

Children's Services Committee

Date: **Tuesday 17 June 2014**

Time: **2.00pm**

Venue: **Edwards Room, County Hall, Norwich**

Persons attending the meeting are requested to turn off mobile phones.

Membership

Mr J Joyce - Chairman

Mr R Bearman (Vice-Chair)

Mrs J Chamberlin

Mr D Collis

Ms E Corlett

Mr D Crawford

Mrs M Dewsbury

Mr C Foulger

Mr T Garrod

Ms D Gihawi

Mr P Gilmour

Mr M Kiddle-Morris

Mrs J Leggett

Mr J Perkins

Mr E Seward

Mr R Smith

Miss J Virgo

Church Representatives

Mrs H Bates

Mr A Mash

Non-voting Parent Governor Representatives

Non-Voting Schools Forum Representative

Non-Voting Co-opted Advisors

Norfolk Governors Network

Special Needs Education

Primary Education

Post-16 Education

Secondary Education

**For further details and general enquiries about this Agenda
please contact the Committee Officer:**

Julie Mortimer on 01603 223055

or email committees@norfolk.gov.uk

Under the Council's protocol on the use of media equipment at meetings held in public, this meeting may be filmed, recorded or photographed. Anyone who wishes to do so must inform the Chairman and ensure that it is done in a manner clearly visible to anyone present. The wishes of Members or any members of the public not to be recorded or filmed must be respected.

A g e n d a

- 1 Co-option of Non-Voting Advisers**
Report by the Acting Managing Director

(Page 5)

- 2 To receive apologies and details of any substitute members attending**

- 3 Members to Declare any Interests**

If you have a Disclosable Pecuniary Interest in a matter to be considered at the meeting and that interest is on your Register of Interests you must not speak or vote on the matter.

If you have a Disclosable Pecuniary Interest in a matter to be considered at the meeting and that interest is not on your Register of Interests you must declare that interest at the meeting and not speak or vote on the matter.

In either case you may remain in the room where the meeting is taking place. If you consider that it would be inappropriate in the circumstances to remain in the room, you may leave the room while the matter is dealt with.

If you do not have a Disclosable Pecuniary Interest you may nevertheless have an Other Interest in a matter to be discussed if it affects

- your well being or financial position
- that of your family or close friends
- that of a club or society in which you have a management role
- that of another public body of which you are a member to a greater extent than others in your ward.

If that is the case then you must declare an interest but can speak and vote on the matter.

- 4 To receive any items of business which the Chairman decides should be considered as a matter of urgency**

- 5 Local Member Issues/Member Questions**

Fifteen minutes for local members to raise issues of concern of which due notice has been given.

Please note that all questions must be received by the Committee Team (committees@norfolk.gov.uk or 01603 223055) by **5pm on Thursday 12 June 2014.**

- 6 Appointments to external and internal bodies.**
Report by the Acting Managing Director.

(To follow)

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| 7 | Quality Assurance Update Report by the Interim Director of Children's Services | (Page 8) |
| 8 | Norfolk Family Focus Update Report by the Interim Director of Children's Services | (Page 14) |
| 9 | Free School Meals Update Report by the Interim Director of Children's Services | (Page 34) |
| 10 | Sustaining High Quality Leadership in Norfolk Schools – Progress Report Report by the Interim Director of Children's Services | (Page 39) |
| 11 | Integrated Performance and Finance Monitoring Report Report by the Interim Director of Children's Services | (Page 48) |

Group Meetings

| | | |
|-----------------------|--------|---------------------|
| Conservative | 1:00pm | Mezz 1, County Hall |
| UK Independence Party | 1:00pm | Room 504 |
| Labour | 1:00pm | Room 513 |
| Liberal Democrats | 1:00pm | Room 530 |

Chris Walton
Head of Democratic Services
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Date Agenda Published: 9 June 2014



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Children's Services Committee

Item No 1

| | |
|---|---|
| Report title: | Co-option of Non-Voting Advisers |
| Date of meeting: | 17 June 2014 |
| Responsible Chief Officer: | Acting Managing Director |
| Strategic impact This proposal will enable the Committee to comply with the Council Constitution and in doing so, to receive the continuing valuable input and contribution from key stakeholders within the Service. | |

Executive summary

The new Council Constitution provides that the membership of the Children's Services Committee shall include 1 Church of England Diocesan Board representative and 1 Roman Catholic Diocesan representative on a voting basis. These representatives are Mr A. Mash and Mrs H. Bates respectively. The Constitution also provides for the Committee to co-opt 2 Parent Governor Representative Representatives (non-voting) and 6 Advisory Members (non-voting), representing as follows:-

- The Schools Forum
- Norfolk Governors Network
- Special Education Needs Education
- Primary Education
- Secondary Education
- Post-16 Education

The Committee is asked to formally co-opt the Parent Governor Representatives and Advisory Members as recommended in the report

Recommendations:

To co-opt the following onto the Committee as non-voting members for the year 2014/15:-

Parent Governor Representatives

Kirsty Byrne
Sara Vertigan

Advisory Members

Schools Forum – Nomination to be confirmed
Norfolk Governors Network – Alex Robinson
Post-16 Education – Nomination to be confirmed
Primary Education – Vicky Aldous
Secondary Education – Chrissie Smith
Special Needs Education – Tina Humber

1. Proposal

1.1 The Council's new Constitution sets out the membership of the Council's committees, including the Children's Services Committee. The membership of the Children's Services Committee has been agreed by Council as follows:-

- 17 Members of the Council
- 1 Church of England Diocesan Board representative (voting)
- 1 Roman Catholic Diocesan representative (voting)
- 2 Co-opted Parent Governor Representatives (PGRs) (non-voting)
- 6 Co-opted Advisory Members (non-voting) representing:-
 - The Schools Forum
 - Norfolk Governors Network
 - Post-16 Education
 - Primary Education
 - Secondary Education
 - Special Needs Education

1.2 Under the previous Constitution and within the Children's Services Overview and Scrutiny Panel, the same non-County Councillor membership applied, with one key difference. The 2 Church Representatives and 2 PGRs had voting status. However, the status of the PGRs derived from the legislation relating to the operation of executive and scrutiny arrangements in a Local Authority. A local authority operating under those arrangements was required to give voting places on any overview and scrutiny committee responsible for education functions, to PGRs, elected by all parent governors at schools maintained by the LEA.

1.3 Now that the Council has moved away from the Cabinet system to a Committee system, the legislation requiring that PGRs have voting places on committees responsible for scrutinising education functions, no longer applies. It is possible for PGRs to be given places on the Children's Services Committee but it must be through co-option (as for the Advisory Members of the Children's Services OSP) and must be on a non-voting basis. In approving the new Constitution, Council agreed that places should be available for 2 PGRs on the Children's Services Committee on that basis. The incumbent PGRs were elected in May 2013 for a 4-year term of office. They have been approached regarding the new arrangements and both have indicated that they would like to continue in the role and would welcome co-option, recognising that they will no longer have voting status.

1.4 The Advisory Members of the former Children's Services OSP are being contacted to ascertain if they wish to continue in the role under the new arrangements and the Committee will be updated on this at the meeting. At the time of writing this report, vacancies existed for the Schools Forum and Post-16 Education Advisor posts and nominations had not been identified but an update will be given at the meeting.

2. Evidence

- 2.1 The Committee could decide not to co-opt the recommended candidates but it is considered that co-opting the PGRs and as far as possible the Advisory Members who served on the Children's Services Overview and Scrutiny Panel will provide important and valuable continuity as the Council moves from the Cabinet system to a Committee system

3. Financial Implications

There are no significant financial implications arising from the recommendation to co-opt as set out in this report

4. Issues, risks and innovation

- 4.1 There are no other issues or implications that need to be taken into account in making this decision and no other areas of the Council likely to be impacted.

5. Background

- 5.1 It is not considered that there is any other background information that the Committee needs to be aware of in making a decision on this matter.

Officer Contact

If you have any questions about matters contained in this paper please get in touch with:

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Quality Assurance Update

Report by the Interim Director of Children's Services

Summary

- This report updates Children's Services Committee on Quality Assurance (QA) activity within Children's social care over the first six months of 2014
- Progress has been made in tackling the culture and performance within Children's Services and although much remains to be done, there are signs of improvement as noted within the Peer and Strategic Reviews.
- Planned audits have taken place as have innovative and effective ways of supporting front line managers in understanding the quality of their services and undertaking improvement activities.
- The current priority for the QA team are "single case audits" which aim to coach and prepare social workers to confidently present their work to OFSTED.
- Quality assurance has become a mainstream activity and staff at all levels accept and often welcome involvement of the QA team.

Summary of Findings from Audits

- Continuing need to improve our recording of Supervision and management overview
- All staff need to be clear in their understanding of what good and outstanding social work looks like and demonstrate it in their work
- Managers need to be more rigorous about monitoring progress and rejecting poor quality work.
- Need to continue to focus on improving the confidence of front line staff in recording and describing the positive impact of their work with children.
- Need to improve planning, particularly with child in need cases (S17 C Act 1989).
- Not routinely applying knowledge of child development.
- Lack of analysis, being reactive to presenting concerns and not investigating and analysing the root cause.
- Keeping to timescales.

Recommendation

- It is recommended that the Committee endorse our approach to Quality Assurance. It is also suggested that Committee agrees to receive quarterly updates to ensure that improvement activities are continuing to achieve improvements to social care practice and the quality of service for children and families is improving.

1. Background

1.1 Intranet Links:

- Full background information on the scope of QA activity and previous audit reports can be found on the QA website.
 - Navigate from the homepage of iNet,
 - via Your NCC

- select Children's Services
- select working in Children's Services
- select Quality Assurance
- select Documents for Children's Services Committee

Team Composition:

The QA team consists of:

- 1 Team Manger,
- 2 Permanent audit officers
- 1 QA Project Officer
- 1.2 Temporary audit officers (until October 2014)
- 1 QA Temporary project assistant (until July 2014)

Role:

The role of the QA team is to undertake objective audits and support quality assurance and improvement activity in front line teams. Audit are commissioned by the Performance and Challenge Board.

2. Contents of Report

2.1 There has been considerable quality assurance activity throughout this period including:

- 1:1 Single case audits undertaken with each individual worker in the County
- Independent Peer Review from the "Eastern Region Peer Safeguarding Health Check".
- An audit of initial assessments that move to "No further action" carried out be INGSON
- Coaching, both group and individual for a Child in Need team with particular problems
- 37 team based workshops looking at the impact of good social work and understanding what "good" social work is.
- Monthly Service Led manager audits
- Monthly sessions with each operational division looking at performance, quality and improvement
- A second and very successful "Colloquium"
- Monthly Performance and Challenge Boards

2.2 **One to one case audits of a single case undertaken with each individual worker in the County**

"One worker one audit" is the current focus of the QA team. These are in-depth resource intensive pieces of work that involve interviewing every social worker and auditing a single case in detail with the aim of helping workers fully understand how OFSTED make judgements and equipping them to confidently discuss their cases with OFSTED in terms that fit with OFSTED's gradings. There are 26 teams to do, 7 teams in process, 2 completed. An interim report analysing findings is available on the QA website.

2.3 **Independent Peer Review**

Although a detailed written report has not been received from the Peer Review, our summary of the feedback gathered is available on the QA website. The process and subsequent report was encouraging, it identified "green shoots" and increased staff morale and confidence while still maintaining our focus and realism about the driving through improvement and achieving consistency. It also proved a very useful "dry run" to help us prepare for future OFSTED inspections.

Key findings;

- Pre audit of cases, 6 Inadequate; 3 Requiring Improvement; 3 Good (one of which was borderline outstanding).
- 30 cases in all were audited and the review found:
- **“mostly adequate work; where we found inadequate work it had been audited by Norfolk as being inadequate and demonstrated that the case audit system was serving its core purpose.** We found some good work and one piece of outstanding work. There was generally a focus on children and on keeping children safe.”
- **Social workers know their children they are working with well.** They understand the child’s story and the circumstances for children’s services intervention. In most cases they are able to describe the impact of the intervention and how this has or will improve outcomes for children.
- **The revised CareFirst forms have enabled workers to capture the child’s story effectively.**
- **Records are up to date and children would be able to access their records and they would understand why they had a social worker.** Workers now need to improve the content of their recording to ensure it captures valid information that is of consequence.
- **A number of plans had insufficient focus on the child and were parent centric.**
- **Cases where there had been a number of changes in social worker, where plans had not been adequately populated or reviewed and there had been obvious drift were judged as being inadequate.**
- **Supervision and management overview continue to be variable.** Some workers receive high quality supervision and are very clear about what is expected of them.
- **The quality of assessments is improving and some managers are demonstrating a better understanding of their QA function when authorising assessments, plans and reports.**
- **It is evident that the quality of social work is improving** – this is still most evident in duty and child protection teams. The quality of social work in Child in Need teams is variable however improvement is beginning to be evident in both practice and performance.
- **Whilst social workers spoke with confidence and passion about the children and young people they are working with and could make them ‘come alive’ in respect of identity this isn’t always evident in assessments.**
- **Children’s views are increasingly being included and records are evidencing how their views are sought. This isn’t always the case for looked after children and is particularly evident in pathway plans.** Whilst LAC performance is improving, attention now needs to be on the quality of children’s planning and how these are reviewed.

2.4

An audit of initial assessments that move to “No further action” (NFA) carried out by INGSON.

This audit concluded that the rate of NFAs was slightly high but within acceptable limits however this review found that the quality of assessments was generally poor. As a result team managers have attended mandatory training of how to write quality assessments and plans.

2.5 **Coaching, both group and individual for a Child in Need team with particular problems**

In response to particular problems within one Child in Need team the QA team offered intensive team and individual coaching over a period of one month. This was aimed at raising the standard of social work, helping workers and managers understand what “good” looks like and in particular focussing on core assessments, child in need plans, recording and time management. For the full report please see the QA website.

Summary of findings

- Positively received, staff say they feel better equipped to understand their role because the expectations of them are now clearer
- The individual sessions were considered to be most valuable, as this gave them protected time to concentrate on their work and it related directly to their work and cases. One person commented that it was more effective than traditional training.
- The team manager has resolved to devote the last hour of supervision to coaching and reflection and will add an additional hour to the team meetings to address practice issues and will set up a system of peer audit
- Social worker’s report that morale was raised.

2.6 **Thirty five team based workshops looking at the impact of good social work and understanding what “good” social work is.**

QA team held 35 workshops with front line teams (Jan – May 2013) to help workers feel confident talking about their strengths, gain clear sight of what good looks like and what it feels like for children to experience good social work. For a fuller report please see the QA website.

Summary of findings

- Teams welcomed the opportunity to have facilitated sessions that enabled them to discuss their professional practice and development
- Social workers are undeniably passionate about their cases, in every workshop participants could identify cases they were proud of and wanted to talk about, they could demonstrate how well they knew the children and their stories.
- Most social workers in Norfolk want to do the best they can for the children they work for, they want to learn, they want to be creative and innovative and they want good to be their baseline standard of delivery.
- It was refreshing to see participants challenge negativity in colleagues in their desire to learn and improve.
- There is an obvious difference in culture between duty/child protection teams and looked after children teams with child in need teams falling somewhere in between.
- The duty and child protection teams have a better developed “can do” approach to their work and strive to be as creative as possible. This is a service area that needs some further scrutiny. However the looked after children team in the north is functioning well and the team in the east has the potential to improve if the agency team manager has sufficient time to establish herself and her expectations on the team.

2.7 **Monthly service led manager audits**

From January 2014 the QA team has supported operational managers in undertaking their monthly manager audits both logistically, ensure OFSTED standards are equally applied across the County and push for consistency in how these audits are undertaken. Children with Disability, Duty and Child Protection manager audits are

working well. Looked After Children (LAC) audits have been underway since February however CIN audits are only just starting. Findings from the audits are fed back to the QA team who ensure they are addressed in the local action plan. QA aim to work with the local managers to improve consistency during the next period. The responsible Assistant Director receives a copy of the findings from each service led audit to discuss at their management meetings ensuring areas of improvement are monitored at the highest level.

2.8 **Monthly meetings in each operational division looking at performance, quality and improvement**

Every month there is a meeting held in each of the three operational division which is chaired by the senior operational manager for that division and includes all local managers, relevant Assistant Directors as well as QA and PPP staff. This meeting scrutinises performance data, challenges operations in line with the data and audit findings. Each team manager is expected to bring an example of good social work that highlights the impact of the intervention and the lessons learned. It also oversees local improvement plans which arise from the managers audits.

2.9 **“Colloquium”**

The “colloquium” is a forum for a cross section of staff (60+) to have an open dialogue with all members of CSLT. The second (quarterly) colloquium was held on 1st April. It was attended by the lead peer reviewer (Dave Hill Director of Children’s Services Essex) who was able to witness the very positive spirit of openness, dialogue and determination to improve across the whole organisation. It clearly demonstrated the engagement of staff at all levels with the very demanding agenda set by the Director.

The first colloquium set up four groups chaired by Team Managers which are working creatively and very effectively to spearhead the department’s preparation for our next OFSTED inspection. These are;

- 1) front line practice,
- 2) audit,
- 3) annex A (i.e. data) and,
- 4) logistics.

All steering groups feed back to the fortnightly OFSTED readiness group.

2.10 **Monthly Performance and Challenge Boards**

Are chaired by the Assistant Director and attended by the Director as well as a cross section of front line staff, managers, QA and PPP. The Performance and Challenge Board is designed to oversee all QA and Performance issues, interrogate data, challenge managers and agree audit and other activity.

3. **Staff:**

The QA team is currently bolstered by 1.5 temporary audit officer posts funded until Oct 2014. Future organisational development proposals will ensure we have sufficient resource in place to deliver an effective QA service.

