the children's ward it should be more colourful.
- Colourful footsteps taking you to the children's ward.
- Child friendly displays.
- More magazines in the waiting area for children.
- Reception to be brighter.
- Activities for older children in the waiting area

Questions?

Young Inspectors Inspection Report Template – Initial Inspection



Support worker name: Juliette Ward		Area: Hartlepool	
Young Inspectors' names: Dylan, Teegan, Neve, Katie, Marlene, Terri Lee, Charlie, Maddy.			
Service inspected: Hartlepool Children's Ward		Who requested the inspection? Clare Wise	
Name and contact details of the person who requested/commissioned the inspection: Juliette Ward Young Inspectors Co-ordinator Standards, Engagement and Development Team Level 4 Civic Centre Victoria Road Hartlepool TS24 8AY			
Inspection start date: 2/6/17	Inspection end date:	Report date:	
About how many hours did the inspection activities take? 45 mins			
Below, please briefly describe the inspection activities used. Please attach the young inspectors' reports and any additional documentation.			
Observation(s) conducted? Yes What/who was observed? The ward, facilities and staff How were observations recorded? Notes	Interviews conducted? Yes What was the focus of the interviews? Questions set by YI Who was interviewed? Individual or group interviews? 1 play worker and paediatric nurse How were the interviews recorded? Notes	Surveys conducted? No What was the focus of the surveys? N/A Who were they given out to? N/A What type of survey was it – paper, electronic? N/A	

Overall impressions of the service including strengths and areas for further development

Question 1: Is the service accessible?

We found the service to be accessible as it was on a main bus route which had access from all areas. There was also a shuttle bus that runs between Hartlepool and North Tees hospital every 30 minutes. There were lots of signs leading to the service and clear signs at the entrance which made it easily identified by members of the public and service users. Once inside the hospital we found the signs were very clear and found the children's ward easily.

Once on the children's ward we found that everything was accessible for all; There were accessible toilets, the corridors were wide enough to get wheelchairs through and the doors were automatic.

There was an area for children and young people and lots of toys in the waiting area.

Children and young people are not able to stay overnight in the hospital as it is only a day service, in emergencies they would be transported to north tees hospital.

Interpreters were available if needed.

Question 2: Is the service welcoming?

The service was brightly decorated throughout with lots of information on the walls and although it was bright and friendly it was a bit dated.

The walls have lots of information on them with posters and a parent's information board. The ward was clean and there were lots of hand sanitizers throughout the ward.

The staff had a board with their names on and the young inspectors found this very helpful. There is a very large waiting room with plenty of seats, a tv and toys for children to play with while waiting to be seen.

The staff used books and pictures to distract the children and young people when taking blood samples and they would be rewarded with a certificate.

Staff were very friendly and welcoming and the children and young people had a room to play in which was stocked with lots of arts and crafts and toys for the younger children. For the older young people there was lots of games, a television, music, play stations and a Wii with lots of games, books, magazines, etc. Though this was all in the same room.

All rooms had access to televisions which were free and the rooms were large and comfortable for the children and young people. Unfortunately we did not have the opportunity to speak to any children or young people because they had either gone home or were still in theatre. Everything was very clean and tidy and was regularly checked. All bedding was changed every time a patient left and everything was signed clearly.

Older children were given the opportunity to decide if they wanted to be on the children's ward or moved to the adult ward and the young inspectors felt this was a good option as the ward was more for children rather than young people.

Question 3: Is it clear what the service does?

Everything was clearly labeled and there were posters with information on all over the ward. There were pictures of the different uniforms on the walls to show which staff were doctors, nurses and play workers, etc.

The reception area was clearly marked and had a relaxed feel to it with lots of seating and information on the walls.

Question 4: How satisfied are you/do other young people seem to be with the service?

Unfortunately we were unable to speak to any children or young people but staff told us that the general feel was they were happy with the service.

Question 5: How are young people involved in the development, delivery and evaluation of the service?

Young people were offered a choice of having a private room if any were available with the option of more privacy; this was usually taken by the older young people.

Questionnaires were sent out to schools in the Tees area asking what they would like in the ward and this information was used to make any changes. And questionnaires were offered in hospital as well and there was a suggestions board.

Feedback cards were available once treatment was finished though these were headed as thank you cards so this needs to be looked at to make them clearer.

Strengths:

The staff are again the strengths of the service as everyone was very friendly and welcoming followed by the relaxed environment with all of the different themed walls.

The ward was very clean and everyone wants to offer the best support they can to all of the children, young people and parents.

The service offer as many games and activities to the children and young people and are open to suggestions from the service users.

Areas for further development:

- Consider making a dedicated teenager ward and more young people friendly
- Consider offering free wi-fi all of the time (for both young people and parents)
- Consider having a charging dock (for mobile phones) for everyone to use during their stay
- Consider changing the staff uniforms so that they are more appropriate to the weather – summer/winter
- Change the comments card which currently looks like a thank you card.
- Consider overnight stay for service users

General impressions and comments:

Overall it was a very positive visit and it was good to speak to the staff from the ward young people that were on the ward. The staff do a very good job on what seems to be a restricted service

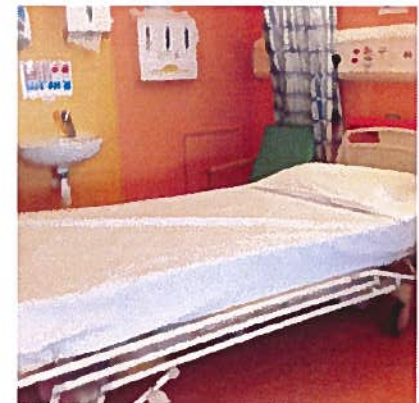
The ward was very clean and there was lots of information on the walls including the complaints procedures.



Hartlepool Hospital Outpatiens
Inspection Report
By Nathan, Emily, Billy, Lara, Millie,
Beth, Izzy and Lucas.
(Appendix 5)

Is the service accessible?

- We think it was accessible because the hospital had automatic doors and lifts.
- If you were in a wheelchair you would be able to get to the ward as there were ramps and wide corridors.
- The beds moved up and down so you could get on them easily.
- The desk was low so children could see the receptionist.



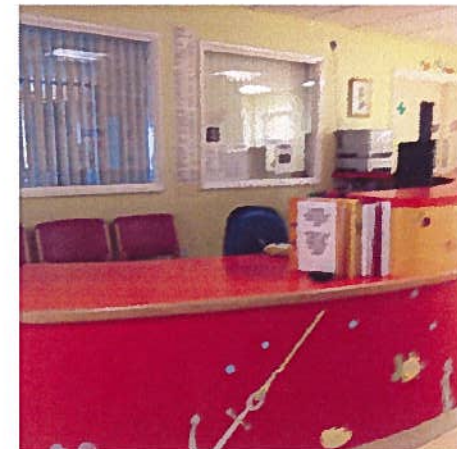
Introduction

- We were asked to inspect Hartlepool Children's Ward.
- We planned what questions we would ask.
- We looked at the hospital information before we went.
- We met with staff and patients during the visit.



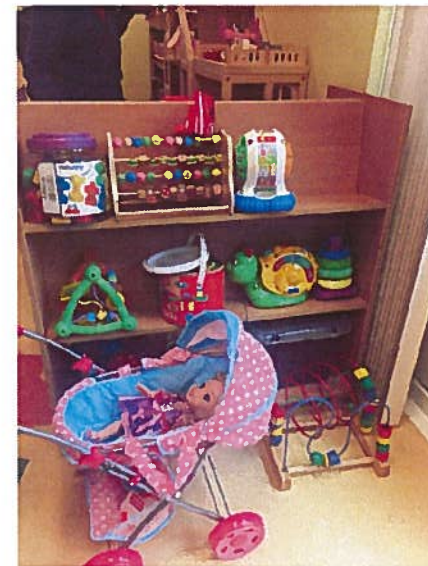
Things we would change

- If you were in a wheelchair you wouldn't be able to reach the vending machines or the chemist counter.
- Doors to the café were not wide enough for a wheelchair and not automatic.
- The desk could be smaller for younger children.



Is the service welcoming?

- Parent we spoke to said it was welcoming
- She was comfortable being there and the children were entertained in the waiting room.
- We thought it was 'ideal'
- The pictures on the wall were child friendly, children would feel happier seeing them.
- Liked the jigsaw pieces on the floor.
- It smelled clean.
- The toys were awesome.



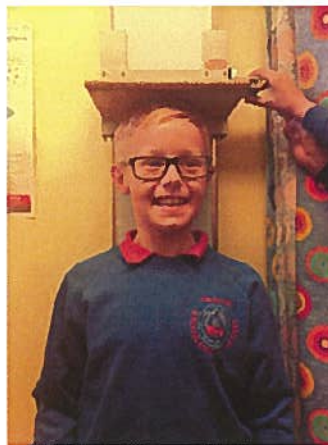
Things we would change

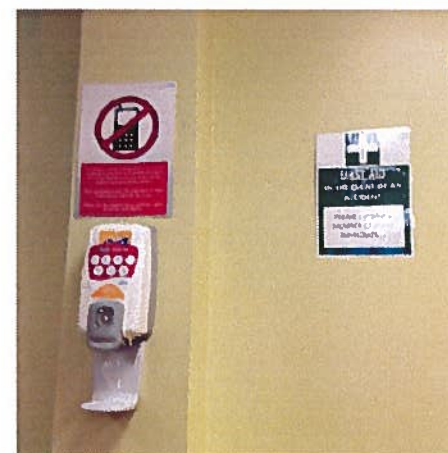
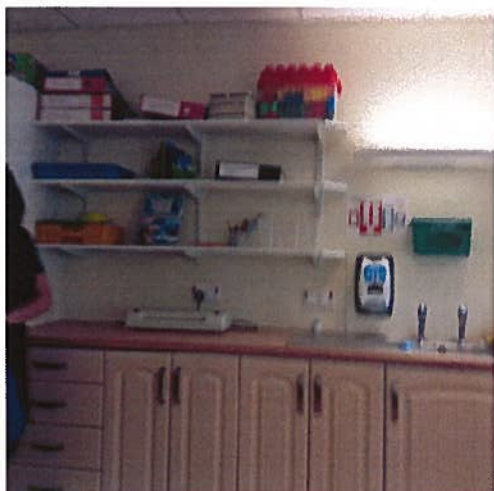
- Not enough colour in some areas ie: front desk.
- Some sensory buttons/noises.
- Some toys for older children/teenagers.




Is it clear what the service does?

- Notice boards telling us what staff did.
- Signs signalling where the hospital was.
- Equipment in the rooms let children know what is happening in there.







How satisfied are you/do other people seem to be with the service?

- Parent we spoke to said she was very satisfied, the staff are good and kind.
- The children we met were happily playing.
- We thought the service was good.
- The people we spoke to were very helpful and friendly.
- They were happy to answer our questions.
- All children are treated well and fairly, they may be nervous about being in hospital.

How are children, young people and parents involved in the development, delivery and evaluation of the service?

- Questionnaires given out to all patients.
- Feedback box where people could put suggestions.
- Staff will explain to children what's going to happen to them.





Recommendations

- A step to be provided for smaller children to reach/see.
- Ipads in the waiting room (connected to wires)
- Sound to be louder or subtitles to be on the TV or bluetooth earphones.
- The floor was a bit too hard should be softer because of falls.
- The reception desk should be immediately as you go in.
- Toys to be checked to make sure they're not broken.



Recommendations cont...

- The toys should be labelled property of Hartlepool Hospital.
- The reception desk could be lower.
- Toys/entertainment for older children and teenagers in the waiting area.



Questions

Hartlepool and Stockton Young Inspectors Consultation Report on Emotional Wellbeing and Mental Health and the Use of Digital Technology

Purpose of Report

The NHS Clinical commissioning Group for Hartlepool and Stockton commissioned Hartlepool Borough Council to identify young people from Hartlepool and Stockton to be trained to become Young Inspectors/Peer Researchers. A support worker from Hartlepool co-ordinated the work and delivered training to the young people. Once the training had been completed the young people would consult with young people in Hartlepool and Stockton on emotional wellbeing and mental health and the use of digital technology.

The aim of the consultation was to identify if young people would;

- Use digital technology to find out about services and support for emotional health and wellbeing.
- To find out if young people accessing CAMHS services would use digital technology?
- To find out if young people had used digital technology to access support?

Methodology

Organisations across Hartlepool and Stockton were contacted asking to refer any young people that they felt might be interested in becoming a young inspector/peer researcher. Once contacts were received the support worker visited the young people and recruited them. The recruitment stage was quite difficult initially as organisations were slow to get back in touch and once contact details were passed over many of the young people particularly from Stockton had other obligations so were not able to attend the planned training weekend. Many of the young people from both areas that were recruited were quite young and the group was made up of mostly 12 to 15 years.

