

CHILDREN'S SERVICES COMMITTEE

AGENDA



Monday 2 September 2019

at 4.00 pm

**in the Council Chamber,
Civic Centre, Hartlepool**

MEMBERS: CHILDREN'S SERVICES COMMITTEE

Councillors Hamilton, Harrison, Lauderdale, Little, Moore, Smith, Ward.

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

School Heads Representatives: Mark Tilling (Secondary), David Turner (Primary), Zoe Westley (Special).

Six Young Peoples Representatives

Observer: Councillor Little, Chair of Adult and Community Based 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 9 July 2019 (*previously circulated and published*).

4. BUDGET AND POLICY FRAMEWORK ITEMS

No items.



5. KEY DECISIONS

No items.

6. OTHER ITEMS REQUIRING DECISION

- 6.1 Unison's Residential Care Charter – *Director of Children's and Joint Commissioning Services*

7. ITEMS FOR INFORMATION

- 7.1 Annual Participation Report 2018/2019 – *Director of Children's and Joint Commissioning Services*
- 7.2 Schools Health Related Behaviour Survey – *Director of Public Health*
- 7.3 Childcare Sufficiency Assessment 2018/2019 – *Director of Children's and Joint Commissioning Services*
- 7.4 Annual Complaints, Compliments and Representations Report 1 April 2018 – 31 March 2019 – *Director of Children's and Joint Commissioning Services*
- 7.5 Fostering Service Interim Report 1 April 2019 – 30 June 2019 – *Director of Children's and Joint Commissioning Services*
- 7.6 Young People Not in Education, Employment or Training 2017-18 – *Director of Children's and Joint Commissioning Services*
- 7.7 Ofsted Inspection Outcomes: November 2018 – July 2019 – *Director of Children's and Joint Commissioning Services*

8. ANY OTHER BUSINESS WHICH THE CHAIR CONSIDERS URGENT

FOR INFORMATION

Date of next meeting – Tuesday 1 October 2019 at 4.00 pm in the Civic Centre, Hartlepool.



CHILDREN'S SERVICES COMMITTEE

2nd September 2019



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

Subject: UNISON's RESIDENTIAL CARE CHARTER

1.0 TYPE OF DECISION/APPLICABLE CATEGORY

1.1 Non-key Decision.

2.0 PURPOSE OF REPORT

2.1 The purpose of this report is to ask Members to approve the Council's commitment to signing up to UNISON's Residential Care Charter and also a separate pledge for the Council's commissioned services.

3.0 BACKGROUND

3.1 UNISON local trade union representatives approached the Council to ask for a commitment to their national Residential Care Charter.

3.2 HR Services consulted with the department and trade unions to agree the final version attached and adapt this for Hartlepool Borough Council. These are attached at Appendices A, B and C.

4.0 RESIDENTIAL CARE CHARTER AND PLEDGE

4.1 The signing of this Charter demonstrates the Council's commitment to improving the lives of adults and children dependant on and living in residential care.

Appendix A identifies the Residential Care Charter with a front signature sheet at **Appendix B**, to be used for a formal ceremony to sign the Charters with the relevant personnel as identified.

4.2 In addition, the Council also recognises the importance of encouraging its supply chain through social care commissioned contracts to improve working pay and conditions of employment of its workforce to raise the standards of care and improve the lives of people.

Appendix C identifies a Pledge for Social Care Commissioned Services that can be used for a formal ceremony to sign the Charters with the relevant personnel as identified.

5.0 EQUALITY AND DIVERSITY CONSIDERATIONS

- 5.1 There are no equality and diversity considerations arising from this report; the proposals will have no differential impact on those who share protected characteristics to wider population groups.

6.0 LEGAL CONSIDERATIONS

- 6.1 None.

7.0 CHILD AND FAMILY POVERTY

- 7.1 None.

8.0 STAFF CONSIDERATIONS

- 8.1 None.

9.0 ASSET MANAGEMENT CONSIDERATIONS

- 9.1 There are no asset management considerations.

10.0 FINANCIAL CONSIDERATIONS

- 10.1 There are no additional financial considerations identified from signing up to these Charters.

11.0 CONCLUSION

- 11.1 The Council's commitment to improving the standards of employment for employees and workers in residential care settings and to encourage commissioned care residential services, is fundamental to raise help improve the lives of people.

12.0 RECOMMENDATIONS

- 12.1 It is recommended that Members of the Committee agree to approving, and signing as part of a formal ceremony, the Council's commitment to the Residential Care Charter and the Pledge for social care commissioned services.

13.0 REASON FOR RECOMMENDATIONS

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

14.0 BACKGROUND PAPERS

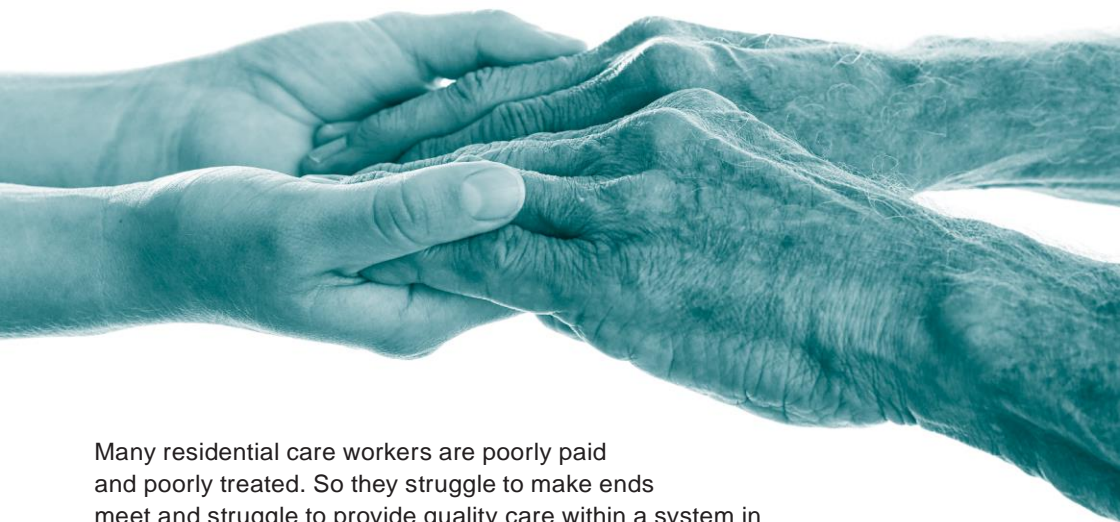
14.1 None.

15.0 CONTACT OFFICER

15.1 Sally Robinson
Director, Children's and Joint Commissioning Services
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01429 523910

Sign Off:-

Director of Finance and Policy	<input checked="" type="checkbox"/>
Chief Solicitor	<input type="checkbox"/>



Many residential care workers are poorly paid and poorly treated. So they struggle to make ends meet and struggle to provide quality care within a system in crisis. Yet their role is crucial for a civilised society to function.

UNISON, the leading representative for care workers in the UK, is campaigning for higher standards of care across all residential settings. Dignity and justice must be at the heart of a care system. Everyone in residential care deserves to be supported and properly looked after – irrespective of their wealth, age or disability. For this to happen, care workers must be valued.

Residential care workers across the UK came together to discuss the barriers that plague their sector and solutions that would enable them to provide dignified care.

UNISON's Residential Care Charter is the outcome of this discussion. It sets out the minimum standards and employment conditions required to deliver decent care. Employment levels, pay, conditions and training directly impact the quality of care. A more stable, well-equipped workforce is essential to deliver high quality, consistent care.

Care workers urge councils, commissioners and providers in the voluntary and private sector to adopt the Residential Care Charter, which sets out solutions to raise the standard of care.

UNISON will campaign for decision makers to adopt the Charter and continue to call for adequate funding for social care.

UNISON'S Residential Care Charter

Protecting and supporting residents

- Employers will maintain adequate staff ratios that enable quality care to be delivered. This must be care that extends beyond basic tasks and includes a social dimension.
 - Care workers, residents and families must be given information about how to raise concerns and protection if they decide it is necessary.
 - Employers will have clear and accountable procedures to follow up any concerns raised.
 - Care home providers will ensure all residents have ready access to any NHS services required.
 - Providers will carry out thorough risk assessments to ensure the safety of residents and care workers.
 - Employers will provide care workers with safe equipment.
 - Care workers will be given time to provide regular activities and effective forms of therapy for residents.
-

Training and support for employees

- All care workers – including bank and relief staff – will be regularly trained to meet the needs of all residents, as set out in their care plans.
 - Training requirements will be met. Training must be free and carried out in work time, so cover staff must be arranged.
 - DVD and e-learning can be used to complement high quality, face-to-face learning.
-

Decent pay for quality work

- All Hartlepool Borough Council residential care workers will be paid as a minimum National Pay Spine Point 3, currently £9.36 per hour.
- Councils which outsource employees on or above the Living Wage should ensure that new providers are required to maintain pay levels throughout the contract.
- Extra payment will be made for working unsocial hours, including weekends and Bank Holidays.
- Pay for sleep-ins must be at a level to ensure that the average hourly rate does not drop below the Living Wage.

- Holiday periods must also be paid as if at work.
 - All care workers will be paid occupational sick pay, if eligible.
 - Employers will pay for Disclosure and Barring Service checks, at the recruitment stage.
-

Time to care

- Zero hours contracts will not be used.
 - Care workers will be given adequate breaks during their working day.
 - Care workers will be paid for the time it takes to carry out a proper handover between shifts, which ensures safety and continuity of care for residents.
 - Rotas will be planned well in advance to ensure adequate staffing levels and allow planned, time off for employees.
-

Part of the union

- Employers will recognise UNISON – negotiating pay and conditions with them and encouraging employees to join them.
- UNISON representatives will be given adequate paid time for the required training.
- Employers will provide opportunities for UNISON to meet members and employees as necessary, as identified in the Hartlepool Trade Union Recognition and Facility Time Policy.



**Save
Care
now!**

Not in UNISON?

Join today at joinunison.org
or call 0800 171 2193



UNISON'S RESIDENTIAL CARE CHARTER

**Hartlepool Borough Council is
committed to protecting and
supporting residents, their
families and care workers and is
therefore proud to sign
UNISON'S Residential Care
Charter**

Councillor Sue Little

Chair

**Adult & Community
Based Services
Committee**

Councillor Leisa Smith

Chair

**Children's Services
Committee**

Clare Williams

Regional Secretary



**HARTLEPOOL
BOROUGH COUNCIL**



RESIDENTIAL CARE CHARTER

Hartlepool Borough Council is committed to ensuring that local children and adults receive high standards of care across all residential settings. It believes that dignity and justice must be at the heart of a care system and everyone in residential care deserves to be supported and properly looked after irrespective of their wealth, age or disability. It agrees that for this to happen care workers must be valued.

UNISON's Residential Care Charter sets out the minimum standards and employment conditions required to deliver decent care. Employment levels, pay, conditions and training directly impact the quality of care. A more stable, well equipped workforce is essential to deliver high quality, consistent care.

When commissioning residential care the Council commits to:

- Incorporating the principles of the Residential Care Charter into contracts
- Actively encouraging its supply chain to pay as a minimum National Pay Spine Point 3, currently £9.36 per hour
- Encouraging residential care providers to ensure that staff have access to relevant, high quality training and
- Ensuring residential care worker contracts and rotas are structured so that people have time to care

Councillor Sue Little

Chair
Adult & Community
Based Services
Committee

Councillor Leisa Smith

Chair
Children's Services
Committee

Clare Williams

Regional Secretary

CHILDREN'S SERVICES COMMITTEE

2nd September 2019



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

Subject: ANNUAL PARTICIPATION REPORT 2018/2019

1. TYPE OF DECISION/APPLICABLE CATEGORY

1.1 For information

2. PURPOSE OF REPORT

2.1 For members to note the work undertaken to engage children and young people and promote their participation in shaping the design and development of Council services and the activities that took place to facilitate this during 2018/2019

3. BACKGROUND

- 3.1 The participation team (for the period of April 2018 – March 2019) was part of the Standards, Engagement and Workforce team and works to support participation for children and adults services. The team consists of:
- Full time Young Inspectors Coordinator/Participation Officer;
 - Part time Children in Care Participation Officer;
 - Full time Youth Support Worker;
 - Part time Participation Officer (fixed term contract).
- 3.2 The team support the Youth Council and Children in Care Council and engage with other services to deliver participation activities as required.

4. YOUTH COUNCIL

4.1 The aim of the youth council is to make sure that the voice of young people is heard in Council decision-making and things that matter to them are considered by the Council.

- 4.2 By the Autumn of 2018 the commitment and engagement of the members of the youth council had reduced with most of them involved in exams and/or moving on to further or higher education and juggling employment.

A recruitment and induction day for potential new youth council members was held in February 2019 following a period of promotion in schools which led to the recruitment of six young people to the youth council.

- 4.3 The Member of the Youth Parliament (MYP) and Deputy MYP were elected following a short campaign. The Member of Parliament is Umer Kahn (aged 12), Deputy is Jasmine Kahn (aged 14). Umer's main priority for his time as MYP is the environment. He is passionate about protecting the environment and he is focusing his time and efforts in this area.

- 4.4 The youth council is currently made up of nine young people aged 11-16 who meet bi-weekly. Recruitment for new members is ongoing with posters in schools and youth councils.

- 4.5 Youth Council Activities:

- The youth council hosted the Future's Bright Awards Ceremony in July 2018.
- Members of the youth council distributed the Postcards to the Director and consulted with young people in Middleton Grange as part of Children and Young People's Week in July 2018. Members of the youth council used tablets as a consultation tool which worked really well.
- Hartlepool Borough Council is a member of the British Youth Council which provides opportunities for training and networking for members.
- Members of the youth council have attended conventions in Stockton and Newcastle to discuss knife crime and explore how the Youth Councils across the region can work together.
- Members of the youth council met with the Lead Member for Children's Services to discuss how their work could fit in to the Committee.
- Members of the Youth Council have taken part in interview panels for positions in the department including the Assistant Director, Education.
- In March 2019 members of the youth council participated in Safer Hartlepool Partnership – Face the Public Event and contributed to table discussions.
- The Youth Council are currently working on a Shutter Project in Church Street learning about the history of the street and working with an artist to transform shutters.
- Other work has been focused on implementing the MYP's manifesto. Cleaning up Hartlepool has been his top priority. He has organised and completed a beach clean-up with other youth councillors and they are working on a poster designed to go on public bins to encourage people to throw away litter.
- A member of the participation team is exploring the feasibility of the posters going on to coastal bins.
- The group are currently organising their second clear up and are deciding on the area that they feel needs attention.
- The MYP has attended a weekend convention in Leeds to prepare for a Parliamentary visit in November.

- 4.6 Make your Mark is a ballot run by the British Youth Council. It gives young people across the country a say on what is to be debated on the green benches of the House of Commons by Members of Youth Parliament.
- Make Your Mark ballot is distributed to all secondary schools for children and young people to identify priorities for campaigning work.
 - In September 2018 the youth council and participation team distributed 5,000 ballot papers to secondary schools. A total of 2,726 ballots were returned by Hartlepool children and young people.
 - The three priority areas identified by Hartlepool young people were
 - mental health;
 - knife crime education/reduction; and
 - reduce homelessness.
 - The top two nationally identified items were mental health and knife crime.
 - The MYP and youth council members are considering how to ensure the other priorities identified in Make Your Mark should influence the work they are planning.

5. CHILDREN IN CARE COUNCIL

- 5.1 The Children in Care Council (CICC) meet fortnightly and aim to ensure that the voice of children and young people in care is heard and they are able to influence decision making and shape services that matter to them.
- 5.2 There are eight active members of the CICC aged 11-18. In addition there are three care leavers who support members of the CICC and participate in regional Benchmarking and networking meetings and events.
- 5.3 Members of the CICC contributed to the video that was included in the presentation for the LGC award. A member of the CICC attended the presentation and the subsequent awards night.
- 5.4 Members of the CICC helped plan and host the annual corporate parent BBQ in July 2018 as part of Children and Young People's week. The CICC consulted with participants to complete Postcards to the Director.
- 5.5 The CICC plan and host the Celebrating Success awards for looked after children and care leavers that takes place every October.
- 5.6 The CICC had raised with corporate parenting forum that they wanted a sport and leisure offer. The launch took place on 20th February 2019 with over 100 people attending where they took part in taster sessions of a range of activities including:
- Badminton;
 - Table tennis;
 - Football;
 - Street dance;
 - Swimming;
 - The gym; and
 - Climbing wall.

Almost all of the attendees signed up for a free Active Card which allows participants free use of the facilities and some activities. Care leavers can also use their card to allow a friend to have subsidised access so they do not need to access services on their own.

The Active Cards distributed at this event continue to be used with currently 60 live adult memberships and 54 live junior memberships. 71 adults and 144 children have used their Access Card to swim, 26 adults and 13 children have used their Access Card to use the gym.

- 5.7 The Care Leavers App has been launched and the CICC has continued to work through the App content to ensure that it is more accessible for young people and contains information relevant to young people.

The App is the platform that hosts the Local Offer for care leavers.

A Facebook inspired "Connecting You" platform has been developed for the CICC and care leavers and work is starting to use this platform to reach out to all Hartlepool looked after children and care leavers.

Members of the CICC have been consulting with young people on the use of language in services. "Language that Care" is an ongoing piece of work that will change the way that professionals talk about children in care.