4. **Any Other implications**

“Officers have considered all the implications which members should be aware of. Apart from those listed in the report (above), there are no other implications to take into account.”

5. **Section 17 – Crime and Disorder Act**

5.1 There are no implications for the Crime and Disorder Act

6. Recommendation

- 6.1 It is recommended that the Committee endorse our approach to Quality Assurance. It also suggested that Committee agrees to receive quarterly updates to ensure that improvement activities are continuing to achieve improvements to social care practice and the quality of service for children and families is improving.

Background Papers

- Quality Assurance Framework
- QA Audit Framework and Standards
- QA team summary of Peer Review
- INGSON audit of initial assessments that move to “No further action” (NFA)
- Coaching Child in Need team
- Impact Workshops summary
- One Worker One Audit Interim Report (first three teams)

Officer Contact

If you have any questions about matters contained in this paper please get in touch with:
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Update on Norfolk Family Focus

Report by the Interim Director of Children's Services

Summary

In December 2011, The Department for Communities and Local Government announced the Plans for a Troubled Families Programme (renamed locally as Norfolk Family Focus).

This report provides an update to the report presented to the Overview and Scrutiny Panel on 23 January 2014, as requested by that previous Panel.

Recommendation: That the Overview & Scrutiny Panel reviews and notes the progress of the Troubled Families Programme and makes any recommendations it feels is required.

1. Background

1.1 Following the riots in the summer of 2011 the government committed additional funds to address and ultimately overcome the significant and long standing issues that 120,000 so-called 'troubled' families experience nationwide. The Troubled Families Unit in the Department of Communities and Local Government (DCLG) was set up to coordinate the programme centrally.

1.2 In one way or another, the families within this cohort all present a high cost to the public purse but, more specifically, they are characterised by there being:

- no adult in the family working and often longstanding claiming of benefits;
- children in the family who have poor school attendance or who are subject to repeated exclusions;
- family members who are involved in crime and anti-social behaviour.

1.3 The DCLG indicated at the outset of the programme that Norfolk's share of the 120,000 families is 1,700. (See Appendix 1 for information on how this figure was arrived at.) It is the government's intention that the 120,000 troubled families are 'turned around' by the end of the current parliament in 2015.

2. Contents of Report

2.1 Norfolk's Response to the Troubled Families Agenda

2.1.1 Norfolk County Council, as a top tier local authority, is the lead agency and accountable for the Troubled Families Programme in Norfolk. This initiative, renamed locally as Norfolk Family Focus, is delivered via a partnership of agencies with the remit of identifying, working with and ultimately turning around the lives of the 1,700 families by March 2015. The Family Focus programme has been placed in the Early Help structure within Children's Services in order to pilot an enduring model for structured, multi-agency support for the families of Norfolk in the future.

2.1.2 The criteria for entering the programme are divided into three broad areas: educational participation, worklessness and crime/anti-social behaviour (the 'National Criteria' – see Appendix 2). Families must either meet all three National Criteria or two

of them, plus at least one of the locally determined factors (please see Appendix 3 for full information).

2.1.3 The Norfolk Family Focus operational service was developed in the spring of 2013, providing a directly delivered supportive service to qualifying families. The service comprises various strands:

- Many of the Norfolk Family Focus staff are placed within the existing Operational Partnership Teams (a partnership between the District Councils and the Constabulary);
- The Family Intervention Service has been re-commissioned to provide direct work with families who meet the Troubled Families criteria;
- The 'Bonus Scheme' has been developed, offering a financial incentive to existing providers to work with the whole family instead of only individuals within the family, to achieve the specific goals of the programme.

2.1.5 In March 2014, the Norfolk Family Focus service recruited a further 9 members of front line staff, significantly increasing capacity and enabling more families to be engaged more quickly. These members of staff are new and thus being carefully managed and inducted into the programme. However, at the time of writing, the 9 new members of staff are working with approximately 130 families.

2.1.6 In May 2014, the DCLG indicated that Norfolk would be included in Phase 2 of the Troubled Families Programme, proposed to run from 2015 to 2020. At the time of writing we await further information about precisely how this will look, but this is, on the face of it, a very encouraging development for NCC Children's Services.

2.2 **Storyboard Tool**

2.2.1 To support this work, Norfolk has developed the Family Storyboard tool (see Appendix 4 for an example completed for a fictitious family). This tool has won recognition at a regional competition run by the Local Government Association and a partnership between NCC and Great Yarmouth Borough Council successfully secured funding to develop the use of the Storyboard in the community. A training course is developed and offered to all providers and peer supporters/ expert users. In addition a community and provider event is being planned for the autumn in order to broaden knowledge of the tool and encourage its use amongst a greater number of partner agencies.

2.2.2 The Storyboard offers the facility to capture all of the family's needs and difficulties in one plan, enabling a clear and straightforward summary of the interventions being delivered and the family's aspirations, expectations and achievements. The progress made by the family is tracked through revising the storyboard at key milestones in their involvement with the programme. Comparisons with earlier versions then evidence the impact of the work undertaken.

2.2.3 Through collaboration with Hewlett Packard, Norfolk is in the process of developing an electronic version of the Storyboard. Currently at 'prototype' stage it is hoped that a fully operational version will be available to families and professionals by September 2014. We have had very positive feedback from a user group (families already open to the NFF service and who have had experience of the paper version of the Storyboard) and have fed the recommendations into its ongoing development. This electronic tool, once completed, will be made available on all mainstream media: computers, smart phones, tablets, etc.

2.3 **Payment by Results**

- 2.3.1 Local authorities report data on progress made with families back to the DCLG at regular intervals. Once certain conditions are met, LAs are able to claim additional funds on a 'payment by results' basis. (See Appendix 2 for additional information.)
- 2.3.2 As at the 30 April 2014 Norfolk has identified 1392 families who meet the criteria for the programme. 1003 of these families have been, or are the process of being, worked with by either the NFF direct teams or by partner agencies. Approximately 29% of these families are in West and Breckland; 33% in City and South; and 38% in North, East and Broadland. Following the Payment by Results claim submitted in May 2014, Norfolk has thus far 'turned around' 342 families (20% of our overall target). Due to the significant period that a family needs to sustain its positive outcomes to qualify as 'turned around' by the programme, we expect this figure to rise sharply with future claims, now that the programme is more established. There remain difficulties with the quality and consistency of the data which has impeded our ability to claim greater numbers of turned around families. However, we are now revisiting our processes and will bring all the data recording and reporting into the central project team to simplify and standardise the process.
- 2.3.3 We reported in the paper presented to the Overview and Scrutiny Panel on the 23 January 2014 that, due to previous systems of evidence recording and data reporting, an overclaim was submitted to the DCLG in July 2013. This matter has now been resolved with NCC offsetting part of the January 2014 claim against this previous erroneous claim, thus balancing the books. Both parties are satisfied with the outcome and the DCLG have reported that Norfolk are 'back on track.'

2.4 **Data Exchange/Digital Norfolk**

- 2.4.1 Information exchange between partner agencies remains problematic. Agreements about processes for identifying families and compiling PBR claims with the Constabulary and DWP are functioning, but there is no formal agreement for the sharing of family information within operational teams (e.g. for the purposes of risk assessments). A Data Exchange Agreement to address this is currently in draft format, whilst the details are ironed out.
- 2.4.2 Norfolk Family Focus has been working with Hewlett Packard to develop a process to identify potential families for the programme, by combining data from education, social care, the DWP and the Constabulary. The main body of work has now come to a conclusion and has resulted in the identification of a further 210 families, with potential for many more to come once further cross referencing checks have been done. This work has significantly contributed to Norfolk reaching its Phase 1 target of 1700 identified families. Longer term, the plan is that this process will be undertaken at a regular (monthly or quarterly) frequency so that families can be identified and engaged on a more consistent basis throughout Phase 2.
- 2.4.3 Norfolk Family Focus and wider Early Help partners are currently collaborating with Hewlett Packard on a case management system to replace the current collection of Word documents and Excel spreadsheets, which are inefficient and cumbersome to use. This system will enable case recording and data collection/reporting to happen in a more robust and user friendly way than they do at present, and will have application beyond the Norfolk Family Focus project.
- 2.4.4 As mentioned above (see 2.2.3) Hewlett Packard and NCC are also working together on an electronic 'Storyboard' tool.

2.5 **Working with Sufficient Families**

- 2.5.1 Thanks to the increased capacity in operational teams (see 2.1.5), further engagement work with partners (particularly Children's Centres and schools), and the work with Hewlett Packard (see 2.4.2), Norfolk Family Focus is now set to meet its target for identifying the full cohort of 1700 families by the end of June 2014. Plans for engagement with these families by our services are being developed.
- 2.5.2 Staff shortages due to recruitment and retention difficulties in the NFF direct services have until recently resulted in a lack of capacity to work with an increased number of families. This is now being addressed by the March 2014 recruitment of 9 additional members of staff (see 2.1.5). However, further discussions about the future design of the service to meet the demands of Phase 2 are in progress.
- 2.5.3 The next key challenge for the project is to engage and begin work with the additional identified families.

2.6 Families who have left the Programme

- 2.6.1 The Overview and Scrutiny Panel that met in January requested information on the numbers of families that dropped out of the programme. Since the operational teams were formed in April 2013 the numbers of families who, having met the criteria and given consent to be on it, have subsequently left the programme are as follows: City/South – 37; North/East/Broadland – 48; West/Breckland – 27. The reasons recorded for families leaving the service include the following: family member deceased, family moved out of Norfolk, family member(s) going to prison, travelling family not at one address for long enough, child taken into Public Care, family choosing to opt out of the service. Further work is needed to look at how engagement can be sustained and thus reduce non-engagement.

3. Resource Implications

3.1 Finance

- 3.1.1 The expected income for the programme by the close of Phase 1 in March 2015 is £3,773,275 based on the attachment fees received to date and expected payments by results claims. Proposals are in place for allocation of £1.2 million, which is the balance of ring-fenced funding to be used on the Troubled Families programme in Norfolk. There is evidence that this programme to date has been effective and continues to gain trust and credibility with families, and partner agencies.

3.2 Staff

- 3.2.1 Staff teams have recently been expanded. However, longer term thinking about how the service should look in Phase 2 has started and the proposed remodelling of Norfolk Family Focus will be available for consultation in July 2014. The new Troubled Families Coordinator, Elizabeth Broadhurst, joined the team in May 2014 and is responsible for taking this forward.

3.3 Property

None

3.4 IT

- 3.4.1 Digital Norfolk implications noted in 2.3 above.

4. Other Implications

4.1 **Legal Implications:**

As noted in 2.3 above, the Norfolk Family Focus project is currently operating without a signed Data Exchange Agreement, although functioning arrangements for the sharing of certain data between main partners are in place. Work on a formal Data Exchange Agreement continues.

4.2 **Human Rights:**

None

4.3 **Equality Impact Assessment (EqIA)**

Please see Appendix 5.

4.4 **Communications:**

None

4.5 **Impact on Children and Young People in Norfolk**

The Norfolk Family Focus Programme is designed to take address the difficulties experienced by the whole family and ensure that families are working to ensure their children have the best chances in life.

Some feedback about the programme from families and partner agencies

NFF is a stepping stone to getting us to improve the way we lived our lives. Our worker motivates us to start getting things done for ourselves.” **Family Member**

:- since being with NFF, things have improved so much that she has asked to have less interaction with NFF for the time being to see how things continue to improve. She said that her son is a better person and that she is very happy with the service she has received.” **A mother sharing her view of the service with a partner agency**

“Thank you I’m glad I’ve got you in my life, you have helped me more than anyone.” **Family member**

The outcome for the family is far better than I could have hoped for with the family you have been supporting, Mum is now in work and the pupil has been at school every single day this term so far.

NFF team offering meetings, support, connections, empathy and the determination to make a difference was inspiring, to have my offers backed up and extended to Mum gave us all the drive to make it work.

The follow up support has been strong, reliable and regular for both school and the family. To see Mum in tears at the first meeting, desperate and feeling isolated, contrasted so strongly with Mum smiling, confident and needing a short meeting so she could get to work on time - an amazing experience. There is a quote that says, “To know even one life has breathed easier because you have lived—this is to have succeeded”. You have succeeded.”

Feedback from a Head teacher

NFF are the first service I have come across who are creative and push to get the job done. **Feedback form Head teacher**

“We like that we can visibly see the targets we achieve, and how well things have changed in our house. This helps us see how we are moving forward and gives us a boost.” **Feedback from family member about the storyboard**

4.6 **Health and Safety Implications:**

None

4.7 **Any Other implications**

4.7.1 Officers have considered all the implications which members should be aware of. Apart from those listed in the report (above), there are no other implications to take into account.

5. **Section 17 – Crime and Disorder Act**

5.1 The Troubled Families programme has a key focus on reducing youth crime and anti-social behaviour, and it works in partnership with Operational Partnership Teams, the Youth Offending Team and Probation services.

6. **Risk Implications/Assessment**

6.1 None

7. **Action Required**

7.1 To review and note progress of the Troubled Families programme and make any recommendations considered necessary.

Background Papers

Papers referred to in the writing of this paper are contained within the Appendices.

Officer Contact

If you have any questions about matters contained in this paper please get in touch with:

Michael Rosen 01603 223747 michael.rosen@norfolk.gov.uk



If you need this report in large print, audio, Braille, alternative format or in a different language please contact Yvonne Bickers on 0344 800 8020 or 0344 800 8011 (textphone) and we will do our best to help.

Troubled Family Estimates Explanatory Note

The figures presented in the table represent indicative numbers of troubled families per Local Authority, based on previous Family and Children Survey data concerning the proportion of troubled families that face multiple problems.

That survey estimated that in England there are likely to be around 120,000 families facing multiple problems. Estimates for how those families are likely to be distributed across local authorities are calculated using population estimates and indices of deprivation and child well-being.

Method for arriving at local authority estimates

The Family and Children Survey (FACS) conducted in 2005 had previously been analysed by the Social Exclusion Task Force at the Cabinet Office¹ to calculate the proportion of families with dependent children in that survey that faced 'multiple problems' i.e. ticked at least 5 of 7 tick-boxes of possible problems².

This found that 2% of families faced multiple problems. Extrapolating that figure to the population of England generated a figure of 117,000 families likely to be facing multiple problems (i.e. around 120,000). The chances of a family facing multiple problems in the FACS survey were found to be related to deprivation and poor child wellbeing. Therefore, in order to calculate estimated numbers per local authority, indices of deprivation and indices child wellbeing were used in combination with local authority population estimates³.

Specifically, two estimates were calculated using the Index of Multiple Deprivation (IMD) and the Child Well-being Index (CWI⁴). The proportion of people in England living in each local authority, weighted by IMD, generated a proportion of 117,000 families likely to live in those areas. This calculation provides an indicative number of problem families in each local authority e.g.

¹ See *Reaching Out: Think Family*. Cabinet Office (2007)

² These are: a) no parent in work, b) poor quality housing, c) no parent with qualifications, d) mother with mental health problems, e) one parent with longstanding disability/illness, f) family has low income, g) Family cannot afford some food/clothing items

³ These figures model the estimated number of families with multiple problems in each local authority according to two key assumptions – 1) the index of multiple deprivation (and population) is a reasonable way of apportioning the national figure; and 2) the number of families has not changed significantly in the last 4-5 years.

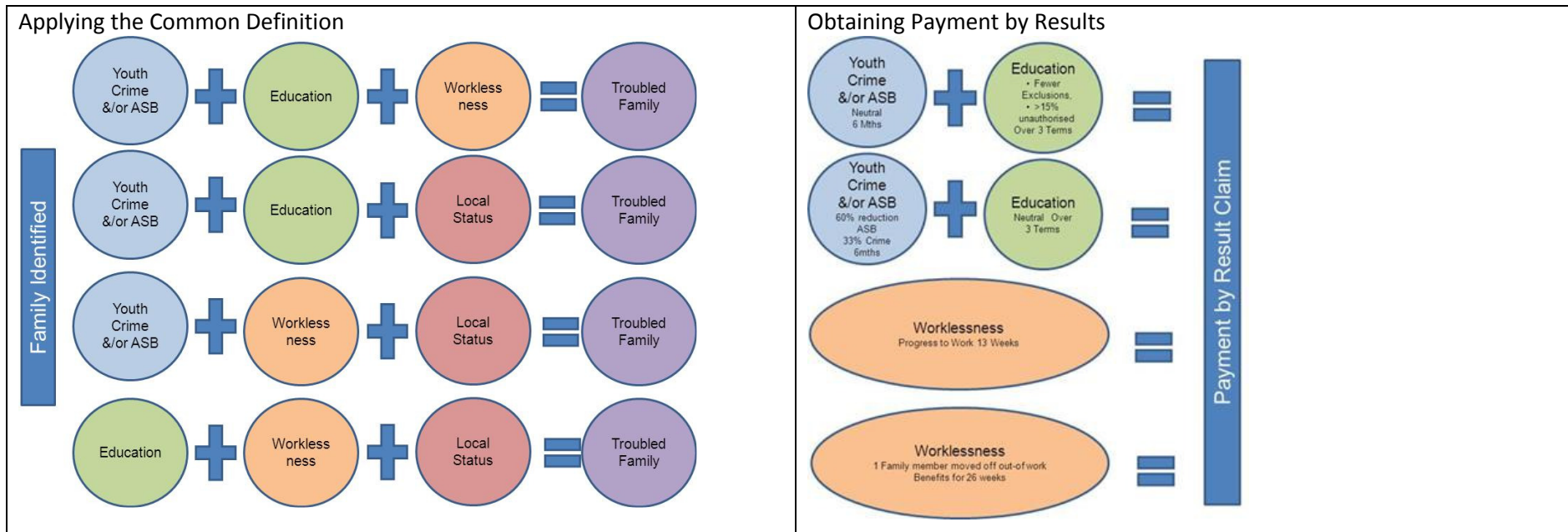
⁴ Overall index of multiple deprivation based upon 7 indices including income, employment, health deprivation and disability, education, barriers to housing, crime and living environment (Communities and Local Government 2007). Children's Well Being index based upon seven domains including material well-being, health, education, crime, housing, environment and children in need (Communities and Local Government 2009). Population size is based on 2009 population estimates (Office of National Statistics).

in Barking & Dagenham the number is 640. A similar figure was generated using the CWI e.g. in Barking & Dagenham the figure is 649.