The training was delivered over two days in Hartlepool and included;

- Teambuilding
- Communication skills
- Equality and diversity
- Positive and negative body language
- Interview skills
- Report writing and presentation skills
- Confidentiality and research skills

The training included learning about the 5 big questions of the young inspectors which are;

- Is the service accessible?
- Is the service welcoming?
- Is it clear what the service does?
- How satisfied are young people with the service?
- And how are young people involved in the development, delivery and evaluation of the service?

From the outset it was clear that this was not going to be an easy task in the sense that emotional wellbeing and mental health is a very large and important area and initially the young people only had basic knowledge on mental health. To tackle this enquiry the young inspectors decided to meet up every week and also some weekends so that they could gain a good understanding on mental health and emotional wellbeing and to look at what digital apps were available for young people. The Stockton young people requested to meet in Hartlepool as they liked the venue that we used so transport was provided to pick them up every week.

9 young inspectors from Stockton and 16 young inspectors from Hartlepool were involved in this enquiry process; aged between 12 years and 17 years of age; 21 female and 4 male.

To understand mental health the inspectors looked at what mental health was, how it affected young people, the different areas i.e. depression, bereavement, etc, the stigma, the affect on the whole family, what mental health looked like, what support was available to young people, the symptoms and risks, and how we talk to young people with mental health problems. The group also looked at the importance of looking after yourself and how to speak to someone to help with emotional wellbeing.

During the weekly sessions it became apparent that all of the young people in the group had experienced some form of mental health problems (either themselves or family members). This helped the group identify with the issues that surround mental health and they discussed how this could lead to being bullied and added pressure from their peers and family. Many of the group had had experience of working with CAMHS in their local area.

A series of questions were devised by the young inspectors, to ask targeted young people across Hartlepool and Stockton using a questionnaire. A list of organisations was developed who the young inspectors thought should answer the questionnaires. These included youth offending services, looked after children, young people with learning disabilities, LGBTQ, young carers and mainstream young people. The questionnaires asked the young people for information including age, gender and if they would like to be involved in focus groups to discuss mental health and emotional wellbeing further.

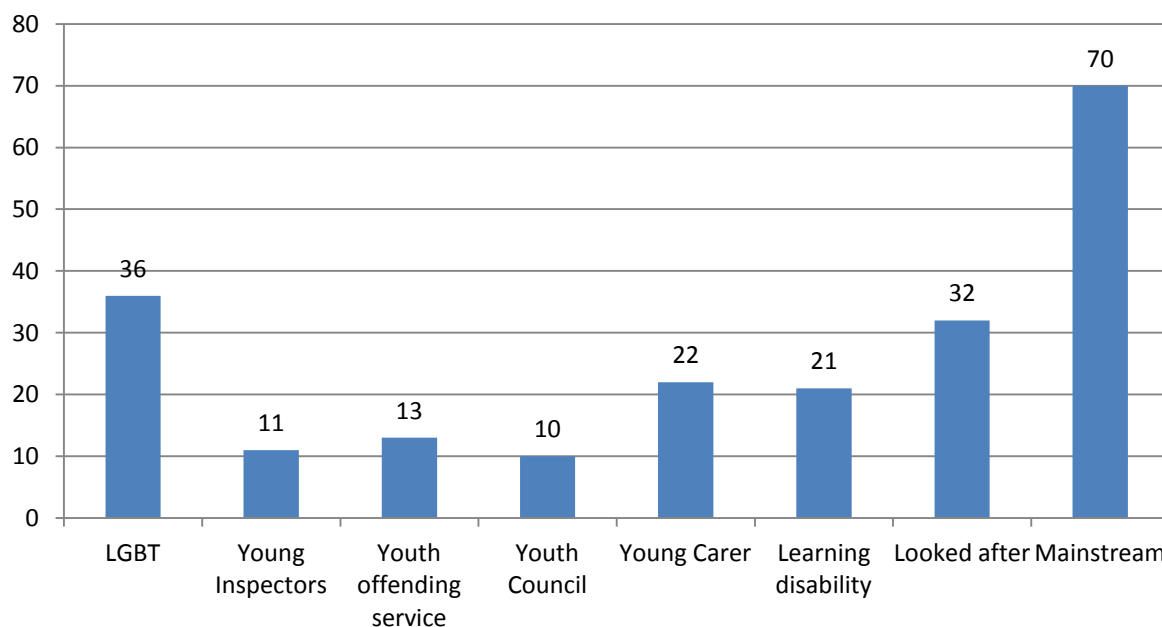
The focus groups met across Stockton and Hartlepool and the young people were asked to prioritise a list of factors from important to least important on being healthy mentally. They were also asked to search for mental apps for young people and to suggest what should be on an app (what they felt important).

Although most of the services we contacted took part many of the services did not get back in touch, had low responses or lost the questionnaires (different staff dealing with the questionnaires). The questionnaires we did receive back were answered openly and honestly though some of the answers on the questionnaires were quiet worrying and the young inspectors feel that more work needs to be done to offer support to young people.

Findings

A total of 215 young people (149 from Hartlepool and 66 from Stockton) aged between 12 and 22 years of age answered the questionnaires, 132 Female and 83 Male. While 53 young people took part in the focus groups.

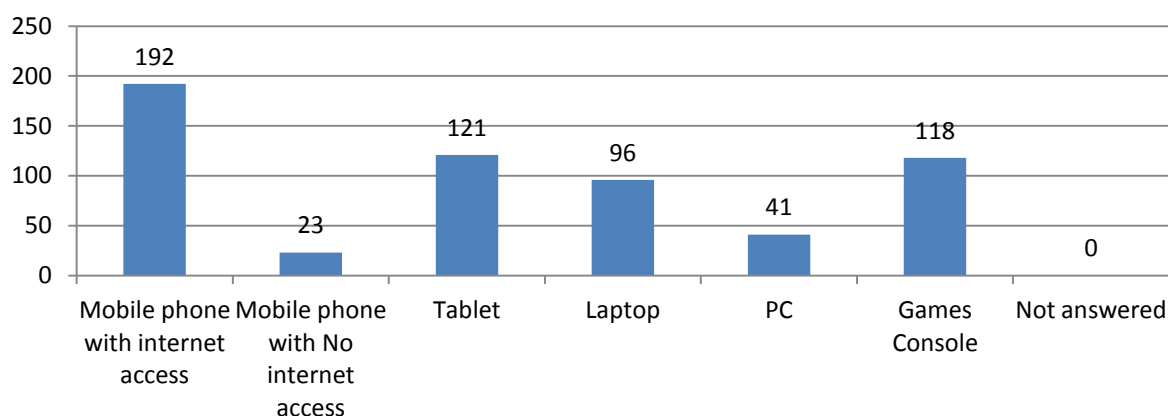
Questionnaires completed by



Access to technology

89% of young people had access to the internet by mobile phone, while others had access at school, at relatives and friends houses. Many of the young people had access to tablets and laptops and a large proportion had access to games consoles.

What access to technology do you have?



Worries and concerns

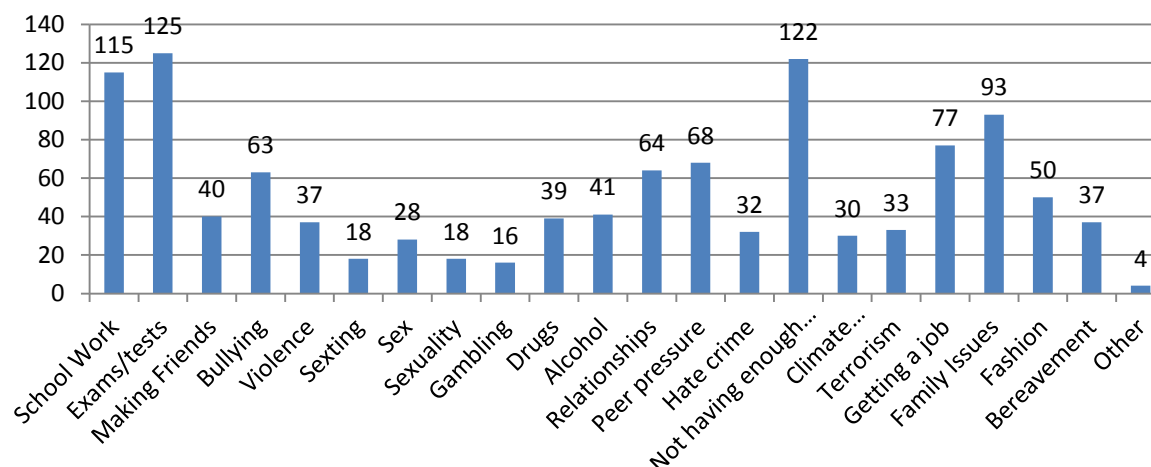
The biggest worries and concerns for young people were;

- School work and exams
- Not having enough money
- Family issues
- Getting a job
- Peer pressure
- Relationships
- Bullying

Other worries and concerns mentioned were;

- Mental/physical health
- Friendship groups
- The way people think about me
- The decisions I make

What are your worries and concerns?



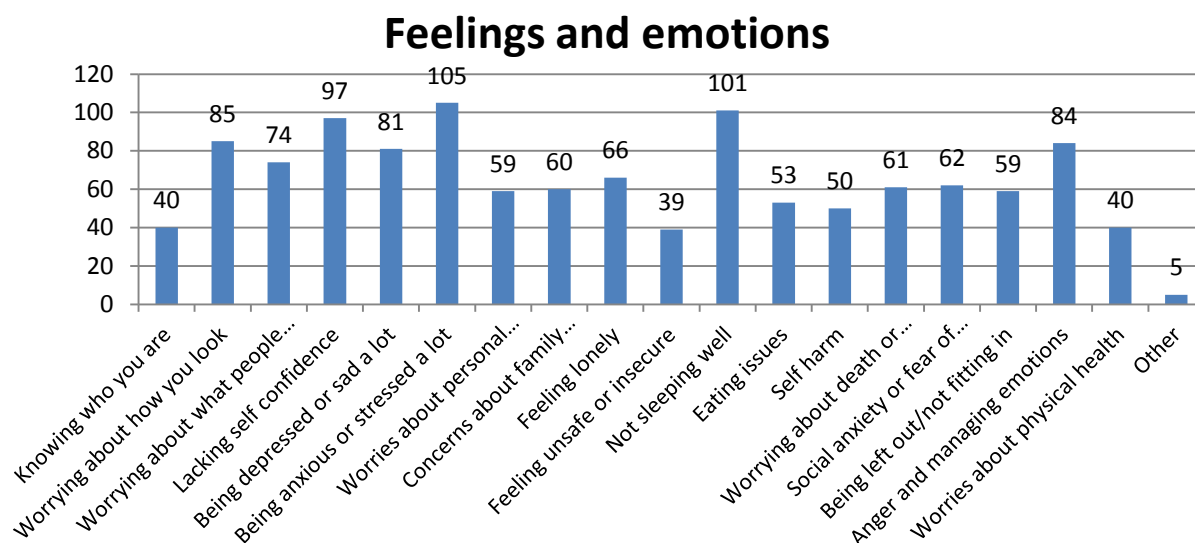
Feeling and emotions

The most common feelings and emotions of the young people were;

- Worrying about how they looked
- What other people thought about them
- Being anxious or stressed a lot
- Not sleeping well
- Anger and emotional issues
- Lacking self confidence

Other feeling and emotions mentioned were;

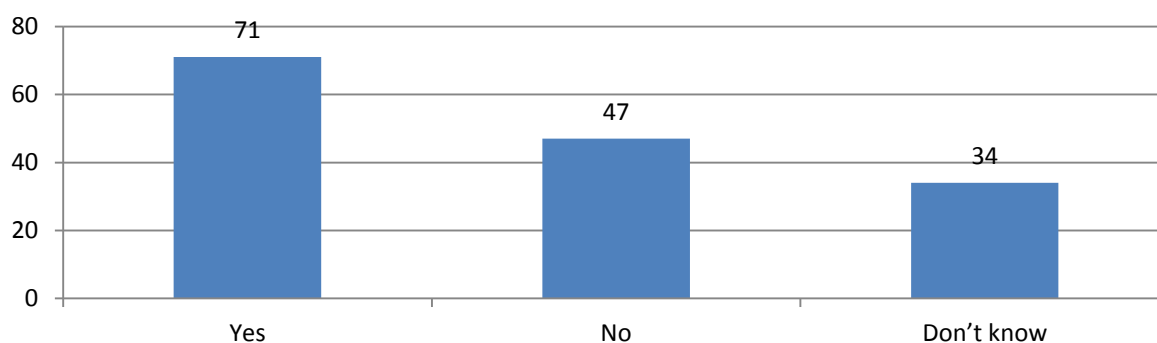
- I can be violent
- Tried taking my own life
- Bottling things up
- Don't like being on my own
- Lonely



Help and advice

Less than half of the young people said that they would use the internet to look for advice for any of the issues mentioned.