6. YOUNG INSPECTORS

- 6.1 The aim of the young inspectors is to review services to ensure that they are accessible and delivered in a child and young person friendly way. They also listen to the views of children and young people who use services by asking for their views, experiences and feelings. Once an inspection is complete they report their findings to a senior manager or direct to a service provider and will check back with the provider to see if their recommendations have been implemented.
- 6.2 There are two groups of young inspectors who meet weekly. One of the groups is young people with a learning disability aged 13 to 23 years. The other group includes looked after children and young carers and are aged 12 to 17 years.
- 6.3 The Learning Disability Young Inspectors has completed an inspection at Carlton Outdoor Education Centre and presented their findings to the manager. They are awaiting feedback from the presentation and recommendation to agree a plan for moving forward.
- 6.4 Young people from the Learning Disability Young Inspectors have been involved in a National Development Team for Inclusion (NDTi) Leading Together for Change project working alongside parents and professionals from across the North East learning leadership and influencing skills.
- 6.5 The young people are currently working on two projects (with support from other group members) that focus on:
- Making health services more accessible;

- Let's talk about sex.

6.6 The other group of young inspectors have been conducting an inspection on school nurses and health visitors. Feedback to the services will be provided in the autumn.

6.7 Members of both groups of young inspectors have been involved in the Church Street shutter project and Church Street mapping project.

7. CHILDREN AND YOUNG PEOPLE'S WEEK

7.1 This took place 2nd to 6th July 2018. All children and young people were encouraged to send Postcards to the Director. There was consultation carried out in the shopping centre and the Director, Children and Joint Commissioning answered questions that were sent through Twitter.

7.2 A total of 1474 post cards were returned or completed online.

8. RISK IMPLICATIONS

8.1 It is important that children and young people's voices are heard and acted upon when reviewing and redesigning services.

9. FINANCIAL CONSIDERATIONS

9.1 No financial considerations specific to this report.

10. LEGAL CONSIDERATIONS

10.1 No legal considerations specific to this report.

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

11.1 All children and young people are supported to be part of the participation activities.

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

12.1 All children and young people are supported to be part of the participation activities.

13. STAFF CONSIDERATIONS

13.1 There are no staff considerations.

14. ASSET MANAGEMENT CONSIDERATIONS

14.1 There are no asset management considerations.

15. RECOMMENDATIONS

15.1 For members to note the participation annual report 2018/2019

16. REASONS FOR RECOMMENDATIONS

16.1 To ensure that members are sighted on participation activities.

17. BACKGROUND PAPERS

17.1 None

18. CONTACT OFFICERS

18.1 Leigh Keeble,
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CHILDREN'S SERVICES COMMITTEE

2 September 2019



Report of: Director of Public Health

Subject: SCHOOLS HEALTH RELATED BEHAVIOUR SURVEY

1. TYPE OF DECISION/APPLICABLE CATEGORY

1.1 For information.

2. PURPOSE OF REPORT

2.1 To share the results of the questionnaire and to identify any areas of interest with the intention of making recommendations on next steps.

3. BACKGROUND

- 3.1 The Schools Health Related Behaviour Questionnaire is coordinated by the Schools and Students Health Education Unit (SHEU), an independent body providing surveys and research. The Health Related Behaviour Questionnaire has been in use for over 30 years and is a self-reported behaviours and perception questionnaire. Schools participate across the country, which provides a useful information resource as we are able to benchmark Hartlepool schools against the national cohort of schools taking part. The questionnaire has standard questions with the opportunity to include customised questions.
- 3.2 In Hartlepool, the questionnaire was administered in February 2019 to 13 primary schools, 3 secondary schools and 1 primary specialist school and the Pupil Referral Unit. A total of 992 pupils took part with primary school pupils aged 8 to 11 and secondary school pupils aged 12 to 15 answering the questionnaire.
- 3.3 The questionnaire includes cross-phase questions which are asked in the primary survey and again in the secondary survey. This gives us a picture of changes as children grow older.

4. RESULTS

- 4.1 Appendix One outlines a summary of results from the survey. A full set of results is available which goes into much more detail than the summary sheet and a full analysis will be produced in due course. There are some key results from the findings that can inform future policy and programme development. Particular attention is drawn to the following sections:

Emotional Health and Wellbeing
Obesity / Physical Activity / Healthy Eating
Drugs, alcohol and tobacco
Relationships and Sexual Health

4.2 Significant differences:

- When comparing Hartlepool to the wider data sample from schools across the country, those questions where there was a 4% or more difference were as follows:

Primary Schools

- Hartlepool primary pupils are less likely to live with both parents together (62% vs. 69%).
- Primary sample more likely to have had nothing for breakfast (11% vs. 4%). More likely to say they want to lose weight (39% vs. 20%, particularly boys). More likely to report fear of going to school because of bullying (38% vs. 34%).
- Less likely to say they enjoy physical activities (76% vs. 80%).
- Less likely to record levels of high self-esteem (Year 6 - 39% vs. 43%).
- Year 6 more likely worry about SATs (53% vs. 45%).
- Year 6 pupils are more likely to be able to say no to a friend who is asking them to do something they don't want to do (66% vs. 60%)

Secondary Schools

- Hartlepool pupils are less likely to live with both parents together (50% vs. 63%).
- Hartlepool pupils are more likely to want to lose weight (52% vs. 42%).
- Pupils are less likely to be happy with life (51% vs. 70%).
- More likely to worry about bullying (23% vs. 17%).
- More likely to say lessons on sex and relationships and drug education have been useful (SRE 42% vs. 37%) but less likely to say lessons on managing money have been useful (16% vs. 22%).
- More likely to say they are afraid of going to school because of bullying at least 'sometimes' (34% vs. 27%).
- More likely to have smoked (33% vs. 17%).

5. RISK IMPLICATIONS

5.1 There are no risk implications

6. FINANCIAL CONSIDERATIONS

6.1 There are no financial considerations.

7. LEGAL CONSIDERATIONS

7.1 There are no legal considerations.

8. CONSULTATION

8.1 There is no requirement for consultation as this is for information.

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

9.1 Not applicable.

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

10.1 Not applicable.

11. STAFF CONSIDERATIONS

11.1 There are no staff considerations.

12. ASSET MANAGEMENT CONSIDERATIONS

12.1 There are no asset management considerations.

13. RECOMMENDATIONS

13.1 For members to note the findings in the summary document.

14. REASONS FOR RECOMMENDATIONS

- 14.1 The SHEU report outlines the results of an important survey of the health and wellbeing of children in our schools. As such, this is a useful resource to inform future developments and commissioning intentions.

15. BACKGROUND PAPERS

- 15.1 **Appendix 1:** Supporting the Health and Wellbeing of Young People in Hartlepool A summary report of the Health Related Behaviour Survey 2019

16. CONTACT OFFICERS

- 16.1 Craig Blundred
Deputy Director of Public Health
Hartlepool Borough Council
Tel. (01429) 284104

Leanne Stockton
HSSCP Development Manager
Hartlepool Borough Council
Tel: (01429) 523780

Supporting the Health and Wellbeing of Young People in Hartlepool

A summary report of the Health Related Behaviour Survey 2019

These results were collected from a sample of primary pupils aged 8 to 11 and secondary pupils aged 12 to 15 in Hartlepool in the spring of 2019. This work was commissioned by the Public Health Team in Hartlepool. The data will be used to support the Hartlepool Young People's Mental Health Strategy.

Teachers were informed how to collect the most reliable data and then pupils completed a version of the questionnaire appropriate for their age group.

Year 4 and Year 6 pupils completed the Primary version of the questionnaire. Pupils in Years 8 and 10 completed the Secondary version of the questionnaire. All were undertaken anonymously.

A total of 992 pupils from 16 schools in Hartlepool took part. They comprised 13 primary schools, 2 secondary and high schools, 1 special school and the Pupil Referral Unit.

Cross-phase links

Many of the questions in each

version of the questionnaire are identical or very similar. Some of the results of these questions are presented on page 6 of this document, so that behaviour can be seen across the age range.

Inequalities

The 2019 results have also been examined further to look for inequalities amongst the young people surveyed. A selection of potential areas for concern are presented on page 8.

Nearly 1000 young people were involved in the survey:

School Year Age	Year 4 8-9	Year 5	Year 6 10-11	Year 8 12-13	Year 9/10 14-15	Total
Boys	164	44	170	46	56	480
Girls	140	36	178	51	59	464
Total	304	80	352	105	120	961

17 pupils didn't give male or female as their gender. 31 pupils completed the SEN version.

Reference sample

Hartlepool data have been compared with the SHEU wider survey sample where pupils have completed a similar version of the questionnaire. Over 80,000 pupils are involved in this sample and areas include: Bedfordshire, Blackpool, Bristol, Cornwall, Haringay, Essex, Knowsley, Hertfordshire, Northampton, North Yorkshire, Redcar, Surrey and Wolverhampton.

A selection of some of the differences, where the level seen in the Hartlepool data is either 4% above or below that in the wider SHEU data, is indicated on pages 3 and 5. For more details please contact SHEU Tel. (01392 667272) www.sheu.org.uk

Topics include:

Drugs, Alcohol and Tobacco

Emotional Health and Wellbeing

Healthy Eating

Physical Activity

Relationships and sexual health

Safety

School

Hartlepool primary school pupils in Year 4 and Year 6 (ages 8 - 11)

- ❑ **Ethnicity of the sample:** 90% described themselves as White British; 1% said White non-British.; 3% as Asian; 1% as Mixed; 1% Chinese and 2% don't want to say.

HEALTHY EATING/DRINKING

- ❑ 89% had something for breakfast on the morning of the survey; 3% had just fruit juice or an energy drink.
- ❑ 40% had cereal for breakfast, 17% had toast or bread.
- ❑ **10% had fruit for breakfast.**
- ❑ Pupils were asked to identify, from a list, the drinks which they have 'on most days/every day'. 72% said water, 35% fruit flavoured drinks like squash, and 23% said fruit juice or smoothies.
- ❑ 6% said they have energy drinks, 14% said sugar free drinks and 20% said fizzy drinks 'on most days/every day'.
- ❑ 29% of pupils had 5+ portions of fruit and vegetables the day before; 14% said they had none.



ORAL HEALTH

- ❑ **77% cleaned their teeth at least twice on the day before the survey (the recommended frequency). 18% said they cleaned their teeth only once 5% did not clean their teeth at all.**
- ❑ 59% of pupils said they have been to the dentist in the past 6 months.
- ❑ 23% said they haven't been to the dentist in the past 12 months or have never been.

PHYSICAL ACTIVITY

- ❑ **76% enjoy physical activities 'quite a lot' or 'a lot'.**
- ❑ 28% of pupils said they were active for at least 60 minutes on 7 days last week; 12% said none or only 1 day.
- ❑ 45% walked to school on the day of the survey, 5% came on their bicycle or scooter and 49% came by car.
- ❑ When asked how they would like to travel to school, 35% said they would like to come by bicycle or scooter. Only 27% said they would like to travel to school by car.



ALCOHOL AND TOBACCO

Alcohol

- ❑ **82% of Year 6 pupils said they have never had a proper alcoholic drink.**
- ❑ 2% of boys and 1% of girls in Year 6 said that they had an alcoholic drink in the last 7 days.



Tobacco

- ❑ 99% of Year 6 pupils have never tried smoking. 1% said they had tried smoking once or twice or have smoked in the past but don't now.
- ❑ 8% of pupils said that they may/will smoke when they are older.
- ❑ 18% said that people regularly smoke cigarettes around them (e.g. at home or in a car). 9% preferred not to say.
- ❑ 2% said that they have tried an e-cigarette once, 2% said more than once.
- ❑ 52% of Year 6 pupils said that their school taught them 'fairly/very well' about drugs, alcohol and smoking.

HEALTH WORRIES

- ❑ 28% of pupils said that they worry about their health 'quite a lot' or 'a lot'.
- ❑ 30% of pupils said that they worry about puberty and growing up.
- ❑ 39% of pupils said they would like to lose weight.
- ❑ 35% said they had a serious injury in the last 12 months that needed treating by a doctor or at a hospital.

SLEEP

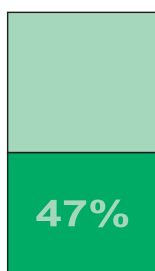
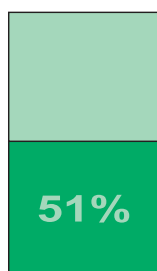
- ❑ **65% of pupils said that they found it hard to concentrate at school last week because they felt tired or sleepy.**
- ❑ 23% said they felt tired on one day last week, 28% said on 2-4 days but 15% said they found it hard to concentrate at school every day last week because they felt tired or sleepy.



SUN-SAFETY

- ❑ 20% of boys and 10% of girls said they 'never' do anything to avoid sunburn when it is sunny.
- ❑ 28% said they do something most of the time and 31% said they always do something to avoid getting sunburn.

EMOTIONAL HEALTH & WELL-BEING



- 51% of boys and 47% of girls are very happy with their lives at the moment.
- 11% were 'quite' or 'very unhappy'.

The top 5 worries for Year 6 pupils were as follows:

	Boys		Girls
SATs/tests	49%	SATs/tests	55%
Family	37%	Friends	33%
Global issues	34%	Family	31%
Being bullied in person	33%	The way they look	29%
Friends	32%	Being bullied in person	29%

- 35% of boys and 31% of girls recorded levels of 'high' self-esteem; 27% recorded 'low/med-low' scores.
- 91% of boys and 96% of girls said that they have at least one adult they can trust.
- When they are struggling, 81% of Year 6 pupils said they get help from a trusted adult. 65% said they get from friends, 10% said from the school nurse and 13% said they get help from an outside agency, counselling etc.
- When they are struggling, 54% said they spend time on the computer/gaming etc. 31% said they cry, 30% said lash out in anger and 14% said they hurt themselves in some way.

SAFETY

Bullying

- 73% said that their school takes bullying seriously.
- 10% feel afraid of going to school because of bullying 'often' or 'very often'. 28% said 'sometimes' while 62% said 'never'.
- 25% have been bullied at school in the last 12 months; 18% have been bullied online.
- 21% think they are bullied because of the way they look and 18% because of their size or weight.
- 12% thought they were bullied because of their interests and hobbies; 19% didn't know why.
- 94% said they felt 'quite' or 'very safe' at school.
- 5% said they didn't feel safe at home.



Internet safety

- 65% of girls use a smartphone to go online, 75% of boys use a games console to do the same.
- 68% of pupils use the Internet for entertainment, iPlayer, Netflix, YouTube etc.
- 75% of Year 6 pupils say they only contact family and friends when chatting. 2% said they contact online friends and buddies they have never met. 10% said they contact both people they know and people they don't know online.
- 18% of pupils said they have received a message that scared or upset them, 8% had received a picture that was inappropriate.
- 11% had sent a message or picture that they wished they hadn't.



SCHOOL

- 57% enjoy most or all of their lessons.
- 66% said their achievements in school are recognised.
- 45% of pupils feel that their views and opinions make a difference to decisions in school; 16% said they didn't think this.



SIGNIFICANT DIFFERENCES BETWEEN THE HARTLEPOOL 2019 SURVEY AND THE SHEU REFERENCE SAMPLE

Hartlepool data has been compared with the SHEU wider data sample (over 31,600 pupils). In most cases, Hartlepool pupils are similar to the wider sample. Some differences (4% or more) include the following:

- Hartlepool primary pupils are less likely to live with both parents together (62% vs. 69%).
- Primary sample more likely to have had nothing for breakfast (11% vs. 4%).
- More likely to say they want to lose weight (39% vs. 20%, particularly boys).
- More likely to report fear of going to school because of bullying (38% vs. 34%).
- Less likely to say they enjoy physical activities (76% vs. 80%).
- Less likely to record levels of high self esteem (Year 6 - 39% vs. 43%).
- Year 6 more likely worry about SATs (53% vs. 45%).
- Year 6 pupils are more likely to be able to say no to a friend who is asking them to do something they don't want to do (66% vs. 60%).

Hartlepool secondary school pupils in Year 8 - 10 (ages 12 - 15)

- ❑ **Ethnicity of the sample:** 88% described themselves as White British; 2% said White non-British.; 4% as Asian; 1% as Mixed and 3% didn't want to say.
- ❑ 50% of pupils live with both parents together, 21% mainly or only mum.
- ❑ 4% said they were a 'young carer', 1% said it took up more than 2 hours of their day.

HEALTHY EATING/DRINKING

- ❑ 85% reported having something for breakfast although 10% said they had an energy drink.
- ❑ 27% had cereal, 13% said they had toast or bread. 7% said they had a cereal bar or breakfast bar and 7% said they had a hot breakfast e.g. egg, pancake that morning.
- ❑ **4% of pupils had fruit for breakfast.**
- ❑ Pupils were asked to identify, from a list, the drinks which they have 'on most days/every day'. 70% said water, 36% fruit flavoured drinks like squash, and 19% said fruit juice or smoothies.
- ❑ 13% said they have energy drinks, 14% said sugar free drinks and 28% said fizzy drinks 'on most days/every day'.
- ❑ 17% of pupils had 5+ portions of fruit and vegetables the day before; 17% said they had none.
- ❑ 52% of pupils said they would like to lose weight.
- ❑ 38% of pupils said that their lessons on healthy eating had been 'quite' or 'very useful'.