For each local authority there are two estimates, combined to identify a range. For example, in Barking & Dagenham there are estimated to be around 640 to 650 families facing multiple problems⁵. In some authorities the deprivation calculation provides the higher estimate, in others the child well-being calculation. The number presented in the table of estimates by local authority is the middle number for that range e.g. in Barking & Dagenham the figure is 645.

It should be noted that the numbers presented in the table are based on area data rather than actual data on families, and should therefore be treated as an indicative number. Further work is required to identify specific families in each local authority.

⁵ These range figures were previously published on the Department for Education website at the following link:
<http://media.education.gov.uk/assets/files/doc/e/estimated%20distribution%20of%20families%20with%20multiple%20problems%20as%20at%20march%202011.doc>



| Troubled Families Criteria | Outcome to Qualify for Payment by Results | Attachment Fee | Results payment | Total |
|--|---|-------------------|-----------------|---------------------|
| Education <ol style="list-style-type: none"> Has been subject to permanent exclusion/ 3 or more fixed term exclusions over the last 3 consecutive terms OR Is in a Pupil Referral Unit or alternative provision or not on a school roll Has had 15% or more | Each child in family has <ul style="list-style-type: none"> Fewer than 3 fixed exclusions, and Less than 15% unauthorised absence in last 3 school terms. | £3,200 per family | £700 per family | £4000.00 per family |

| | | | | |
|--|---|------------------|-----------------|--|
| <p>unauthorised absences across the last three school terms.</p> <p>4) Or children whose pattern of attendance gives an equivalent level of concern.</p> | | | | |
| <p>ASB/Crime</p> <p>1) Households with 1 or more under 18 with a proven offence in the last 12 months</p> <p>2) Households where one or more member has an anti-social behaviour injunction/contract or family has been subject to housing related ASB</p> | <ul style="list-style-type: none"> • 60% reduction in anti-social behaviour across the family in the last 6 months; and • Offending rate by all minors in the family reduced by at least a 33% in the last 6 months | | | |
| <p>Worklessness</p> <p>An adult on an DWP out of work benefit.</p> | <p>If they do not enter work but achieve the progress to work (one adult in the family has either volunteered for the work programme or attached to the European social Fund provision in the last 6 months) OR</p> | | £100 per family | |
| | <p>At least one adult in the family has moved out of work benefits into continuous employment in the last 6 months (and is not on the European Social Fund Provision or Work Programme to avoid double payment).</p> | £3200 per family | £800 per family | |

| | |
|---|--|
| LOCAL | Adult(s) in family convicted within last 12 months/dealt with by out of court disposal for priority crimes (burglary, robbery, serious violence, theft of or from motor vehicles). |
| | Child(ren)in family who has had an episode within LA care in the last |
| | Adult(s) subject to 180° offender management |
| | Child(ren) subject to Children's Services Initial Assessment/s17/s47 plan |
| | Child(ren) with mental health difficulties |
| | Child(ren) misusing drugs or alcohol |
| | Child(ren) diagnosed with ADHD or in receipt of DLA |
| | Other childhood health concerns |
| | Parental ill health |
| | Adult(s) with learning difficulties |
| | Adult(s) with mental health difficulties |
| | Adult(s) misusing drugs or alcohol |
| | Adult(s) with long standing illness |
| | Intentionally homeless or at risk of eviction |
| | Domestic Abuse within last 12 months |
| | Adult in the family who is in prison |
| Family contains NEET young people | |
| Family failed to take up EY provision (2yrs+) | |

| My Family Tree | Family Life | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|---|-------------|-------------|----------|----------|------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|--|--|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|------------------|--|----|--|--|--|--|----|--|--|--|--|----|--|--|--|-----------------|--|-------------|--|--|--|---------|--|--|--|--|--|--|--|--|--|-------------|--|---|--|--|--|--|---|--|--|--|--|---|--|--|--|------------------|--|--|-------------|----|--|--|--|--|--|--|--|--|--|--|--|----------------------------|--|--|--|--|--|--------|--|--|--|--|--|--|--|--|--|---------------------|--|--|--|--|--|------------|--|--|--|--|--|--|--|--|--|---------------------------|--|--|---|---------|--|--|---|---------|--|--|---------|--|----|--|--|----------------|--|--|--|--|--|--|-----|--|--|--|--|-----|---|--|-----|---------------|--|--|--|--|--|--|-----|--|--|--|--|-----|---|--|-----|
| <p>Who is important to you? Think of your family, friends, neighbours or anyone who provides support to you.</p> <div style="display: flex;"> <div style="width: 15%; border: 1px solid black; padding: 5px; margin-right: 10px;"> <p>KEY</p> <p>Man (square) Woman (circle)</p> <p>+ Deceased</p> <p>Service (triangle)</p> <p>Transitory (dashed line)</p> <p>Married (double line)</p> <p>Separated (line with slash)</p> <p>Divorced (double slash)</p> </div> <div style="width: 85%;"> </div> </div> | <table border="1" style="width:100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th rowspan="2"></th> <th colspan="5">April</th> <th colspan="5">May</th> <th colspan="5">June</th> </tr> <tr> <th>01/04/##</th><th>07/04/##</th><th>14/04/##</th><th>21/04/##</th><th>28/04/##</th> <th>01/04/##</th><th>07/04/##</th><th>14/04/##</th><th>21/04/##</th><th>28/04/##</th> <th>01/04/##</th><th>07/04/##</th><th>14/04/##</th><th>21/04/##</th><th>28/04/##</th> </tr> </thead> <tbody> <tr> <td>Family Day (All)</td> <td></td><td>12</td><td></td><td></td><td></td> <td></td><td>12</td><td></td><td></td><td></td> <td></td><td>12</td><td></td><td></td><td></td> </tr> <tr> <td>Housing Options</td> <td></td><td colspan="2">Restorative</td><td></td><td></td> <td colspan="2">Options</td><td></td><td></td><td></td> <td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>GP (Maggie)</td> <td></td><td>2</td><td></td><td></td><td></td> <td></td><td>2</td><td></td><td></td><td></td> <td></td><td>2</td><td></td><td></td><td></td> </tr> <tr> <td>CAB Money Advice</td> <td></td><td></td><td>Info Gather</td><td>22</td><td></td> <td></td><td></td><td></td><td></td><td></td> <td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>Parenting Classes (Maggie)</td> <td></td><td></td><td></td><td></td><td></td> <td colspan="5">Course</td> <td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>YOT Order (Charlie)</td> <td></td><td></td><td></td><td></td><td></td> <td colspan="5">Order Ends</td> <td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>Matthew Project (Charlie)</td> <td></td><td></td><td>8</td><td colspan="2">Stage 3</td><td></td><td>3</td><td colspan="2">Stage 2</td><td></td> <td colspan="2">Stage 1</td><td>22</td><td></td><td></td> </tr> <tr> <td>School (Sarah)</td> <td></td><td></td><td></td><td></td><td></td> <td></td><td>68%</td><td></td><td></td><td></td> <td></td><td>71%</td><td>2</td><td></td><td>74%</td> </tr> <tr> <td>School (Anna)</td> <td></td><td></td><td></td><td></td><td></td> <td></td><td>23%</td><td></td><td></td><td></td> <td></td><td>35%</td><td>2</td><td></td><td>42%</td> </tr> </tbody> </table> | | April | | | | | May | | | | | June | | | | | 01/04/## | 07/04/## | 14/04/## | 21/04/## | 28/04/## | 01/04/## | 07/04/## | 14/04/## | 21/04/## | 28/04/## | 01/04/## | 07/04/## | 14/04/## | 21/04/## | 28/04/## | Family Day (All) | | 12 | | | | | 12 | | | | | 12 | | | | Housing Options | | Restorative | | | | Options | | | | | | | | | | GP (Maggie) | | 2 | | | | | 2 | | | | | 2 | | | | CAB Money Advice | | | Info Gather | 22 | | | | | | | | | | | | Parenting Classes (Maggie) | | | | | | Course | | | | | | | | | | YOT Order (Charlie) | | | | | | Order Ends | | | | | | | | | | Matthew Project (Charlie) | | | 8 | Stage 3 | | | 3 | Stage 2 | | | Stage 1 | | 22 | | | School (Sarah) | | | | | | | 68% | | | | | 71% | 2 | | 74% | School (Anna) | | | | | | | 23% | | | | | 35% | 2 | | 42% |
| | April | | | | | May | | | | | June | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 01/04/## | 07/04/## | 14/04/## | 21/04/## | 28/04/## | 01/04/## | 07/04/## | 14/04/## | 21/04/## | 28/04/## | 01/04/## | 07/04/## | 14/04/## | 21/04/## | 28/04/## | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Family Day (All) | | 12 | | | | | 12 | | | | | 12 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Housing Options | | Restorative | | | | Options | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| GP (Maggie) | | 2 | | | | | 2 | | | | | 2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| CAB Money Advice | | | Info Gather | 22 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Parenting Classes (Maggie) | | | | | | Course | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| YOT Order (Charlie) | | | | | | Order Ends | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Matthew Project (Charlie) | | | 8 | Stage 3 | | | 3 | Stage 2 | | | Stage 1 | | 22 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| School (Sarah) | | | | | | | 68% | | | | | 71% | 2 | | 74% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| School (Anna) | | | | | | | 23% | | | | | 35% | 2 | | 42% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| What current organisations/agencies/informal Support involved; who is doing what? Who is important to you? | What are the support needs and who is best placed to meet these?; building a Team Around the Family | Hopes, dreams and aspirations; what could change be, what matters most in the short medium and long term, what are the family's dreams! |
|---|--|--|
| <p>Maggie: GP (MH Issues), Leeway (Domestic Violence from Bernard with rehousing requirements), Anytown Housing currently house the family but there is conflict with neighbours and Maggie has rent arrears. Anna young carer.</p> <p>Charlie: YOT (order ends in 2 weeks) & Matthews Project & OPT for Substance Misuse & ASB.</p> <p>Sara: High School for non-attendance</p> <p>Anna: High School for non-attendance.</p> <p>Young Carer for Maggie.</p> <p>Emily is important to the family as a source of comfort and support.</p> | <p>EDUCATION/ ASB Maggie needs support with depression and managing the family finances. She also needs help to manage Charlie's behaviour and getting the girls to school. She will make appointments within 3 days to see GP – mental health & NFF for parenting support, plus Citizens Advice for finances.</p> <p>EDUCATION Sara needs support to go to school, behind in her school work with her attendance at 46%. She is also starting to demonstrate violent behaviour towards her mother.</p> <p>EDUCATION Anna needs encouragement to go to school. She is keeping up at school despite poor attendance. She would like some friends other than her two siblings (as she is scared of her older brother) but is very shy.</p> <p>ASB Charlie need support to stop misusing drugs and needs support to regain vocational opportunities. Committing ASB, drug use. Is bored and wants to leave home. Matthew Project & OPT recently involved managing substance misuse and ASB issues; Charlie prefers the support from Mathew Project.</p> | <p>Maggie would like Charlie and Sara to behave and all her children to be happy.</p> <p>She would like more money to able to treat them occasionally like a 'normal' family. A weekend where everyone got on and they could go to the shops or the park and enjoy time together.</p> <p>Charlie – did not provide a response and found the process amusing and pointless.</p> <p>Sara wants to leave school and start earning money so she can move out. She would like a house with more space.</p> <p>Anna wants to do well at school and go to university. She would like her own bedroom. She would like Charlie to move out.</p> |

| Expectations; what are the things that families expect to happen, what are the things that the families sand agencies are expected to do? | Recognition of 'triggers'. Triggers are things that happen to us that are likely to set off a chain of reactions or uncomfortable or unhelpful behaviours, thoughts or feelings... | Priorities and Consequences; what needs to happen right now and why? | |
|---|---|--|--|
| <p>Each individual to be honest with each other and with NFF, but also to support each other to make improvements to their lives.</p> <p>Charlie and Sara to refrain from violent behaviour towards their mother.</p> <p>Appointments to be kept (family and NFF) and to call or text if they can't be kept.</p> <p>To engage with those supporting or providing advice to the family and make all efforts to engage.</p> | <p>Maggie – is worried about money, that impact on her mood. This then places an uneasy feeling on the family, which can result in increased bad behaviour from all.</p> <p>Charlie – misses his friends and is bored. Maggie believes his cannabis use triggers aggressive behaviour.</p> <p>Sara – It is felt by the family that Sara's behaviour is worse when she does not go to school and hangs around with a group of older girls and boys on the estate.</p> <p>Anna – is worried by her older brother and sister's behaviour and then does not attend school caring for her mum.</p> | <p>Changes to happen now:</p> <ul style="list-style-type: none"> Charlie and Sara to stop the violent behaviour – Leeway/YOT. Sara to attend school every day. NFF to support Maggie with this. School to notify Maggie if Sara does not attend – school Maggie could be prosecuted. Maggie to engage with parenting support. Children's behaviour would deteriorate. Maggie to work out a budget/arrears repayments programme for the rent/other debts – NFF and CAB money adviser. Face eviction or court processes. Charlie to engage with the Matthews Project re substance misuse – Matthew Project A spiral of drug addiction events? Maggie to go back to GP to seek counselling in addition to medication – Maggie/GP Mental Well Being will deteriorate with an impact on the family. NFF to advise that Charlie would prefer the Mathew Project to continue to meet his needs rather than the OPT. Duplication of Support. - NFF | <p>Changes to happen over time</p> <ul style="list-style-type: none"> Maggie to continue to learn parenting strategies to cope with the children's behaviour – NFF Charlie to engage with career options, and seek advice from AnyTown housing officer if family situation does not improve. Sara and Anna to identify and try after school activities – school/community. Anna to be supported more with her schoolwork at home– school/Maggie |

| | | |
|------------------------------------|----------------------------|--------------------|
| 1 st Family Story Board | Name of Family: Story | Last Update: |
| | Name of Worker: Fran Smith | Version Number: V1 |



Norfolk County Council at your service

Equality impact assessment Troubled Families Project

Key findings:

As the primary focus of the Project is to support and facilitate existing services, it is not expected that there will be any additional disadvantage to families. Should any individual with the identified characteristics, be contacted by the Project (having met the criteria) then existing protocols for interaction (established by existing agencies) will be utilised, including any adjustments to fit their personal need.

In supporting and coordinating support of families, it is essential that all involved with the TF Project, are aware of any existing arrangements in place to ensure equality.

Directorate: Children's Services
Review officer/s: Michael Rosen
Date completed: January 2014
Action required: NO

1. Overview of activity or proposal

Summarise the overall aims of the activity or proposal, & how will it achieve them:

The aim of the activity is to secure improvements in the lives of up to 1700 families in Norfolk that have the following characteristics

- no adult in the family working and benefit claiming
- children not being in school
- family members being involved in crime and anti-social behaviour
- high costs to the public purse

The Initiative has three main ways in which families are to be supported in improving their outcomes:

- joining up local services
- dealing with each family's problems as a whole rather than individually
- appointing a single key worker to get to grips with their problems and work intensively to help them change for the long term

The aim of the initiative is to turn around the lives of those with the greatest need. However, the principles and approaches (scaled as appropriate) can be applied to those lower on the need spectrum. It is for this reason that in Norfolk it has been agreed to incorporate this activity within the “Early Intervention Programme”.

2. Who is affected?

Where this proposal may be relevant to people with a protected characteristic (i.e. they might potentially use the service as a Norfolk resident or visitor) please indicate here:

| | |
|---|------------|
| Age (people of different age groups; older & younger etc) | YES |
| Disability (people who are wheelchair or cane users; blind, deaf, visually or hearing impaired; can't stand for a long time; have a long-term illness i.e. HIV or a neurological condition such as dyslexia; learning difficulties; mental health etc) | YES |
| Gender reassignment (people who identify as transgender) | YES |
| Marriage/civil partnerships | YES |
| Pregnancy & Maternity | YES |
| Race (different ethnic groups, including Gypsies & Travellers) | YES |
| Religion/belief (different faiths, including people with no religion or belief) | YES |
| Sex (i.e. men/women) | YES |
| Sexual orientation (all, including lesbian, gay & bisexual people) | YES |

Note: Those who will be impacted by the Troubled Families Project are determined by the indicators identified in the previous section; it is therefore possible that people

belonging to any of the characteristics above may be included or any other characteristic not listed.

3. Context to the proposal

This is a national programme. Norfolk will apply nationally determined criteria and some locally determined factors to identify families to be involved. The local criteria will be selected to reinforce the national priorities to reduce worklessness and antisocial behaviour and increase school attendance. If successful, the scheme will reduce the disadvantage of families involved. The criteria do not discriminate against any protected group.

4. Potential impact

The purpose of the activity is to improve outcomes for children, young people and families. Therefore it is not expected that there will be any negative impact on individuals within those families. There may be disadvantage for those who do not meet the criteria to be part of the scheme, but by definition they are less disadvantaged than those accepted into the programme.