If you were looking for advice on any of the issues mentioned above would you use the internet?



Who would you go to for advice?

Friends came out higher as the person they would more likely to go to for support, followed by parents or carers. Many said that they would go to a youth worker or close family.

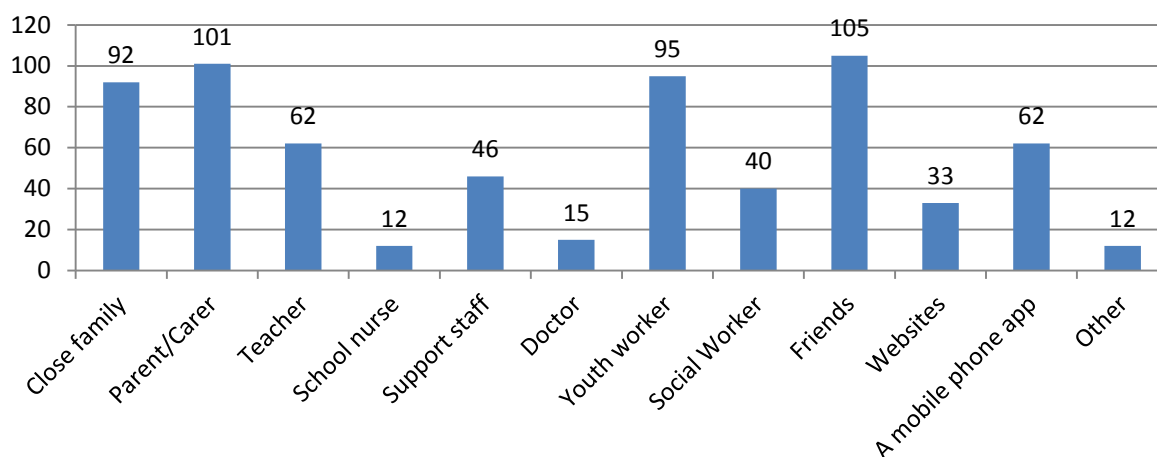
Other people they would go for advice were;

- Girlfriend
- No one
- Because I have learnt that I can only depend on myself
- No one- No one takes me seriously
- Therapist
- Church group
- People at Hart Gables
- I don't go to anyone
- Don't want real people to know my problems because people will try to help or tell people I don't want to know
- No one takes me seriously because I am young
- No one else
- Independent Visitor

They would go to the above for advice because;

- I trust them more than my family
- Because I trust my nana with anything and I can trust my uncle
- They are my family
- Trust them
- I am very close to my family
- I can trust my uncle and nephew
- Because they will help us if we are upset
- It's because I trust these people and would go to them straight away
- Because I don't like talking to people about my feelings but I know my friends will not say anything unless I need to
- Because I am very close to my carer
- They look after me
- I trust them more than my family
- They help me when I need them
- I can talk to them easily
- They know when something is wrong with me
- They are confidential
- Good advice for me
- Not as personal as family sometimes anonymous so not as stressful
- They listen to me

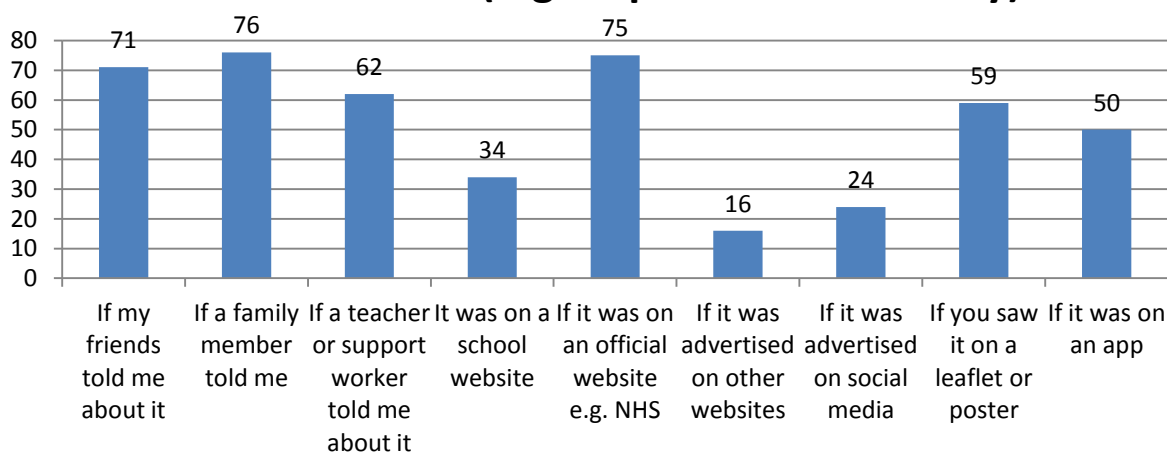
Who would you go to for advice on any of the issues mentioned above?



What would make you trust information?

The young people were more likely to trust information from an official website (NHS) and again if a family member told them followed by a friends or support workers.

What would make you trust information from a website which provided information about mental health? (e.g. depression or anxiety)

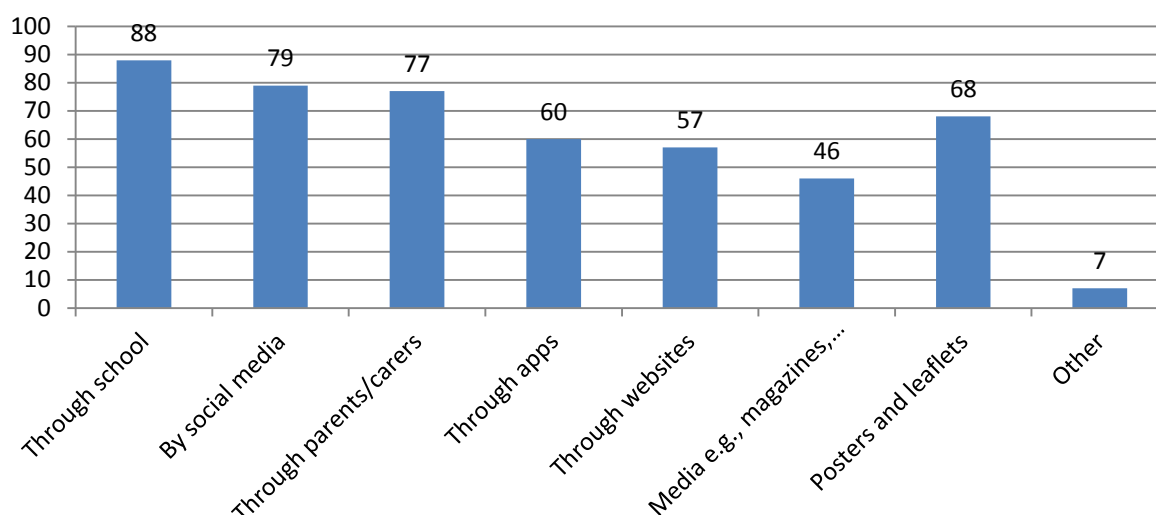


How to make young people aware where to get help and advice

School was identified as the best way to make young people aware of how to get advice followed by social media. Many also thought that parents and carers were a good way to get information out. Posters and leaflets came high followed by apps.

Comments made by young people said that regular assemblies would be a good way to get information out.

What do you think is the best way to make young people know what help and advice is available to them if they have mental health worries?



The young people suggested that the below would be a good way to get help and advice;

- Doctor
- Speeches and personal stories
- My friends
- Conferences
- Assemblies
- Youtube
- Music adverts

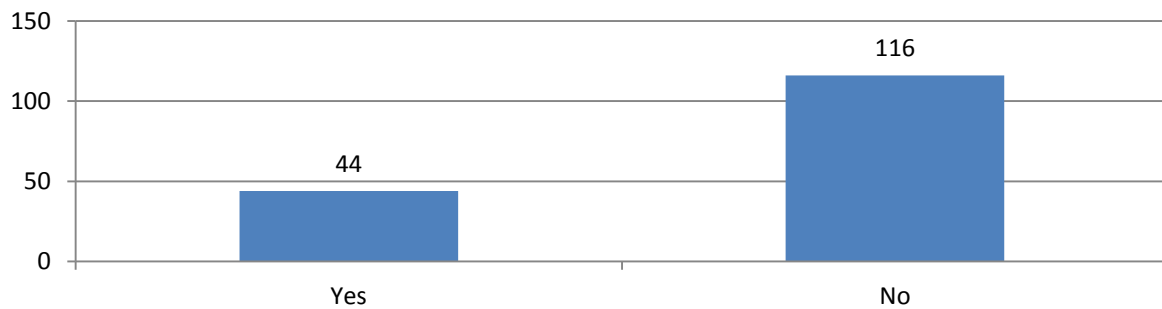
Have you ever used an app for mental health information?

The majority of young people had never used an app before for mental health while those that did many could not remember the names of the apps they used. The common theme was that many of them had used an app recommended by school when they were doing exams. Mindfulness apps were mentioned many times to help with anxiety.

The young people had used;

- Tests online
- We tried but hardly any applied to my age
- Child line app
- Mindfulness when I did my exams
- Sam
- Can't remember something for my anxiety
- Calm
- Silent secret
- Mindshift – lite
- One app for serious anger issues
- It was a tester app developed by my old schools anti-bullying group which didn't launch and a Swedish app
- Can't remember it was for exams
- Mindfulness app

Have you ever used an app to find out mental health information?

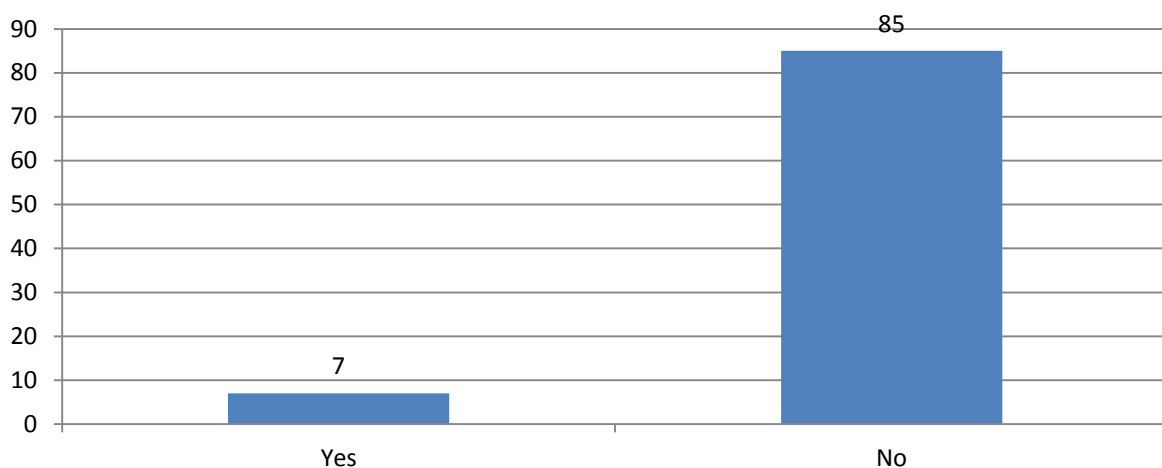


Can you name any mental health apps?

The apps named were;

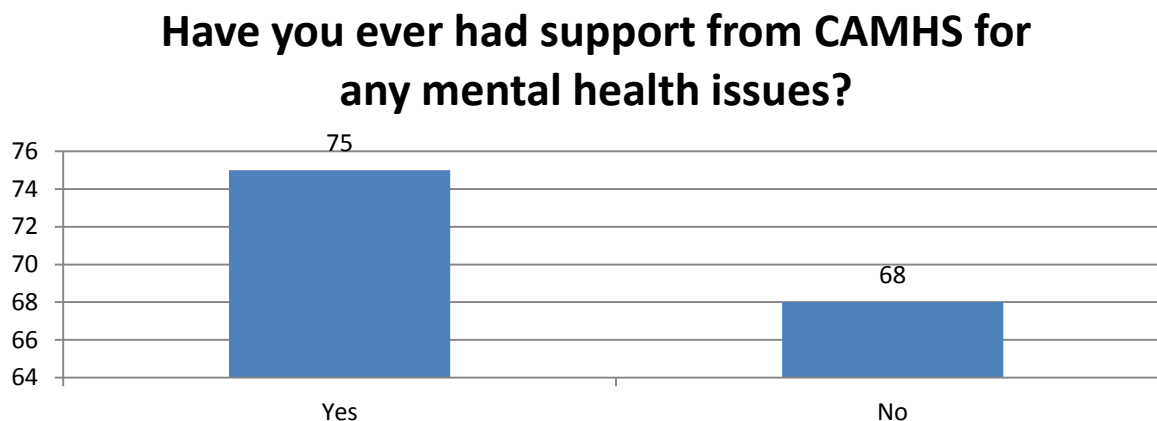
- Mind
- Booster Buddy
- Mindshift
- Silent Secret
- Calm
- Anti bullying
- Mindfulness
- NSPCC
- Flowy

Can you name any mental health apps?