PHYSICAL ACTIVITY

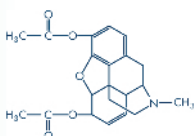
- ❑ 25% of pupils said they were active for at least 60 minutes on 7 days last week; 9% said none or only 1 day.
- ❑ **30% of pupils said they exercised enough to breathe harder and faster on 5 or more days last week.**



DRUGS, ALCOHOL & TOBACCO

Drugs

- ❑ **90% have never taken drugs. 3% say they have taken one of the drugs listed in the questionnaire within the last month.**
- ❑ 28% have been offered cannabis, 14% have been offered other illegal drugs or new psychoactive substances.



- ❑ 28% know someone who uses drugs.
- ❑ By far the most commonly taken drug is cannabis at 6% overall.
- ❑ **Of the most common drugs, the percentage of pupils saying they had taken them were:**



Have ever used	Year 8	Year 10
Cannabis	2%	8%
Ecstasy	1%	1%
Cocaine	2%	0%

Alcohol

- ❑ **16% have had alcohol in the last 7 days.**
- ❑ 6% said their parents/carers gave it to them. 6% said it came from a friend.
- ❑ 5% of pupils got theirs from a shop.
- ❑ 7% of pupils said they drank alcohol outside in a public place in the last 7 days.
- ❑ 5% of pupils said that they have a problem or feel stressed, they drink alcohol.



Tobacco

- ❑ 67% said they have never smoked a cigarette. 12% had tried smoking once or twice.
- ❑ 6% of Year 8 boys and 15% of Year 10 boys say they smoke 'sometimes/regularly'. 12% of Year 8 girls and 14% of Year 10 girls say they smoke 'sometimes/regularly'.
- ❑ **29% said people regularly smoke around them (e.g. at home or in a car); 8% preferred not to say.**
- ❑ 40% have used an electronic cigarette/vaporiser. 18% have tried vaping once. 22% said they have done this more than once.
- ❑ 51% of pupils said that their lessons on drug education (drugs, alcohol, tobacco) had been 'quite' or 'very useful'.



SCHOOL

- ❑ **28% agreed that their school cares whether they are happy or not.**
- ❑ 25% agreed that their school teaches them how to deal with their feelings positively.
- ❑ 41% agreed that their school teaches them to work as part of a team.
- ❑ 50% agreed that their school people with different backgrounds are valued.



RELATIONSHIPS AND SEXUAL HEALTH

- 80% of Year 10 pupils have never had a sexual relationship.
- 20% of Year 10 pupils said they have had sex, but only 10% of pupils said they always used a method of protection/contraception when having sex.
- 6% of Year 10 pupils said they have taken risks (e.g. not used a condom) after drinking alcohol or drug use.
- 12% of pupils said they had been in a relationship where their partner had been jealous/possessive.
- 6% said a partner had demanded undressed/sexual photos.



EMOTIONAL HEALTH AND WELLBEING

- 43% said they had been feeling good about themselves 'often' or 'all of the time' over the past 2 weeks; 29% said 'rarely' or 'none of the time'.
- 24% of boys and 17% of girls had 'high' composite scores on the Warwick-Edinburgh Mental Wellbeing (WEMWB) Scale.
- 6% had low scores and 28% had low/mid-low scores.
- 20% said worry or anxiety doesn't affect their life at all. 28% said they can usually deal with any feelings of worry, 36% said worry sometimes stops them concentrating or enjoying other things but 15% said they find it hard to concentrate or enjoy anything because of worries.
- 51% of pupils said they were satisfied with their lives at the moment; 20% said 'not at all/not much' for this question.
- 21% of pupils said that they don't like the way they look. 12% said they hate the way they look.
- The top 3 worries for Year 10 pupils were as follows:



	Boys		Girls
Career	42%	Exams/tests/school-work	56%
Exams/tests/school-work	36%	The way you look	53%
Money	28%	Career	49%

- If they had a problem or were feeling stressed, 55% of girls would listen to music. 42% of boys would play online games/videos.
- 62% know a trusted adult they can talk to if they were worried about something; 13% said they didn't.

SAFETY

Bullying

- 8% reported that they feel afraid of going to school because of bullying 'often' or 'very often'. 26% said 'sometimes', while 66% said 'never'.
- 35% said they had been bullied at school in the last 12 months.
- 32% of pupils said that their school takes bullying seriously; 32% however said it didn't take it seriously.
- 26% said they were bullied because of the way they look, 19% said it was because of their size or weight.



Internet safety

- 94% use social media sites to chat online.
- 42% have received a hurtful or nasty message.
- 63% of pupils said their online profiles were set to friends only (not public).
- 46% of pupils said they hide at least some of their posts from parents/carers.
- 6% had sent sexual pictures of themselves to someone they don't know.



SIGNIFICANT DIFFERENCES BETWEEN THE HARTLEPOOL 2019 SURVEY AND THE SHEU REFERENCE SAMPLE

For most of the questions in the questionnaire, Hartlepool secondary pupils give similar responses to the wider SHEU data (nearly 40,000 pupils). Some differences (4% or more) include:

- Hartlepool pupils are less likely to live with both parents together (50% vs. 63%).
- Hartlepool pupils are more likely to want to lose weight (52% vs. 42%).
- Pupils are less likely to be happy with life (51% vs. 70%).
- More likely to worry about bullying (23% vs. 17%).
- More likely to say lessons on sex and relationships and drug education have been useful (SRE 42% vs. 37%) but less likely to say lessons on managing money have been useful (16% vs. 22%).
- More likely to say they are afraid of going to school because of bullying at least 'sometimes' (34% vs. 27%).
- More likely to have smoked (33% vs. 17%).

Cross phase data: Questions included in both the primary and secondary versions of the 2019 questionnaire

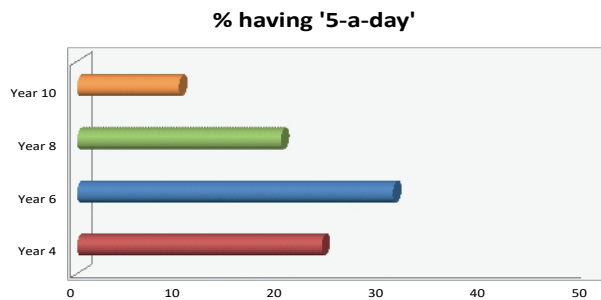
Cross-phase data

The following is a selection of data relating to the set of questions found in the primary and secondary versions of the questionnaire. It is always interesting to see how young people change as they grow up.

HEALTHY EATING

Five-a-day

- Secondary school pupils are less likely to say that they have '5-a-day', compared with primary aged pupils. 24% of Year 4, 31% of Year 6 pupils compared with 22% of Year 8 and 10% of Year 10 pupils.

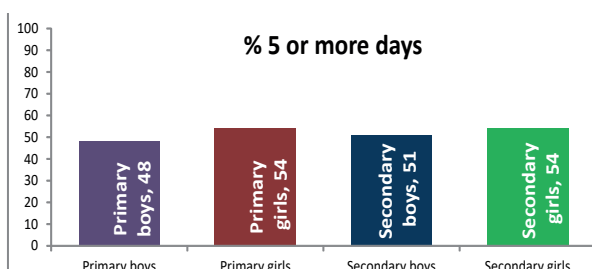


- Primary aged girls were less likely to report having nothing to eat for breakfast: Year 4 girls 15%, Year 6 girls 11%, Year 8 girls 14% and Year 10 girls 22%.
- Fizzy drinks 'on most days' seem more popular with boys than girls: 24% of Year 4 boys, 20% of Year 6 boys, 39% of Year 8 boys and 29% of Year 10 boys. The girls figures are 24%, 18%, 22% and 16% respectively.
- 33% of primary pupils have plain milk 'on most days'. This is higher than the 28% of secondary pupils who said the same.

PHYSICAL ACTIVITIES

Active for at least 60 minutes

- 48% of primary aged boys and 54% of primary aged girls were active on at least 5 days. This compares with 51% of secondary aged boys and 54% of secondary aged girls.

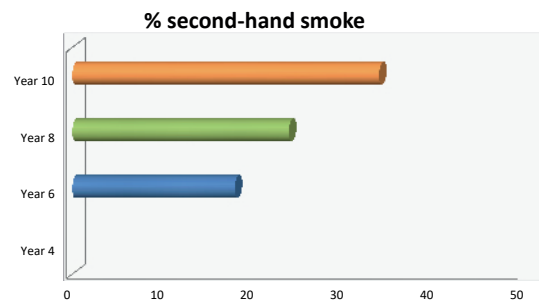


- 37% of primary pupils said that they exercised enough to breathe harder and faster on at least 5 days the previous week. 30% of secondary pupils said the same.

TOBACCO

Smoke at home?

- 18% of Year 6 pupils said people smoke around them at home or in a car. 24% of Year 8 pupils and 34% of Year 10 pupils said the same.

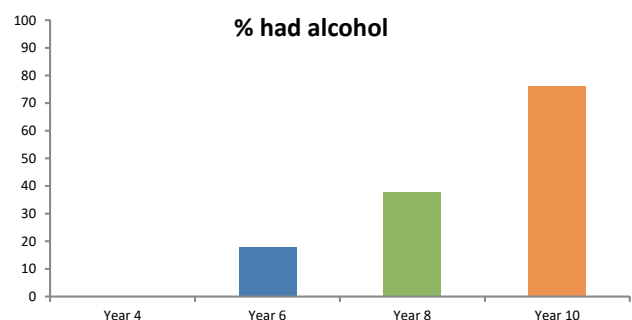


- 99% of Year 6 pupils said that they had 'never smoked at all'. 75% of Year 8 and 60% of Year 10 pupils said the same.

ALCOHOL

Have you had an alcoholic drink?

- 28% of Year 6 pupils said they had an alcoholic drink. 38% of Year 8 and 76% of Year 10 pupils said the same.



- 12% of Year 8 and 15% of Year 10 said they have drunk alcohol in the last week.

ILLEGAL DRUGS

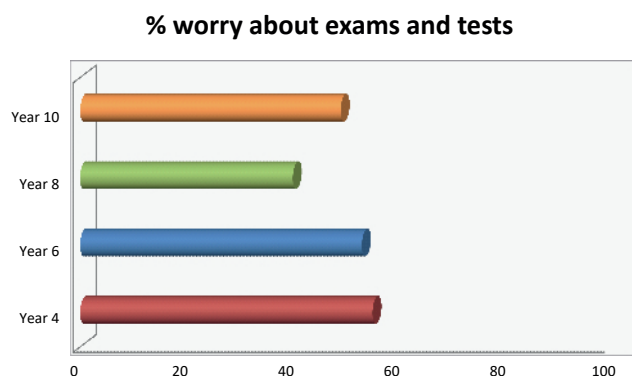
(Secondary only)

- 15% of Year 8 and 33% of Year 10 know someone who uses drugs.
- 3% of Year 8 and 10% of Year 10 pupils have used drugs.

EMOTIONAL HEALTH & WELLBEING

How much do you worry about problems?

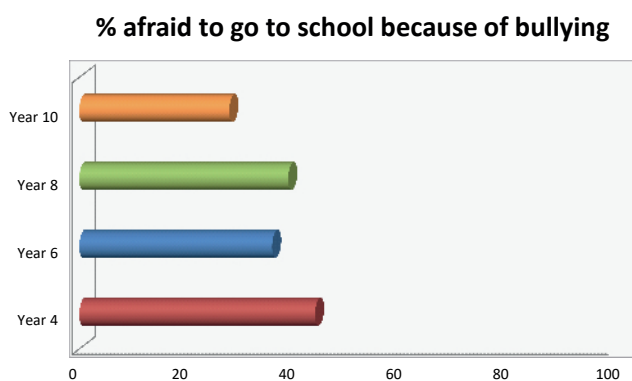
- 55% of Year 4 pupils and 53% of Year 6 pupils said they worried about SATs/tests 'quite a lot' or 'a lot', this falls to 40% of Year 8 before rising again to 49% of Year 10 pupils.



- 37% of secondary pupils worried about the way they looked, only 29% said the same in the primary survey.
- 24% of secondary pupils worried about money, 23% said the same in the primary survey.
- 23% of secondary pupils worried about being bullied, 38% said the same in the primary survey.

Are you ever afraid of going to school because you may be bullied?

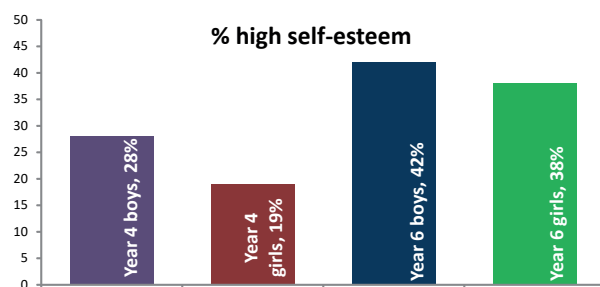
- 44% of Year 4 pupils and 36% of Year 6 pupils said they feel afraid of going to school at least sometimes. The secondary comparative figures are 39% of Year 8 and 28% of Year 10 pupils.



- When asked if they had been bullied at school in the last 12 months, 26% of Year 4 and 25% of Year 6.
- When asked if they had deliberately upset or hurt someone else at school in the last 12 months, 12% of Year 8 and 18% of Year 10 said they had.

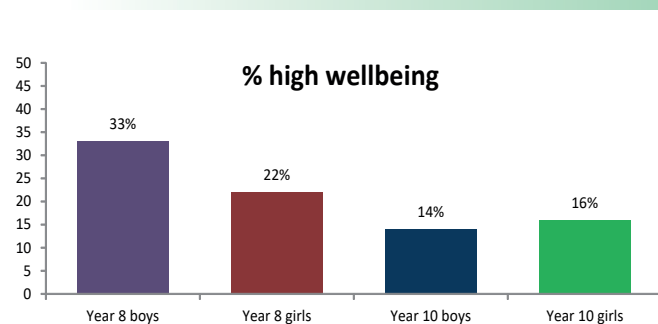
SELF-ESTEEM

- 24% of Year 4 pupils and 39% of Year 6 pupils recorded levels of high self-esteem. There are differences between the scores for boys and girls though.



Warwick-Edinburgh Wellbeing scale

- 26% of Year 8 and 14% of Year 10 pupils recorded high scores on the combined WEMWBS Wellbeing Scale. There were gender differences though.

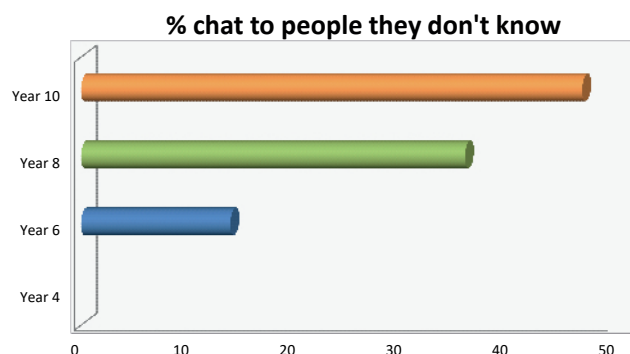


TRUST

- 91% of Year 4 pupils and 94% of Year 6 pupils said they have at least one adult they trust. 61% of secondary pupils said they had an adult they trusted if they were worried about something.

ONLINE SAFETY

- 18% of Year 6 pupils said they had received a message online that scared or made them upset. 37% of Year 8 and 49% of Year 10 pupils said they had received a hurtful or unwanted message or picture.
- 12% of Year 6 pupils chat to people online who they don't know in real life. 36% of Year 8 and 47% of Year 10 pupils.



Inequalities in Hartlepool

FREE SCHOOL MEALS

Year 6 pupils who currently have free school meals were **more likely** to:-

- ❑ Walk to school (65% vs. 37%)
- ❑ Get into trouble at home or school when they are stressed or have a problem (58% vs. 40%)
- ❑ Fear going to school because they may be bullied at least 'sometimes' (49% vs. 32%)
- ❑ Have people at home who smoke (32% vs. 13%).

They were **less likely** to:-

- ❑ Have high self-esteem (23% vs. 45%)
- ❑ Enjoy most/all lessons (41% vs. 61%)
- ❑ Live with mum and dad together (44% vs. 62%).



BAME

Secondary pupils who identified as Black, Asian or minority ethnic were **more likely** to:-

- ❑ Have a religion, faith or belief that is important to them (42% vs. 10%)
- ❑ Have been frightened by punching, slapping etc. at home at home in the last month (29% vs. 6%)
- ❑ Have had a controlling partner (47% vs. 16%)
- ❑ Have friends who carry weapons for protection when going out (29% vs. 8%).

They were **less likely** to:-

- ❑ Have a trusted adult to talk to about worries and concerns (28% vs. 65%)
- ❑ Feel safe at school (41% vs. 73%)
- ❑ Say they can rely on their friends (44% vs. 71%).

YOUNG CARERS

Year 6 pupils who said they were a young carer were **more likely** to:-

- ❑ Have had 5+ portions of fruit and vegetables the day before (60% vs. 29%)
- ❑ Say safety going out after dark was 'not at all safe' (48% vs. 27%)
- ❑ Have sent a picture or text that they later regretted (32% vs. 9%).

They were **less likely** to:-

- ❑ Have high self-esteem (20% vs. 43%)
- ❑ Be happy with their weight (36% vs. 59%)
- ❑ Say they got e-safety information from school (72% vs. 88%).