5. Action

Describe any actions to be carried out to address any potential adverse impact identified above.

| | Action/s | Lead | Date |
|---|--|--------------------------------------|------------------|
| 1 | In supporting and coordinating support of families, it is essential that all involved with the TF Project, are aware of any existing arrangements in place to ensure equality. Referrals and take-up will be monitored to ensure equality of access for eligible families. | Troubled Families Coordinator | Continues |
| 2 | Profile of families involved will be reviewed quarterly and remedial action taken if selection for the programme appears to be excluding protected groups disproportionately or without good reason (i.e ineligible under scheme criteria) | | |

6. Completion & further information

Signed: Michael Rosen

Date of next review (if any): March 2015

Annual/three yearly review

Consider the impact your activity or proposal has achieved over the last year/three years, measured by your monitoring data. Think carefully about the following areas:

- ❶ Is the same impact being achieved for people with protected characteristics compared to people without these characteristics – if not, why not?
- ❷ Are the needs of people with protected characteristics being adequately met, where these may differ from people without these characteristics?
- ❸ Is uptake of any opportunities associated with the activity or proposal generally representative of people with protected characteristics?
- ❹ Does the customer/staff/volunteer profile reflect Norfolk's population – & if not, why not?

Describe your conclusions below, clearly stating the evidence for your response, for audit purposes.

█

Actions

Describe any actions to be carried out to address any issues identified above.

| | Action/s | Lead | Date |
|---|----------|------|------|
| 1 | | | |
| 2 | | | |

Completion & further information

To support you in your decision making please sign off your form with Neil Howard, Equality & Cohesion Officer, Planning, Performance & Partnerships team.

For questions and guidance about equality issues and help completing this assessment, please contact Neil directly:

Telephone: 01603 224196

Text: 07901517721

Email: Neil.Howard@Norfolk.Gov.uk

Minicom: 0344 800 8011

Fax: 01603 223096

Signed: █

Date of next review (if any): █

Norfolk County Council Equality Impact Assessments - Types of discrimination:

Direct discrimination

Direct discrimination occurs when someone is treated less favourably than another person because of a protected characteristic they have or are thought to have (see perception discrimination below), or because they associate with someone who has a protected characteristic (see discrimination by association below).

Discrimination by association

Already applies to race, religion or belief and sexual orientation. Now extended to cover age, disability, gender reassignment and sex. This is direct discrimination against someone because they associate with another person who possesses a protected characteristic.

Perception discrimination

Already applies to age, race, religion or belief and sexual orientation, now extended to cover disability, gender reassignment and sex. This is direct discrimination against an individual because others think they possess a particular protected characteristic. It applies even if the person does not actually possess that characteristic.

Indirect discrimination

Already applies to age, race, religion or belief, sex, sexual orientation and marriage and civil partnership, now extended to cover disability and gender reassignment. Indirect discrimination can occur when you have a condition, rule, policy or even a practice in your company that applies to everyone but particularly disadvantages people who share a protected characteristic. Indirect discrimination can be justified if you can show that you acted reasonably in managing your business, ie that it is 'a proportionate means of achieving a legitimate aim'.

A *legitimate aim* might be any lawful decision you make in running your business or organisation, but if there is a discriminatory effect, the sole aim of reducing costs is likely to be unlawful.

Being proportionate really means being fair and reasonable, including showing that you've looked at 'less discriminatory' alternatives to any decision you make.

Dual discrimination (*Currently delayed while government considers how the mechanics of this form of discrimination will be implemented*)

Dual discrimination is where a person is subject to direct discrimination on the grounds of no more than two of the following protected characteristics: age; disability; gender reassignment; race; religion or belief; sex; and sexual orientation;

Harassment

Harassment is “unwanted conduct related to a relevant protected characteristic, which has the purpose or effect of violating an individual’s dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for that individual”.

Harassment applies to all protected characteristics except for pregnancy and maternity and marriage and civil partnership. People will now be able to complain of behaviour that they find offensive even if it is not directed at them, and the complainant need not possess the relevant characteristic themselves.

Third party harassment

Already applies to sex, now extended to cover age, disability, gender reassignment, race, religion or belief and sexual orientation.

As an employer, you can be held responsible for harassment of a worker by someone who doesn’t work for you, such as a customer. This is sometimes called ‘third party harassment’.

The company or organisation will become legally responsible if they know that their worker has been harassed by someone who does not work for them twice before but fail to take reasonable steps to protect the worker from further harassment. It does not have to be the same person harassing the worker on each occasion

Victimisation

Victimisation occurs when an employee is treated badly because they have made or supported a complaint or raised a grievance under the Equality Act; or because they are suspected of doing so. An employee is not protected from victimisation if they have maliciously made or supported an untrue complaint. There is no longer a need to compare treatment of a complainant with that of a person who has not made or supported a complaint under the Act.

Free School Meals Update

Report by Interim Director of Children's Services

Summary

This is a third report on free school meals and responds to a request for an update on free school meals (FSM) eligibility criteria. Panel meetings on 8 November 2012 and 14 March 2013 provided reports on eligibility and take up of FSM. A further briefing updated members in November 2013 on eligibility.

This latest report updates members of eligibility, provides a progress report on preparations for the introduction of Universal Infant free School Meals and updates members on pupil premium funding for schools.

It is important to note the distinction between FSM eligibility as an indicator of deprivation and the provision of free meals for infants which is available for all from September 2014. The educational drive is to ensure that children of whatever age who are eligible for free school meals - and therefore also for the pupil premium - do as well as the generality of pupils.

Recommendation:

Children's Services Committee is asked to note the report.

1. Background

- 1.1 The take up of free school meals (FSM) was placed on the scrutiny forward programme in 2010 following a cross departmental project on all aspects of school catering. It was noted at that stage that a further report would be required after the impact of proposed changes in legislation had been implemented
- 1.2 The November 2012 report described the current eligibility criteria for FSM and provided information on eligibility for FSM by school type and phase and by geographic area.
- 1.3 The paper gave information on the take up of FSM but highlighted that this data would no longer be collected by the Council from April 2013 following a change to the school funding formula from 2013/14. The paper also described how eligibility for FSM links to Pupil Premium funding for schools.
- 1.4 The follow up report in March 2013 highlighted the work undertaken by the Healthy Norfolk Schools programme to encourage take up of school meals including specifically take up for families entitled to FSM. The report also described processes to encourage Norfolk parents to confirm their eligibility for FSM.
- 1.5 The briefing note in November 2013 confirmed that Universal Credit (UC) would be recognised as a qualifying benefit for receipt of FSM and that this would be subject to review.

2. Latest Position regarding Free School Meals Eligibility

- 2.1 Four pilot areas in the North West commenced UC from April 2013 initially dealing with new claims from single jobseekers.
- 2.2 Latest Government information states that in Summer 2014 they expect to progressively start to take claims for Universal Credit from couples and, in the Autumn, from families. Once safely tested in the 10 live Universal Credit areas, they will also expand the roll-out to cover more of the North West of England. Universal Credit will then be made available in each part of Great Britain during 2016. New claims to existing benefits, which Universal Credit is replacing, will then close down, with the vast majority of claimants moving onto Universal Credit during 2016 and 2017.
- 2.3 Guidance on entitlement to FSM has been extended to include eligibility for UC and the official guidance is that a child may be able to get free school meals if parent(s) get any of the following:
- Income Support
 - Income-based Jobseekers Allowance
 - Income-related Employment and Support Allowance
 - Support under Part VI of the Immigration and Asylum Act 1999
 - the guaranteed element of State Pension Credit
 - Child Tax Credit (provided you're not also entitled to Working Tax Credit and have an annual gross income of no more than £16,190)
 - Working Tax Credit run-on - paid for 4 weeks after you stop qualifying for Working Tax Credit
 - Universal Credit

3 Preparations for UIFSM

- 3.1 Schools are responsible for meeting the UIFSM duty by September 2014 and will need to do so through their contractual arrangements. Schools will receive revenue grant from the Government at a level deemed sufficient to cover the costs of procuring and preparing the meals and managing their supply and consumption within the school.
- 3.2 The Government has provided capital support for schools as follows:
- To Local authorities (LAs) for LA-maintained schools other than Voluntary Aided schools;
 - To Voluntary Aided schools, through the local liaison and distribution mechanisms which exist for other VA projects. These arrangements require governors of VA schools to provide 10% of the capital cost
 - To academies through a national fund called the Academies Maintenance Fund into which academies have to bid.

Other than crossover, where an academy provides meals for a LA maintained school, NCC has been given no funding for supporting academies to meet the UIFSM duty.

Capital funding can only cover essentials required to meet the UIFSM duty such as

- Fabric improvements
- Large equipment for storage, refrigeration and preparation
- Light equipment – plates, utensils etc;
- Transportation equipment
- Enhancements to energy supply and control

- 3.3 Norfolk's capital allocation is £1.709m. An additional sum of £230,225 is available for Norfolk VA schools but this does not come to the LA. We have been very particular not to introduce a bidding arrangement, instead using a single source of professional advice on the situation in all schools required to implement the duty.
- 3.4 We therefore commissioned NORSE Commercial Services to assess *essential* need across 373 schools in the County and to propose a prioritised programme of works within the NCC funding envelope. Academies and VA schools have also been assessed and provided with a full report which they can use to make their case to the relevant funding body. Progress at the time of writing is as follows:
- Visits made to all schools by 31st May, with follow-up visits by engineers to 150 schools nearly complete
 - Deliveries of light equipment to schools have begun
 - Rolling programme for larger installations agreed and being communicated with relevant schools
 - 100 projects signed off as complete
- 3.5 Our current observations are as follows;
- Our overall assessment is that schools where NCC has the capital support responsibility and VAs, will have the infrastructure in place to be able to deliver the UIFSM duty in September. Interim measures may need to be in place at a very small number of schools where fabric improvements are required. NCC cannot make a similar assessment for academies because of the separate funding sources
 - The available NCC and VA budgets will not be exceeded according to current estimates
 - Schools should be prepared for an inevitable increase in energy consumption as a result of this initiative, the cost of which they will have to bear
 - There will be no certainty on actual meal take-up until late in the autumn as patterns settle.

4. Pupil premium funding

- 4.1 Pupil premium funding is provided by the DfE to the LA for all children eligible for FSM, Looked After Children, adopted children and those from Service families. The funding is allocated as follows:

| Disadvantaged pupils | Pupil premium per pupil |
|---|--------------------------------|
| FSM pupils in Year Groups R to 6 | £1,300 |
| FSM pupils in Year Groups 7 - 11 | £935 |
| Looked after Children (LAC) | £1,900 |
| Children adopted from care under the Adoption and Children Act 2002 and children who have left care under a Special Guardianship or Residential Order | £1,900 |
| Service children | |
| Pupils in Year Groups R – 11 recorded as Service Child or in receipt of a child pension from the Ministry of Defence | £300 |

- 4.2 Schools are allocated the pupil premium funding for FSM, those adopted or those who have left care under Special Guardianship or Residential Order and Service children where these children have been identified through the School Census. The pupil premium plus for Looked After Children is managed directly by the LA Head of the Virtual School for Children in Care and can be allocated differentially to meet children's learning needs.

- 4.3 Schools are accountable for the impact of the pupil premium funding through their governing bodies. They are required to publish on their school websites information about how this funding has been used to meet needs and the impact on pupil outcomes. Ofsted scrutinises the impact of pupil premium funding on improving outcomes for disadvantaged pupils.
- 4.4 The funding is designed to be used to close the gap in achievement for vulnerable groups and the achievement of all children nationally. Norfolk strategy – A Good School for Every Norfolk Learner - has a focus on raising standards for all children including those who are disadvantaged. Ambitious targets for significantly better outcomes has been set. The collection of pupil progress data for 200 Norfolk schools over the last year has included data for vulnerable groups. Where this data indicates poor or mediocre future outcomes this has been challenged with individual schools. Gaps in achievement for disadvantaged children nationally are large and Norfolk gaps are slightly greater than those nationally.
- 4.5 In order to support the effective use of pupil premium funding, Norfolk Integrated Education Advisory Services (NIEAS) held a conference in May 2014 focusing on pupil premium with a key note address and workshops led by John Dunford, the National Pupil Premium Champion.
- 4.6 Following consultation with schools attending the conference the LA is developing a pupil premium strategy which will provide guidance for schools on meeting the needs of pupils using the pupil premium funding. The strategy will include:
- A needs analysis and comparative benchmarking of Norfolk pupil outcomes against national averages
 - Guidance on effective strategies for closing the gap, drawing on best practice case studies, locally and nationally, the use of the Sutton Trust and Education Endowment Foundation toolkit
 - The role of the LA in challenge, intervention and support, and holding schools to account for the impact of pupil premium.
- 4.7 The LA will work with headteachers to establish networks for schools to ensure local access to best practice and will support the identification of primary and secondary headteachers to be local ‘Pupil Premium Champions’.

5. **Resource Implications**

- 5.1 **Finance:** Capital matters are dealt with in paragraph 3 above

School funding for FSM forms part of the overall school budget allocation. The pupil premium is calculated as an additional schools grant

- 5.2. **Equality Impact Assessment (EqIA)**

Entitlement to FSM is a state benefit to support low income families. The recent introduction of pupil premium provides additional funds to schools based on entitlement to FSM to give additional financial support for schools to meet the needs of the most disadvantaged. Future arrangements for FSM when Universal Credit is introduced will be clarified in due course.

- 5.3 **Impact on Children and Young People in Norfolk**

The provision of FSM provides valuable support to low income families and the recently introduced Pupil Premium provides additional support for teaching and learning. The

introduction of UIFSM for all infant aged pupils is expected to improve outcomes for all children as earlier pilot studies demonstrated.

5.4 **Any Other implications**

Officers have considered all the implications which members should be aware of. Apart from those listed in the report (above), there are no other implications to take into account.

6 **Section 17 – Crime and Disorder Act**

There are no specific implications.

7 **Action Required**

7.1 The Panel is asked to consider the report and determine whether any further information is required when the new arrangements for FSM eligibility are determined.

Background Papers

Department of Work and Pensions guidance on Universal Credit:

<http://www.dwp.gov.uk/policy/welfare-reform/universal-credit/>

November 2012 Children’s Services Overview and Scrutiny Panel report:

<http://www.norfolk.gov.uk/view/chilserv081112item11pdf>

March 2013 Children’s Services Overview and Scrutiny Panel report:

<http://www.norfolk.gov.uk/download/chilserv140313agendapdf> (Page 91-94)

Children’s Services Overview and Scrutiny Panel Briefing Nov 2013 available via Members Insight

Officer Contact

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Sustaining high quality leadership in Norfolk schools – progress report

Report by the Director of Children's Services

Summary

Following presentation at CS Overview and Scrutiny Panel on 13th March 2014 a progress report was requested relating to 'Sustaining high quality leadership in Norfolk schools'. This report is within the context of 'A Good School for Every Norfolk Learner'.

It summarises for Children's Services Committee the key points of the original report and contains two appendices giving critical detail:

- Appendix A - Principles to guide strategic discussions on sustainable leadership and structural solutions
- Appendix B - Why should a structural solution be considered?

The content of this progress report updates Members on the recommended model to deliver our objectives (section 2.1), gives information on two potential school closures (section 2.4) and sets out a vision for a Norfolk Rural Primary School concept model where groups of schools together create a pupil population of at least 250 under executive leadership (section 2.7). It also builds on the work of the Small Schools Steering Group and proposes that this group is reconvened to continue its work.

Recommendation:

The Children's Services Committee is asked to:

- a) Note the contents of this progress report and agree the direction of travel
- b) Support the model outlined in 2.1 below with its focus on risk assessment of schools, executive leadership of more than one school, strong governance and effective deployment of Local Authority capital funding.
- c) Approve the reconvening of the Small Schools Steering Group to evaluate the impact of the autumn term 2013 review of small schools and make recommendations for further activity. This includes agreeing the Chairmanship of this group.

1. Background

- 1.1 On 13th March 2014 Children's Services Overview and Scrutiny Panel received a report entitled 'Sustaining high quality leadership in Norfolk schools' and were asked to approve the direction of travel described. This was agreed with a request for a progress report in the following half term.
- 1.2 The aim of the report was to provide an overarching set of principles that outline a vision for the highest quality sustainable learning provision for all Norfolk children and young people. Sustaining high quality leadership in Norfolk Schools is central to achieving this and the aims set out in our strategy to support education improvement, 'A Good School for Every Norfolk Learner'. These principles (Appendix A) will be applicable in the full range of educational organisation models and be unconstrained by geography, size, faith designation and establishment history.

1.3 Some key facts were presented and included:

Profile of primary schools (Sept 2013 NOR)

| Number on roll | Number of schools | % of schools | % of pupils |
|----------------|-------------------|--------------|-------------|
| < 50 | 38 | 10.52 | 2.28 |
| 51 – 140 | 133 | 36.84 | 19.95 |
| 141 – 210 | 81 | 22.43 | 23.75 |
| 210 + | 109 | 30.2 | 54.02 |
| Total | 361 | 99.99 | 100 |

For the schools with under 50 pupils on roll only 47% of those living in the catchment area go to their catchment school.

National data (Jan 2012 – Jan 2104) shows that only 8% of schools with fewer than 150 pupils are graded ‘outstanding’ by Ofsted compared to 22% above 150 pupils.

Performance data related to size of school – Key Stage 2 % level 4 + reading, writing and maths combined

| | 2012 | 2013 |
|---------------------|-------|-------|
| Schools < 50 pupils | 60.4% | 61.8% |
| Norfolk average | 69% | 71% |
| National average | 75% | 75% |

Very small schools under 50 are performing below larger schools and we are not seeing the gap in performance close rapidly enough.

1.4 There is already a diverse range of collaborations across Norfolk where governing bodies have chosen to pursue a structural solution. These include federating with other schools, head teacher partnerships, joining a Multi Academy Trust, amalgamation, forming a Cooperative Trust and becoming a Schools Company. Examples are not limited by school phase and include collaboration between primary schools, infant and junior as well as secondary and primary. The benefits of a strategic structural solution were articulated in the March report and can be found in Appendix B.