Have you ever had support from CAMHS?

75 of the young people consulted had accessed CAMHS or were waiting for an appointment.



Those who said yes, said an app would help them because;

- It would make me more organised
- Yes definitely because I always have my phone
- It would as I can remind my mam and I would know when it is
- When we have lost the letter
- Yes my mam has a lot to think about for my brothers and sisters
- I would know when I was going
- My mam forgets
- Wouldn't have to ask my mam all the time
- Depression
- Waiting for appointment
- It would work well for appointment reminders and if there were resources to use
- So my mam wouldn't have to remind me

Those who said no they wouldn't use an app because;

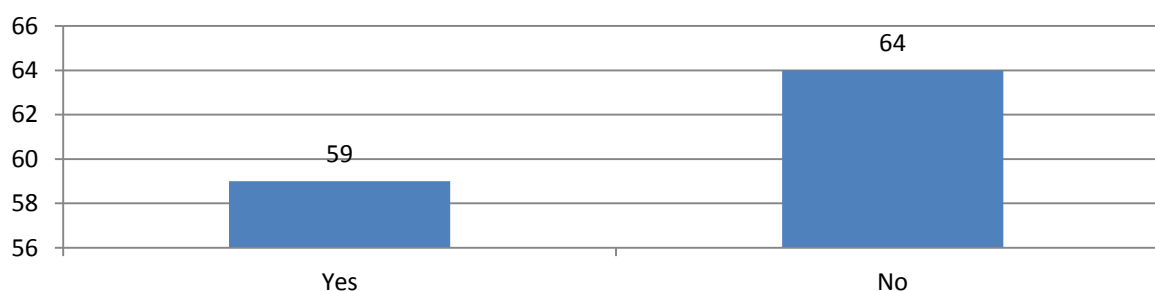
- No not trustworthy
- No I get a timetable for that
- No my teacher reminds me
- No my mam tells me

Would you use an app or online service for counselling?

Many of the young people said that they would not use an app as they preferred face to face support as they found this to be more personable. This also helped build a trusting relationship and helped them feel safe.

The young people that said yes to an app felt that it would be easier for them as they don't like talking to people and this could make them more anxious. They also felt that they would be dealt with quicker and have easier access when they needed it.

If you needed counselling would you use an app or an online service to support you instead of face-to-face support?



Those who said yes they would use an app because;

- I'm shy
- In case you don't like talking in front of people
- It's important
- Don't have to see worker
- Because talking in person panics me
- Because if there on the internet they are free
- Because they know what they are doing
- Easier to access
- More confidential
- It would be free
- Its anonymous
- So you don't have to face that person and don't get nervous
- Might not like talking to people
- Don't like talking to people
- It would be free
- Prefer using my phone
- Don't like people asking a lot of questions

- They can't see you
- It would be quicker
- I strongly don't like human interaction
- Because it's easier
- I'm always busy
- To help build trust with the counsellor for the first few meetings
- I would feel a lot more comfortable
- Would be easier
- I would know when to go
- Stop me stressing out about meeting new worker
- Help me see if I want to go
- I get anxious at night so if you could access it then it would help me

Those who said no they wouldn't use an app because;

- Rather talk to someone face to face as its nicer
- Because it's pointless
- Because the internet makes stuff up
- Prefer face to face
- I like to know who I'm exactly communicating with
- Face to face is easier and more direct
- Trust issues
- I wouldn't trust it
- Because I'm talking to them in person, over an app I could be talking to anyone
- Because I find it very hard to trust people
- Because it might not be true
- I'm too afraid to let out my emotions, what if they don't really care? What if they don't understand about how I feel I don't tell myself my own problems
- Because speaking feels more comfortable when you know them
- Because you know the person you're talking to
- Because I would rather do it face to face
- Cos a person can make their advice more relevant to your particular condition
- Would speak to family
- Don't like talking about how I feel
- Because if it's a face I can trust them
- It's not always true
- Because I would need to know if it existed and it would help
- Rather speak face to face so not ignored
- I prefer face to face, it seems more personal
- Don't have internet
- I like talking to my worker
- Better speaking to a person so they get to know you
- What if it was someone else pretending to be me
- Like talking to a person
- They know how to calm me down
- I've been before its crap, no help

- Not reliable
- Don't like it
- Because you can get more advice in a way you can understand
- Don't need them
- Face to face can be better because you can have true facts
- You don't know who you're talking to through the website
- Is it safe
- Can answer my questions if face to face
- Prefer talking to people

Focus Groups

The focus groups discussed the positives and the negatives of using digital apps to support mental health, stigma, where to access support, how an app would support them, and what should be on the app. They then discussed what was most and least important to them for emotional wellbeing.

Positives

- Convenient
- Can remain anonymous
- Can help someone new to the support and counselling system (first steps)
- Free to use
- Open to a wider audience (help people in remote areas who can't access support)

Negatives

- Won't work for everyone
- How secure is it?
- Lose the trusting relationship which is gained through face to face support

Stigma

The young people felt that there is too much focus on being 'normal' and young people having to live up to the need to be 'normal'. They felt that mental health in young people isn't talked about enough and this adds to the stigma which causes more problems.

Where to access support

The young people felt that schools are the best place to access support but not enough is being done in the schools. Many felt that lots of information is provided in the schools but not followed up regularly. If schools did have access to counsellors the young people felt that it could be difficult to access them as they didn't have enough time. Schools could promote conferences, have services come in to talk in

assemblies and have information on the school websites. A lot of the young people felt that youth clubs were good to access support as you could speak more freely to the youth workers.

How could an app support?

The young people felt that an app could offer advice on services, tools, techniques, free up school counsellor's time and help young people recognise if they have a mental health issue.

What should be on the app?

The young people thought that the app should have contact numbers, advice for different situations, access to counsellors, access to mentors, coping strategies, games, blogs from other young people, and advice on who to talk to in a crisis and videos on breathing exercise, etc. The app should be bright and appeal to young people and young people should be consulted in the design of the app. The app should be available 24 hours a day and support to counsellors available at times when young people are able to use this support, i.e. early morning or late at night as they felt this is the time when young people are more anxious.

Emotional Wellbeing

The young people were given a list of themes for having positive emotional wellbeing and asked to put them in order of importance.

- Feeling loved, trusted, understood, valued and safe
- Accepting who they are and recognising what they are good at
- Feeling they have control of their own life
- Having a sense of belonging in their family, school and community
- Being interested in life and having opportunities to enjoy themselves
- Having time and the freedom to play, indoors and outdoors
- Being hopeful and optimistic
- Being able to learn and having opportunities to succeed
- Being part of a family that gets along well most of the time
- Taking part in local activities
- Going to a school that looks after the wellbeing of all its pupils
- Having the strength to cope when something is wrong
- Being in good physical health

While discussing this with the young people many found it difficult to think about what they felt was most important as they felt that most of the things on the list supported each other so you could not have one without the other.

Recommendations

- Young people help design mental health apps
- Young people help promote mental health apps
- Young people to develop news and blogs for mental health apps
- Schools to offer more support and information on mental health issues
- Teachers and support staff to be given more training on how to notice the signs of mental health issues
- Parents/carers offered more information and support on mental health issues
- Make sure any mental health apps for young people are safe and secure

Conclusion

The young inspectors worked really hard on this project and some interesting information came out of it. There is clearly a lot more work that needs to be done on mental health but the general feel of the young inspectors is that an app on mental health would benefit young people.

Many of the young people that took part in the questionnaires said that they would not use an app but after further discussion during the focus groups it became more apparent that young people would use them.

At the moment there isn't a lot of information around about mental health apps and if young people were included more in the design of them the young inspectors feel that many young people would use them.

As mentioned earlier a lot of the young people had accessed CAMHS and some felt that they had to wait a long time before they got an appointment so an app would help with this.

It also became clear that the young people feel that schools should offer more support around mental health as the pressures of school cause young people a lot of anxiety.

CHILDREN'S SERVICES COMMITTEE

12 September 2017



Report of: Director of Children's and Joint Commissioning Services

Subject: YOUNG PEOPLE NOT IN EDUCATION EMPLOYMENT OR TRAINING 2016-17

1. TYPE OF DECISION/APPLICABLE CATEGORY

This report is for information.

2. PURPOSE OF REPORT

- 2.1 To provide an update on the progress in relation to reducing the number of young people who are Not in Education, Employment or Training (NEET) or are Not Known (these are young people that the team is not able to contact), and compare this to regional and national performance. This report follows the NEET Update report presented to this Committee on 21 March 2017.

3. BACKGROUND

- 3.1 Increasing the participation of young people in learning beyond statutory school age has been seen by successive governments as a key mechanism for reducing the numbers of young people not in education, employment or training (NEET), and ensuring that all young people gain the skills and qualifications they will need to build their own future and compete in a global economy. Participation in learning beyond statutory school age is seen by the current government as central to improving the social mobility of young people and in particular young people from less affluent backgrounds.
- 3.2 From 2015 young people have been required to continue in education or training until at least the end of the academic year in which they turn 18 years-old. Therefore pupils who started Year 11 or below in September 2015 will now need to continue in learning until at least their 18th birthday.

- 3.3 This does not necessarily mean staying in school; young people have a choice about how they continue in education or training post-16, which could be through:
- full-time study in a school, college or with a training provider
 - full-time work or volunteering combined with part-time education or training
 - an apprenticeship.
- 3.4 It is worth noting that the Education and Skills Act 2008 placed the following additional duties on local authorities in relation to the Raising of the Participation Age:
- promoting the effective participation of all 16 and 17 year old residents in their area, and
 - making arrangements to identify young people resident in their area who are not participating,
 - whilst transferring the statutory responsibility for securing access to independent and impartial guidance for all students in Years 7-13 from local authorities to schools and colleges.
- 3.5 The changes above were designed to complement the existing duties and arrangements local authorities and their partners have in relation to:
- securing sufficient suitable education and training provision for all 16-19 year olds
 - having a range of support in place to encourage, enable and assist young people to participate
 - having processes in place to deliver the 'September Guarantee', and to track young people's participation post 16.
- 3.6 Historically, local authorities' performance in relation to NEET was measured as an average of November, December and January's data submission to the Department of Education (DfE) and was reported by actual age (16, 17 and 18 years).

As of September 2016 the requirement to track all 18 year olds was removed as a statutory responsibility in relation to NEET and Not Known. As a result, the performance data released by DfE only relates to 16 and 17 year olds and is now a combined NEET and Not Known figure. However as a local authority Hartlepool recognises the importance of support for young people aged 18/19, and continue to track and support these young people. Where a young person has a learning disability or difficulty they are supported up to the age of 25.

4. COMPARATIVE PERFORMANCE

- 4.1 The percentage of young people (academic years 12, 13) not in education, employment or training and whose activity is not known in Hartlepool compared to the sub regional, regional and national picture is presented below.

NEET Comparison		Hartlepool	Tees Valley	North East	England
2016/17	Nov	3.5%	4.4%	4.0%	2.6%
	Dec	3.5%	4.3%	4.0%	2.7%
	Jan	3.6%	4.2%	4.0%	2.8%
	Average	3.5%	4.3%	4.0%	2.7%
2015/16	Nov	2.8%	4.0%	3.8%	2.6%
	Dec	2.9%	4.3%	3.9%	2.7%
	Jan	2.7%	4.0%	4.0%	2.8%
	Average	2.8%	4.1%	3.9%	2.7%

Performance in relation to NEET reduction can only truly be evidenced by taking into consideration the percentage of the cohort that is not known to the local authority. High levels of Not Known are likely to hold 'hidden' NEETs, thus giving a false picture of the actual number of NEETs within an area's cohort. The table below shows the comparison for Not Knowns.

Not Known Comparison		Hartlepool	Tees Valley	North East	England
2016/17	Nov	0.7%	1.6%	2.3%	5.2%
	Dec	1.5%	1.2%	1.5%	4.1%
	Jan	0.8%	0.8%	1.2%	2.9%
	Average	1.0%	1.2%	1.7%	4.0%
2015/16	Nov	1.1%	1.3%	1.8%	5.5%
	Dec	1.2%	1.0%	1.3%	4.2%
	Jan	1.2%	0.8%	1.1%	3.3%
	Average	1.2%	1.0%	1.4%	4.4%

The tables above show that whilst Hartlepool has seen an increase in NEET in 2016/17, the Tees Valley and North East England have also seen an increase in NEET.