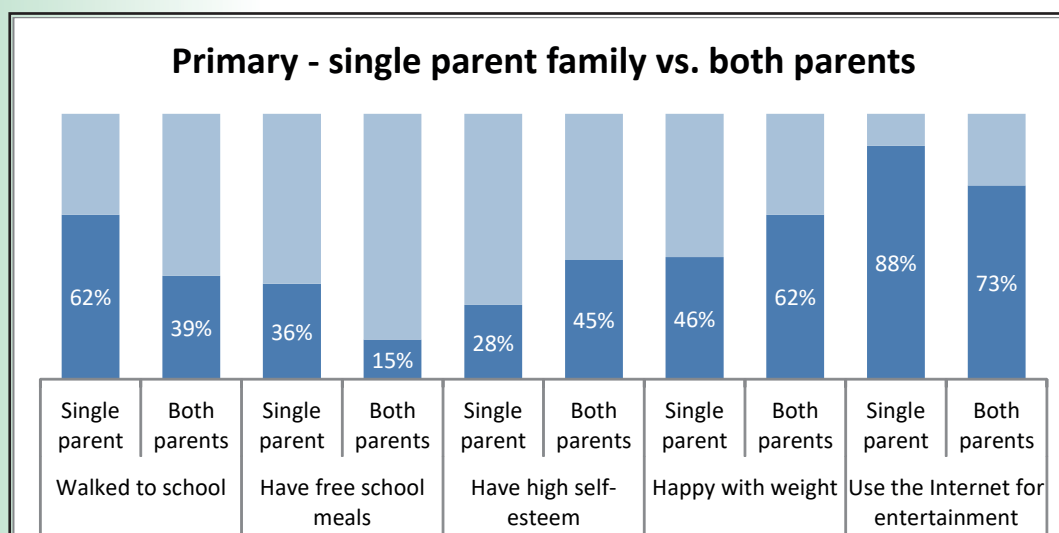
SINGLE PARENT FAMILIES

Secondary pupils who said they lived with one parent compared with both parents were **more likely** to:-

- ❑ Say school doesn't care whether they are happy or not (41% vs. 17%)
- ❑ Chat online to people they don't know in real life (53% vs. 31%)
- ❑ Say they only have one or two adults they can really trust (43% vs. 20%).

They were **less likely** to:-

- ❑ Say they learn from the experience for next time if something goes wrong (40% vs. 60%)
- ❑ Get on well with their parents (74% vs. 89%)
- ❑ Say anxiety doesn't affect their life (9% vs. 27%).



The Way Forward – over to you

We are grateful to the teachers, schools, and young people for their time and contributions to this survey. As a result of their work we have excellent data to be used by schools, as well as both statutory and voluntary agencies that support the health of young people in Hartlepool. This work will inform action plans for joint working between and within organisations involved in improving the health and wellbeing of pupils in schools. The data will be used to inform the planning of public health interventions to improve the health and wellbeing of children and young people in Hartlepool and to support the implementation and monitoring of the Hartlepool Children and Young Peoples' Plan.

Hartlepool Schools who took part in the survey.

Primary phase

Brougham Primary School
Clavering Primary School
Grange Primary School
Hart Primary School
Holy Trinity CE (Aided) Primary School
St Bega's RC Primary School
St Cuthbert's RC Primary School
St Helen's Primary School
St Joseph's RC Primary School
St Peter's Elwick CE VA Primary School
St Teresa's RC Primary School
Stranton Primary School
West View Primary School

Secondary phase

Hartlepool PRU
High Tunstall College of Science
St Hild's CE VA School

Springwell School completed a special version of the questionnaire adapted for their students

For more information about the survey please contact:

Leanne Stockton
HSSCP Development Manager
Hartlepool Borough Council
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www.hartlepool.gov.uk

CHILDREN'S SERVICES COMMITTEE

2nd September 2019



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

Subject: CHILDCARE SUFFICIENCY ASSESSMENT 2018/2019

1. TYPE OF DECISION/APPLICABLE CATEGORY

1.1 For information.

2. PURPOSE OF REPORT

2.1 To advise members of the latest Childcare Sufficiency Assessment.

3. BACKGROUND

3.1 The Childcare Act 2006 and 2016 legislates for all Local Authority duties in relation to early years and childcare. The duties are made clear in the Department for Education's 'Early education and childcare: statutory guidance for local authorities, June 2018'.

3.2 There is a statutory requirement to undertake an annual Childcare Sufficiency Assessment and to share the findings with elected members.

4. LOCAL AUTHORITY DUTIES

4.1 In brief the LAs statutory duties include:

- securing sufficient childcare, so far as is reasonably practicable, for working parents
- securing prescribed early years provision free of charge for eligible children aged 2,3 and 4 years
- providing information, advice and assistance to parents

- providing information, advice and training to childcare providers
- preparing and publishing an annual Childcare Sufficiency Assessment.

5. EARLY EDUCATION AND CHILDCARE

- 5.1 Childcare information is available to parents via the 'Family Service Directory' (FSD) which can be accessed at <http://hartlepool.fsd.org.uk>. Parents that do not have access to the internet can contact The Children's Hub on 01429 284284 for all their childcare information needs.
- 5.2 The early education and childcare national offer can be summarised as follows:
- some 2 year old children can get up to 570 hours per year of funded childcare (aimed at low income families)
 - all 3 and 4 year old children can get up to 570 hours per year of funded childcare (universally available to all 3 and 4 year old children)
 - some 3 and 4 year old children can get an additional 570 funded hours (aimed at working parents – 'the extended offer')
 - Tax free childcare is available to working parents who have childcare costs for children aged 0-11 years (16 if the child is disabled)
 - Universal Credit claimants can claim back up to 85% of their childcare costs (subject to means testing)
 - Tax Credit claimants can claim up to 70% of their childcare costs (subject to means testing).
- 5.3 Generally parents are supported to secure and pay for childcare themselves and use the national offer to supplement their needs.

6. THE CHILDCARE MARKET

- 6.1 Childcare is registered and approved by Ofsted and is subject to inspection requirements. The Local Authority is notified of all childcare registrations for their borough and offers support to both parents and providers as appropriate.
- 6.2 The attached Childcare Sufficiency Assessment (**Appendix 1**) indicates the types of provision, the number of providers, the number of registered or approved places, the average costs and the current take up rates.
- 6.3 The Local Authority should not deliver childcare, it should be a provider 'as a last resort' when the private, voluntary and independent sector are unable to meet market need.

- 6.4 Childcare is crucial for parents and carers that train and work. In the vast majority of cases, Hartlepool's current childcare market is able to meet parental needs.

7. ACTIONS

- 7.1 The early years and childcare team has identified a number of key actions to take forward in the next year. These include –
- ensuring eligible early years children take up their provision with a provider that is at least 'good' or 'outstanding'
 - that children with additional needs are able to access childcare and that the costs of such provision are appropriately met
 - that the funding provided to the Local Authority by government for early years and childcare is sufficient to cover the costs of actual service delivery.

8. RISK IMPLICATIONS

- 8.1 Childcare is needed to enable parents to train and work. If there is no suitable childcare available there is a risk that parents are not able to take up the opportunities presented to them.

9. FINANCIAL CONSIDERATIONS

- 9.1 None.

10. LEGAL CONSIDERATIONS

- 10.1 None.

11. CHILD AND FAMILY POVERTY

- 11.1 Early years and childcare forms a crucial aspect of tackling child and family poverty. Children that attend childcare that is 'good' or 'outstanding' are more likely to go on to success at school, thus impacting on their likelihood to work.

12. EQUALITY AND DIVERSITY CONSIDERATIONS

- 12.1 Early education and childcare must be fully inclusive and able to meet the needs of all our children and families.

13. STAFF CONSIDERATIONS

13.1 None.

14. ASSET MANAGEMENT CONSIDERATIONS

14.1 None.

15. RECOMMENDATIONS

15.1 That members note the report.

16. REASONS FOR RECOMMENDATIONS

16.1 It is a statutory duty to prepare and share a Childcare Sufficiency Assessment annually.

17. BACKGROUND PAPERS

17.1 None

18. CONTACT OFFICERS

Penny Thompson
Head of Service – The Children's Hub
Email - penny.thompson@hartlepool.gov.uk
Tel.: 01429 284878

Hartlepool Borough Council

Childcare Sufficiency Assessment

2018 – 2019

1. Introduction and Local Authority Legal Requirements

The Childcare Act 2006 and 2016 legislates for all Local Authority (LA) duties in relation to early years and childcare. The duties are made clear in the Department for Education's 'Early education and childcare: statutory guidance for local authorities, June 2018'.

In brief the LAs duties include:

- Securing sufficient childcare, so far as is reasonably practicable, for working parents
- Securing prescribed funded early years provision for eligible children aged 2,3 and 4 years
- Providing information, advice and assistance to parents
- Providing information, advice and training to childcare providers
- Preparing and publishing an annual Childcare Sufficiency Assessment.

2. The Childcare Sufficiency Assessment

The Childcare Sufficiency Assessment (CSA) is a measurement of the nature, extent and supply of childcare within the borough. It is intended to help the LA identify where there are potential gaps in the childcare market and plan how to support the market to address them. The process of managing the childcare market is a difficult one not least because the LA does not control the schools or the private, voluntary and independent (PVI) sector that provides the childcare in the town. This report therefore provides the LA with essential detail on the supply of childcare in Hartlepool and makes clear any actions the LA needs to take to effectively manage the market.

3. 'Funded' childcare

Childcare information is available to parents via the 'Family Service Directory' (FSD) which can be accessed at <http://hartlepool.fsd.org.uk>. Parents that do not have access to the internet can contact The Children's Hub on 01429 284284 for all their childcare information needs.

In summary:

- Some 2 year old children can get up to 570 hours per year of funded childcare (aimed at low income families)
- All 3 and 4 year old children can get up to 570 hours per year of funded childcare (universally available to all 3 and 4 year old children)
- Some 3 and 4 year old children can get an extended 570 funded hours (aimed at working parents – 'the extended offer')
- Tax free childcare is available to working parents who have childcare costs for children aged 0-11 years (16 if the child is disabled)
- Universal Credit claimants can claim back up to 85% of their childcare costs
- Tax Credit claimants can claim up to 70% of their childcare costs.

4. Methodology

In order to prepare the assessment the following methodology was used:

- An analysis of Ofsted childcare data using the Early Years Register and the Compulsory and Voluntary parts of the Childcare Register.
- An analysis of the availability and take up of Early Education and Childcare
- Collection of vacancy information from childcare providers in order to understand their occupancy levels.

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

5. Context

Hartlepool is a small unitary authority with a population of 93,200. Approximately 17,800 are children aged 0-16 years. 34% of our 0-15 year olds live in poverty.

6. Childcare supply

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

Table 1 Childcare providers, available childcare places, average cost of care, January 2019

Childcare provider types	Number of active childcare providers	Number of childcare places	Range in the cost of care
Childminder	54	316	£4.00 - £6.00 per hour
Daycare (day nursery)	15	694	£150.00 a week - £210.00 a week
Holiday care (excludes ad hoc play schemes)	4	186	£21.00 a day - £28.00 a day
Before school	23	1201	Free - £10.00 a session
After school	18	615	£2.00 - £13.00 a session
Sessional (ie playgroup)	1	16	£12.00 a session
Total	115	3058	

In 2018 the number of daycare settings remained the same. The number of childminders increased from 47 to 54 (of which 3 are assistants). During the same period the number of holiday clubs decreased from 5 to 4. The number of sessional settings, and breakfast clubs has remained static. The opening and closure of settings can be attributed to parental demand.

Table 2 Out of hours childcare, January 2019

	Weekend care	Pre 7.30am	After 6pm	Overnight care	Bank Holiday	Professional Dev (PD) days
Total number of childcare providers	4	15	2	4	11	64

Table 3 Childcare providers by ward, January 2019

Ward	Childminder	Daycare	Before School	After School	Holiday	Sessional care/ playgroup
Hart	10	0	1	1	0	0
De Bruce	2	1	3	2	1	1
Jesmond	4	2	1	2	0	0
Victoria	2	4	4	3	2	0
Burn Valley	8	1	1	0	0	0
Rural West	4	1	2	1	0	0
Foggy Furze	7	1	2	2	0	0
Manor House	4	1	2	2	0	0
Fens and Rossmere	7	1	3	3	1	0
Headland and Harbour	3	1	2	1	0	0
Seaton	3	1	2	1	0	0
TOTAL	54	14	23	18	4	1

Table 4 Out of School / Extended Provision January 2019

	PVI	School	Maintained
Breakfast Club	3	20	0
Afterschool Club	3	14	1
Holiday Club	2	1	1

7. Occupancy

The following table provides a snapshot of Hartlepool's childcare occupancy levels in January 2019 and gives an indication of available vacancies. It should be noted that provider vacancies change on a regular basis and that not all providers responded to the survey.

Table 5 Childcare Provider Occupancy Levels, January 2019

Childcare Provider type	0-20% occupancy level	21-40% occupancy level	41-60% occupancy level	61-80% occupancy level	81-100% occupancy level
Childminder	3	2	5	13	31
Daycare	0	2	4	7	1
Holiday care (excludes ad hoc play schemes)	0	0	3	0	1
Before school care	1	3	2	7	11
After school care	1	2	4	2	9
Sessional/ playgroup	0	0	0	1	0

8. Quality

Ofsted inspects schools and childcare settings. The following table shows the available inspection results as at January 2019.

Table 6 Childcare Provider Inspection Results, January 2019

Setting type	Outstanding	Good	Meets Requirements	Requires Improvement	Only registration visit carried out	Not Met with Actions
Childminders	10	31	2	1	10	0
Daycare	3	10		1	1	
Sessional care					1	
Holiday care	3	1				
Before school	7	11		5		
After school	6	10	2			

In terms of how Hartlepool compares to national statistics:

- nationally 17% of registered childminders are graded outstanding (Hartlepool is higher at 18.5%)
- nationally 78 % of registered childminders are graded good (Hartlepool is lower at 57.4%)
- nationally 24% of registered daycare providers are graded outstanding (Hartlepool is higher at 28.6%)
- nationally 73% of registered daycare providers are graded good (Hartlepool is lower at 57.1%)

9. Extended school provision

There are 6 secondary schools, 31 primary schools and 1 Pupil Referral Unit in Hartlepool. The majority of schools in Hartlepool are extended schools providing services to children, families and in some cases the wider community beyond the school day. All secondary schools open early and close later than the usual school hours. 18 primary schools in the town provide formal childcare including before, after, holiday and/or integrated early years care. In addition a wide range of extended services are available outside of the school day and many parents take advantage of this provision in order to support their childcare choices.

10. Comparison of childcare places

The table below shows the changes in the childcare market over the past two years. In summary there has been an increase in childcare providers and places but this is not necessarily an indicator of demand.

Table 7 Comparison of childcare places 2017 – 2019

	No. of childcare providers	Total number childcare places	No. of child-minders/ no of places	No. of daycare providers/ no of places	No. of holiday providers/ no of places	No. of before school providers/ no of places	No. of after school providers/ no of places	No. of sessional care providers/ no of places
2017/2018	109	2783	47/327	15/701	5/180	24/778	18/653	1/12
2018/2019	115	3058	54/316	15/694	4/186	23/1201	18/615	1/12

11. Early education and childcare

Two Year Olds

Hartlepool continues to be a national leader in the delivery of Early Education and Childcare with participation rates amongst the best in the country. Eligibility criteria for funded places has changed over time. Places are now available to children in families in receipt of key benefits, to some families that are in receipt of Universal Credit, families working but on a low income, children in foster care, children looked after, children under special guardianship, adopted children, children with additional needs (DLA) and asylum seeker families. Places are allocated to eligible two year old children the term *after* their second birthday.

Table 8 Current and proposed two year old funded provision, January 2019

WARD	No. of childcare providers currently taking 2 year old funded children (January 2019)				No of 2 year olds placed
	SCHOOLS	DAYCARE	CHILDMINDERS	SESSIONAL	
Hart	0	0	6	0	5
*De Bruce	1	1	0	1	63
*Jesmond	1	2	2	0	55

*Victoria	2	4	5	0	116
*Burn Valley	1	1	6	0	53
Rural West	0	1	2	0	4
*Foggy Furze	0	1	6	0	22
*Manor House	3	1	2	0	83
*Fens and Rossmere	1	1	5	0	42
*Headland and Harbour	1	1	1	0	37
Seaton	1	1	2	0	31
TOTAL	11	14	37	1	511

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

Three and Four Year Olds

Every 3 or 4 year old child can access up to 570 hours of early education and childcare across the year in an approved setting. This is called 'universal provision'. Children are eligible for a place the term *after* their third birthday.

The table below shows the take up of three and four years olds universal provision in maintained and PVI providers.

Table 9 Take up of universal early education and childcare 2017 - 2019

	No of children taking up a place in schools	No of children taking up a place in a PVI provider
2017-2018	959	119
2018-2019	925	149

12. '30 Hours Extended Offer'

Some children are able to access an extended 570 hours per year early education and childcare. To be eligible a parent must earn the equivalent of at least 16 hours at minimum/national living wage and earn less than £100,000 a year. If you are a couple, both parents need to be earning equivalent of 16 hours at minimum/national living wage and each parent earning less than £100,000 a year.