1.5 The original report and this progress report sit within the context of Norfolk’s ambition for there to be a ‘Good School for Every Norfolk Learner’¹ as articulated in our ‘Strategy for Supporting School Improvement 2013-15’².

2. Contents of Report

- 2.1 The model to support the implementation of the principles agreed can be summarised as:
- a) A robust risk assessment for each school based on standards, governance and financial sustainability
 - b) A concept of leadership which encompasses ‘executive leadership’ of multiple schools and sites

¹ <http://www.schools.norfolk.gov.uk/view/NCC123395>

² <http://www.schools.norfolk.gov.uk/view/NCC130259>

- c) Strong governance demonstrating effective risk management and the sustainability of a good or outstanding education experience for its children and young people
 - d) Effective use by the Local Authority of its capital resources to support these principles
- 2.2 A problem remains for Norfolk in that there are too many schools and too many small schools in particular. Recruiting and retaining staff at all levels is challenging. This also applies to the recruitment of governors where vacancy rates are well above the national average.
- 2.3 There continues to be progress on supporting and challenging schools based on the principles detailed in Appendix A. The Education Partnership Service is invited to an increasing number of governing body meetings where structural solutions are being explored. Where this is a church school visits are carried out with representatives from the relevant Diocese.
- 2.4 One school has consulted on closure (Eccles, Hargham and Wilby) and a consultation is being drafted for a second school to commence on 9th June 2014 (King George VI, Great Bircham). These both followed on from a specific activity in the autumn term, agreed by the Small School Steering Group, whereby all schools with fewer than 50 pupils were asked to demonstrate their strategic sustainable future.
- 2.5 With the move to a Committee system, the previous delegation to the Cabinet Member to sign off approval for closure following consultation has changed. It is not possible in a committee system for decisions to be delegated to an individual member. It has been agreed by Council as a transitional arrangement that any delegations to individual Cabinet Members that were outstanding at the point of moving to the committee system will be transferred to the relevant Chief Officer following consultation with the relevant Committee Chair and Vice-Chair.
- 2.6 This review of small schools continues. It is proposed that the Small Schools Steering Group reconvenes in late June / early July to consider the approach to take in the autumn of 2014. Consideration will need to be given to its membership in the light of the change to a committee system (see separate agenda item on Appointments). The terms of reference currently states the Deputy Lead member for Children's Services as the chair of this group.
- 2.7 It is recognised that rural schools face particular challenges and providing education in these situations in the 21st century requires new ways of working. Innovation is being pursued with the development of a Norfolk Rural Primary School concept model based on the principles in 2.1 above. The aim is to have groups of schools that together create a pupil population of at least 250 and preferably more working together under the leadership of one Executive Head teacher and with a governance model that supports this – giving economies of scale whilst retaining local ethos and identity. Examples of this exist across the country from which we can learn. Visits and sharing good practice has already taken place with local authorities and schools in Devon, Lincolnshire, Lambeth and Hackney.
- 2.8 The experiences of these local authorities and schools reinforce the benefits detailed in Appendix B and thereby actively contribute to raising standards for children. However, in rural areas there is likely to be transport considerations should there be fewer schools or different models of organisation.

3. **Resource Implications**

Existing teams in the Education Strategy and Commissioning section of Children's Services are in place to support this activity.

3.1 **Finance:**

Sustaining high quality leadership in Norfolk Schools is central to achieving the aims set out in our strategy to support education improvement 'A Good School for Every Norfolk Learner'. One factor in achieving this is financial sustainability of schools. The School Finance team at NCC are able to support governing bodies as to the financial implications of any structural solutions they may consider.

3.2 **Staff:**

Sustaining high quality leadership in Norfolk Schools is central to achieving the aims set out in our strategy to support education improvement 'A Good School for Every Norfolk Learner'. Structural solutions can lead to a review of staffing structures. NCC Human Resources team are able to advise governing bodies should they be considering a structural solution.

3.3 **Property:**

Consideration of appropriateness of school buildings is one of the principles set out in this report. Structural solutions could lead to the need to expand or close school buildings. The Norfolk Rural Primary School model, where appropriate, may also require closure or new building. NCC policy and procedures would be followed at all times. Where appropriate, close liaison would take place between other parties such as a Diocese Board of Education.

4. **Other Implications** (where appropriate)

4.1 **Legal Implications:**

Officers have considered all the implications which members should be aware of. Apart from those listed in the report (above), there are no other implications to take into account

4.2 **Human Rights:**

Officers have considered all the implications which members should be aware of. Apart from those listed in the report (above), there are no other implications to take into account

4.3 **Equality Impact Assessment (EqIA)** (this must be included)

This report recognises that educational achievement in Norfolk is lower than the average for England. The principles set out in this paper outline a vision for the highest quality sustainable learning provision for all Norfolk children and young people. With its focus on raising standards for all and ensuring sustainability of solutions it contributes to tackling the inequity of lower educational achievement.

Should a school be identified for potential closure there are procedures that have to be followed regarding consultation, alternative catchment schools and transport policy which ensure children are not adversely affected.

4.4 **Communications:**

Structural solutions are usually subject to a formal consultation. Communicating effectively with the local community is a high priority. There is likely to be particular sensitivity if school closure is proposed.

4.5 **Health and Safety Implications:**

Officers have considered all the implications which members should be aware of. Apart from those listed in the report (above), there are no other implications to take into account.

4.7 **Environmental Implications** (where appropriate)

At this stage it is not possible to be precise on environmental sustainability aspects. If there were fewer units of organization then heating and maintenance costs would be reduced. However, there may be additional transport costs too factor in.

Any Other implications

"Officers have considered all the implications which members should be aware of. Apart from those listed in the report (above), there are no other implications to take into account."

5. **Section 17 – Crime and Disorder Act** (this must be included)

- 5.1 There are no specific implications. The inspection framework includes an assessment of how well Children's Services is working with partners to achieve shared priorities including reviewing how it is delivering safer and stronger communities for Norfolk.

6. **Risk Implications/Assessment**

- 6.1 This progress report supports our strategy to support education improvement 'A Good School for Every Norfolk Learner'. It therefore helps mitigate the risk of continued substandard performance in Norfolk's schools.
- 6.2 With its focus on structural solutions the activity outlined in this report complements other activity such as intervening in schools causing concern, the 'Norfolk to Good and Great' strategy and developing school to school support through system leadership.

9. **Recommendation**

- 9.1 The Children's Services Service Committee is asked to:
- a) Note the contents of this progress report and agree the direction of travel
 - b) Support the model outlined in 2.1 above with its focus on risk assessment of schools, executive leadership of more than one school, strong governance and effective deployment of Local Authority capital funding.
 - c) Approve the reconvening of the Small Schools Steering Group to evaluate the impact of the autumn term 2013 review of small schools and make recommendations for further activity. This includes agreeing the Chairmanship of this group.

Background Papers

A Good School for Every Norfolk Learner
Strategy for Supporting School Improvement 2013-15
Norfolk's Small School strategy 2013

Officer Contact

If you have any questions about matters contained in this paper please get in touch with:

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Principles to guide strategic discussions on sustainable leadership and structural solutions

Children and young people

All children and young people in Norfolk should have equal access to high quality learning opportunities that meet their individual and particular needs in each stage of their educational journey so that they are given the chance to do the very best they can.

Standards

All Norfolk settings, schools and post 16 providers will attain a Local Authority and Ofsted judgement of good or better within a defined and realistic time scale and maintain a steady and / or improving profile over time.

Sustainable Leadership including Governance

High quality sustainable leadership is the critical ingredient for success. This is best achieved where the senior leader is able to focus on leadership and management without a substantial teaching commitment and can develop an aspirational and supportive leadership and staff team. There will need to be challenging, skilled, informed and forward looking governance which considers standards of education achieved by learners and value for money.

Capacity to Improve

There will be a clear awareness and acceptance of the responsibility for continuous improvement with a development programme that results in improved learning experiences for all.

Quality of Teaching

All teaching and support staff will aspire to and achieve consistently good quality, inspirational teaching and will be committed to working towards an increasing percentage of outstanding lessons.

Continuous Professional Development

All staff including senior leaders and Governing Bodies will have equal opportunities of access to, and an expectation of attendance at, high quality training / professional development activities.

Social deprivation and vulnerable learners

All settings, schools and post 16 providers will be aspirational in their expectations for all groups of learners whatever their background and need.

Spiritual, moral, social and cultural development

Education is about far more than learning the curriculum. Spiritual, Moral, Social and Cultural development is a term used to embrace this broader dimension. All settings, schools and post 16 providers will ensure these vital dimensions of life and growth are present across the

entire curriculum and reinforced within their wider learning community so that their learners are prepared to be active, considerate and effective citizens.

Unit of organisation

The size and rurality of Norfolk dictates that there will be a diverse range of educational providers of various sizes. To deliver the aim of high quality sustainable education in the 21st century it is recognised that size of school can present additional challenges, particularly where primary schools have less than one form entry and secondary phase schools less than 505 students.

Site and Buildings

All children and young people should be able to attend their education in accommodation that is efficient, fit for purpose, suitable, age appropriate and which provides conditions conducive to learning. The effective and creative use of ICT which impacts positively on learner outcomes will be encouraged. There should be a commitment to maximise the use of educational buildings for the benefit of the whole community.

Finance

Good leadership and management by senior leaders and governors will lead to effective financial management delivering value for money. All schools will maintain a balanced 3 year budget with a year on year carry forward within the agreed margins (currently 8% or £20,000).

National funding policy continues to move towards a national per pupil rate for schools reinforcing the need to consider critical mass and units of organisation. Equality of funding per pupil must be considered in any distribution model.

There is recognition that transport costs will be a factor in any rationalisation of school structures and that Norfolk's transport policy will be adhered to at all times.

Stakeholders

Working in partnership underpins these principles. All relevant stakeholders will have an appropriate voice in any discussion regarding proposed solutions.

It is significant that the Norwich Diocesan Board of Education at its meeting on 29 January 2014 agreed a position whereby an appropriate structural solution should be sought for any school in which a high quality education is not available on a sustainable basis.

Role of the Local Authority

As champion of all children and young people, the Local Authority must ensure that a high quality of education is provided for all Norfolk learners. Systematic assessment of risk results in the use of formal powers of intervention in schools that pose the greatest risk of not providing the standards required. Risk assessment is being developed to include the risk of not providing such standards into the future.

Where risk to providing a good, sustainable education is identified, whether in relation to governance, standards and / or value for money the Local Authority will wish to ensure that an appropriate structural solution is pursued that mitigates these risks.

Why should a structural solution be considered?

Structural solutions create excellent opportunities for developing a single shared strategic vision for a geographic area or community with children and young people at its heart.

Groups of schools can more readily attract and retain quality leaders. Head teachers of more than one school are called 'Executive Head Teachers'. Creative solutions such as executive headship models inspire good school leaders looking for the next steps in their career. As leadership is such a critical key for success these models have a higher chance of securing sustainable high standards and outcomes for learners.

Structural solutions create the chance for development of senior leadership teams which in single schools, particularly if small, is often difficult. This gives good career progression opportunities and helps attract and retain teaching staff and middle leaders. This includes an ability to distribute leadership and share in the role of monitoring and evaluation of various aspects of activity, for example, teaching and learning, school policies and procedures, vision and communications thereby developing leadership capacity.

Working across a number of schools adds diversity and creativity giving opportunities for shared Continuous Professional Development and curriculum development. Structural solutions create natural, organised groups to work within.

School improvement can be affected over a sustained period of time as a larger organisation has greater resilience in the face of normal and unexpected staff turnover.

Growing the critical mass of an organisation through a structural solution offers financial benefits and improved value for money. It is usual to see an enhanced business manager role a feature of such models which enables head teachers to focus more strategically and on teaching and learning. Joint working produces real savings which can be re-invested into further resource to support learning.

The benefits of structural solutions do not just apply to small schools. Larger federations can gain the same advantages and do. It should also be noted that whilst a federation has one governing body it is possible to have more than one head teacher where two or more larger schools come together.

For small schools there is often a view that such schools are more friendly and welcoming and less daunting for the vulnerable. However, questions arise as to how they can provide the diversity of experience, friendship, education or extra-curricular opportunities that best prepare children and young people for the next step in the journey. Additionally a larger school may have a greater range of expertise and interventions available. It is also questionable as to whether it is a good educational experience to have up to six year groups in one class.

If there are too many schools and they are carrying surplus places this presents a problem of sustainability. Data also shows that significant numbers of pupils in rural areas do not go to their catchment school.

Recruiting the required number of high quality governors can also be a challenge. By having larger units of organisation (e.g. federations, multi academy trusts) it improves the possibility of recruiting a strong governing body.

Children's Services Integrated Performance and Finance Monitoring Draft report for 2013-2014

Report by Interim Director of Children's Services

Summary

This report provides an update on performance and finance monitoring information for the 2013/14 financial year.

This report sets out for the Children Services Committee the latest performance information under the revised framework for monitoring performance within Children's Services which was implemented in January 2014. The report sets out evidence of improvements and trends for a range of measures and indicators within children's social care services and support for school improvement. This evidence is qualitative, quantitative and outcome based.

The main performance points within the paper are:

- Early Years learning outcomes are on track to meet targets for 2014
- Primary School attainment is on track to at least match 2014 targets
- Secondary School attainment is on track to meet 2014 targets
- School inspection outcomes are improving.
- A DfE-commissioned Strategic Review has recently taken place and has endorsed the NCC and partnership approach and progress towards improvement
- Looked After Children numbers have increased since last month and appropriate and proportionate actions are being taken to address this.
- Performance measures for children's social care show improvement in parts however some areas require further intensive scrutiny and action

The report also sets out the variations between the approved budget for 2013/14 and the actual spending during the year. The paper comments on the Children's Services Revenue Budget, Capital Budget, School Balances and Children's Services Reserves and Provisions.

The main financial points within the paper are:

- The Children's Services revenue budget shows a £1.338 million or 0.7% overspend for the year.
- The Schools Budget variations are contained within the approved contingency fund.
- The Children's Services capital budget shows a £0.759 million or 1.6 % underspend for the year.
- The level of school balances at 31 March 2014 is £27.019 million.
- The level of balances and provisions at 31 March 2014 is £21.859 million.

Recommendation

The Children's Services Committee is asked to note and comment on the information contained in this report in particular to note:

- The predicted improvement in outcomes in early years
- Changes to predictions at KS2 and the explanation for this
- Predictions at KS4 which indicate we are on track to achieve the 2014 target (within tolerances)
- Improvements in Ofsted ratings of 10% for primary schools and 18% for secondary schools
- Performance in LAC teams is not improving and urgent attention is being given to this
- Performance for teams dealing with child protection and children in need cases is continuing to improve with some markedly improved performance shown overall
- The pressures within the looked after children costs (specifically agency placements, Ofsted unregulated accommodation, and special guardianship orders) and special educational needs transport costs that significantly contributed to the overspend.
- The overall reduction in school balances and the increase in balances held by clusters.

1. Performance Background

- 1.1 Improvement in Children's Services continues to be given a high priority by the Council with determined focus on safeguarding and support and challenge for schools. Our first priority is to make sure that all children are safe and achieve the best possible educational outcomes. We will then build dynamic, self-assured, forward thinking, sustainable services that are valued and recognised as outstanding by all service users, staff, auditors and inspectors. We will increasingly work with all our partners to ensure we provide a consistently high quality service that achieves the best possible positive outcomes and impact for children and families. We will get it right for every child every time.
- 1.2 This report summarises our progress against the operational improvement plans and strategic plans using performance measures contained in scorecards and associated information and data to demonstrate progress and highlight issues. The report also demonstrates mitigations against the four corporate risks that children's services are currently reporting which are:
- 1.3 **Risk 1** – Failure to demonstrate the pace of improvement that will quickly impact positively on children and families in Norfolk and thereby satisfy DfE and HMI
- 1.4 **Risk 2** – Over-reliance on interim and agency staff which will result in unsustainable improvement in services to children and families
- 1.5 **Risk 3** – The number of looked after children continues to rise demonstrating failure in early help services and putting increasing pressure on children's services budgets

1.6 **Risk 4** – Lack of NCC capacity and infrastructure to support the back-office functions that Children's Services needs inhibits improvement progress

1.7 These risks are regularly reviewed by both the CS Leadership Team and the Chief Officer group and are reported and reviewed at each Audit Committee meeting. The current risks are those identified when the risk register was reviewed at the end of quarter 4.

2. **The Council's response to the Ofsted Focussed Inspection and Inspection of Support for School Improvement**

2.1 **Education Performance**

(Please refer to Appendix A for the Education Scorecard)

2.2 **Education Performance**

2.2.1 The data collected in March from 200 Norfolk primary and secondary schools shows that overall they are on course to meet 2014 targets.

2.2.2 In the Early Years Foundation Stage schools are indicating that 53% of pupils are on track to achieve a 'Good Level of Development' by the summer 2014. This is within 2% of the July 2014 target and so is on track. Schools of concern (SCC) are showing a predicted improvement of 16% from the 2013 outcomes. RI schools indicate a 22% improvement on outcomes.

2.2.3 At Key Stage 2 schools are indicating that 77% of pupils are on track to achieve a Level 4 + in reading, writing and mathematics. This is in line with our 2014 target of 77%. Predictions from schools of concern (SCC) have dropped from earlier predictions as 8 of the more improved schools are no longer counted in the data – as they have been re risked as no longer of concern. The latest predictions include most Academies of concern.