Despite this, Hartlepool continues to have higher rates of NEET compared to the national average which has seen a decrease over the last year. However, Hartlepool's levels of Not Known young people are substantially less than the national average. It is therefore highly probable that the NEET rate for England would increase, if the rate for Not Known was to decrease to a similar level of that in Hartlepool. This would then show Hartlepool's NEET position as being more favorable when compared with the national average.

- 4.2 The numbers of young people Not in Education, Employment or Training and Not Known by academic age.

Status	Month	Year 12		Year 13	
		16/17	15/16	16/17	15/16
NEET	Nov	26	21	52	44
	Dec	26	22	53	44
	Jan	28	19	53	43
Not Known	Nov	04	09	11	16
	Dec	11	11	23	17
	Jan	5	10	12	18

The table above shows the local picture in terms of actual numbers of NEET and Not Known young people as a comparison against 2015/16. It also illustrates the areas which have increased/decreased in terms of numbers of young people. We can clearly see that whilst there has been an increase in young people who are NEET there has been a decrease in young people who are Not Known.

- 4.3 We can break the NEET cohorts down by school attended. The table below shows the number of NEETs at the end of January based on the Hartlepool school attended. Therefore, young people who have moved into Hartlepool or who have attended education in another area are included in the **Other** row of the table below. Also, those who attended school in Hartlepool, but lived outside of the borough and are now NEET will not be included in Hartlepool's NEET figures.

The table below shows the number of young people not in education, employment or training by academic age and Hartlepool school attended as of January

School attended	Year 12		Year 13		Total	
	16/17	15/16	16/17	15/16	16/17	15/16
Catcote	0	1	2	5	2	6
Dyke House	6	5	12	2	18	7
English Martyrs	2	1	4	7	6	8
High Tunstall	5	3	10	8	15	11
Manor College	6	6	13	9	19	15
St Hild's	4	1	6	8	10	9
Other	5	2	6	4	11	6
Total	28	19	53	43	81	62

- 4.4 Being NEET cannot be solely attributed to academic performance and is often a result of other significant issues faced by young people and their families. In some situations, these issues result in the young person not being available to undertake employment, education or training. The table below shows a comparison for the number of young people not available for EET for the past

2 years. It should be noted that young people in custody are classed as 'other' (not EET or NEET).

	Year Group	Young Carer	Teen Parent	Illness	Pregnant	Other	Unlikely to be economically active	Custody
January 2017	Yr 12	0	3	2	1	2	0	0
	Yr 13	1	14	6	3	1	2	0
	Total	1	17	8	4	3	2	0
January 2016	Yr 12	0	3	0	1	0	0	1
	Yr 13	0	7	6	2	0	1	3
	Total	0	10	6	3	0	1	04

We can see in the table above that young people who become Not Available to the labour market due to illness, increases with age. The definition for illness being 'a serious or on-going health problem which prevents a young person from taking up education, employment or training at this time'.

The figures above highlight that there has been an increase in all areas with the exception of those young people in custody. The most significant increase can be seen in the Year 13 cohort of those young people who are now teenage parents.

- 4.5 Young people with a learning difficulty often make successful transitions into post 16 and 19 provision due to the support provided through the Education, Care and Health Plan. However, as with other cohorts of young people, some will become NEET and Not Known.

The table below shows the number of young people aged 19 and under, who have been assessed as having a learning difficulty and/or disability and who where NEET or Not Known at the end of January for 2016/17.

	2016	2017
NEET	21	22
Not known	12	19

5. ANNUAL ACTIVITY SURVEY

- 5.1 The Annual Activity Survey is a snap shot taken on the 1st November each year and focuses on the progression made by young people who left compulsory education in July of the same year. It should be noted that this

data includes all young people on roll regardless of residency and does not include data from Middleborough Borough Council due to that local authority's decision to leave the IYSS Tees Agreement.

- 5.2 This year, we have seen a reduction in the percentage of young people meeting the duty to participate across all four other Tees Valley local authorities. This is as a result of the increase in NEET that has also been seen across the four LAs. Not only has this increase been seen at a local level, but at a regional level six out of nine regions have also seen an increase. The exceptions being the South East, London and Yorkshire & Humber where decreases in NEET were reported. This is a significant change compared to the previous year in which all nine regions showed a reduction in NEET.
- 5.3 Hartlepool has once again, seen an increase in the percentage of young people progressing into an apprenticeship. Hartlepool now has the highest levels of apprenticeships across the four other Tees Valley local authority areas. Only Redcar & Cleveland experienced a decrease in levels of apprenticeship take-up. Enquiries with colleagues in that area suggest that this is a direct result of the loss of the steel industry and a reduction in confidence from local businesses.
- 5.4 Hartlepool has the 2nd highest levels of young people in training and is the only local authority to see an increase on the previous year's level. However, this increase in the uptake of training and apprenticeships has resulted in a decrease in those progressing into full-time education.

6. DESTINATION MEASURES

- 6.1 Destination measures provide clear and comparable information on the success of schools and colleges in helping their young people take qualifications that offer them the best opportunity to continue in education, employment or training.

To be included in the measure, young people have to show sustained participation in an education or employment destination in all of the first two terms of the year after they completed key stage 4 (October 2014 to March 2015). The key stage 5 (KS5) cohort is based on activity in the year after the young person took a level 3 qualification.

It should also be noted that the measure includes all young people who attended Hartlepool establishments regardless of residency.

- 6.2 Key stage 4 (KS4) destination measures have been a focus of recent Ofsted inspections and continue to be a key indicator of the success of a school's progress in terms of providing pupils with the education and skills to make a sustained progression.

6.3 Hartlepool has 93% of its KS4 cohort in a sustained education, employment or training destination. This is above the 92% for the region and slightly lower than the 94% for England.

6.4 DfE key stage 4 destination measures highlight sustained progression for 'disadvantaged pupils'. The definition used by DfE for disadvantaged is as follows:

- those who are eligible for free school meals at any point in the previous six years
- any child looked after continuously for at least six months. These are the pupils who would have attracted the pupil premium at the end of the 13/14 academic year.

The data reflects the following:

- there are lower levels of sustained participation for those eligible for free school meals compared to those who were not (87% compared to 97%)
- whilst there continues to be lower levels of sustained participation for those disadvantaged young people compared with all other pupils, this gap has reduced on the previous year from 18 to 10 percentage points
- disadvantaged young people continue to be less likely to attend a sixth form college compared to other children with only 18% of disadvantaged young people attending a sixth form compared to 34% for non-disadvantaged students
- there continue to be higher levels of pupil premium students and those eligible for free school meals in further education establishments.

6.5 Hartlepool's level of sustained participation at KS5 in education and or employment is 88% and compares favorably to both the regional (87%) and national picture (88%). This picture is repeated when we look at those in a sustained education destination, apprenticeship and in higher education. Unfortunately, Hartlepool has lower levels of employment with training (16%) compared to both regional (18%) and national (23%) figures. Hartlepool also had higher levels of NEET (10%) than the national (9%) and slightly lower than the regional picture (10%). It should be noted that this data is for those young people who have studied at level 3 (equivalent to A-level).

6.6 Whilst Hartlepool had higher levels of sustained participation in higher education, it should be noted that the participation at a top third university by young people in Hartlepool was 9% which is lower than the regional average of 12%, and 17% for England. When we look at those sustaining participation at a Russell Group University, Hartlepool had 8% compared with 10% for the region and 11% for England.

6.7 When we compare those who had been eligible for free school meals against those not, we find the following:

- lower levels of sustained participation in education for those eligible for free school meals

- a rise in the levels of sustained participation in apprenticeships for those eligible for free school meals
- lower levels of sustained participation in higher education, including at a top third university and Russell Group for those eligible for free school meals.

7. RAISING THE AGE OF PARTICIPATION

7.1 The duty to participate in learning until aged 17 only applies to young people who have left compulsory education from September 2013. From September 2015, this duty was extended to require young people to remain in learning until they reach 18 years. Despite this, DfE continues to produce useful comparative data.

7.2 As of December 2016 Hartlepool is reporting a participation figure of 96.1% compared to 97.5% on the previous year. The table below shows the comparison of 2015 and 2016 data.

	Full Time Education or training	Apprenticeship	Employment combined with training	Working towards	Total	Part Time education	Employment with non accredited training	Temporary break from learning
Dec 2016	88.8%	6.4%	0.4%	0.5%	96.1%	0.3%	0.4%	0.4%
Dec 2015	92.3%	3.9%	0.7%	0.5%	97.5%	0.0%	0.0%	0.3%

- Whilst we have seen a decrease in young people going in to full time education or training we have seen an increase in terms of young people going in to an apprenticeship.
- The rate for those taking a temporary break from learning has slightly increased. This includes young people who may be a teen mother or those who are very ill.

8 RISK OF NEET IDENTIFICATION

8.1 As well as the Year 12, 13 and 14 cohorts, the family support workers (FSWs) had overall responsibility for the Year 11 leavers, including ongoing support before they left school. Whilst the school has overall responsibility for young people and their sustained progression, we have seen an increase of those young people identified at risk of NEET. We acknowledge the

summer holiday is a pivotal point in a young person's transition in to education, training or employment and thus emphasis is place on those young people who will struggle to maintain a successful transition come September.

9. LOCAL PROVISION

- 9.1 The provision for education in Hartlepool has two school sixth form colleges, one tertiary sixth form college and a college of further education. Additionally, the area has Catcote Academy which caters for post 16 and post 19 provision for young people with learning difficulties and disabilities (LDD). Hartlepool has seen a decrease in work-based learning provision with the loss of NACRO (a private provider). Whilst we have created links with other out of area learning providers increasing opportunities available for NEET young people in Hartlepool, the post 16 provision within Hartlepool itself continues to diminish. This presents a challenge going forward as we continue to support our most disadvantaged young people in a sustained and meaningful progression.

10. CONCLUSIONS

- 10.1 After several years of a reduction in NEET in Hartlepool, what we are now seeing is a reduction of young people participating in Education, Employment and Training. This however is not unique to Hartlepool and is reflective of the situation of the majority of regions across the country. What has been highlighted is that Hartlepool's levels of Not Known young people are substantially less than the national average.
- 10.2 The figures show that the increase in NEET from the vulnerable groups has accounted for 60% of the overall increase in NEET. Teenage parents have seen the biggest increase with the Year 13 cohort doubling from seven young people to fourteen. This is also in line with the rise in the number of students identified as at risk of NEET this year by Hartlepool secondary schools.
- 10.3 Hartlepool has once again seen an increase in the percentage of young people progressing into an apprenticeship. Hartlepool now has the highest levels of apprenticeships across the four Tees Valley local authority areas (excluding Middlesbrough).
- 10.4 Hartlepool has made significant progress in terms of narrowing the gap of sustained participation for those disadvantaged young people from 18 to 10 percentage points. This includes a rise in a sustained apprenticeship.
- 10.5 Draft destination measures shows Hartlepool had higher levels of sustained participation in higher education. However, the participation at a top third university by young people in Hartlepool was lower than regional and national benchmarks. When we look at those sustaining participation at a

Russell Group university, Hartlepool had 8% compared with 10% for the region and 11% for England.

11. CONSIDERATIONS

- 11.1 Consideration should be given to how disadvantaged young people are supported through to their post 16 transitions and beyond. Whilst Hartlepool has made significant progress this year, the draft destination measures continue to highlight poorer outcomes for these cohorts of young people.
- 11.2 Links with schools have been useful in the identification of Year 11 young people who are at risk of becoming NEET. However this cohort of young people are increasing each year and more work needs to be done to support this cohort earlier than Year 11. Earlier identification through the Early Help Assessment for young people and their families is key to this support.
- 11.3 The post 16 landscape has and continues to decrease in Hartlepool, limiting the opportunities for young people to access a varied range of work-based learning opportunities in the town. Consideration needs to be made to how we bolster this provision in Hartlepool creating varied choices for young people of all abilities in Hartlepool.

12. RISK IMPLICATIONS

There are no risks associated with this report.

13. FINANCIAL CONSIDERATIONS

There are no financial considerations associated with this report.

14. LEGAL CONSIDERATIONS

There are no legal considerations associated with this report.

15. CONSULTATION

No consultation was required in order to produce this report.

16. CHILD AND FAMILY POVERTY CONSIDERATIONS

Options have been considered and there are no child and family poverty impact issues.

17. EQUALITY AND DIVERSITY CONSIDERATIONS

There are no equality and diversity implications associated with this report.

18. STAFF CONSIDERATIONS

There are no staffing implications associated with this report.

19. ASSET MANAGEMENT CONSIDERATIONS

There are no asset management considerations associated with this report.

20. RECOMMENDATIONS

Committee to note the contents of this report.