Table 10 Comparison of 30 hours extended offer places 2017 - 2019

	No of children taking up extended offer places in schools	No of children taking up extended offer places with a PVI provider
2017-2018	218	236
2018-2019	179	329

Table 11 Distribution of 30 hours extended offer places by ward 2019

Ward	Childminder	Daycare	School	Number of children placed
Hart	12	0	10	22
De Bruce	0	1	50	51

Jesmond	9	25	14	48
Victoria	7	83	3	93
Burn Valley	12	18	14	44
Rural West	0	34	30	64
Foggy Furze	12	13	1	26
Manor House	3	15	12	30
Fens and Rossmere	25	27	9	61
Headland and Harbour	3	13	12	28
Seaton	1	16	24	41
TOTAL	84	245	179	508

13. Disability Access Fund (DAF)

The DAF is available for all childcare providers to claim for a child attending their setting who is in receipt of Disability Living Allowance (DLA). It was introduced in April 2017 and is only for children who are claiming universal 3 and 4 year old Early Years Education.

Table 12 – Providers accessing DAF Funding

	Summer 2017	Autumn 2017	Spring 2018
Number of providers receiving funding	0	6	4
	Summer 2018	Autumn 2018	Spring 2019
Number of providers receiving funding	2	3	4

Table 13 – Number of Children DAF Funded

	Number of Children
2018 – 2019	10

14. Early Years Pupil Premium

Introduced in April 2015 this is an extra fund for providers to use for disadvantaged children. It can be used for a variety of things including resources, training and trips. It is £100.70 per child per term.

Table 14 – Access to EYPP funding

	No of children in schools	No of children in PVI providers
2018-2019	438	68

15. Priorities for the Local Authority

Based on enquiries into The Children's Hub together with knowledge and experience of Officers working with early education and childcare providers the following priorities have been identified:

A) Tackling inadequate government funding for two year olds

A national funding formula is in place for early years with the Local Authority paid based on census dates at two key points over 12 months. This process has led to under-funding of two year olds and must be addressed at a national level.

Action

- To explore overspend in the 2 year old budget.
- To explore the number of children who take up a place between two census dates and are therefore not counted.
- To explore the number of children 'missing' from census data.
- To ensure funding is for actual participation and take up of places.

B) Funded places for two, three and four year olds

Take up and demand for early years places needs to be closely monitored. Where providers begin to reach capacity, the opportunity to increase provision needs to be explored.

Action

- Market and promote eligibility criteria to ensure continued good levels of participation.
- Raise awareness with parents on how to take up a place.
- Work with existing and new providers to develop provision where there is evidence of demand.
- Ensure there continues to be flexibility in the market to meet demand.

C) Costs of childcare for Special Educational Needs and Disability (SEND)

Generally, there are enough childcare places to match parental demand. However, the cost of care for a child with additional needs remains above the cost of standard care and finding suitable ways to fund this continues to prove challenging. The government introduced new funding for children with SEND in their revised 2017/18 Early Years formula. This includes a fund that providers can seek support from for the additional costs of care.

Action

- To establish a clear pathway to accessing appropriate funding streams for SEND.
- To support childcare providers in accessing various funding streams for SEND.

D) Childcare costs

There are a number of ways in which parents can get help with childcare costs. The current system is complex and varies depending on the parents' benefit and/ or employment situation. For example HMRC Tax Credits offer up to 70% funding for childcare costs; Universal Credit offers up to 85% funding; there is a new tax free childcare account designed to help working parents with childcare costs; Care to Learn is available for parents in training/ education. The system is complicated and there is a risk that parents are not getting the funding they are entitled to.

Action

- Ensure parents are aware of all available help towards childcare costs and are fully informed of their options.
- Make available this information in a variety of formats in order to support parents in their childcare costs.

E) The quality of childcare provision

Quality of childcare provision is of high priority. The appointment of a Senior Officer for childcare has confirmed our commitment to offer support, advice, guidance and training to ensure this high standard is maintained and exceeded.

Action

- To work with childcare providers to identify support required.
- To complete audits in relation to Safeguarding, Welfare requirements and Quality.
- To tier levels of support required.

F) Training opportunities for providers

Training remains available for all early years and childcare providers however it is recognised that specific areas of CPD need addressing for practitioners to continue to deliver a high quality level of childcare experiences to young children.

Action

- Support sessions to be identified with providers through audit, questionnaire, feedback and actions from Ofsted inspections.
- To produce a training plan that meets the needs that have been identified.
- To offer briefing sessions relating to the education inspection framework and 'Healthy Little Minds' campaign to meet government priorities.
- To increase the number of settings and childminders who receive SENco training (SENco identified for a group of childminders).

15. **Final Comments**

Childcare in Hartlepool continues to be a strong market and fulfils a vital role for parents that train and work. Whilst it is impossible to ensure every parent is accommodated according to their specific needs, generally childcare in Hartlepool meets the needs of parents and their children. Where it does not The Children's Hub works hard to come up with practical solutions.

For more information about the childcare market in Hartlepool contact Penny Thompson or Lorraine Hutchinson. If you would like copies of any of the previous CSA's please contact The Children's Hub on 01429 284284 alternatively email childrenshub@hartlepool.gov.uk.

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CHILDREN'S SERVICES COMMITTEE

2nd September 2019



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

Subject: ANNUAL COMPLAINTS, COMPLIMENTS AND REPRESENTATIONS REPORT 1 APRIL 2018 – 31 MARCH 2019

1. TYPE OF DECISION/APPLICABLE CATEGORY

1.1 For information.

2. PURPOSE OF REPORT

2.1 To present to members the Annual Complaints, Compliments and Representations report for 2018/2019.

3. BACKGROUND

3.1 The Annual Complaints, Compliments and Representations Report provides information on the complaints and representation framework for children's social care and public health functions. It summarises information in relation to complaints that have been received and responded to, as well as compliments received during the reporting period.

4. PROPOSALS

4.1 The report is attached as **Appendix 1** and provides an analysis of complaints and compliments and demonstrates learning that has occurred from complaints and actions implemented as a result.

4.2 The report includes:

- Complaints and compliments received in 2018/19;
- Outcomes of complaints;
- Learning lessons and service improvement; and

- Complaints considered by the Local Government and Social Care Ombudsman in 2018/19.

5. CHILDREN'S SOCIAL CARE COMPLAINTS

- 5.1 A total of 31 complaints were received, which is an increase on the previous year. Although there has been an increase in the number of complaints received, 16 of the 31 complaints received in 2018/19 were not considered leaving 15 complaints for investigation. Of the complaints received these were from:
- young people (2);
 - prospective adopter (1);
 - adopter (1);
 - prospective connected carer (1);
 - special guardian (1);
 - parents (22);
 - grandparents (3).
- 5.2 Of the 15 complaints investigated, 12 have been concluded and the remaining three complaints have carried forward into 2019/20. Of these:
- 14 of the 15 complaints were responded to at Stage 1 in the first instance. Of these 14 complaints:
 - 9 complaints were resolved at Stage 1
 - 5 complaints progressed to Stage 2 where 2 remain ongoing and the other 3 have been resolved following the conclusion of Stage 2.
 - 1 of the 15 complaints proceeded directly to Stage 2 without being first considered at Stage 1 which remains ongoing.

6. PUBLIC HEALTH COMPLAINTS

- 6.1 There were three complaints received in relation to public health functions in 2018/19. Of these one related to the health visiting service whilst the other two related to drug and alcohol services. All three complaints have been responded to and resolved during 2018/19.

7. RISK IMPLICATIONS

- 7.1 There are no risk implications identified.

8. FINANCIAL CONSIDERATIONS

- 8.1 There are no financial considerations identified.

9. LEGAL CONSIDERATIONS

9.1 There are no legal considerations identified.

10. CONSULTATION

10.1 There is no consultation required in relation to this issue.

11. CHILD AND FAMILY POVERTY

11.1 There are no child and family poverty considerations identified.

12. EQUALITY AND DIVERSITY CONSIDERATIONS

12.1 There are no equality and diversity considerations identified.

13. STAFF CONSIDERATIONS

13.1 There are no staff considerations identified.

14. ASSET MANAGEMENT CONSIDERATIONS

14.1 There are no asset management considerations identified.

15. RECOMMENDATIONS

15.1 That members of the Children's Services Committee note the contents of the Annual Complaints, Compliments and Representations and note that the report will be published online.

16. REASONS FOR RECOMMENDATIONS

16.1 It is a requirement that an Annual Report regarding complaints is prepared presented to the relevant Policy Committee and published on the Council's website.

17. CONTACT OFFICER

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HARTLEPOOL
BOROUGH COUNCIL

Children's and Joint Commissioning Services Annual Complaint Report 2018-2019



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Appendices

A: Examples of compliments received in children's social care services

B: Examples of actions taken in complaints about children's social care services

C: Examples of compliments and actions taken in complaints about public health functions

1. Introduction

Welcome to Hartlepool Borough Council's Children's and Joint Commissioning Services Complaints, Compliments and Representations Annual Report. The report covers statutory complaints and compliments received for children's social care services and public health functions for the period 1 April 2018 to 31 March 2019.

The report outlines:

- Details of the complaints and compliments received over the reporting period;
- Actions implemented, any lessons learned and resulting improvements following enquiry into complaints;
- Performance in relation to handling of complaints.

2. Background

Complaints and compliments are valued as an important source of feedback on the quality of services. Each complaint is investigated and, where appropriate, redress made. Equally important is the work to learn lessons to prevent a repeat of failure in service quality and continually improve services.

2.1. What is a complaint?

A complaint is any expression of dissatisfaction about a service that is being delivered, or the failure to deliver a service. The Local Government and Social Care Ombudsman define a complaint as “*an expression of dissatisfaction about a council service (whether that service is provided directly by the council or on its behalf by a contractor or partner) that requires a response.*”

A complaint can be made in person, in writing, by telephone or email or through the council's website. It can be made at any office. Every effort is made to assist people in making their complaint and any member of staff can take a complaint.

2.2. Who can complain?

A complaint can be made by:

- A child or young person
- A parent or carer
- Special Guardians
- Anyone who is or is likely to be affected by the actions, decisions or omissions of the service that is subject to a complaint.

3. Children's Social Care Complaint Framework

3.1. Complaint management arrangements

The statutory complaint function for children's social care sits within the Standards, Engagement and Development Team under the management of the Head of Service (Quality and Review). The remit of the Complaints Manager's function is:

- Managing, developing and administering the complaint procedure.
- Providing assistance and advice to those who wish to complain.
- Overseeing the investigation of complaints that cannot be managed at source.
- Supporting and training staff.
- Monitoring and reporting on complaints activity.

3.2. The complaint regulations and procedure

The Children Act 1989 Representations Procedure (England) Regulations 2006 came into force from 1 September 2006. This procedure is for all representations received from children and young people, their parents, foster carers or other qualifying adults about social care services provided or commissioned by children's social care. The full detail of the complaints procedure is available on the Council's website at:

https://www.hartlepool.gov.uk/info/20004/council_and_democracy/429/complaints_comments_and_compliments

The Regulations and Statutory Guidance '*Getting the Best from Complaints*' are now fully embedded into the children's social care complaints system and

information derived from complaints is included in the annual monitoring of children's social care and made available to the public.

A child, young people or their families/carers who make a representation is offered the services of an Advocate to enable their views to be effectively promoted.

There are three stages to the procedure.

» **Stage 1**

Local Resolution: The aim of stage 1 is to sort out the matter as quickly as possible. The complaint will be allocated to a manager who will contact the complainant to discuss the complaint. Stage 1 of the complaints procedure should be completed within 10 working days but if there are a number of issues to look into, this can be extended up to 20 working days. The complainant will receive a response to the complaint in writing.

» **Stage 2**

Investigation: This part of the procedure is used when the complainant remains unhappy after their complaint has been responded to at Stage 1 or the complaint is sufficiently serious enough to warrant a more formal investigation. Investigations are conducted by an Investigating Officer who must be independent of the service area and/or decision making being complained about. Sometimes, an Investigating Officer external to the Council is appointed when the issues complained about are complex or have a number of elements to them. An Independent Person is also appointed at Stage 2. This is a statutory role and the Independent Person (who is external to the Council) works alongside the Investigating Officer with a remit to ensure that the process is open, transparent and fair.

Reports completed by the Investigating Officer and Independent Person are submitted to an Adjudicating Officer (usually the Assistant Director) for response.

The investigation and adjudication process should be concluded within 65 working days.

» Stage 3

Independent Complaint Review Panel: If the complainant is dissatisfied with the outcome at Stage 2, they may request that the issues are taken to a Complaint Review Panel (Stage 3). The Panel consists of an Independent Chair and two independent panel members. The Panel considers the complaint and can make recommendations to the Director of Children's and Joint Commissioning Services within 5 working days of the Panel meeting.

The Director is required to make a formal response to any findings and recommendations of the Review Panel within 15 working days of receiving the Panel's report.

3.3. Referral to the Local Government and Social Care Ombudsman

If, at the end of the complaints procedure, the complainant remains dissatisfied with the outcome or the way in which their complaint has been handled, they may ask the Local Government and Social Care Ombudsman (LGSCO) to investigate their complaint. Complainants may also approach the LGSCO directly without accessing the complaints process. In these cases it is usual for the LGSCO to refer them back to the Council for their complaint to be examined through the relevant complaints process before they intervene.

4. Public Health Complaint Framework

4.1. The complaint regulations

The NHS Bodies and Local Authorities (Partnership Arrangements, Care Trusts, Public Health and Local Healthwatch) Regulations 2012 cover the statutory complaint handling arrangements relating to public health functions of a Local Authority. These regulations also cover the provision of services by a service provider where the complaint relates to public health functions for which the Local Authority Director of Public Health has responsibility for.

4.2. Complaint management arrangements

The statutory complaint function for public health also sits within the Standards, Engagement and Development Team under the management of the Head of Service (Quality and Review).

5. Principles and outcomes

Good handling of complaints and representations involves:

- Keeping the complainant at the centre of the complaints process;
- Being open and accountable;
- Responding to complainants in a way that is fair;
- Being committed to try to get things right when they go wrong;
- Seeking to continually improve services.

Statutory complaints are underpinned by the following:

- A procedure that aims to be fair, clear, robust and accessible;
- Support being available to those wishing to make a complaint;
- Timely resolution following enquiry into complaints/representations;
- Lessons learnt following complaints and services improved;
- Monitoring being used as a means of improving performance.

6. Public information

Information about the complaints and representations framework is accessible via the Council's public access points and also the Council's website at:

https://www.hartlepool.gov.uk/info/20004/council_and_democracy/429/complaints_comments_and_compliments

Children, young people and carers are provided with factsheets explaining the procedure.

Information in other formats such as large print or Braille or translation in languages other than English are made available upon request.

7. Summary of representations

7.1. Compliments

Compliments are generally recognised to be an indicator of good outcomes for children, young people and families. They also serve to provide wider lessons regarding the quality of services.

During 2018/19, 8 compliments have been received relating to children's social care. These range from an expression of thanks and appreciation in the form of a thank-you card to written communication. However, when reminding the workforce about the recording of compliments after 31 March 2019, a further 5 compliments from 2018/19 were brought to the attention of the Standards, Engagement and Development Team. In addition to this, verbal expressions of thanks and appreciation were received from families who have participated in providing feedback about newly qualified social workers and during 'practice week' engagement. Appendix A provides some examples of compliments received during the period.

7.2. Complaints received in 2018/19 – Children's social care

A total of 31 complaints were received. The number of complaints received has increased by 13 from the previous year. Actions implemented to address complaints that were either partly upheld or upheld are outlined in Appendix B.

Although there has been an increase in the number of complaints received, 16 of the 31 complaints received were not considered leaving 15 complaints for investigation. Overall, this is a decrease of 3 complaints investigated from the previous year.

Of the 16 complaints not considered further, this was because:

- 11 complaints related to ongoing or concluded court proceedings. Any dissatisfaction about legal proceedings cannot be considered within the complaints framework. These should be raised during the

court proceedings before decisions are reached by a Judge or, in the case of disagreement with decisions made within proceedings, via the legal appeal process. In these 11 cases, the complainant was informed that their representation could not be considered under the complaints procedure and signposted to the LGSCO if they remained unhappy with the decision not to investigate their complaint.

- 1 complaint was not accepted for investigation because the outcome the complainant was seeking could not be achieved through the complaints procedure. The reason for the decision was explained and the complainant was signposted to the LGSCO if they remained unhappy with the decision not to investigate their complaint.
- 4 complaints were withdrawn by complainants and were therefore not considered any further.

Of the 31 complaints received:

- 3 complaints were received by grandparents;
- 2 complaints were received from young persons;
- 1 complaint was received from a prospective adopter;
- 1 complaint was received from adopters;
- 1 complaint was received from a prospective connected carer;
- 1 complaint was received from a special guardian; and
- 22 complaints were received from parents.

Of the 15 complaints investigated, 12 have been concluded. The 3 remaining complaints, which remain subject to investigation at stage 2, have been carried forward to 2019/20. Of these:

- 14 of the 15 complaints were responded to at stage 1 in the first instance. Of these 14 complaints:
 - 9 complaints were resolved at stage 1; and
 - 5 complaints progressed to stage 2 where 2 remain ongoing and the other 3 have been resolved following the conclusion of stage 2.

- 1 of the 15 complaints proceeded directly to stage 2 without being first considered at stage 1 which remains ongoing.