2.2.4 At Key Stage 4 schools are indicating that 58% of pupils are on track to achieve 5 A* to C, including English and mathematics. This would be a 4% rise on outcomes in summer 2013. These predictions are within 2% of the summer 2014 target and therefore on track. Predictions from schools of concern have improved slightly but RI schools have dropped with the re risking of some E schools (Ofsted and LA good or better).

2.3 **Ofsted Outcomes**

2.3.1 Outcomes in Ofsted inspection (page 3 of Appendix B) indicate a continued improvement. Since July 2012 there has been an improvement of 10% of Norfolk primary schools and 18% of secondary schools judged good or better by Ofsted.

- 2.3.2 Termly LA targets, based on the likelihood of inspection and the trajectory set for every Norfolk school to be judged good or better by Ofsted have largely been met. However the number of schools inspected to date is not sufficient to enable the LA to reach the ambitious target for July 2014. Outcomes in Ofsted inspection therefore remain below the national average. In July 2013 Norfolk was 14% below the national average. This gap has reduced to 10%.
- 2.3.3 The termly data shows a significant improvement in outcomes when analysed in terms of the total inspections taking place within the term. Appendix A shows this by giving the percentage outcomes for Ofsted grades for the schools inspected in each term. For example of the 56 schools inspected during spring 2013, 36% were judged by Ofsted as good or better, 48% were judged RI. During spring 2014 39 schools were inspected and 64% were judged good or better and 26% were judged RI.

3. The Council's Response to the Ofsted Inspection of Child Protection and Looked After Children

- 3.1 As reported at the last OSP, updated Improvement Plans were submitted to DfE on 24th February 2014 along with a report from the Independent Chair of the Improvement Board and the Independent Chair of the NSCB. We await a formal response from the DfE on these submitted documents which have been formally endorsed by partners and signed off by the Improvement Board. These documents can be found at the following link <http://inet.norfolk.gov.uk/services/Childrens-Services/Raising-Norfolk/Childrens-Services-improvement-plans/index.htm>
- 3.2 Progress on achievement of Improvement Plan milestones and impact measures is reported to the Norfolk Safeguarding Improvement Board and a summary of progress is shown at Appendix B
- 3.3 One of the key milestones in the previous three-month improvement plans was the delivery of an Eastern Region Peer Safeguarding Health Check (Peer Review). This review took place on week commencing 31st March and the findings of the review were reported at the last Children's Services Overview and Scrutiny Panel in May 2014. The detailed findings of this review have been analysed and cross referenced against the Improvement Plans to ensure that all recommended actions and activities are in train. (The findings of this Review can be viewed at the following link <http://inet.norfolk.gov.uk/download/INET146038>.)
- 3.4 Between April 28th and May 8th 2014 a Strategic Review of Norfolk County Council Children's Services took place. This review was commissioned by DfE and carried out by ADSW Partners for Change. Details on the findings of this review will be communicated jointly by DfE and NCC shortly.
- 3.5 The information given below is a combination of data related to:

- compliance against statutory processes (provided by NCC Business Intelligence)
- qualitative evaluations and business intelligence carried out by
 - Children’s Services audit team
 - External organisations e.g. Ingson
 - Corporate teams e.g. Compliments and Complaints Team, Corporate HR

The committee report concerning audit activity over the past 6 months should be read in conjunction with this report.

3.6 Levels of staff sickness

3.6.1 For the year 2013/14, the average days ‘absent through sickness’ for Children’s Services (non-schools) was 8.82 days per fte. This is an increase of 0.97 days on 2012/13. The average for all of NCC staff was 7.91 days with the range being between 5.31 and 9.07 days per fte.

3.6.2 The CIPD Annual Absence Management Survey 2013 shows that the average per fte across all local government is 8.8 days with employers of over 5,000 staff rising to 9.2 days. A full analysis of sickness data and subsequent actions is currently being undertaken and will be brought to a future committee.

| | |
|------------------------|-----|
| *All employers | 7.6 |
| *All Local Govt | 8.8 |
| *+5,000 (All) | 9.2 |

3.7 Compliments and Complaints

The annual data produced by the Compliments and Complaints team shows the following trends:

3.7.1 Compliments

| | |
|-----------------------------|----|
| Breckland and West Division | 44 |
| City and South | 45 |
| North, East and Broadlands | 32 |

NB These figures do not include the ‘Thank you’ contacts however we have asked that these be collected from here onwards.

A typical complement:

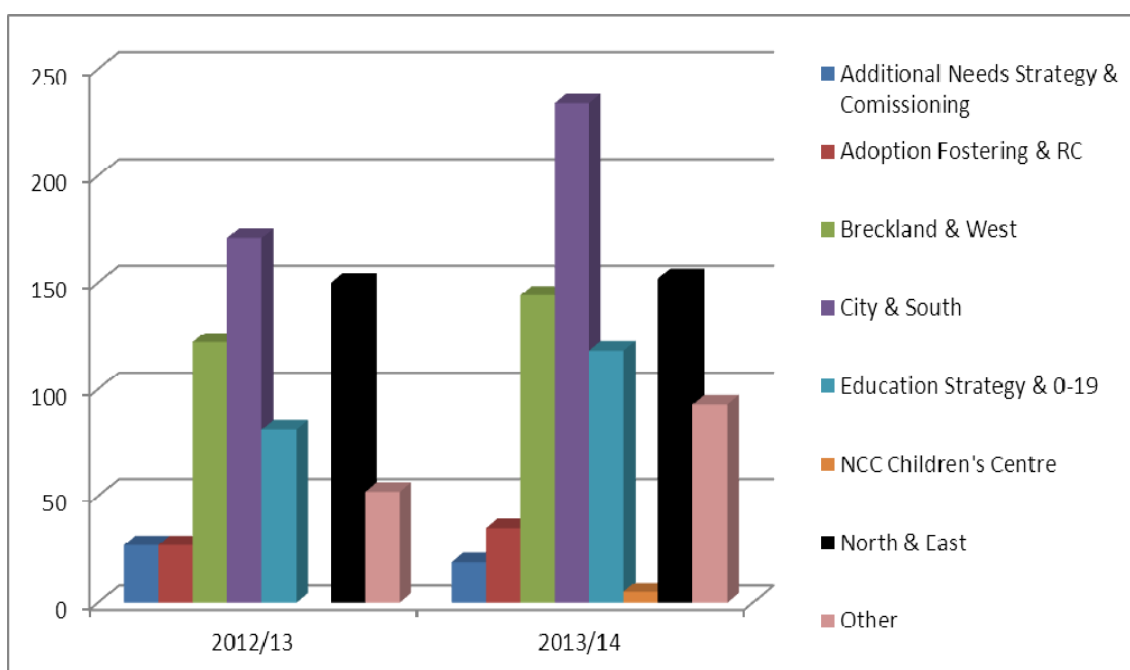
COMPLIMENT SA – CD. *CXXXXX has taken over a very complex family at my school that we have been asking for intervention for for many months. CXXXXX has worked with everyone on my staff and who is linked to this family with complete professionalism and honest and open communication at all times. My staff and myself have valued her enormous support and expertise in supporting the family but also in ensuring the children were at the heart of everything done.*

3.7.2 Complaints

The number of complaints received over the year are shown below with comparisons to last year shown.

Year on Year Comparison by Division

| Division | 2012/13 | 2013/14 |
|---------------------------|------------|--------------|
| Additional Needs S&C | 27 | 19 |
| Adoption Fostering & RC | 27 | 35 |
| Breckland & West | 122 | 144 (+18%) |
| City & South | 171 | 234 (+36.8%) |
| Education Strategy & 0-19 | 81 | 118 |
| NCC Children's Centre | | 5 |
| North & East | 150 | 152 (+1%) |
| Other | 52 | 93 |
| Grand Total | 630 | 800 |



Further detail is available for analysis should this be required

4 Update on the Early Help Performance Measures

4.1 Performance overall in the S17 teams is improving in respect of children having plans in place although some teams still have challenges to meet the expected standards. There has been a decline in performance in timeliness of reviews overall, and completion of generic core assessments is still delayed in too many cases. This reflects four factors:

1. A focus on those cases where reviews have been delayed longest. From a position where some cases were out of time by more than 13

weeks we have moved to having almost all cases now reviewed within 8 weeks. As this backlog is addressed we will be able to improve further to meet the reporting standard.

2. A focus on faster allocation of cases and ensuring an initial assessment is developed into a plan. There are now fewer children without a plan and those are usually where it is a recent referral into the team.
3. There is a backlog of reporting that is temporarily inflating the figure. Reviews that have taken place have not yet shown on the system. Team managers are now focused on improving reporting.
4. Core assessments for child protection have been prioritised as these are the highest risk cases.

In addition to these factors there are also some examples of poor performance by individual staff and action is being taken to address this.

- 4.2 Quality of work in some teams is not yet of a sufficiently high standard overall and an independent consultant is working across the teams to address this. A report on the impact of this work will be provided to the next meeting of the Committee.

5 Update on the Looked After Children Performance Measures

5.1 Current Performance on LAC Plans:

East: Currently there are 6 Care Plan reviews and 6 Pathway Plan reviews outstanding

City: Currently there are 9 Care plan reviews and 12 Pathway Plan reviews outstanding

North: Currently there are 19 Care Plan reviews and 14 Pathway Plan reviews outstanding

South: Currently there are 19 Care plan reviews and 28 Pathway Plan reviews outstanding

Breckland: Currently there are 20 Care Plan reviews and 46 Pathway Plan reviews outstanding

West: Currently there are 79 Care Plan reviews and 81 Pathway Plan reviews outstanding

This data was reported through the team weekly tracking sheets. The weekly performance data provided from NCC Business Intelligence currently does not provide us with accurate information regarding care plans and it does not report on pathway plans however the information above is reported from carefirst. This situation will be resolved

- 5.2 The performance outlined above is poor, particularly that of the team in the West. Urgent attention to this performance is being delivered.

5.3 **LAC Reduction Strategy**

As reported at the last OSP (May 2014), in November 2013, LAC numbers were 1149. Total LAC numbers as at June 5th are 1155. The objective Norfolk

has set itself within its LAC reduction strategy is to achieve a reduction to 770 LAC by March 2017. The pace of increase in numbers has slowed, however the overall numbers continue to increase therefore the strategy is being refined and a number of new approaches are being trialled. The impact that these have on overall numbers will be reported at the next committee.

6 Update on Child Protection Performance Measures

6.1 Numbers of contacts and referrals

| | March | April | May |
|---|-------|-------|------|
| Contacts | 3058 | 2823 | 3082 |
| Referrals | 729 | 527 | 630 |
| Conversion rate (contacts becoming referrals) | 24% | 18% | 20% |

6.2 Timeliness of statutory processes

The following table summarises May performance compared to April and March

| Statutory process | March | April | May |
|--|-------|-------|-------|
| Initial Assessments on time | 55% | 58% | 63% |
| Core assessments (S47) on time | 79% | 83% | 93% |
| Core assessments (S17) on time | 37% | 34% | 44% |
| Initial Child Protection conferences on time | 76% | 68% | 84% |
| Child Protection Review on time | 95% | 96.9% | 97.3% |
| Core Group meetings on time | 41% | 44% | 74% |
| Child protection cases allocated to a QSW | 98.0% | 99.8% | 99.8% |

7 Revenue – Local Authority Budget

7.1 The original 2013/14 Children’s Services revenue budget was £176.637 million. This was increased to £181.087 million as a result of £2.950 million additional strengthening safeguarding services funding and £1.500 million additional for school improvement. There is no Local Authority funding of schools as they are funded completely by the Dedicated Schools Grant.

This year end outturn report shows an overspend of £1.338m for the year.

7.2 The following summary table shows by type of budget, the actual spend for the year. The table shows the variance from the approved budget both in terms of a cash sum and as a percentage of the approved budget.

Revenue – Local Authority Budget

| Division of service | Approved budget £m | Forecast Outturn £m | Forecast +Over/- Underspend £m | Forecast +Over/ Underspend as % of budget | Variance in forecast since last report £m |
|---|--------------------|---------------------|--------------------------------|---|---|
| Spending Increases | | | | | |
| Looked After Children - Agency | 24.506 | 26.968 | +2.462 | +10 | -0.149 |
| Residential /Kinship payments | 1.665 | 2.387 | +0.722 | +43 | +0.093 |
| Special Education Needs - Home to School Transport | 10.336 | 11.855 | +1.519 | +15 | +0.053 |
| Homelessness – Southwark judgement | 0.000 | 0.097 | +0.097 | n/a | -0.013 |
| Ofsted unregulated accommodation -16/17 year olds | 1.026 | 2.201 | +1.175 | +115 | +0.375 |
| In-house fostering | 7.000 | 7.672 | +0.672 | +10 | -0.207 |
| Disabilities Joint protocol with Community Services | 0.000 | 0.400 | +0.400 | n/a | |
| | | | | | |
| Spending Reductions | | | | | |
| School Pension /Redundancy costs | 4.095 | 3.536 | -0.559 | -14 | |
| Looked After Children Legal | 4.041 | 3.611 | -0.430 | -11 | |
| Looked After Children Transport costs | 0.752 | 0.558 | -0.194 | -26 | -0.029 |
| Advice and Guidance Services | 1.752 | 1.545 | -0.207 | -12 | |
| Business Support | 6.476 | 6.036 | -0.440 | -7 | |
| School Crossing Patrols | 0.405 | 0.281 | -0.124 | -31 | -0.024 |
| MASH project | 0.807 | 0.746 | -0.061 | -8 | +0.024 |
| School Sports Facilities | 0.250 | 0.215 | -0.035 | -14 | |
| Early Years Services | 4.601 | 3.369 | -1.232 | -27 | |

| | | | | | |
|---|--------|--------|---------------|-----|---------------|
| Targeted Support Teams | 1.090 | 0.815 | -0.275 | -25 | |
| Clinical Commissioning Team | 1.153 | 0.410 | -0.743 | -64 | -0.223 |
| Children's Centres Support | 1.000 | 0.848 | -0.152 | -15 | +0.052 |
| Children's Centres SLAs | 12.700 | 12.567 | -0.133 | -1 | -0.133 |
| Computing costs | 0.541 | 0.441 | -0.100 | -18 | |
| School Psychology Service | 1.241 | 1.200 | -0.041 | -3 | |
| Education Improvement | 3.606 | 3.514 | -0.092 | -3 | |
| DSG Early Years contribution | 0.000 | -0.500 | -0.500 | n/a | |
| Use of unconditional grants and contributions reserve | 0.000 | -0.326 | -0.326 | n/a | - |
| Children's Services training | 0.296 | 0.231 | -0.065 | -22 | |
| | | | | | |
| Total | | | +1.338 | | -0.181 |

The main reasons for the variances are shown in the following table:-

| Division of service | | Forecast +Over/ Underspend £m | Reasons for variance |
|--|------------|--|--|
| Spending Increases | | | |
| Looked After Children (LAC) - Agency placements | | +2.462 | Additional number of Looked After Children. The budget was set with an estimated incremental increase of 40 LAC children by 31 March 2014. At 30 November 2013 there were already an additional 62 Children. |
| Residential/Kinship payments | | +0.722 | Increased number of payments to prevent children coming into care |
| Special Education Needs - Home to School Transport | | +1.519 | Additional cost of school transport to Specialist Resource Bases and Short Stay Schools |
| Homelessness – Southwark judgement | | +0.097 | Additional costs in finding accommodation for 16/17 year olds to prevent homelessness |
| Ofsted unregulated accommodation -16/17 year olds | | +1.175 | Leaving Care additional cost of accommodation for 16/17 year olds on a spot purchase arrangement |
| In-house fostering | | +0.672 | Additional number of foster carers, higher accreditation payments and recruitment costs. |
| Disabilities protocol | Joint with | +0.400 | Payments to adults with disabilities to aid parenting for their children. |

| | | |
|---|---------------|--|
| Community Services | | |
| | | |
| Spending Reductions | | |
| School Pension /Redundancy costs | -0.559 | Reduced number of school teachers being made redundant |
| Looked After Children Legal | -0.430 | Reduced cost of legal services |
| Looked After Children Transport costs | -0.194 | Tighter control on non public transport use |
| Advice and Guidance Services | -0.207 | Reduced running costs |
| Business Support | -0.440 | Savings on staff vacancy costs and reduced Running costs |
| School Crossing Patrols | -0.124 | Savings on staff vacancy costs |
| MASH project | -0.061 | Savings on staff vacancy costs |
| School Facilities | -0.035 | Reduction of accommodation costs |
| Early Years Services | -1.232 | Savings on Early Years training and Development and refund on Speech Therapy Service Level Agreement |
| Targeted Support Teams | -0.275 | Turnover of staff and delay in recruitment to vacancies |
| Clinical Commissioning Team | -0.743 | Delay in recruitment to team and reduced therapy costs |
| Children's Centre Support | -0.152 | Reduced cost of Children's Centre support |
| Children's Centres SLAs | -0.133 | Refund of hardship funds from service providers |
| Computing costs | -0.100 | Reduced cost of annual contracts |
| School Psychology Service | -0.041 | Deletion of annual training subscription. |
| Education Improvement | -0.092 | Deletion in management posts following restructuring |
| DSG Early Years contribution | -0.500 | Additional Dedicated Schools Grant contribution to Early Years Services |
| Use of unconditional grants and contributions reserve | -0.326 | Unused unconditional grants written off to revenue |
| Children's Services training | -0.065 | Additional grant to support social worker training |
| Total | +1.338 | |

8 Revenue – Schools Budget

- 8.1 The Dedicated Schools Grant funds the Schools Budget. The Schools Budget has two main elements, the amounts delegated to schools and the amounts held centrally for pupil related spending. The amount delegated to schools includes a contingency which was allocated to schools for specific purposes.

8.2 The Dedicated Schools Grant can only be used for specified purposes and must be accounted for separately to the other Children's Services spending and funding.