21. BACKGROUND PAPERS

NEET Update report, Children's Services Committee, 21 March 2017

22. CONTACT OFFICER

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CHILDREN'S SERVICES COMMITTEE

12 September 2017



Report of: Director of Children's and Joint Commissioning Services

Subject: FOSTERING SERVICE INTERIM REPORT
1 April 2017 – 31 July 2017

1. TYPE OF DECISION/APPLICABLE CATEGORY

For information only.

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 first quarter of 2017. 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 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. RECRUITMENT AND RETENTION (AS OF JULY 2017)

4.1 The fostering team continue to recruit and assess prospective foster carers to minimise the dependency and need to source costly external placements for children.

4.2 There are currently 126 foster carers (including 34 of those approved as Connected Persons and 1 approved as Foster to Adopt). These carers provided placements for 126 children and young people, including 7 young people in Staying Put placements and 53 children/young people in Connected Care foster placements.

4.3 Of the 126 approved fostering households, there are currently 3 foster carers who are currently on hold due to the individual circumstances of the carer, equating to 3 placements. There are a small number of placements that cannot be used due to the specific matching needs of the children/young people already in that foster placement.

4.4 The fostering team has continued the recruitment collaboration with the four neighbouring local authorities within the Tees Valley, Tees Valley Fostering, the initiative shares resources and strategies to enable increased recruitment activities to take place across the sub region. We continue to focus this recruitment on specifically recruiting more foster carers for sibling groups and teenagers. A radio campaign and a television advertisement have been aired recently however the success of this was limited. For the next 12 months we are focusing on refreshing the Tees Valley website and more locally we will continue with our quarterly publications in both Hartbeat and the Primary Times. The former being distributed to every household in Hartlepool.

- 4.5 The table below provides details of the recruitment activity which has taken place in the first quarter of 2017.

Initial Enquiries – including survey of where did people hear about the service	Initial Enquiries 7 Source HBC Website 1 Own volition 5 Hartbeat 0 Facebook 0 Friend recommendation 1 TV/Radio advert 0
Information packs sent out between 1/04/17 and 31/7/17	7
Initial Visits How many proceeded	4 3
Preparation Group	A preparation group was held in April 2017 and was attended by 4 fostering households.
How many prospective Carers are in the assessment process?	There are currently 3 prospective fostering households in stage 1 of assessment. There are 3 prospective fostering households in stage 2 of the assessment.

5. FAMILY PLACEMENT PANEL

- 5.1 The Family Placement Panel continues to be held on a twice monthly basis and agenda items currently include both fostering and adoption matters. Between 1 April and 31 July 2017, seven panel meetings have taken place and one panel training day. The topic for this being Prenatal Alcohol Exposure and Fetal Alcohol Spectrum Disorder, delivered by Maria Catterick from the FASD Network UK. This was well received by all who attended.

The panel has a full cohort of members now available. Any new appointments continue to receive induction training and ongoing training throughout the year. Yearly appraisals of panel members are also undertaken.

- 5.2 From 1 April 2017 to 31 July 2017 the Panel has made recommendation to the Agency Decision Maker on the following fostering matters:
- Seven Foster Carer approvals, 5 of which are Connected Foster Carers;
 - The matches of 7 children with a long term Foster Carers;
 - Two foster care reviews.
 - One foster carer resignations
 - The best interest decision for eleven children for Long Term Foster care.
- 5.3 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.

6. STAFF CONSIDERATIONS

- 6.1 The Fostering Team consists of a Team Manager who has management responsibility for the Fostering and Adoption Service. Since April 2017 the post of Assistant Team Manager has become vacant and this post is currently frozen due to awaiting the outcome of the Regional Adoption agency. Due to this the team have an agency member of staff covering this post. There are a further six social work posts, 5 of which are full time posts and one of part time hours. We have a full time social agency social worker and a vacancy within the team, which we hope to successfully recruit to in the very near future.
- 6.2 The Fostering Team continues to benefit greatly from the support of a team clerk. 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.
- 6.3 In addition the Fostering Team continues to benefit from the ongoing role of Family Finder who continues to be instrumental in family finding for those children and young people in need of permanency via long term fostering. This role is currently being undertaken by a Social Worker from the Adoption Team on a temporary basis until the fostering team is at full capacity
- 6.4 The Family Finder has been instrumental in developing links with independent agencies and ensuring processes work efficiently between the local authority and the independent agencies.
- 6.5 The Family Finder worker has ensured that plans for permanence are identified as early as possible and that a Permanency Planning meeting is closely followed by a process meeting to minimise delay for children and ensure that social workers are supported in producing quality timely matching reports. We have recently introduced a Permanency Tracker process chaired by the relevant Head of Service and attended by Team

Managers to ensure that plans for children are monitored and permanency is considered at the earliest opportunity.

7. DEVELOPMENTS WITHIN THE SERVICE

- 7.1 The number of children becoming looked after in the third quarter has again increased, this continues to be in line with an increase in referrals for connected carer assessments. We are continuing to recruit, assess and approve new carers consistent with an aim to be able to offer placement choice to placing social workers. We continue to need placements for sibling groups of 3 or more and older teenagers which will be the focus of ongoing targeted recruitment campaigns.
- 7.2 As part of their development and progression, all new foster carers are encouraged to complete the Children's Workforce Development Council Standards for Foster Carers Portfolio within a 12 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. We continue to have a high proportion of our carers who achieve their CDWC qualification within the required timescale.
- 7.3 All foster carers are required to complete a record of the training they have attended for the year of their approval. The four mandatory courses are child protection, first aid, attachment and E-Safety. There is a requirement that these courses are completed within one year of approval and updated every three years.
- 7.4 Foster carers are provided with bespoke training specific to their needs whilst caring for looked after children. The bespoke training is reviewed annually and reflected on during the foster carers annual reviews.
- 7.5 We held our second Foster Carer conference in June of this year and the event held at the Historic Quay, Hartlepool. The event was attended by over 70 carers with the Guest Speaker being Richard McCann, who is a motivational speaker. Feedback from the event has been extremely positive with many carers wanting to attend other events hosted by Richard McCann.
- 7.6 Foster carer support groups have continued to take place bi-monthly. 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.
- 7.7 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.

- 7.8 The fostering team also facilitate a bi- monthly coffee morning for foster carers, which is an informal support meeting.
- 7.9 Foster Carer retention is an essential part of the Fostering service and as such a great emphasis is placed upon this. There are plans to hold a Tees Valley event to promote fostering in September and this is highly likely to be an afternoon tea.
- 7.10 The fostering action plan is attached as **Appendix A**.

8. FINANCIAL CONSIDERATIONS

- 8.1 There are no financial considerations within this report.

9. LEGAL CONSIDERATIONS

- 9.1 There are no legal considerations within this report.

10. CONSULTATION

- 10.1 Ongoing support and discussion takes place with our foster carers through our supervising social workers. This information is used to ensure continuous improvement across the service. In addition foster carer first reviews and resignations are discussed at family placement panel to ensure any learning is captured.

11. CHILD AND FAMILY POVERTY (IMPACT ASSESSMENT FORM TO BE COMPLETED AS APPROPRIATE)

- 11.1 The Fostering service ensures that it supports all foster carers to enable them to support our children and young people.

12. EQUALITY AND DIVERSITY CONSIDERATIONS (IMPACT ASSESSMENT FORM TO BE COMPLETED AS APPROPRIATE)

- 12.1 The service continues to recruit and assess prospective Foster Carers to provide placement choice. The fostering service will continue to work in collaboration with the Tees Valley local authorities in respect of fostering recruitment. In addition to this the team will continue to respond to requests for Connected Person's assessments.

13. STAFF CONSIDERATIONS

13.1 There are no specific staffing considerations within this report.

14. ASSET MANAGEMENT CONSIDERATIONS

14.1 There are no asset management considerations within this report.

15. RECOMMENDATIONS

15.1 The Children's Service Committee is asked to note the report in relation to the work of the Fostering Service in the first quarter of 2017.

16. REASONS FOR RECOMMENDATIONS

16.1 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.

16.2 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.

17. BACKGROUND PAPERS

- Fostering National Minimum Standards Services 2011;
- Fostering Regulations 2011;
- Fostering Annual Report 2015/2016

18. CONTACT OFFICERS

18.1 Karen Douglas-Weir, Head of Services for Looked After Children and Care Leavers, Karen.douglas-weir@hartlepool.gov.uk
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18.2 Christine Croft, Team Manager (Family Placement)
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7.2
Appendix A

Fostering Services Action Plan April 2017 - April 2018

Priority	Progress Achieved Quarter 1	Lead Officer	Target Date
<p>Target recruitment to attract foster carers for older children and sibling groups and those with more challenging behaviours.</p>	<ul style="list-style-type: none"> Recruitment strategy in place Facebook advertising focussing on teenagers TV advert planned to re reconsidered Leaflets redesigned to feature teenagers Refresh of existing Tees Valley website working in partnership with the Tees Valley Regional Forum in respect of Marketing and Recruitment 	<p>Christine Croft</p>	<p>Dec 2017, then review</p> <p>Completed Dec 2017</p> <p>Completed September 2017</p>
<p>To continue to offer and deliver an extensive training programme to our carers to ensure that all of our fostering households have achieved the CWDC qualification within the allocated timescales and can demonstrate continued professional development as foster carers.</p>	<ul style="list-style-type: none"> All foster carers who have been approved for more than a year have completed the standards, those recently approved are working towards. A support group is in place where experienced carers support new carers to complete the standards 	<p>Christine Croft</p>	<p>April 2018</p> <p>This takes place monthly and is facilitated by Band 4 carers</p>

7.2 Appendix A

<p>To continue with family finding post enabling children and young people to have 'permanency' in their lives as early as possible</p>	<ul style="list-style-type: none"> • The Family finding post has been temporarily reallocated within the team. Once the vacant posts have been recruited to a nominated member of staff will take on this role and responsibility. • Procedures are in place and proving effective to ensure early matching and permanence. • The current Permanency Tracking in place for children with a plan for adoption will be extended to incorporate all LAC children needing permanency via long term fostering. 	<p>Angi Simmonds</p> <p>Christine Croft</p>	<p>September 2017</p> <p>September 2017</p> <p>Completed</p> <p>To review every 6 months</p>
<p>To hold life appreciation events for all children where permanency is the option.</p>	<ul style="list-style-type: none"> • Some Life appreciation events have taken place. • Once the permanent Family Finder is in post they will work with the placing Social Worker to support them in completing this. 	<p>Angi Simmonds</p>	<p>We expect to hold no less than 6 LA days</p> <p>October 2017</p>
<p>To continue to demonstrate our appreciation of the commitment provided by our foster carers.</p>	<ul style="list-style-type: none"> • Annual celebration event has taken place in March 2017 • A further event will be planned for 2018. • • Fostering families activities and events will be held jointly with Tees Valley fostering households . • Fostering Christmas party to be planned Dec 2017 	<p>Jacqui Dixon/</p> <p>Christine Croft</p>	<p>Completed</p> <p>September 2017</p> <p>Completed</p> <p>Completed</p>

7.2 Appendix A

	<ul style="list-style-type: none"> • Pantomime event to be planned for Dec 2017 		
To continue to strive to support our carers to engender stability within placements for our looked after children.	<ul style="list-style-type: none"> • Bi Monthly evening support groups held alongside informal coffee mornings • Supervising social workers provide regular supervision and support visits. • Supporting mentoring of new carers by experienced carers. We currently have around 6 Band 4 carers or those working towards Band 4 offering support to a similar number of newly approved carers. These take place informally at foster carers homes, if needed they can use No 9 Church St • Placement support team continue to work with carers and young people to support and maintain placements 	Supervising social workers Christine Croft Band 4 foster Carers Kate Etherington	Dates in place for 2017/18 from Sept to July Completed These groups take place at least monthly To review alongside the placement support team August 2017
To ensure that carers have the skills, knowledge and experience to care for children with attachment and emotional difficulties and those moving on to Staying Put	<ul style="list-style-type: none"> • Hartlepool Foster Carers Conference held June 2017 and to be planned again for 2018. Over 70 carers attended the event in 2017 and it is hoped that this number will increase in 2018. • Workshops included Person Centred Planning, Life Book Work and Attachment for teenagers how many attend – work shops • Training around Staying Put to take place annually ensuring that all carers with young people in place reaching this stage in their lives 	Christine Croft Participation Workers Suzanne Brennan Young People/CICC	Completed June 2018 To be rolled out again in 2018