There were 4 complaints that were carried forward from 2017/18 and concluded within 2018/19.

7.3. Advocacy services

Of the 31 complaints received, one young person chose to have an advocate to support them during the complaint process. However, the young person later withdrew their complaint.

7.4. Complaints considered by the Local Government and Social Care Ombudsman (LGSCO) in 2018/19

The LGSCO made decisions on 4 complaints about children's social care during 2018/19. Of these:

- 1 complainant, from the 11 complaints received in 2018/19 whose complaint related to the matters being considered within legal proceedings, contacted the LGSCO about their complaint. The LGSCO decided it could not investigate the complaint because the same issues were being heard before the Court.
- 1 complainant, from the 15 complaints investigated in 2018/19 who did not progress their complaint beyond stage 1, approached the LGSCO some months later about their complaint. The LGSCO decided not to investigate the complaint because it was unlikely they would find fault with children's services involvement with their family.
- 1 complainant, from the 18 complaints investigated in 2017/18 who did not progress their complaint beyond stage 1 about matters they were eligible to complain about, contacted the LGSCO about court-related matters that they were not eligible to complain about. The LGSCO decided not to investigate the complaint because the Ombudsman is unable to investigate matters decided in court.
- 1 complainant, whose complaint related to matters in 2017/18, contacted the LGSCO directly about their complaint in 2018/19. The LGSCO used their discretion to investigate the complaint about children's social care and community safety without the Council

having considered the complaint first. Following their investigation, the LGSCO did not find fault with the Council's actions.

7.5. Complaints carried forward to 2019/20

Of the 15 complaints investigated in 2018/19, 3 complaints remained subject to investigation at stage 2 as at 31 March 2019 and will be carried forward to 2019/20.

7.6. Compliments and complaints in 2018/19 - Public Health

There were 3 compliments received about public health functions in 2018/19. One compliment received related to the health visiting service whereas the other 3 compliments received were about the drug and alcohol service.

There were 3 complaints received in relation to public health functions during 2018/19 compared to none received the previous year. Of these, one complaint related the health visiting service whilst the other 2 complaints were about the drug and alcohol service. All 3 complaints were responded to and have been resolved during 2018/19.

Appendix C provides an example of the compliments received during the period and where action was implemented to address complaints that were either upheld or partially upheld about public health functions.

8. Actions taken following complaints

Actions implemented following the conclusion of a complaint are an important aspect of the complaints framework. Appendices B and C outline the context of some actions that have been put in place to improve services as a direct result of complaints and representations received in children's social care and public health.

9. Conclusions and way forward

9.1. Going forward

We continue to ensure that a person-centred approach is adopted for the handling and investigation of each complaint. We will continue to focus on ensuring we monitor that: complainants receive appropriate and timely feedback on complaints; appropriate apologies are offered; and any service improvement recommendations are delivered.

9.2. Action plan

Actions for 2019/20 are as follows:

- Continue to raise awareness of and promote the relevant statutory complaints procedure for children's social care and public health services.
- Continue to remind and encourage the workforce to inform the Standards, Engagement and Development Team when expressions of thanks have been received. These provide an indication of satisfaction with services and should be recorded and reported.
- Conduct a complaint training needs analysis to determine any learning and development gaps and implement any relevant training to meet the needs of the workforce as well as those managers who investigate complaints.
- Continue to raise awareness of lessons learnt from complaints and ensure they are fed into policies, procedures and practice.

Appendix A: Examples of compliments received across Children's Social Care Services

"Thank you for the help, guidance and support you have given to the children and me over the last nearly 2 years and got us to where we are today."

From a parent about a Social Worker

"... I haven't got enough words to thank you and tell you how much we appreciate how you supported us as a family since we moved to Hartlepool. When everyone else let us down, you come to us and gave us some hope when we needed it, you are there for us more than anyone else."

From a parent about a Family Support Worker

"... we were at a loss what to do with 'A' to try and get him back on the right path and no one seemed to be able to help but 'Z' has really took the time especially with 'A' to get us all communicating and was genuinely interested. ... without your help and support I didn't have much hope for 'A' but now we have nothing but hope."

From a parent about a Social Worker

"The clear and focussed approach of the social work support and coordinated multi agency team support and communication is to be commended. This has ensured 'B' has increased confidence and been able to fully engage and understand and make appropriate changes to ensure her children's needs are met."

From a Children's Guardian about social workers across children's safeguarding and adult learning disability teams

"Just a little thank you for guiding me along the way, the support and also putting up with my frustrations at times. I very much appreciate everything even though it's been hard at times."

From a parent about a Social Worker

"Thank you for all your help you've gave me and my children. I really appreciate it. We were really lucky to have you as our Social Worker and we will miss you. Good luck in your future, it's now time to go help another family the way you have mine."

From a parent about a Social Worker

"Helpful to 'N' to allow her to see her dad without only seeing arguments and violence."

From a parent about a Social Worker

Appendix B: Examples of actions taken in complaints about Children's Social Care Services

Details of complaint/Outcome	Actions following findings
<p>The complainant (the father of a child) was unhappy with aspects relating to a child protection enquiry.</p> <p>Concluded at Stage 1</p>	<p>Agreed to:</p> <ul style="list-style-type: none"> • remind Social Workers that they should be aware of the length of time a child(ren) had last eaten and look to find a resolution to ensure children are fed during lengthy medical examinations as part of child protection enquiries. • remind Social Workers that if they are driving and a parent is giving them directions and it is difficult to hear what the parent is saying, stop the car at an appropriate place to gather the information rather than raise their voice to be heard.
<p>The complainants (the children's parents) were of the view that the children's social worker was overwhelmed with the complex needs of their children and family and, as a desired outcome, wished for a more senior social worker to be allocated.</p> <p>Concluded at Stage 1</p>	<p>The Head of Service explored with the complainants their views about the allocated social worker. It was considered that it would be helpful for a fresh start with a different social worker. A new social worker was allocated to the case.</p>
<p>The complainant (a parent of a child) expressed concerns about whether an Occupational Therapy assessment had been carried out properly and whether the proposed works had been costed properly.</p> <p>Concluded at Stage 1</p>	<p>The Team Manager reviewed the assessment and procurement processes followed. It was found that the complainant's case was only part way through the procurement process and resolution was achieved at stage 1.</p>

<p>The complainant (the child's grandparent) expressed her dissatisfaction with aspect concerning her granddaughter's care.</p> <p>Concluded at Stage 1</p>	<p>Resolution was achieved through a change of social worker and a meeting between all professionals and family which was chaired independently.</p>
<p>The complainant (the child's parent), was unhappy, amongst other things, about a lack of adequate clothing being provided at a contact session for her child.</p> <p>Concluded at Stage 1</p>	<p>The Team Manager was able to achieve resolution by:</p> <ul style="list-style-type: none"> • speaking to the foster carers; • reminding all foster carers about a spare set of clean clothes.
<p>The complainant (a prospective adopter) was unhappy about a failed adoption process which included, amongst other things, discussions about a baby moving in and preparations for the baby's arrival.</p> <p>Concluded at Stage 1</p>	<p>The Head of Service visited the complainant to understand her perspective about what had happened and the impact the situation had on the complainant's adopter journey before looking into her complaint.</p> <p>The Head of Service was able to achieve resolution by an agreement to review the foster-to-adopt process and to ensure social workers explained their discussions in writing as well as highlighting the risks attached to foster-to-adopt process.</p>
<p>The complainants (the adopters of a child) were unhappy with some aspects of the child's transition between his foster carers and themselves.</p> <p>Concluded at Stage 2</p>	<p>The Investigating Officer found that some aspects of the complaint were upheld or partially upheld and recommended that:</p> <ul style="list-style-type: none"> • an apology be provided for the delay in the provision of photographs; • written guidance to prospective adopters and adoptive parents with regard to the process of introductions and that involved social workers ensure the main care giver is always in attendance at the planning introductions meeting;

	<ul style="list-style-type: none"> • when a move to an adoptive placement is planned the practice of linking the foster carers with an experienced “buddy”, which often happens informally, becomes part of routine established practice; and • in situations where there is conflict between sets of carers in the introduction process, direct mediation and if appropriate professional changed is raised to address the identified issues. <p>These recommendations were accepted the Council has liaised with the Regional Adoption Agency about the implementation of those recommendations that relate to developing guidance and the ‘buddy’ scheme.</p>
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Appendix C: An example of compliments and actions taken in complaints about public health functions

Compliments

"...J' gave excellent advice, she made me feel I wasn't doing anything wrong but gave some useful tips and suggestions. I now feel able to keep going and will happily ring the health visiting service again in the future." – From a parent about the health visiting service.

"Thank you for restoring the faith and hope." – From a service user about the drug and alcohol service.

Complaints partly upheld or upheld

Details of complaint/Outcome	Actions following findings
<p>The complainant (the father of a child) was unhappy about information being used inappropriately as well as the arrangements and logistics of a proposed visit to the family home.</p> <p>Concluded after formal investigation</p>	<p>The investigation into the complaint found that:</p> <ul style="list-style-type: none"> professionals needed to be mindful about phrases and terminology used to avoid any confusion; managers needed to be reminded to record decisions about visiting in pairs and the rationale for the decision to be fully documented; managers consider amending practice so that any telephone conversations that may have ended abruptly are followed up in written correspondence. <p>An apology was provided the complainant about the arrangements for the proposed visit.</p>

The complainant (a service user) was unhappy that no one had contacted her to advise her appointment had been cancelled and to rearrange another one.

Concluded

An apology was provided to the complainant for the oversight and her wasted journey. The complainant was offered another appointment at the first available opportunity.

CHILDREN'S SERVICES COMMITTEE

2 September 2019



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

Subject: FOSTERING SERVICE INTERIM REPORT
1st April 2019 – 30th June 2019

1. TYPE OF DECISION/APPLICABLE CATEGORY

1.1 For information

2. PURPOSE OF REPORT

2.1 The purpose of this report is to provide Children Service's Committee with information relating to the activity of the Fostering Service for the first quarter of 2019/20 financial year. 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.

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 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 that the Executive 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 June 2019)

- 4.1 The fostering team continues to recruit and assess prospective foster carers to provide placement choice for children and young people and limit the authority's dependence upon more costly external provision for children.
- 4.2 There are currently 146 foster carers, of whom 41 are approved as connected carers (a known and connected person to a specific child). Foster carers provide placements for 199 children and young people in non connected provision and 53 children/young people are with connected foster carers. There are 15 young people in 'staying put' placements, these are care leavers living with their previous carers post 18 years of age.
- 4.3 Of the 146 approved fostering households, three fostering households were 'on hold' due to, either, the individual circumstances of the carer, or to issues in respect of their performance. This equated to four 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 Foster Care Recruitment Strategy, launched in November 2018, saw the start of an (ongoing) advertising campaign and included the launch of a new fostering brand for Hartlepool Borough Council. The aim of this activity is to attract and recruit more fostering households to meet the needs of children in our care. Since 2017, there has been an 11.5% increase in the number of children becoming cared for and it is essential for the service to grow proportionately, to provide foster placements for those children.
- 4.5 The table below provides details of the recruitment activity which has taken place in first quarter of 2019/20.

Initial Enquiries – including survey of where did people hear about the service	Initial Enquiries 8 Source HBC Website 0 Own volition 4 Hartbeat 0
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	Facebook 0 Friend recommendation 4 TV/Radio advert 0
Information packs sent	7
Initial Visits How many proceeded	6 4*
Preparation Groups	Skills to Foster Groups were held: 23 rd and 24 th of April 2019 – 3 prospective households attended (1 withdrew) 25 th and 26 th June 2019 – 2 prospective households attended The enquirers listed above * and those who could not attend the June group have been invited to the next group of 24 th , 25 th and 26 th September 2019.
How many prospective carers are in the assessment process?	8 connected carers 6 mainstream carers

5. FOSTERING PANEL

5.1 In the quarter April to June 2019, the Fostering Panel has met on five occasions and made recommendations to the Agency Decision Maker on the following fostering matters:

- One mainstream Foster carer approval;
- Three connected carer approvals;
- The match of three children with long term foster carers;
- A best interest decision for eight children for long term foster care;
- Two foster carer reviews.
- Six foster carer resignations, four connected and two mainstream foster carers.

5.2 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 five working days of the Panel meeting taking place.

5.3 Marginally outside of this quarter but important to note is the training day for Fostering Panel members and the fostering team held on 28th March 2019. The day reviewed what is working well and what needs to improve from both panel members and the team's perspective, briefed attendees on issues in relation to Unaccompanied Asylum Seeking Children, our Foster Care

Charter, 'Language that Cares' and the underpinning principles of the Secure Base approach to Foster Care. The day was attended by 20 people and their evaluations were 100% positive.

- 5.4 Following the above training (and within this quarter) the panel has adopted a new approach to its business in terms of their seating arrangements. This aimed to ensure that attendees are more relaxed in the panel meeting and therefore better able to present the key business about children and foster carers. Feedback about this change has been positive.

6. STAFF CONSIDERATIONS

- 6.1 Hartlepool fostering team is now configured to ensure that it has sufficient capacity to meet the increased demand for both foster placements and for assessment of connected carers. Additional funding was agreed to create a full time post (from what had been an 18.5 position) and interviews took place on 19th June 2019, leading to the successful appointment of an external applicant who will commence in post in September 2019. This was considered to be an 'invest to save' arrangement to help guard against an increased use of independent fostering agencies. It is interesting to note that, whilst the number of children becoming cared for has increased by 11.5 % since 2017, the use of IFAs has not risen proportionately, at 1.2%. The rate at which the local authority is recruiting new foster carers does need to increase, however, so that we maintain children in in house provision wherever possible and can offer appropriate placement choice and matching to social workers.
- 6.2 The Fostering Team has (once all in place by mid-September 2019) eight full time social workers and one part-time placement support worker. The team manager is supported by an assistant team manager and the team is supported by a named business support officer. The fostering service operates a 'one worker model' wherever possible, in that the supervising social workers are generic in their work, all having equal responsibility for the recruitment, assessment and supervision of foster carers, the assessment and supervision of connected carers and the delivery of preparation and training events.
- 6.3 The Fostering Team retains the role of a designated 'family finder' who drives the search for permanent placements for those children and young people for whom long term fostering is the agreed plan. The family finder ensures that plans for permanence are identified as early as possible and that a permanence planning meeting is closely followed by a process meeting to minimise delay for children. Additionally, the family finder supports social workers to produce quality matching reports in a timely manner. The permanence planning tracker process chaired by the Assistant Director, continues to ensure that plans for children are monitored and permanence is considered and secured for children at the earliest opportunity.

7. SERVICE DEVELOPMENTS

- 7.1 As shown in this quarter's data, there has been a net 'loss' of foster carers, a position which will improve with the completion of the assessments described at 4.5 above and the impact of other activity designed to improve services for carers and therefore our children. To give some context to the seemingly high number of resignations (5.1 above), most relate to connected carers who have become Special Guardians or who have secured a Child Arrangement Order in relation to the child for whom they are caring. The remainder are foster carers who have not been able to offer a service for some considerable time. The number shown reflects the team's bid to ensure that systems are 'cleansed' so that reports are more accurate in relation to the number of fostering households. The service has a target of approving a *minimum* of 10 new fostering resources in the year 2019/20 and must also work on the retention of its foster carers. The development of a new and improved foster care offer began in January 2019, this includes a review of the foster care payment system and support, so that the authority can ensure it remains competitive with Independent Fostering Agencies.
- 7.2 A foster carer survey was completed in February 2019 to inform service improvement. Its purpose was to gain a clear understanding of foster carer's views of their support, training and participation. In response, the service has, in this quarter, met with workforce development to create an 'annual booklet' of training. The schedule now includes training on topics which carers tell us are most required and many will be delivered in face to face training, again, as per carer's stated preference. Monthly support groups have been mapped out for the year and will alternate between informal networking and training/briefing sessions, again, as requested by carers. Several foster carers have said that they would like to be involved in the development of the service and this will be welcomed when considering forthcoming projects and training for example 'Mockingbird Model' and Secure Base training.
- 7.3 Hartlepool's annual Foster Care Conference was held on 15th May 2019 and was extremely well attended. The inspirational speaker was a care leaver who now works for the local authority and there were three subject areas of focus this year, as follows:
- Preparation for Adoption – Chemistry Visits;
 - Educational Psychology and the Virtual School;
 - Unaccompanied Asylum Seeking Children.
- 7.4 The evaluation forms from the event were very positive, with such comments as "Really enjoyed it all", "B (young person) did fantastic", "most useful...learning about the asylum seekers journey", "good location", "changes to the adoption process", "most useful was the session about education psychology". The only negative comments were about needing more time and more food.

8. RISK IMPLICATIONS

- 8.1 Recent net loss of foster carers in the context of increasing demand and the implication this has for Hartlepool being able to care for its own children and young people presents a risk however there is a strategy in place to address this. A reduced number of in house carers would increase financial pressures in the department as it would mean an increase in the use of independent provision. This is being mitigated by increasing capacity in the fostering team, reviewing foster care payments and the improvement in the training and support offer to foster carers

9. FINANCIAL CONSIDERATIONS

- 9.1 There are no specific financial considerations within this report.

10. LEGAL CONSIDERATIONS

- 10.1 There are no specific legal considerations within this report.