8.3 Variations on Dedicated Schools Grant Funded Budgets

The variations are presented in the same way variations within the budget for Local Authority services are being reported. The following summary table therefore shows for budgets with an in year variances, the actual spend for the year. The table over the page shows the variance from the approved budget both in terms of a cash sum and as a percentage of the approved budget.

Revenue – Schools Budget

| Division of service | Approved budget £m | Forecast Outturn £m | Forecast +Over/ Underspend £m | Forecast +Over/ Underspend as % of budget | Variance in forecast since last report £m |
|---|-------------------------------|------------------------------------|--|--|--|
| Spending Increases | | | | | |
| Non Maintained Schools Education | 12.927 | 13.110 | +0.183 | +1 | -0.104 |
| Early Years 1-2-1 Special Education Needs | 0.380 | 0.887 | +0.507 | +133 | +0.083 |
| School staff redeployment | 0.162 | 0.200 | +0.038 | +23 | |
| Early years 3 & 4 year old places | 17.330 | 17.817 | +0.487 | +3 | |
| Spending Reductions | | | | | |
| School Maternity | 1.415 | 1.303 | -0.112 | -8 | -0.032 |
| Suspended School Staff | 0.403 | 0.196 | -0.207 | -51 | -0.085 |
| School carbon credits | 1.000 | 0.560 | -0.440 | -44 | |
| Early years 2 year old places | 4.609 | 3.174 | -1.435 | -31 | -0.185 |
| Early years 2 year old infrastructure | 1.809 | 0.800 | -1.009 | -56 | -0.159 |
| Minority Achievement Service | 0.725 | 0.677 | -0.048 | -7 | +0.052 |
| Statutory Assessment & Statements | 0.213 | 0.156 | -0.057 | -27 | -0.057 |
| Alternative Education Provision | 1.913 | 1.883 | -0.030 | -2 | -0.030 |
| DSG funding | -444.114. | -444.669 | (+)0.555 | n/a | |
| School Central spend | 2.315 | 4.758 | +2.443 | +106 | +0.517 |
| | | | | | |

| | | | | | |
|--------------|--|--|--------------|--|--------------|
| Total | | | 0.000 | | 0.000 |
|--------------|--|--|--------------|--|--------------|

The main reasons for the variances are shown in the following table:-

| Division of service | Forecast +Over/ Underspend £m | Reasons for variance |
|---|--|--|
| Spending Increases | | |
| Non Maintained Schools Education | +0.183 | Additional cost of children being educated in non-maintained education provision |
| Early Years 1-2-1 Special Education Needs | +0.507 | Additional SEN support for young children early |
| School staff redeployment | +0.038 | Additional cost of school staff redeployments |
| Early years 3 & 4 year old places | +0.487 | Reduced number of school staff on maternity leave |
| | | |
| Spending Reductions | | |
| School Maternity | -0.112 | Reduced school claims on the school maternity fund |
| Suspended School Staff | -0.207 | Reduced number and cost of suspended school staff |
| School carbon credits | -0.440 | Reduced costs of school carbon credits |
| Early years 2 year old places | -1.435 | Reduced number of Early Years 2 year old placements |
| Early years 2 year old infrastructure | -1.009 | Reduced cost of Early Years 2 year old placements infrastructure costs |
| Minority Achievement Attainment Service | -0.048 | Savings on restructuring of service and delay in recruitment to vacancies. |
| Statutory Assessment & Statements | -0.057 | Reduced cost of equipment for SEN pupils with |
| Alternative Education Provision | -0.030 | Reduced cost of alternative education provision |
| DSG funding | (+)0.555 | Additional post 16 High Needs DSG funding. Funding for FE Colleges now routed through the Local Authority. |
| School Central Fund | +2.443 | Use of the schools contingency fund as a result of the above |

9 Capital Programme

| | 2013/14 £m | Future Years £m |
|---------------------------------------|-----------------------|----------------------------|
| Approved Budget | 39.175 | 105.652 |
| Forecast Outturn | 38.416 | 105.531 |
| Variation from Approved Budget | -0.759 | -0.121 |

- 9.1 The 2013/14 approved capital budget contained £66.556 million of estimated payments in 2013/14. Since approval the approved budget has decreased by £27.381 million to £39.175 million. This is due to slippage from prior years. The 2013/14 outturn is £38.416 million.

This year end outturn report shows a £0.759 million or 1.9% capital budget underspend for the year.

All funding has been committed to individual schemes and programmes of work.

The reasons for the variance is analysed in the following table.

9.2 Capital Programme - Variances

| Scheme or programme of work | Approved 2013-14 capital budget £m | Forecast 2013-14 capital outturn £m | Slippage since the previous report | Reasons |
|--|------------------------------------|-------------------------------------|------------------------------------|---------------------------------|
| Surestart Extended schools | 0.246 | 0.004 | -0.242 | Savings on project costs |
| Swaffham Children's Centre | 0.113 | 0.077 | -0.036 | Savings on project costs |
| Toftwood Junior school | 0.070 | 0.005 | -0.065 | Savings on project costs |
| Special school Specialist Resource Bases | 0.063 | 0.014 | -0.049 | Savings on project costs |
| School ICT refresh | 1.071 | 0.965 | -0.106 | Slippage on project |
| Specialised Diplomas | 0.188 | 0.037 | -0.151 | Reduced cost of project |
| Wymondham High basic needs | 1.879 | 1.717 | -0.162 | Savings on project costs |
| Other minor variations | 35.545 | 35.597 | +0.052 | Net additional cost on projects |
| Total | 39.175 | 38.416 | -0.759 | |

10. School Balances

- 10.1 The Scheme for Financing Schools in Norfolk sets out the local framework within which delegated financial management is undertaken. Schools accounts have been closed and balances reconciled. This paragraph sets out in summary terms the position of Norfolk schools balances at 31 March 2014 and compares them with balances at 31 March 2013.

Table 1 compares the value of school balances at 31 March 2014 with 31 March 2013.

Table 1 – School balances – Value of balances

| School type | As at 31 March 13 | | | As at 31 March 14 | | | Change between years | |
|-------------------------------------|-------------------|-------------------|---------------|-------------------|-------------------|---------------|----------------------|--|
| | Balance £000 | Overspend £000 | Total £000 | Balance £000 | Overspend £000 | Total £000 | Total £000 | Turned Academy during year £000 |
| Nurseries | 82 | 0 | 82 | 70 | 0 | 70 | -12 | 0 |
| Primary | 17,897 | -100 | 17,797 | 14,796 | 195 | 14,601 | -3,196 | -1,539 |
| Secondary | 10,808 | -604 | 10,204 | 7,537 | 512 | 7,025 | -3,179 | -2,477 |
| Special | 1,385 | -49 | 1,336 | 1,089 | 0 | 1,089 | -247 | 0 |
| School Clusters | 3,485 | 0 | 3,485 | 4,159 | 0 | 4,159 | 674 | 0 |
| Partnerships | 213 | -1 | 212 | 251 | 0 | 251 | 39 | 0 |
| Short Stay School for Norfolk | 384 | -77 | 307 | 0 | 176 | -176 | -483 | 0 |
| Totals | 34,254 | -831 | 33,423 | 27,902 | 883 | 27,019 | -6,404 | -4,016 |

Table 2 shows the average level of positive and negative balances held by Norfolk schools analysed by school type.

Table 2 – School balances – Average value of balances at 31 March 2014

| Type of school | Balance £000 | Overspend £000 | All schools £000 |
|------------------------|-----------------|-------------------|---------------------|
| Nursery | 23 | 0 | 23 |
| Primary | 45 | 16 | 29 |
| Secondary | 343 | 256 | 87 |
| Special | 109 | 0 | 109 |
| School Clusters | 85 | 0 | 85 |
| Partnerships | 125 | 0 | 125 |
| Short Stay Schools | 0 | 176 | -176 |
| Overall average | 67 | 59 | 63 |

Table 3 shows by each type of school the level of balances compared with the overall budget.

Table 3 – School balances – Average value of balances at 31 March 2014

| Type of School | Percentage of budget share at 31 March 2013 (%) |
|--------------------|---|
| Nursery | 8.13 |
| Primary | 6.43 |
| Secondary | 7.05 |
| Special | 5.12 |
| School Clusters | 43.61 |
| Partnerships | n/a |
| Short Stay Schools | -3.29 |
| All Schools | 7.43 |

Table 4 compares the number of schools with surplus and deficit balances at 31 March 2014 with 31 March 2013.

Table 4 – School balances – Number of schools

| School type | As at 31 March 13 | | | As at 31 March 14 | | | Change between years | | | |
|--------------------|-------------------|-----------|------------|-------------------|-----------|------------|----------------------|-----------|----------------------------|------------|
| | Balance | Overspend | Total | Balance | Overspend | Total | Balance | Overspend | Turned Academy during year | Total |
| Nurseries | 3 | 0 | 3 | 3 | 0 | 3 | 0 | 0 | 0 | 0 |
| Primary | 342 | 12 | 354 | 330 | 12 | 342 | 0 | 0 | -12 | -12 |
| Secondary* | 31 | 1 | 32 | 22 | 2 | 24 | -2 | 1 | -7 | -8 |
| Special | 10 | 1 | 11 | 10 | 0 | 10 | 0 | -1 | 0 | -1 |
| School Clusters | 49 | 0 | 49 | 49 | 0 | 49 | 0 | 0 | 0 | 0 |
| Partnerships | 1 | 1 | 2 | 2 | 0 | 2 | 1 | -1 | 0 | 0 |
| Short Stay Schools | 3 | 1 | 4 | 0 | 1 | 1 | -3 | 0 | 0 | -3 |
| Totals | 439 | 16 | 455 | 416 | 15 | 431 | -4 | -1 | -19 | -24 |

* Includes Dereham 6th Form Centre

Schools with negative balances have received advice and support to help them recover their overspend in 2014/15.

10.2 Balance Redistribution Mechanism

Schools are able to hold revenue balances for:-

- School contingency funding, not exceeding 8% of the final budget share or £20,000 whichever is the greater.
- An exception based on a school by school justification.
- Surpluses derived from sources other than the budget share e.g. YPLA sixth form funding, contributions from parents for school trips where expenditure will not be incurred until the following year or surpluses arising from providing community facilities.
- Unspent cluster funding activities.
- In exceptional circumstances, with the authorisation of the Head of Schools Finance, where an individual allocation amounting to more than 1% of the final budget share was allocated after 1st February.
- Voluntary Aided schools are allowed to hold revenue monies to fund governors' liabilities towards DFE grant aided capital work.

Any balances falling outside these categories will be returned to the Authority for redistribution to schools.

The application of the balance redistribution mechanism has resulted in no funding being withdrawn from schools.

11 Children's Services Reserves and Provisions

A number of Reserves and Provisions exist within Children's Services. The following table sets out the balances on the reserve and provision in the Children's Services accounts at 1 April 2013 and the balances at 31 March 2014.

The table has been divided between those reserves and provisions relating to Schools and those that are General Children's Services reserves and provisions.

Children's Services Reserves and Provisions

| Title/description | Balance at 01-04-13 £m | Forecast balance at 31-03-14 £m | Variance £m | Reason for variance |
|----------------------------------|---------------------------|------------------------------------|----------------|--|
| Schools | | | | |
| Transport Days Equalisation Fund | 0.690 | 0.249 | -0.441 | Increased number of home to school/college transport days in the 2013/14 financial year as a result of the timing of Easter. |
| Schools Contingency Fund | 10.030 | 9.315 | -0.715 | Contribution from Early Years 2 year old provision etc (£2.444m) less investment in high |

| | | | | |
|---|-------------------------------|--|--------------------|---|
| | | | | need provision (£2.430 m), post 16 High Needs funding (£0.555m) and other DSG variances |
| Schools Non-Teaching Activities | 1.010 | 1.170 | +0.160 | Reserve used by school non teaching activities |
| Building Maintenance Partnership Pool | 0.322 | 1.197 | +0.875 | This is the 4 th year of a 5 year school maintenance programme |
| School Sickness Insurance Scheme | 1.428 | 1.284 | -0.144 | Additional school sickness claims |
| School Playing surface sinking fund | 0.409 | 0.248 | -0.161 | Schools becoming academies |
| Education Provision for Holiday Pay | 0.018 | 0.017 | -0.001 | Frozen holiday pay entitlement paid to former Education staff on their retirement but now employed by Norse Ltd |
| Non BMPP Building Maintenance Fund | 1.522 | 1.034 | -0.488 | School becoming an Academy |
| Norfolk PFI Sinking Fund | 1.711 | 2.061 | +0.350 | Additional contributions from schools |
| | | | | |
| Schools total | 17.140 | 16.575 | -0.565 | |
| | | | | |
| Title/description | Balance at 31-03-13 £m | Forecast balance at 31-03-14 £m | Variance £m | Reason for variance |
| Children's Services | | | | |
| IT Earmarked Reserves | 0.459 | 0.249 | -0.210 | Use of reserve to support IT projects within Children's Services |
| Repairs and Renewals Fund | 0.211 | 0.179 | -0.032 | Use of funds to replace assets |
| Grants and Contributions | 5.119 | 3.115 | -2.004 | Use of grants and contributions |
| Children's Services post Ofsted Improvement | 0.000 | 1.741 | +1.741 | Slippage on use of additional funding from balances |

| | | | | |
|----------------------------------|---------------|---------------|---------------|--|
| Fund | | | | |
| Children's Services total | 5.789 | 5.284 | -0.505 | |
| Total | 22.929 | 21.859 | -1.070 | |

12 Other Implications

12.1 Equality Impact Assessment (EqIA)

There are no specific implications. The scope of the CAA includes an assessment of the impact in tackling inequalities including the way in which we are working in partnership to meet the needs of diverse groups.

12.2 Impact on Children and Young People in Norfolk

Measuring performance against the service plan actions and the performance measures is used to monitor progress against the service plans objectives and the impact for the children and young people. The financial changes outlined in this report are designed to minimise the impact on children and young people and maximise the allocation of resources to priority areas.

12.3 Any Other implications

The approach is subject to an accompanying communication plan that alongside briefings sets out a methodology for an interactive dialogue between staff and managers on performance and outcomes. One key message that we have to convey is that in robustly tackling the capture of performance data so that decision-making and performance management is improved there will be a short period where performance appears to dip. This is a natural consequence of beginning to do the right things right and we will plan for this through all our communications channels

13 Section 17 – Crime and Disorder Act

There are no specific implications. The inspection framework includes an assessment of how well Children's Services is working with partners to achieve shared priorities including reviewing how it is delivering safer and stronger communities for Norfolk.

14 Risk Implications/Assessment

Risks to improving performance are contained within the Children's Services risk register. These continue to be monitored and reported on.

Officer Contact

If you have any questions about matters contained in this paper please get in touch with:

| | | |
|-----------------|-------------------|--|
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If you need this report in large print, audio, Braille, alternative format or in a different language please contact Yvonne Bickers 0344 800 8020 or 0344 800 8011 (Textphone) and we will do our best to help.

Norfolk Children's Services Education Improvement Plan Scorecard

Norfolk County Council (NCC) is committed to achieving the very best outcomes possible for Children and Young People. We will do this by embedding 4 key principles which are:

- Getting the basics right
- Leading and managing well
- Effective performance management
- Productive and purposeful partnership working

Central to this is our vision for children and young people:













"We believe that all children have the right to be healthy, happy and safe; to be loved, valued and respected; and to have high aspirations for their future."