7.2 Appendix A

	are suitably prepared. In 2016 this topic was introduced within carers support group meetings, with individual SSW working alongside carers who have staying put arrangements in place		
To 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"> • HBC Annual consultation survey sent to carers • Feedback forms reviewed during annual foster care reviews. These indicate that carers are happy with payments and the level of care they receive from their Supervising Social Workers 	Christine Croft	<p>This paperwork to be reviewed in Oct 2017 to improve on the information received</p> <p>To be distributed again in October 2017</p>
To annually review the Staying Put policy and guidelines to ensure that they are fit for purpose and meets the needs of the Young People of Hartlepool	<ul style="list-style-type: none"> • Staying Put Policy to be reviewed • Training around Staying Put to take place annually ensuring that all carers with young people in place reaching this stage in their lives are suitably prepared To ensure that all young people have a Living Together License and Agreement in place before reaching 18 years of age. 	<p>Christine Croft/Suzanne Brennan</p> <p>Through care and fostering team</p>	<p>Completed</p> <p>Completed</p> <p>Annual plan March 2018</p>

7.2 Appendix A

<p>Continue to facilitate sons and daughters group for children of foster carers.</p>	<ul style="list-style-type: none"> • Regular meetings and activities have taken place • Specific training around sharing their experiences with the children of prospective foster carers is planned for children and young people • Sons and daughters of Foster Carers to be invited to attend preparatory training. Unfortunately no engagement of Sons and Daughters took place in 2016-7 and this is an area which must be improved on. • Sons and Daughters group to attend events held via Tees Valley group to increase numbers and support available In 2016-7 they have enjoyed Ice Skating and Jump 360 and an evening meal. These events take place over the school holiday periods. 	<p>Placement Support team</p> <p>Christine Croft/Placement Support Team</p>	<p>To be reviewed Dec 2017</p> <p>Not completed</p>
<p>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.</p>	<ul style="list-style-type: none"> • Carers have attended the Foster Carers Annual Conference June 2017 • All carers have a personal development plan highlighting training requirements. This to be reviewed annually via the IRO at Foster Carer Reviews. All foster carer reviews are held within timescale with actions evidenced in the IRO's report. 	<p>Christine Croft/Fostering Team</p> <p>IRO's</p>	<p>Completed</p> <p>Completed</p>
<p>To review the approval ages and status of the more experienced carers with a view to encouraging them to provide placements for</p>	<ul style="list-style-type: none"> • Consultation with carers has taken place at a support group meeting. On average 20-15 carers attend. Topics/speakers have included 	<p>Christine Croft</p>	<p>Review 6 monthly</p>

7.2 Appendix A

<p>older children with more complex needs.</p>	<p>NEPACS, CSE worker, Fostering Network, Prevent training etc.</p> <ul style="list-style-type: none"> • We are currently developing the programme for next year. 		
<p>To continue to work within the the BAAF 2 stage assessment process providing timely assessments, recruitment and training.</p>	<ul style="list-style-type: none"> • The BAAF 2 stage process is proving effective • Work has been undertaken with ICT staff to ensure that the current ICS system is updated to reflect this change and enable foster carer recruitment and training to be recorded appropriately. • This role to be reallocated to a member of the fostering team once Regionalisation of the Adoption Team takes place 	<p>Christine Croft</p> <p>Fostering Team</p>	<p>To be reviewed October 2017</p> <p>Completed</p>
<p>To continue to work collaboratively with the neighbouring authorities to share resources and expertise in foster carer recruitment.</p>	<ul style="list-style-type: none"> • Tees Valley Fostering holds regular meetings attended by Hartlepool (These are held bi-monthly and have been attended by the ATM or TM) • Joint recruitment activities planned for 2017/18 (In 2016/17 this primarily focused upon the intensive Radio campaign) 2017 will look towards social media activities) • To attend the bi-monthly Regional Fostering Managers Forums where good practice can be shared 	<p>Christine Croft</p>	<p>To be reviewed Dec 17</p> <p>Bi-monthly</p>

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Appendix A

<p>To look at developing the Supported Lodgings Scheme to offer greater choice of placements for young people requiring some level of independence.</p>	<ul style="list-style-type: none">• Worker to be identified to champion this scheme and gain information and good practice from neighbouring authorities in an aim to build up this service.	<p>Christine Croft</p>	<p>March 2018</p>
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CHILDREN'S SERVICES COMMITTEE

12 September 2017



Report of: Director of Children's and Joint Commissioning Services

Subject: PRIORITY SCHOOLS BUILDING PROGRAMME
PHASE 1 - UPDATE

1. TYPE OF DECISION/APPLICABLE CATEGORY

This report is for information only.

2. PURPOSE OF REPORT

- 2.1 On 21 March 2017, issues in relation to capacity, in particular the size of the Hall space allocated to Barnard Grove Primary School in comparison to Holy Trinity CE Primary School, were raised at Children's Services Committee. It was therefore agreed that an update report be submitted on these issues.
- 2.2 The purpose of this report is to update Members on the capacity, in particular the Hall space at Barnard Grove and Holy Trinity CE Primary Schools.

3. BACKGROUND

- 3.1 In 2012, the Secretary of State announced the names of the schools to be taken forward into the Government-led Priority School Building Programme (PSBP) - Phase 1. The schools were Manor College of Technology, Barnard Grove Primary School and Holy Trinity CE Primary School. The new builds were procured and managed with capital funding via the government's Education Funding Agency (EFA). The successful inclusion in the PSBP provided an opportunity to address significant building condition issues at all schools.
- 3.2 Prior to Christmas 2013, client engagement meetings were held which allowed the school and the appointed contractor to develop the design of the school so that the final plans met the school specific requirements as far as possible within the budget available and the restrictions of the EFA baseline designs.

3.3 In September 2015, Barnard Grove and Holy Trinity new builds were completed and opened. In April 2016, Manor College of Technology new building was also completed.

3.4 **Barnard Grove Primary School**

The school was built to a Published Admission Number (PAN) of 45, therefore the school was built for a capacity of 315 pupils plus provision for 26 full time equivalent (FTE) nursery children.

3.5 The school was designed in accordance with DfE prescribed schedules of accommodation and with reference to Building Bulletin 99 (BB99) (this document is now superseded by Building Bulletin 103 – Area Guidelines for Mainstream Schools). BB99 is a briefing framework which incorporates area guidelines for primary schools. Essentially the document gives areas for all types of spaces required in primary schools. Although the capacity of an individual school dictates the overall maximum gross area, during the design engagement process there is an element of flexibility in the way spaces are arranged.

3.6 The main Hall space at Barnard Grove is 150m². However, the school also benefits from a studio space of 55m² which provides a total of 205m², which slightly exceeds the required allocation for the large space category within the guidelines.

3.7 Barnard Grove's PAN of 45 means that the organisation of the school is such that classes will be mixed year groups, and therefore the number of class bases provided suits this model.

3.8 **Holy Trinity CE Primary School**

The school was built to a Published Admission Number (PAN) of 30, therefore the school was built for a capacity of 210 pupils plus provision for 26 full time equivalent (FTE) nursery children. As detailed in 2.3 above, the schools' accommodation schedule was based on BB99 which is the briefing framework which incorporates area guidelines for primary schools. The Hall space at Holy Trinity is 180m² which slightly exceeds the required allocation for the large space category within the guidelines.

3.9 Each space is based on the capacity of a school, although a comparison of the Hall spaces at both of these schools suggest there is some disparity, Barnard Grove has the additional studio space which Holy Trinity does not have.

4. **RISK IMPLICATIONS**

4.1 There are no risk implications associated with this report.

5. LEGAL CONSIDERATIONS

There are no legal considerations associated with this report.

6. CONSULTATION

No consultation was required during the production of this report.

7. CHILD AND POVERTY CONSIDERATIONS

There are no child and poverty considerations associated with this report.

8. EQUALITY AND DIVERSITY CONSIDERATIONS

There are no equality and diversity considerations associated with this report.

9. STAFF CONSIDERATIONS

There are no staffing considerations associated with this report.

10. FINANCIAL CONSIDERATIONS

There are no financial considerations associated with this report.

11. RECOMMENDATIONS

Members are recommended to note the contents of this report.

12. BACKGROUND PAPERS

There are no background papers associated with this report.

13. CONTACT OFFICER

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CHILDREN'S SERVICES COMMITTEE

12 September 2017



Report of: Director of Children's and Joint Commissioning Services

Subject: OFSTED INSPECTION OUTCOMES:
NOVEMBER 2016 – JULY 2017

1. TYPE OF DECISION/APPLICABLE CATEGORY

This report is for information only.

2. PURPOSE OF REPORT

2.1 To provide a summary of the outcomes of Ofsted inspections of Hartlepool schools in the late autumn term, spring and summer terms of the 2016-17 academic year.

3. BACKGROUND

3.1 The report follows on from the summary provided in the Report to Committee in January 2017.

4. OUTCOMES SUMMARY

4.1 Lynnfield Primary School, November 2016, judged to REQUIRE IMPROVEMENT

What the school does well:

- School leaders and governors have a clear understanding of the strengths and weaknesses of the school.
- The quality of teaching in Years 2, 5 and 6 is impressive. Pupils in these year groups make good progress in reading, writing and mathematics.
- Provision for children in the early years is good. Their progress is rapid because their teachers plan activities that match their needs.

- In most classes, pupils are keen to learn and willing to work hard. Their behaviour is good. They show respect for each other and adults.
- Pupils are kept safe. Adults ensure that there is a safe environment and pupils understand how to keep themselves safe.
- Most pupils benefit from a well-planned, interesting curriculum.
- Adults emphasise shared values such as respect, tolerance and effort.

Areas for improvement:

- Teaching and learning are inconsistent and variable in Years 3 and 4. The progress made by pupils, including the disadvantaged, has not been good enough and their attainment is low.
- A small number of pupils in these classes are not motivated to learn. The lack of challenge in some lessons contributes to this and to some low-level disruptive behaviour.
- The difference between standards achieved by disadvantaged pupils and all pupils nationally is too wide and not reducing quickly enough.
- School leaders have not eliminated weaker teaching, in part because of staffing difficulties.
- The quality of teaching assistant support is variable. Some are not always effective in all parts of the lesson.
- Leaders in key posts have not had enough time to work with other teachers to embed initiatives to improve standards in their areas of responsibility.
- Teachers' assessments in subjects other than English and mathematics have not yet been fully embedded.
- Pupils' understanding of different faiths and cultures is not developed well enough.
- Pupils' attendance remains below the national average.

4.2 **Throston Primary School, January 2017, judged to remain GOOD**

4.2.1 Throston Primary School was subject to a short (section 8) inspection because it already held an overall effectiveness judgement of GOOD from its previous inspection. The outcome from a short inspection takes the form of a letter to the headteacher, rather than a formal Ofsted report like those from a section 5 inspection. This letter is freely available on the Ofsted website.

4.2.2 The following are some extracts from the letter to the headteacher:

This school continues to be good.

The leadership team has maintained and improved upon the good quality of education in the school since the last inspection. You have successfully addressed the areas for improvement from your previous inspection by improving the quality of teaching and refining the methods you use to evaluate the school's strengths and areas for development. As a result, you are systematically improving the quality of education. Pupils and parents are proud of the school. In particular, they greatly appreciate the breakfast and

after-school clubs and the wide range of high-quality extra-curricular activities the school provides.

Safeguarding is effective.

You and the governors give safeguarding a high priority and ensure that policy and practice in the school is in line with statutory requirements. A raft of regular checks and audits are used to check for continued vigilance. You ensure that rigorous vetting procedures are followed for all adults that work in the school and that regular training ensures that members of staff confidently know what actions to take if they have any concerns about a child's safety or well-being. Your curriculum helps pupils to understand and appreciate potential risks to their safety.

Next steps for the school

Leaders and those responsible for governance should ensure that:

- pupils entering Year 1 who are less secure in reading, writing and/or mathematics make rapid progress and reach at least the expected standard by the end of the key stage
- the most able pupils are consistently challenged so that a greater proportion attains the highest standards in reading, mathematics and in their spelling, punctuation and grammar by the end of key stage 2.

4.3 Barnard Grove Primary School, March 2017, judged to remain GOOD

4.3.1 Barnard Grove Primary School was subject to a short (section 8) inspection because it already held an overall effectiveness judgement of GOOD from its previous inspection. The outcome from a short inspection takes the form of a letter to the headteacher, rather than a formal Ofsted report like those from a section 5 inspection. This letter is freely available on the Ofsted website.

4.3.2 The following are some extracts from the letter to the headteacher:

This school continues to be good.

The leadership team has maintained the good quality of education in the school since the last inspection. You have established an ethos of high expectation where staff have a concerted focus on the academic progress and wider personal development of pupils. You have strengthened senior leadership by building a strong team of leaders across different phases. These leaders regularly monitor pupils' progress and teacher performance to drive continual improvement. You have also managed the move to a new building, with the spatial and budgetary pressures this has brought, in an efficient manner that has not hindered ongoing development. Through effective teaching and close tracking, pupils make good and improving rates of progress.

Safeguarding is effective.