11. CONSULTATION

- 11.1 Foster carers are supported by their supervising social worker and the social workers meet with them regularly to ensure that their voice is heard and influences service design and development. In addition to this, there has been (and will be annually going forward) a Foster Care Survey which has already helped create service improvement.

12. CHILD AND FAMILY POVERTY CONSIDERATIONS

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

13. EQUALITY AND DIVERSITY CONSIDERATIONS

- 13.1 The service continues to recruit and assess prospective foster carers to provide placement choice with a range of fostering families which reflect the needs of the children we care for.

14. STAFF CONSIDERATIONS

- 14.1 There are no staff considerations for Hartlepool Borough Council employees.

15. ASSET MANAGEMENT CONSIDERATIONS

- 15.1 There are no asset management considerations.

16. RECOMMENDATIONS

- 16.1 The Children's Service Committee is asked to note the report in relation to the work of the Fostering Service.

17. REASONS FOR RECOMMENDATIONS

- 17.1 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 registration.
- 17.2 Children's Services Committee has an important role in scrutinising the activities of the Fostering Service to ensure that performance in this area is robust.

18. BACKGROUND PAPERS

- Fostering National Minimum Standards Services 2011;
- Fostering Regulations 2011;
- Fostering Annual Report 2019/20
- Secure Base Model: Promoting Attachment and Resilience in Foster Care
- Foster Care Survey Feedback March 2019

19. CONTACT OFFICERS

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CHILDREN'S SERVICES COMMITTEE

2 September 2019



Report of: Director Children's & Joint Commissioning Services

Subject: YOUNG PEOPLE NOT IN EDUCATION
EMPLOYMENT OR TRAINING 2017-18

1. TYPE OF DECISION/APPLICABLE CATEGORY

1.1 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.

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.

At the same time, the Act transferred the statutory responsibility for securing access to independent and impartial information, advice and 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).
- 3.7 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. We have also seen a change in the months that the snapshot is now taken and the data submitted is now taken from the months of December, January and February.

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. Please note that figures for Tees Valley and the North East does not include Redcar and Cleveland figures as they did not submit data for the first 2 months due to a change in systems.

NEET Comparison		Hartlepool	Tees Valley	North East	England
2018/19	Dec	3.2%	3.9%	4.2%	2.6%
	Jan	2.9%	4.0%	4.3%	2.7%
	Feb	2.8%	3.6%	4.1%	2.7%
	Average	3.0%	3.8%	4.2%	2.6%
2017/18	Dec	3.5%	4.0%	4.1%	2.6%
	Jan	3.3%	3.8%	4.0%	2.7%
	Feb	3.1%	3.7%	4.0%	2.8%
	Average	3.3%	3.8%	4.0%	2.7%
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%

- 4.2 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
2018/19	Dec	0.3%	2.6%	3.5%	3.8%
	Jan	0%	0.3%	2.0%	2.6%
	Feb	0%	0.2%	1.5%	2.2%
	Average	0.1%	1.0%	2.3%	2.9%
2017/18	Dec	0.4%	0.9%	2.6%	4.1%
	Jan	0.3%	0.4%	2.1%	3.1%
	Feb	0.3%	0.4%	1.9%	2.7%
	Average	0.3%	0.6%	2.2%	3.3%
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%

- 4.3 The tables above show that Hartlepool has made progress in both the reduction of NEETS and Not Known's in 2018/19. However it should be noted that the months of comparison have changed from 2016/17, with the snapshot now being December, January, February. The NEET position for Tees Valley remained static whilst the North East NEET figure has risen and the national average has reduced. This position is mirrored for the Not Known cohort.
- 4.4 Overall 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 favourable when compared with the national average.
- 4.5 The numbers of young people Not in Education, Employment or Training and Not Known by academic age.

Status	Month	Year 12			Year 13		
		18/19	17/18	16/17	18/19	17/18	16/17
NEET	1	16	24	26	51	50	52
	2	15	22	26	46	49	53
	3	16	21	28	43	46	53
Not Known	1	3	5	04	3	4	11
	2	0	4	11	0	2	23
	3	0	4	5	0	2	12

- 4.6 The table above shows the local picture in terms of actual numbers of NEET and Not Known young people as a comparison against the previous two years. It also illustrates the areas which have increased/decreased in terms of numbers of young people. We can clearly see that there have been decreases in NEET and Not Known for both cohorts of young people. Month numbers refer to either November, December and January, OR December, January and February depending on the academic year under consideration, as described in paragraphs 3.6 and 3.7 above.
- 4.7 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. **Other** also includes those young people who are home educated. 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.

School attended	Year 12			Year 13			Total		
	18/19	17/18	16/17	18/19	17/18	16/17	18/19	17/18	16/17
Catcote	0	0	0	0	1	2	0	1	2
Dyke House	1	5	6	11	12	12	12	17	18
English Martyrs	0	4	2	5	5	4	5	9	6
High Tunstall	2	3	5	7	4	10	9	7	15
Manor College	6	3	6	7	12	13	13	15	19
St Hild's	1	3	4	2	8	6	3	11	10
Other	5	4	5	14	7	6	19	11	11
Total	15	22	28	46	49	53	61	71	81

- 4.8 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 three years.

	Year Group	Young Carer	Teen Parent	Illness	Pregnant	Other	Unlikely to be economically active
January 2019	Yr12	0	2	2	1	0	0
	Yr13	3	4	6	2	0	0
	Total	3	6	8	3	0	0
January 2018	Yr 12	0	3	2	1	2	0
	Yr 13	2	9	6	2	5	0
	Total	2	12	8	3	7	0
January 2017	Yr 12	0	3	2	1	2	0
	Yr 13	1	14	6	3	1	2
	Total	1	17	8	4	3	2

- 4.9 We can see in the table above that young people who become Not Available to the labour market due to illness, continues to increase 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'.
- 4.10 Young people with a learning disability often make successful transitions into post-16 and -19 provision due to the support provided through their Education, Care and Health Plan. However, as with other cohorts of young people, some will become NEET and Not Known.
- 4.11 The table below shows the number of young people with an active Education, Care, and Health Plan aged 19 and under, who have been assessed as having a learning difficulty and/or disability and who were NEET or Not Known at the end of January for 2017-19.

	2017	2018	2019
NEET	22	2	8
Not known	19	3	0

- 4.12 The table above shows an increase in figures for NEET young people and a decrease not known young people.

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.
- 5.2 The key findings of the Annual Activity Survey are summarised below:
- With the exception of traineeships, there has been a reduction in the percentage of young people progressing into apprenticeships and all other types of training activities.
 - There has been a decrease in the percentage of young people progressing into a sixth form or school sixth form education.
 - There has been an increase in the percentage of young people progressing into further education.
 - Overall, the percentage of young people becoming NEET after leaving compulsory education has reduced.
 - There has been a significant increase in the percentage of young people being classed as home educated post 16. 56% of this cohort were home educated in year 11.

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.
- 6.2 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 2016 to March 2017). The key stage 5 (KS5) cohort is based on activity in the year after the young person took a level 3 qualification.
- 6.3 It should also be noted that the measure includes all young people who attended Hartlepool establishments regardless of residency.
- 6.4 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.
- 6.5 Hartlepool has 93% of its KS4 cohort in a sustained education, employment or training destination. This is slightly in line with the regional (93%) and slightly below the national figure (94%).
- 6.6 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 14/15 academic year.
- 6.7 The Hartlepool data reflects the following:
- There are lower levels of sustained participation for those eligible for free school meals compared to those who were not (84% compared to 98%). This data shows the gap has widened from the previous year from 86% - 94%.
 - Disadvantaged young people continue to be less likely to attend a sixth form college compared to other children with only 13% of disadvantaged young people attending a sixth form compared to 34% for non-disadvantaged students. This has again widened with last year's data showing 16%-32% respectively.
 - There continues to be higher levels of pupil premium students and those eligible for free school meals in further education establishments.

- 6.8 Hartlepool's level of sustained participation at KS5 in education and or employment is 86% and is the joint lowest in the region. This has shown a swing on the previous year from 90%. This picture is repeated when we look at those in a sustained education destination, and employment with training. However the sustained apprenticeships is positive with us being the joint highest in the region.
- 6.9 Hartlepool's level of sustained participation for higher education has fallen and we have the lowest levels in the region.
- 6.10 When we compare those who are disadvantaged against those not, we find the following:
- a higher level of sustained participation in any education destination compared to those who are not deemed to be disadvantaged;
 - lower levels of sustained participation in higher education, including at a top third university and Russell Group for those disadvantaged young people.

7. RAISING THE AGE OF PARTICIPATION

- 7.1 The duty to participate in learning until aged 17 only applies to young people who 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 of age. Despite this, DfE continues to produce useful comparative data.
- 7.2 As of December 2018, Hartlepool is reporting a participation figure of 95.5% compared to 94.1% on the previous year. The table below shows the comparison of 2016, 2017 and 2018 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 2018	89.1%	5.6%	0.6%	0.1%	95.5%	0%	0.7%	0.8%
Dec 2017	85.2%	7.8%	0.6%	0.5%	94.1%	0%	1.9%	0.9%
Dec 2016	88.8%	6.4%	0.4%	0.5%	96.1%	0.3%	0.4%	0.4%

7.3 Key points to note from this table are:

- this year we have seen a decrease in young people going into apprenticeships, however we have seen an increase in young people going in to full time education or training; and
- the rate for those taking a temporary break from learning has seen a slight decrease on the previous year. This also includes young people who may be a teen mother or those who are very ill.

8 RISK OF NEET IDENTIFICATION 2017-18

- 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, once again we have seen an increase of those young people identified at Risk of NEET (RONI). As the cohort of RONI young people continues to increase we have now created an assessment tool that is RAG rated to identify tiers of need thus enabling FSWs to work with the most appropriate young people.
- 8.2 We also acknowledge the summer holiday is a pivotal point in a young person's transition into education, training or employment, and thus emphasis is placed on those young people who will struggle to maintain a successful transition in September. This year we have worked in partnership with learning curve to create a specific bridging course for young people across the summer to enable a successful transition come September.
- 8.3 Links with the PRU this year have also been important in terms of the identification of those young people needing support, as well as the becoming more visible in schools via parents evenings, careers events and mock interviews etc.

9. LOCAL PROVISION

- 9.1 The provision for post-16 education in Hartlepool comprises two school sixth form colleges, one tertiary sixth form college, a college of further education, and the Northern School of Art (formerly Cleveland College of Art and Design). Additionally, the area has Catcote Academy which caters for post-16 and post-19 provision for young people with learning difficulties and disabilities (LDD). Whilst Hartlepool has 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.

10. CONCLUSIONS

- 10.1 Hartlepool has seen a further decrease in the number of young people both NEET and Not Know. We have seen an increase in the number of young people meeting the duty to participate in Education, Employment and Training. What has been highlighted is that Hartlepool's levels of Not Known young people are substantially less than the regional and national average.
- 10.2 Whilst vulnerable groups continue to contribute to the overall NEET figure we have seen a slight decrease in teen pregnancy/parents and those classed as 'other'. We also continue to see an increase across the town from all secondary schools for those young people who are identified at risk of NEET.
- 10.3 In terms of apprenticeships overall, we have seen a decrease in this area however this could be due to the increase of young people going in to full time education or training.

11. CONSIDERATIONS

- 11.1 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. The creation of the RONI assessment tool should enable the council to support the young people who will struggle to make a successful transition.
- 11.2 The overall post-16 provision 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

- 12.1 There are no risks associated with this report.

13. FINANCIAL CONSIDERATIONS

- 13.1 There are no financial considerations associated with this report.

14. LEGAL CONSIDERATIONS

- 14.1 There are no legal considerations associated with this report.

15. CONSULTATION

- 15.1 No consultation was required in order to produce this report.

16. CHILD AND FAMILY POVERTY CONSIDERATIONS

- 16.1 Increasing the number of young people who are in education, employment and training promotes economic wellbeing and reduces the likelihood of them experiencing poverty in future years.

17. EQUALITY AND DIVERSITY CONSIDERATIONS

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

18. STAFF CONSIDERATIONS

- 18.1 There are no staffing implications associated with this report.

19. ASSET MANAGEMENT CONSIDERATIONS

- 19.1 There are no asset management considerations associated with this report.

20. RECOMMENDATIONS

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

21. BACKGROUND PAPERS

- 21.1 There are no background papers to this report.

22. CONTACT OFFICER

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CHILDREN'S SERVICES COMMITTEE

2 September 2019



Report of: Director Children's and Joint Commissioning Services

Subject: OFSTED INSPECTION OUTCOMES:
NOVEMBER 2018 – JULY 2019

1. TYPE OF DECISION/APPLICABLE CATEGORY

1.1 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 2018 -19 academic year.

3. BACKGROUND

3.1 The report follows on from the summary provided in the Report to Committee in January 2019.

4. OUTCOMES SUMMARY

4.1 **Rift House Primary School, November 2018, judged to remain GOOD.**

4.1.1 Rift House 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.

What the school does well:

- The leadership team has maintained a good quality of education in the school.
- The school is fully inclusive.
- Pupil and staff behaviour are characterised by kindness, care and honesty.
- There is a clear vision shared by all leaders.
- Rift House is a strong, cohesive community based upon an effective partnership between home and school.
- Pupils' behaviour is excellent.
- The 'Senses' curriculum brings learning to life.
- Pupils enjoy school and arrive punctually.
- Pupils make better progress across all subjects and key stages.
- Governors share leaders' ambitious vision for the school.
- Safeguarding is effective.

Next Steps for the School:**Leaders and those responsible for governance should ensure that:**

- They improve the provision in the Early Years so the proportion of children achieving the early learning goals in reading, writing and mathematics increases.
- Pupils, including disadvantaged pupils, are provided consistently with opportunities to enable them to make better progress.
- Persistent absenteeism is reduced.
- They improve and develop governance so that governors are better able to hold leaders fully to account.

4.2 West Park Primary School, November 2018 , judged to remain GOOD**4.2.1 This is a good school because:**

- Under the skilled and tenacious leadership of the headteacher, the whole school community has pulled together to try to provide the best opportunities and experiences for all pupils.
- Leaders' effective evaluation ensures that they know the school well.
- Governors provide effective challenge.
- Children in the early years make good progress.
- Pupils' personal development and welfare are outstanding. Their behaviour is exemplary.
- Over time, the attainment of pupils in key stages 1 and 2 has been above average, and current pupils are making good progress from their individual starting points.
- Leaders' continuing actions to improve teaching are bearing fruit.
- Teachers and teaching assistants are skilled at supporting pupils' learning.

- Teachers generally match work accurately to pupils' varying abilities.
- The leadership of the well-planned curriculum ensures that pupils are enthusiastic and engaged in their learning.

What does the school need to do to improve further?

- **Improve the quality and consistency of teaching by:**

Ensuring that initiatives to improve teaching further are applied consistently in every year group.

Further develop pupils' skills in explaining and justifying their thinking in mathematical reasoning.

- **Improve the quality of teaching in the early years by:**

Ensuring the children have regular opportunities to explore, learn, investigate and play independently.

4.3 Eskdale Academy, December 2018, judged to remain GOOD

- 4.3.1 Eskdale Academy was subject to a short (section 8) inspection because it already held an overall effectiveness judgement of GOOD from its previous inspection in March, 2015. 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. The academy demonstrates strong practice and marked improvements in specific areas. Leadership is and you work closely with the executive headteacher, who is also the chief officer of Stranton Academy Trust. You have a strong vision which has resulted in high expectations of all pupils. You have established a strong team of leaders across different phases. These leaders regularly monitor pupils' progress and teacher performance to drive continual improvement.

Safeguarding is effective.

Next steps for the school

Leaders and those responsible for governance should ensure that :

- Teachers sharpen practice in science so that pupils have more opportunities to carry out detailed investigative work.
- further embed practice in phonics.

4.4 **Kingsley Primary School, January, 2019, judged GOOD previously REQUIRES IMPROVEMENT**

4.4.1 **This is a good school because:**

- The headteacher and other leaders, including governors, have a clear vision for the school and are ambitious. They set high standards and expectations.
- Areas for improvement from the previous inspection have been addressed. As a result, the quality of teaching and learning has improved and is now good.
- Leaders ensure that pupils falling behind are given appropriate interventions and support to catch up.
- Provision for students with SEND is exemplary.
- Children in early years make a good start to their education.
- The school's curriculum is well balanced.

What does the school need to do to improve further?

- Improve the progress of the most able pupils in all key stages.
- Further improve progress in writing by the end of key stage 2.

4.5 **St Helen's Primary School, January 2019, judged GOOD previously REQUIRES IMPROVEMENT**

4.5.1 **This is a good school because:**

- The headteacher has established a culture of high expectations that has transformed the learning environment. She has inspired her team to decisively improve the academic progress and welfare of pupils.
- The headteacher has built a strong senior leadership team who work closely together.
- Teachers use research and training effectively to improve the quality of teaching.
- Leaders and teachers engage purposefully with parents and the wider community.
- Governors are committed to the school and the wider community.
- Teachers and teaching assistants are highly attentive to the needs of vulnerable pupils and pupils with SEND.
- Leaders have introduced effective systems to support the progress, attendance and wider development of disadvantaged pupils.

What does the school need to do to improve further?

- Further develop the effectiveness of leadership and management by enhancing the curriculum to develop pupils' social, spiritual, moral and cultural values.
- Continue to diminish any remaining differences in the attendance, progress and/or attainment of disadvantaged pupils.
- Improve the equality of teaching, learning and assessment by enabling the most effective teachers to share their expertise.

4.6 **Sacred Heart RC Primary School, January 2019, judged to REQUIRE IMPROVEMENT previously Outstanding.**

4.6.1 **The school has the following strengths:**

- Since the beginning of the academic year, senior leaders have taken effective action to improve the quality of mathematics across the school.
- Successful actions to raise the quality of pupils' writing this term have led to an immediate improvement in writing in key stage 1 and in Years 5 and 6.
- Pupils benefit from high quality physical education, performing arts lessons and extra-curricular activities.
- Parents and carers are overwhelmingly supportive of the school. Pupils are proud to attend. They behave well and are kind and courteous to their friends, teachers and visitors.

Areas for improvement

- Strengthen the effectiveness of leadership and management, including governance by establishing effective systems and procedures to assess the progress pupils make and the standards pupils reach.
- Developing the skills of subject leaders to check and improve standards in their area of responsibility.
- Improve the quality of teaching, learning and assessment, and consequently pupils' progress in phonics and reading by raising teacher expectations of what their pupils can achieve.
- Use assessment precisely to ensure pupils progress rapidly.
- Improve the quality of provision in the early years by using adults' assessments of children's progress to plan activities which are tailored to their needs.

4.7 **Eldon Grove Academy, January 2019, judged GOOD previously OUTSTANDING**

4.7.1 **This is a good school because:**

- Leaders have ensured a caring ethos where ambition for pupils is tangible.
- Leaders hold colleagues to account for pupils' outcomes. This ensures high expectations.
- Leaders' work to promote pupils' personal development and welfare is outstanding. This is supported by a curriculum design which ensures PSHE is given high priority.
- Current pupils make strong progress in writing.
- Disadvantaged pupils' outcomes have lagged behind those of other pupils nationally. With additional, tailored teaching in place, this group of pupils are now beginning to make stronger progress.
- In mathematics, pupils develop good calculation, reasoning and problem- solving skills. However, too often, the most able pupils are not challenged sufficiently.
- Highly effective teaching and leadership have ensured that the early years provision is outstanding.
- At the end of key stage 1, pupils attain highly in reading, writing and mathematics.
- Following a decline in pupils' outcomes in reading and mathematics at the end of key stage 2 in 2016 and 2017, attainment in 2018 improved. However, pupils only made average progress from their starting points in reading, writing and mathematics.
- Overall, pupils' attitudes to learning are positive. However, when teaching does not meet their needs, pupils show a lack of focus and this hampers their progress.

What the school needs to do to improve further:

- Improve the quality of teaching so that all pupils, particularly disadvantaged pupils and the most able, make stronger progress in their learning by ensuring that the level of challenge in mathematics is consistently linked to pupils' starting points.
- That teachers swiftly address pupils' underdeveloped and incorrect answers in reading comprehension activities.
- That teachers plan learning activities that are well matched to pupils' needs and that sustain their interest.

4.8 Dyke House Sports and Technology College, March 2019, judged to remain GOOD

4.8.1 Dyke House Sports and Technology College 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.

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

- Leaders provide a clear message to all members of the school community that your decision making is driven entirely by what is best for the children.
- Leaders, including governors, are clear about the school's current strengths and priorities for further improvement.
- Collectively you are committed to raising standards across the school. As a result, plans are clearly focused on improving pupils' progress by ensuring that teaching is consistently effective. However there is more work to be done to ensure that pupils' education is consistently at the standard you expect.
- There has been some improvements in the quality of teaching. However it remains variable across a range of subjects including English and science.
- Pupils' progress in mathematics is stronger.
- Pupils do not achieve as well as they should across key stage 4, especially in English and science.
- Overall attendance rates have improved slightly but remain below national average.
- The difference in achievement between disadvantaged pupils and their peers in school is starting to reduce. However disadvantaged pupils still do not achieve as well as other pupils nationally.

Safeguarding is effective

Next Steps for the school:

- Leaders and those responsible for governance should ensure that the attendance of all pupils, and those pupils who are regularly absent from school, improves further so that they make better progress, particularly among disadvantaged pupils.
- That the school continues to work to improve pupils' behaviour and so reduce the number of incidents that lead to fixed term exclusions.
- Reduce differences between the progress of disadvantaged pupils and their non - disadvantaged classmates.
- Improve the quality of teaching, learning and assessment in English so that boys become more accomplished and accurate in their writing.
- Improve the consistency in the teaching of science.

4.9 Springwell School, March 2019 remains OUTSTANDING

4.9.1 Springwell School was subject to a short (section 8) inspection because it already held an overall effectiveness judgement of OUTSTANDING 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.

4.9.2 **The following are some extracts from the letter to the headteacher:**

- The leadership team has maintained the outstanding quality of education in the school since the last inspection.
- You and your staff are relentless in your resolve to ensure that you provide the very best quality of education and care for your pupils.
- You and your staff have an absolute determination and belief that every child should receive the best experience possible. Consequently, pupils thrive in this school. They make excellent progress from their often low starting points, both in their academic and personal development.
- Under your inspirational leadership, the tremendously high quality provision and outcomes for pupils have been sustained.
- The school remains forward thinking and inventive.
- You are able to share good practice and successfully support pupils in their learning beyond your school.
- Leaders work effectively in partnership with the local authority and other providers to develop the provision for pupils with special educational needs and/or disabilities (SEND) both for pupils at Springwell and in other schools locally.
- The previous inspection noted one area for learning for the school to fully implement the new arrangements for assessment so that it impacted on pupil performance. You have addressed this effectively.
- You understand the roles and responsibilities of all staff.

Safeguarding is effective

Next Steps for the school:

- Leaders and those responsible for governance should ensure that the partnership with other local schools is further strengthened, both to support improvement of provision for pupils with SEND in these schools and to benefit pupils when transferring to and from Springwell.
- Develop pupils' ability to negotiate and plan with their peers without adult support.

4.10 Ward Jackson CE VA Primary School, April 2019. Move to GOOD previously REQUIRES IMPROVEMENT.

4.10.1 This is a good school because:

- Since the last inspection, the headteacher, governors and other leaders have raised standards in the school.
- Leaders and governors have an accurate view of the school's strengths. They are ambitious for all pupils. They are committed to improving the school further.
- The strong promotion of PSHE prepares pupils well for life in modern Britain.
- Teachers have good subject knowledge and provide well planned activities to enable pupils to achieve well over time.
- The teaching of reading is high priority.

- Strong leadership in the early years ensures that children benefit from engaging teaching.
- Pupils are confident and self assured.
- Pupils' attendance has improved.
- The curriculum is broad and varied.
- Most teachers' questioning and learning activities develop pupils' ideas and concepts. However, there are occasions where questioning and activities do not extend or deepen understanding.

What does the school need to do to improve further?

- Continue to improve the quality of teaching, learning and assessment across the wider curriculum by allowing pupils to delve deeply into topics, concepts and ideas to extend their knowledge, skills and attitudes.
- Plan activities and questioning to extend pupils' thinking so that a higher proportion reach the highest standards by the end of each key stage.
- Continue to improve attendance.

4.11 Clavering Primary School, April 2019. Remains GOOD

4.11.1 This is a good school because:

- The headteacher has ensured that there has been a positive response to the areas for improvement.
- Systems have been put in place to manage pupil absence effectively.
- Governors are skilled professionals who are ambitious for the school. Monitoring is established although mechanisms for reporting are inconsistent.
- Teachers plan in detail. The majority of lessons are well structured. Occasionally, activities are not demanding enough, particularly for the most able pupils.
- Pupils receive a range of enrichment activities which supplement an effective curriculum.
- Pupils with SEND make good progress.
- Pupils take great pride in their work.
- Parents and carers are overwhelmingly supportive of the school.
- Pupil outcomes overall are good. There is some variability in higher standards.
- Children in the early years make good progress.

What does the school need to do to improve further?

- Improve the quality of teaching and learning by ensuring that more pupils, particularly the more able, are challenged.
- Continue with efforts to develop pupils' mathematical problem solving and reasoning skills.
- Address inconsistencies in the quality of staff intervention.

- Improve the quality of leadership and management by ensuring that curriculum progression is across all subjects.
- Standardise reporting mechanisms for governors.

4.12 Jesmond Gardens Primary School, June 2019. Remains GOOD.

4.12.1 Jesmond Gardens 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.

4.12.2 Here are some extracts from the letter sent to the headteacher:

- The leadership team has maintained the good quality of education in the school since the last inspection.
- Since your appointment in January 2018, you have provided ambitious and well focused leadership which ensures that pupils make good academic progress and develop strong personal skills.
- Along with your leaders and the chief executive officer of the Stranton Academy Trust, you have an accurate view of strengths and priorities for improvement. This is evident in self evaluation and a well tailored school development plan.
- There are strengths in pupils' behaviour. Pupils' personal development and welfare are particularly important to you, your staff, trustees and governors.
- The areas for improvement found during the last inspection have been addressed, including developing the quality of teaching further. This is an ongoing focus for you and you have developed a coaching approach.
- The second area of improvement was to develop boys standards in writing. Overall, the school has made good progress in addressing this aspect. However, the proportion of boys working at greater depth at key stage 2 was below the national average in 2018

Safeguarding is effective

Next Steps for the school:

- Leaders and those responsible for governance should ensure that the revised curriculum is successfully rolled out from September 2019 and that leaders check its implementation and impact.
- Ensure increased challenge from governors is embedded.
- Approaches to the teaching of reading and staff expectations continue to develop so that pupils' reading outcomes improve further.
- Leaders' plans for nursery and two year old provision are delivered successfully following the completion of the building.

4.13 Lynnfield Primary School, June 2019, maintains REQUIRES IMPROVEMENT.

4.13.1 The school has the following strengths:

- Under the inspirational, skilled and determined leadership of the executive headteacher, the school is now improving quickly.
- Leaders' and the federated governing body's ambition to provide the best experiences for pupils is now being translated into effective action and is improving teaching and learning.
- Children are making good progress in the early years.
- The nurture and care for all pupils is integral to the school.

What does the school need to do to improve further?

- Improve outcomes for pupils by ensuring that all pupils make strong progress and reach higher standards, especially in key stage 2.
- Eliminate historically weak progress and low attainment in reading.
- Improve the quality of teaching and learning by ensuring that recent initiatives further develop the quality of teaching, including reading and are embedded and applied consistently in every class.
- Raise the profile of reading across the school.
- Embed new strategies in the teaching of phonics.
- Further develop the quality of provision in the early years outdoor learning environment.
- Further improve the quality of leadership and management by continuing to strengthen the role of middle leaders.

4.14 Brougham Primary School, June 2019. Remains GOOD.

4.14.1 Brougham 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.

4.14.2 Here are some extracts taken from the letter sent to the headteacher:

- You provide determined and well focused leadership which ensures that pupils' personal development and academic progress are strong.
- Along with your leaders, governors and chief executive of Ad Astra Academy Trust, you have a secure understanding of the school's strengths and priorities for development.
- Self evaluation is accurate and plans successfully address school areas for development.
- Strengths identified in pupils' behaviour found at the last inspection have been maintained.

- Your work to improve pupil attendance is beginning to bear fruit and the proportion of pupils with high level absence is reducing. However, the overall level of attendance still lags behind the national average.
- Leaders have largely addressed the areas for improvement found at the last inspection of your school. Work to improve the quality of teaching of mathematics and pupils' outcomes is having a beneficial effect.

Safeguarding is effective

Next steps for the school:

- Leaders and those responsible for governance should ensure that developments in mathematics and reading curriculums are embedded and that the proportions of pupils working at the higher standards in these subjects increases.
- That opportunities for pupils to practise reading at home are reviewed.
- The development of the curriculum in the early years, including for two year olds, continues.
- That the focus on improving attendance is maintained.

4.15 Grange Primary School, July 2019. Maintained Good.

- 4.15.1 Grange 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 writing the report is not yet available.

4.16 The English Martyrs School and Sixth Form College, July 2019. Maintained REQUIRES IMPROVEMENT.

4.16.1 The school has the following strengths:

- The quality of provision in the sixth form is good. Teachers' planning is effective and pupils are making strong progress as a result.
- Pupils with SEND are cared for well'.
- The proportion of Year 11 pupils and sixth form students who progress to the next stage of their education, employment and training is very high.
- Pupils behave well. The vast majority of pupils demonstrate consistently positive attitudes to learning.

What does the school need to do to improve further?

- Improve the consistency and quality of teaching, learning and assessment, so that all pupils, particularly disadvantaged pupils and the most able, make at least good progress, by ensuring that teachers plan learning activities matched to pupils' starting points.

- That teachers make use of additional pupil information provided to them by the SEND coordinator.
- Provide pupils with incisive feedback.
- Demonstrate consistently high expectations and ensuring challenge to all pupils.
- Familiarise themselves with the content of the key stage 2 curriculum so that they can build on what pupils know in Year 7.
- Develop pupils' learning resilience, by providing them with opportunities and the freedom to learn from mistakes.
- Improve the effectiveness of leadership and governance by ensuring additional funding to support disadvantaged pupils is used effectively.
- Improve communications between leaders and staff, so that early signs of disadvantaged pupils underachieving is discussed and planned for swiftly.
- Refine written plans to improve the school, to include exact actions and clear success criteria that can be evaluated definitively.
- Ensure directors and governors challenge senior leaders thoroughly.
- Review the key stage 4 curriculum and rationale for exam entry to ensure that all pupils have the same opportunities to learn new skills and improve their knowledge and understanding.
- Continue to reduce rates of persistent absence for disadvantaged pupils.

4.17 Overall summary

4.17.1 Sixteen schools were inspected this year: thirteen primary schools, two secondary schools and one special school. A summary of any changes to the *Overall Effectiveness* grade for each school is presented in the following table.

Phase	LAESTAB	School Name	2018-19	Latest (2018-19)*	Previous
Primary	8052090	Brougham Primary School	→	Remains Good	Good
Primary	8052238	Clavering Primary School	→	Remains Good	Good
Primary	8052151	Eldon Grove Academy	↓	Good	Outstanding
Primary	8052002	Eskdale Academy	→	Remains Good	Good
Primary	8052364	Grange Primary School	→	Remains Good	Good
Primary	8052127	Jesmond Gardens Community Primary School	→	Remains Good	Good
Primary	8052189	Kingsley Primary School	↑	Good	Requires Improvement
Primary	8052153	Lynnfield Primary School	→	Remains Requires Improvement	Requires Improvement
Primary	8052341	Rift House Primary School	→	Remains Good	Good
Primary	8053321	Sacred Heart RC Primary School	↓	Requires Improvement	Outstanding
Primary	8052211	St Helen's Primary School	↑	Good	Requires Improvement
Primary	8052000	Ward Jackson Primary School	↑	Good	Requires Improvement
Primary	8052237	West Park Primary School	→	Good	Good
Secondary	8054001	Dyke House Sports & Technology College	→	Remains Good	Good
Secondary	8054603	The English Martyrs School and Sixth Form College	→	Remains Requires Improvement	Requires Improvement
Special	8057027	Springwell School	→	Remains Outstanding	Outstanding

4.17.2 Proportions of schools* in each Ofsted category at the end of 2018-19

Ofsted category	Primary					Secondary					Overall				
	2014-15	2015-16	2016-17	2017-18	2018-19*	2014-15	2015-16	2016-17	2017-18	2018-19*	2014-15	2015-16	2016-17	2017-18	2018-19*
Outstanding	20%	23%	23%	23%	17%	0%	0%	0%	0%	0%	19%	22%	22%	21%	16%
Good	67%	67%	63%	63%	77%	33%	75%	50%	40%	40%	61%	68%	62%	61%	71%
Good or better	87%	90%	87%	87%	93%	33%	75%	50%	40%	40%	81%	89%	84%	82%	87%
Require Improvement	13%	10%	13%	13%	7%	67%	25%	50%	60%	60%	19%	11%	16%	18%	13%
Inadequate	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%

4.17.3 Schools judged to Require Improvement or to be Inadequate under the September 2015 Ofsted framework are supported by a local authority officer-led group.

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

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

4.17.6 The overall proportion of Hartlepool schools judged to be good or better has **increased** since 2017 - 18 and is now 87%, compared to 82% in 2017 - 18. However, the proportion of outstanding schools has **decreased** from 21% to 16%.

5. RISK IMPLICATIONS

5.1 There are no risk implications.

6. FINANCIAL CONSIDERATIONS

6.1 There are no financial considerations.

7. LEGAL CONSIDERATIONS

7.1 There are no legal considerations.

8. CONSULTATION

- 8.1 No consultation was required in the production of this report.

9. CHILD AND FAMILY POVERTY CONSIDERATIONS

- 9.1 There are no child and family poverty considerations.

10. EQUALITY AND DIVERSITY CONSIDERATIONS

- 10.1 There are no equality and diversity implications.

11. STAFF CONSIDERATIONS

- 11.1 There are no staff considerations.

12. ASSET MANAGEMENT CONSIDERATIONS

- 12.1 There are no asset management considerations.

13. RECOMMENDATIONS

- 13.1 Committee to note the contents of this summary report.

14. REASONS FOR RECOMMENDATIONS

- 14.1 There are no decisions required from this report.

15. BACKGROUND PAPERS

- 15.1 There are no background papers to this report.

16. CONTACT OFFICER

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