You and your team maintain a constant focus on pupils' welfare and take your safeguarding responsibilities very seriously. Rigorous checks are made on the suitability of adults working at the school. Staff receive up-to-date training on a

range of key safeguarding issues. The school has a dedicated social inclusion manager with specific responsibilities for pupil welfare and attendance who works with senior leaders to regularly monitor pupils' well-being. Close links are maintained with external agencies and half-termly meetings take place with the local authority attendance officer. Any concerns over pupil welfare are followed up and records are assiduously kept. Pupils feel safe and well supported in school, and the vast majority of their parents and carers agree. Pupils spoken with were able to discuss the actions they could take to remain safe, for example the actions needed to stay safe online.

Next steps for the school

Leaders and those responsible for governance should ensure that they:

- accelerate pupils' progress at key stage 1 and strengthen the curriculum to give pupils more opportunities to work at greater depth at key stage 1 and key stage 2
- further diminish differences between the progress, attainment and attendance of disadvantaged pupils and that of their peers nationally
- ensure that the timing of reviews of pupils' progress support prompt intervention and enable governors to effectively hold leaders to account for pupils' current progress.

4.4 Rossmere Primary School, March 2017, judged to remain GOOD

4.4.1 Rossmere Primary School was subject to a short (section 8) inspection because it already held an overall effectiveness judgement of GOOD from its previous inspection. The outcome from a short inspection takes the form of a letter to the headteacher, rather than a formal Ofsted report like those from a section 5 inspection. This letter is freely available on the Ofsted website.

4.4.2 The following are some extracts from the letter to the headteacher:

This school continues to be good.

You and your colleagues have maintained the good quality of education in the school since the last inspection. It is to your credit that you have achieved this despite the changes in staffing that have happened, and the growing numbers of pupils joining the school who have special educational needs and/or disabilities and who come from disadvantaged and vulnerable backgrounds.

The previous inspection highlighted strengths in teaching, leadership, pupils' behaviour and their attitudes to learning. These aspects remain strong. Parents, pupils and staff are unequivocally positive about all aspects of the school's work. Staff are proud to be part of the school and enjoy working here. The culture of the school is one of care and calmness, underpinned by strong and shared values.

Safeguarding is effective.

You and your leadership team have made sure that all safeguarding arrangements are rigorous and continue to be fit for purpose. You have successfully created a culture of vigilance when it comes to keeping children safe. Parents are very positive about the caring and considerate climate that you have developed within school. Staff have taken on board the key messages from the Department for Education's statutory safeguarding guidance, 'Keeping children safe in education'.

Next steps for the school

Leaders and those responsible for governance should ensure that:

- the small number of identified pupils make even faster progress across key stage 2 in reading and mathematics
- more pupils from disadvantaged backgrounds make good progress in all subjects in key stage 2.

4.5 St Cuthbert's RC Primary School, April 2017, judged to be GOOD

What the school does well:

- The headteacher, through her commitment, vision and imagination, has led sustained improvement in the leadership of the school and the quality of teaching since the previous inspection.
- Leaders have created an inclusive culture that has high expectations of staff and pupils. Leaders, teachers and other adults work as a highly effective team.
- Governors are actively involved in the life of the school. They understand and are fully committed to their role in improving the quality of education and they hold leaders to account for the standards pupils achieve.
- Strong leadership of the early years, stimulating resources and high-quality teaching ensure that children in this phase make good progress. A small number of children with English as an additional language make slower progress because they initially find it difficult to communicate.
- Pupils and their families are inspired to read often. Pupils enjoy reading and they make rapid progress in key stage 1 because of the effective teaching of phonics.
- On occasion, pupils struggle to understand how to improve their work because the guidance they receive is not precise enough.

- Teaching, learning and assessment are now good. This is due to systematic and wide-ranging checking by leaders. Not all staff make the best use of assessment information to plan work that is appropriately matched to the needs and abilities of pupils.
- Pupils do not have enough opportunities to apply their mathematical skills to solve challenging problems.
- Pupils across the school, including those who are disadvantaged, are currently making strong progress in English, mathematics and a range of other subjects including French, music and physical education (PE).
- Pupils' attitudes to school are positive and they are keen to learn. They respond to the high standards expected of their behaviour and show care and respect for each other. During the inspection, pupils were well mannered, polite and considerate.
- The nurturing, caring ethos is striking in all aspects of school life. Pupils have a profound understanding of their own spiritual, moral, social and cultural development.
- Imaginative systems for improving pupils' punctuality and reducing persistent absence have been successful. Attendance is now around the national average and pupils are rarely late for school.

What does the school need to do to improve further?

- Take action to further improve outcomes for pupils in all year groups by ensuring that:
 - teachers and other adults make more use of assessment information to plan work that is appropriately matched to the needs and abilities of pupils
 - pupils, particularly those who are less able, receive clear guidance to enable them to accelerate their progress in lessons
 - teachers maximise opportunities for deeper learning in mathematics by providing more opportunities for pupils to solve more challenging problems.
- Provide more timely support for those children in the early years who find it difficult to communicate in English when they join the school.

4.6 English Martyrs School and Sixth Form College, May 2017, judged to REQUIRE IMPROVEMENT

What the school does well:

- Directors and governors embrace the headteacher's vision for improvement. Actions they are taking are making a positive difference but it is too soon to see their full impact.
- The sixth form is good. Improvements to the quality of provision are ensuring that current students are making good progress in their learning. Progress in art is excellent.
- The Catholic ethos lies at the heart of the school's work. It promotes pupils' personal qualities and their spiritual, moral, social and cultural development successfully. Pupils feel safe, are polite and usually

behave well.

- Strong careers advice and guidance contribute to the high proportion of pupils moving on to their chosen destinations successfully.

Areas for improvement:

- Leaders have not sustained the pupils' good rates of progress seen at the time of the last inspection. Standards fell sharply after that time and have yet to recover fully.
- Pupils' progress from their above-average starting points into school has not been good enough, particularly in science. This is also the case for the most able pupils and disadvantaged pupils, including middle and high prior-attaining disadvantaged pupils.
- Despite recent improvements, the quality of teaching has been too variable across and within subjects and classes over time. Consequently, not all pupils achieve as well as they should.
- Teachers do not challenge poorly presented and sloppy work consistently.
- Some teachers' expectations of what pupils can do are too low. Some do not use assessment information they have about pupils' current skills and abilities to plan learning that meets their needs sufficiently well. This means that work set is sometimes too hard for the least able pupils and too easy for the most able.
- Support for pupils who require additional support for their special educational needs and/or disabilities is inconsistent, resulting in varying rates of progress over time.
- Until recently, absence and temporary exclusion rates for disadvantaged pupils have been too high.
- The headteacher's reports to directors contain insufficient information about the progress of disadvantaged pupils.

4.7 **St Hild's CE Secondary School, June 2017, judged to REQUIRE IMPROVEMENT**

What the school does well:

- The new headteacher and the chair of the governing body have introduced a more focused and structured approach to school systems and processes.
- The headteacher has brought about a much-needed stability to the school. As a result, there is a positive and optimistic outlook for the future among pupils and staff at all levels.
- Safeguarding is effective and pupils feel safe. Pupils' conduct in lessons and around school is positive. As a result, classrooms are calm and orderly.
- The school is beginning to see the 'green shoots' of the impact of the actions of leaders. Outcomes in English are improving quickly and

there are small improvements in most other subjects. Pupils show strong progress in art and vocational subjects.

Areas for improvement:

- Leadership, including governance, has been unstable since the last inspection. As a result, expectations have not been consistently high enough and so the quality of teaching is inconsistent.
- Leaders do not effectively evaluate the spending of additional funds to support pupils who are disadvantaged, those who have special educational needs and/or disabilities, and those who need to catch up.
- The progress disadvantaged pupils make, including the most able disadvantaged, varies.
- There is variation in the quality of teaching in a range of subjects and across year groups. Too many pupils who do well in some subjects do less well in other subjects, because of these variations.
- Effective planning of learning to match pupils' needs varies across subjects.
- Leaders' recent robust actions to improve behaviour, including higher expectations of pupils, have resulted in an overall rise in exclusions. This has contributed to above-average rates of absence, particularly for those who are disadvantaged.

4.8 **Golden Flatts Primary School, July 2017, judged to remain GOOD**

- 4.8.1 Golden Flatts Primary School was subject to a short (section 8) inspection because it already held an overall effectiveness judgement of GOOD from its previous inspection. The outcome from a short inspection takes the form of a letter to the headteacher, rather than a formal Ofsted report like those from a section 5 inspection. At the time of compiling this report the inspection outcomes letter had not yet been released. This letter will be freely available on the school's and Ofsted's websites.

4.9 Overall summary

4.9.1 Twelve schools (almost a third of all Hartlepool schools) were inspected this year: ten primary schools and two secondary schools. A summary of any changes to the *Overall Effectiveness* grade for each school is presented in the following table.

School	Change	Primary		Secondary	
		Prev	Now	Prev	Now
Ward Jackson	↓	Good	Req Impr		
Kingsley	↓	Good	Req Impr		
St Aidan's	↑	Req Impr	Good		
St Helen's	↓	Good	Req Impr		
Lynnfield	↔	Req Impr	Req Impr		
Throston	↔	Good	Good		
Barnard Grove	↔	Good	Good		
Rossmere	↔	Good	Good		
St Cuthbert's	↑	Req Impr	Good		
English Martyrs	↓			Good	Req Impr
St Hild's	↔			Req Impr	Req Impr
Golden Flatts	↔	Good	Good		

4.9.2 Proportions of schools* in each Ofsted category at the end of 2016-17

Ofsted category	Primary				Secondary				Overall			
	13-14	14-15	15-16	16-17	13-14	14-15	15-16	16-17	13-14	14-15	15-16	16-17
Outstanding	13%	22%	26%	26%	17%	20%	0%	0%	13%	22%	22%	22%
Good	72%	66%	65%	61%	33%	40%	83%	67%	63%	62%	68%	62%
Good or better	84%	88%	90%	87%	50%	60%	83%	67%	79%	84%	89%	84%
Req Impr	16%	13%	10%	13%	33%	40%	17%	33%	18%	16%	11%	16%
Inadequate	0%	0%	0%	0%	17%	0%	0%	0%	3%	0%	0%	0%

* including special schools and PRU, but not Manor Academy (see paragraph 4.9.9 below)

4.9.3 Schools judged to Require Improvement or to be Inadequate under the revised September 2012 Ofsted framework are supported by a local authority officer-led group, as well as by a nominated HMI (Her Majesty's Inspector) where the leadership and management sub-judgment is not Good.

4.9.4 Schools judged Good or Outstanding are supported through the School Improvement Partner (SIP) Programme, or equivalent.

4.9.5 In line with national trends, the overall performance of Hartlepool schools is being 'bunched' around Grade 2 (Good).

4.9.6 The proportion of outstanding schools in Hartlepool is one percentage point **above** the latest national figures: 22% in Hartlepool, 21% nationally (June 2017).

4.9.7 The overall proportion of Hartlepool schools judged to be good or better has **decreased** and is now 84% which is three percentage points **below** the latest national figure of 87% (June 2017). The proportion of good or better primary

schools in Hartlepool has fallen **below** the national average: Hartlepool 87%, national 90% (June 2017). The proportion of good or better secondary schools in Hartlepool has fallen **below** the national average: Hartlepool 67%, national 79% (June 2017).

4.9.8 The proportion of schools not yet judged to be good has **increased** to 16% (six schools: four primary and two secondary) and is now above the national figure of 11% (June 2017).

4.9.9 Manor College of Technology closed in March 2015 and converted to Manor Community Academy. Manor Community Academy, as a sponsor-led academy, is a new legal entity and does not retain the predecessor school's inspection grade profile. In terms of school inspections, the new academy has yet to be inspected. This will happen for the first time during 2016-17. As such, Manor Academy has not been included in the figures above. This is the methodology Ofsted uses.

5. RISK IMPLICATIONS

There are no risk implications.

6. FINANCIAL CONSIDERATIONS

There are no financial considerations.

7. LEGAL CONSIDERATIONS

There are no legal considerations.

8. CONSULTATION

No consultation was required in the production of this report.

9. CHILD AND FAMILY POVERTY CONSIDERATIONS

There are no child and family poverty considerations.

10. EQUALITY AND DIVERSITY CONSIDERATIONS

There are no equality and diversity implications.

11. STAFF CONSIDERATIONS

There are no staff considerations.

12. ASSET MANAGEMENT CONSIDERATIONS

There are no asset management considerations.

13. RECOMMENDATIONS

Committee to note the contents of this summary report.

14. REASONS FOR RECOMMENDATIONS

There are no decisions required from this report.

15. BACKGROUND PAPERS

There are no background papers to this report.

16. CONTACT OFFICER

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