May 2014








Improving Times
...in Children's Services



Summary Milestones – ‘A Good School for Every Norfolk Learner’ Strategy for Supporting School Improvement 2103 – 2015 -Dec 2013

| By | Milestone (Strategy Plan - page 9) | RAG | Comments |
|--------------------|--|---|--|
| Sep-13 | Every Chair of Governors and headteacher knows whether it is a school causing concern, school requiring improvement or a provider of system leadership |  | All schools risk assessed. Letters to all Heads and CoGs July 2013. Revised Sept/Oct 13 |
| By Dec 2013 | Norfolk strategic plan is scrutinised and evaluated for potential impact on Norfolk outcomes |  | ISOS review carried out Oct 2013. Report published Nov 21st 2013. Recommendation adopted in revised plan. |
| | 100% of schools of concern have undertaken a review of governance (if they have not done so within the last year) |  | LA Governors Services working through all SCC. Have recently increased capacity in order to accelerate Reviews. |
| | 100% of governing bodies of cohort 1 schools in N2GG have a plan of action which has been evaluated and agreed by the LA |  | 30 N2GG cohort 1 schools have agreed plan in place. |
| | 80% of pupils in schools causing concern are on track to make expected progress |   | School data collected and analysed by Nov 22nd 2013. Primary schools of concern indicate 77% of pupils are on track. Secondary schools indicate 55% |
| | 80% of pupils in RI schools or those at risk of RI are on track to make expected progress and to attain at least in line with national expected level |   | School data collected and analysed by Nov 22nd 2013. Primary schools of concern indicate 77% of pupils are on track. Secondary schools indicate 55% Note that the number of secondary schools of concern, that are not Academies is only 3. (The LA does not have, as yet, any protocol for collecting data from academies.) The Intervention service and N2GG will be using the school data to challenge both accuracy of teacher assessments and poor predictions for 2014. |
| | All schools in Ofsted categories have had financial delegation removed or have an Interim Executive Board in place |  | All in Ofsted Special measures have had financial delegation removed. 3 schools have an Interim Executive Board in place. |
| | All schools in Ofsted categories are working with the LA and DFE to become a sponsored Academy |  | Grade 4 schools - process begins within 1 week of Ofsted judgement. |
| | All good or better schools, as judged by Ofsted and LA, are engaged in or working towards system leadership |  | All good or outstanding schools have been contacted. Training to accredit new Norfolk System leaders has been scheduled for January. |
| | All milestones for improvement are being fully met |  | 4 milestones are fully met. 4 are partially. 2 of these have been addressed with an increase in capacity to accelerate progress. This will enable the more ambitious milestone for April 2014 to be met. 2 are directly dependent on primary schools as are reliant on pupil progress data. Intervention Officers from our Intervention Service and the N2GG programme will be focusing on this to improve the acceleration of pupil progress. 2 are not met and are directly dependent on secondary schools as are reliant on pupil progress data. Intervention Officers from our Intervention Service and the N2GG programme will be focusing on this to improve the acceleration of pupil progress. |

Summary Milestones – ‘A Good School for Every Norfolk Learner’ Strategy for Supporting School Improvement 2103 – 2015 -April 2014

| By | Milestone (Strategy Plan - page 9) | RAG | Comments |
|----------------------|--|---|--|
| By April 2014 | 100% of governing bodies, identified as weak by the external review of governance have additional governors, removal of delegated powers or have been replaced with an IEB |  | All school in special measures or serious weaknesses have had financial delegation rmoved from the Governinng body. (17 schools to date). All schools with inadequate governance with insufficient capacity to improve have an IEB or IEB pending. (5 schools to date). All schools of concern where ther are significant issues about capacity of governance have had a review of governance. 34 have had formal reviews. 6 have been assessed as having strong governance. 3 are converting to academny status. |
| | 90% of pupils in schools causing concern are on track to make expected progress |  | The spring term predictions indicate that 88% of pupils are on track to make expected progress. |
| | 80% of pupils in RI schools or those at risk of RI are on track to make expected progress and attain at least in line with national expected level and in line with FFT estimates at 25th percentile |  | The spring term predictions indicate that 91% of pupils are on track to make expected progress. |
| | |  | Attainment predictions from secondary schools in the spring 2014 are higher than the autumn term predictions. This places secondary RI schools, or those at risk of RI slightly off track at 4% below the ambitious target set for July 2014. Additional progress information for these schools indicates that over 80% of pupils are on track to make expected progress. |
| | % of schools in receipt of a Performance, Standards and Safety Warning Notice (PSSWN) is in line with regional average |  | 4 PSSWNs have been issued since September 2014. There is no national average for comparison. The impact of the use or LA warning letters has reduced the need for PSSWN. |
| | System leadership is drawn from 75% of good or better Norfolk schools |  | 83% of good or outstanding Norfolk schools are now engaged in delivering ,or working towards, providing system leadership to other Norfolk schools. |
| | Monitoring shows good progress towards all targets |  | The majority of milestones have been fully achieved. |

Summary Milestones – ‘A Good School for Every Norfolk Learner’ Strategy for Supporting School Improvement 2103 – 2015 –July 2014

| By | Milestone (Strategy Plan - page 9) | RAG | Comments |
|---|---|-----|----------|
| By July 2014 | 80% of schools causing concern have made rapid progress and are no longer schools of concern | | |
| | 80% of RI schools, or at risk of RI, that are inspected by Ofsted have achieved a good or better outcome | | |
| | Meet target for 2014 for % of schools judged good or better | | |
| | 80% of pupils in schools causing concern are making expected progress and on track to attain at least in line with national expected level and with FFT estimates at 25th percentile | | |
| | 90% of pupils in RI schools or those at risk of RI are making expected progress and attaining at least in line with national expected level and with FFT estimates at 25th percentile | | |
| | % of schools in receipt of a Performance, Standards and Safety Warning Notice is above the national average | | |
| | All schools in Ofsted categories have had financial delegation removed or have an Interim Executive Board in place | | |
| | All schools in Ofsted categories are working with the LA and DFE to become a sponsored Academy | | |
| | System leadership is drawn from 90% of good or better Norfolk schools | | |
| | The % of outstanding schools is at least in line with the national average | | |
| Evaluation of impact shows that all targets for improvement have been met | | | |

Performance Monitoring – Against LA High Level Strategic Targets for Improvement

Aim 1: Raise Standards at all Key Stages

Data is collected each half term from the 200 Norfolk schools that are identified through the LA risk assessment as schools causing concern (SCC) including Academies, and those already judged to require improvement or those at risk of requiring improvement (RI). The data collected from these schools is analysed school by school by the Education Achievement service and an interpretation is sent back to the school with comments. The Education Intervention Service then follow up with schools of concern to quality assure the data provided.

Each school's data is aggregated to calculate an overall percentage in order to monitor whether all SCC and all RI are on track to meet 2014 targets. This data is then further aggregated with the 2013 outcomes for the remaining schools (ie those that are risk assessed as good or better) to see the impact of intervention and support on the overall trajectory to meet 2014 targets.

Aim 2: Increase the proportion of schools judged good or better

Outcomes from school inspections are monitored weekly. A report is provided to the Assistant Director of Children's Services showing the impact of Norfolk inspections on our trajectory towards our 2014 targets. Further analysis is undertaken to show the impact of intervention, challenge and support on inspection outcomes by LA risk category.

| Key | | |
|-----------|--|---|
| Green (G) | Performance is on target, no action required. (within 2%) | *Latest – represents the latest value and rating available at the time of reporting |
| Amber (A) | Performance is slightly off-track. (3 – 5% adrift) | |
| Red (R) | Performance is worse than the target, action required. (6% or more adrift) | |
| Frequency | Frequency of reporting is given against each measure - available Monthly [M], Quarterly [Q], Bi-annually [B] or Annually [A], some measures with © against are cumulative figures so data cannot be compared month to month as numbers will always increase. | |

Aim 1: Raise Standards at all Key Stages

Percentages represent the percentage of pupils.

| | LA Category (No. of schools) | 2012 | | 2013 | | Norfolk Aut 1 | Norfolk Aut 2 | Norfolk Spr 1 | Norfolk Spr 2 | Norfolk Sum 1 | Norfolk Sum 2 | Norfolk July 2014 Target |
|---|---------------------------------|---------|----------|--------------|----------|---|------------------|------------------|------------------|------------------|------------------|--------------------------------|
| | | Norfolk | National | Norfolk | National | Half termly pupil progress data, collected from schools causing concern & requiring improvement | | | | | | |
| | | | | | | | | | | | | |
| 1.1 Improve Early Years outcomes (% achieving a Good Level of Development) | All (311) | N/A | N/A | 45% | 52% | 51% | 51% | 54% | 53% | | | 55% |
| | SCC (81) | | | 39% | | 54% | 55% | 62% | 55% | | | 50% |
| | RI (61) | | | 39% | | 59% | 59% | 62% | 61% | | | 50% |
| 1.2 Improve outcomes at Key Stage 2 (%achieving Level 4+ in Reading, Writing and Mathematics) | All (297) | 69% | 75% | 71% | 75% | 76% | 74% | 78% | 77% | | | 77% |
| | SCC (74) | | | 59% | | 77% | 76% | 74% | 71% | | | 79% |
| | RI (86) | | | 68% | | 77% | 75% | 78% | 78% | | | 81% |
| 1.3 Improve outcomes at Key Stage 4 (%achieving 5 GCSE 5A*-C including English and Maths) | All (51) | 56% | 59% | 54% | 60% | 55% | 56% | 57% | 58% | | | 60% |
| | SCC (16) | | | 47% | | 42% | 44% | 50% | 52% | | | 56% |
| | RI (15) | | | 49% | | 52% | 57% | 57% | 55% | | | 61% |
| 1.4 Increase participation post 16 | Age 16+ | 91% | 92% | 85.1(Sept13) | 93.9% | 95.02 | | | | | | 96% |
| | Age 17+ | 80 % | 84% | 78 (Sept13) | 85.6% | 81.09 | | | | | | 92% |

Aim 2: Increase the proportion of schools judged good or better

Shown as a percentage of schools, the number of settings or schools is shown in brackets. The denominator represents the current number of schools that have an Ofsted judgement.

| | July 2012 | | July 2013 | | December 2013 | | | April 2014 | | | July 2014 | | | Norfolk Latest in relation to July target | |
|-------------------|---|----------------------|----------------|----------------------|----------------|----------------|----------|----------------|----------------|----------|----------------|----------------|----------|---|---------------|
| | Norfolk Actual | National (June 2012) | Norfolk Actual | National (June 2013) | Norfolk Actual | Norfolk Target | National | Norfolk Actual | Norfolk Target | National | Norfolk Actual | Norfolk Target | National | | |
| % should increase | 2.1 Improve %Early Years settings judged good or better | 78% (716 / 919) | 74% | 78% (715/ 913) | 77% | 78% | 80% | tbc | 78% (700/894) | 81% | | | 82% | | 78% (700/894) |
| | 2.2 Improve %Primary phase schools judged good or better | 60% (214/358) | 69% | 64% (224/350) | 78% | 66% (226/344) | 67% | 80% | 70% (237/345) | 69% | | | 79% | | 70% (237/345) |
| | 2.3 Improve %Secondary phase schools judged good or better | 47% [22/47] | 66% | 63% * (30/48) | 72% | 65% (30/46) | 62% | 72% | 65% (28/43) | 63% | | | 75% | | 65% (28/43) |
| | 2.4 Improve %Special schools judged good or better | 91% [10/11] | 81% | 82% [9/11] | 87% | 82% (9/11) | 82% | 87% | 82% (9/11) | 82% | | | 82%* | | 82% (9/11) |
| % should decrease | 2.5 Reduce % of schools in an Ofsted category | 3% [14/419] | 3% | 4% [16/413] | 3% | 5% (19/409) | 3% | 3% | 4% (16/400) | 3% | | | 2% | | 4% (16/400) |
| | 2.6 Reduce % of schools judged to Require Improvement (inc. Satisfactory) | 37% [157/419] | 28% | 32% [137/425] | 19% | 29% (118/409) | 30% | 18% | 27% (109/400) | 28% | | | 20% | | 27% (109/400) |

The change in the number of schools reflects school closure and opening of new schools, often as a sponsored academy

*July 2013 actual – different from figure in Strategy plan as 2 schools with unpublished outcomes at time of draft plan. Data view taken from end of august – which resulted in rise from 59% to 63%

*Target of 91% of Special Schools in Strategy plan revised in autumn term 2013 due to likelihood of inspection

RAG in termly columns in relation to termly target

RAG in final column in relation to July 2014 target

| Plan Title | Priority Activity | Progress |
|---|--|--|
| Children’s Services Plan (2013-16) | Develop a Participation Strategy to put children and young people central to the evaluation and assessment of service performance and to assist in service redesign | Project team in place and strategy being prepared by steering group which includes good representation from young people. Strategy to be presented to Committee in September and when approved implementation to follow immediately |
| | Develop a consultation document for a reorganisation of the children’s workforce Reorganisation | Informal staff and partner consultation has begun. Business case will be completed by the end of June 2014 |
| | Develop a framework for aligning our commissioning with health and joint commissioning where this will improve outcomes | Discussions have begun with health partners to develop the protocols and strategy. |
| Strategic Improvement Plan | <p style="text-align: center;"><u>Performance and Quality</u></p> | |
| | <p style="text-align: center;">A rigorous and robust culture of performance and quality assurance focussed on the quality of experience for Norfolk’s children and families</p> | |
| | Voice of the child evidenced by all social workers in all case records as a consistent way of working | Data from the Peer review March 2014 suggested that the Voice of the Child was evident in 29/30 cases audited (96%). This has continued to be evident as shown in recent worker audit and case audit |
| | Senior manager audits of supervision records routinely challenge where the voice of the child cannot be evidenced in case files | Plans are in place for a random sampling of supervision on a monthly basis and the evaluations will be fed back to staff via monthly Performance and Quality meetings and quarterly to the Performance and Challenge Board |
| | Divisional teams routinely share good practice on the ‘voice of the child’ | The sharing of good practice is a standing item on the agenda at the divisional meetings |
| | Monthly Divisional Performance and Quality meetings consider this element of practice on a regular basis, sharing good practice | Notes of monthly P and Q meetings include consideration of case studies showing good social work practice that is leading to good/excellent outcomes for children and families |
| | <p style="text-align: center;">Managers and teams who are confident in talking about their teams and individual performance</p> | |
| | Managers routinely challenge individuals on their performance using current performance data and quality assurance evidence | Plans are in place for a random sampling of supervision on a monthly basis and the evaluations will be fed back to staff via monthly Performance and Quality meetings and quarterly to the Performance and Challenge Board. Dates set for senior managers to carry these out |

| | | |
|--|---|---|
| | | |
| | Divisional teams routinely (weekly and monthly) consider their team and individual performance using current performance data and quality assurance evidence | Team meetings at all levels show that this is routinely happening. The Peer Safeguarding Health check confirmed that embedding of a performance culture is evidenced |
| | Monthly Divisional Performance and Quality meetings consider individual, team , divisional and whole service data on a monthly basis | Notes of monthly P and Q meetings demonstrate that this is the case |
| | Three weekly Performance and Challenge Board considers individual, team , divisional, whole service and partnership data on a monthly basis | Notes of monthly P and Challenge Board demonstrate that this is the case |
| | Rigorously and robustly quality assure Social Care Practice via a cohesive, well managed and consistently delivered suite of quality checks and audits | |
| | Routine audit schedule in place that regularly raises quality of practice issues with individual workers | Evidence that this is on track and is improving standards of practice. Peer Safeguarding Health check confirmed that this is happening |
| | Routine audit schedule in place that regularly raises quality of practice issues with individual workers that are addressed by managers | Evidence that this is on track and is improving standards of practice. Peer Safeguarding Health check confirmed that this is happening |
| | Specialist audits are commissioned by Audit and QA team where specific issues are raised | More work to do on this - i.e. thematic audits commissioned by the Performance and Challenge Board. PSHC confirmed that this is an area for further development. Core Assessment audit commissioned by Performance and Challenge Board and will build on review completed by Ingson's. |
| | Three weekly Performance and Challenge Board commissions specialist audits and 'deep dives' where specific issues are raised | More work to do on this - i.e. thematic audits commissioned by the Performance and Challenge Board. PSHC confirmed that this is an area for further development. Specialist / thematic audit commissioned by the Performance and Challenge Board to be concluded and reported on by July 2014 |
| | Practice Standards Improvement project implemented in full | Carefirst reform has been completed. The 3 month review is currently taking place to ensure any outstanding issues with performance data are resolved. All teams |

| | |
|--|--|
| | are working to the correct process frameworks to ensure timeliness for children and families. Practice standards guidance and training has been undertaken and multi-agency practice standards are in the process of being published by the NSCB. The launch of the Multi-agency Practice Standards will include a re-launch of the NSCB1 and Threshold Guide, due to take place in September 2014. |
| People | |
| The children’s workforce has the requisite skills and support to contribute to positive outcomes for children | |
| All role descriptions are clear about the skills required to successfully undertake a role | Job descriptions for all generic social care roles up to PSW level updated last year and will be reviewed in light of service restructure. |
| All staff understand how skills support best practice | Some staff feedback (e.g. at Colloquium) evidences improved satisfaction with and effectiveness of supervision |
| All staff receive quality supervision and appraisals that identify strengths and areas for development | Some staff feedback (e.g. at Colloquium) evidences improved satisfaction with and effectiveness of supervision and access to staff development. All CS staff included in NCC Staff Survey planned for June 2014. |
| All staff receive the appropriate learning / development opportunities to help them develop their skills | In late 2013, NCC increased SW capacity by 66 fte. This was populated primarily with agency SWs pending the recruitment of SWs on substantive NCC employment contracts. As at w/c 15/04/14, we have filled approximately 30 of the 66 fte with substantively recruited SWs. While our national recruitment campaigns have achieved wide coverage and national recognition, they are unlikely to result in the employment of sufficient SWs to populate the whole of our additional capacity so an alternative resourcing strategy is being adopted in which targeted and reducing use is made of agency teams while increased numbers of NQSWs are recruited and developed through their ASYE. Work is ongoing to understand caseloads which will inform the design of our longer term structure and any re-skilling required. |
| Recruitment and retention attracts high quality candidates (internally and externally) that we can retain | See note in above. Rigorous quality standards used to select both agency and employed SWs. Recent review of SW capacity shows turnover at below regional and national averages. Recruitment market for TM and SSWs level experience is more difficult giving localised recruitment and retention issues in some teams. |

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| | All staff in other agencies understand the skills they need to contribute to positive outcomes for children and receive the appropriate learning and development | Work is progressing under the auspices of the regional Social Workforce development strategy |
| The workforce are fully competent and have the confidence to challenge each other appropriately and their partners to ensure the best outcomes for the child | | |
| | All staff understand and model the high performing behaviours we expect of them | Plans are in place for a random sampling of supervision on a monthly basis and the evaluations will be fed back to staff via monthly Performance and Quality meetings and quarterly to the Performance and Challenge Board. |
| | All staff can identify risks, assess them and appropriately challenge and raise concerns | Plans are in place for a random sampling of supervision on a monthly basis and the evaluations will be fed back to staff via monthly Performance and Quality meetings and quarterly to the Performance and Challenge Board |
| | All staff understand how and when to escalate issues | Plans are in place for a random sampling of supervision on a monthly basis and the evaluations will be fed back to staff via monthly Performance and Quality meetings and quarterly to the Performance and Challenge Board |
| | All staff understand the accountabilities of other partners to enable them to identify when it is appropriate to challenge | Plans are in place for a random sampling of supervision on a monthly basis and the evaluations will be fed back to staff via monthly Performance and Quality meetings and quarterly to the Performance and Challenge Board |
| There is clear leadership and accountability demonstrated throughout all levels of management | | |
| | All managers understand their accountabilities and decision making responsibilities | Further work to do on this and this is being developed with Ingson's and Dr Alex Chard |
| | Managers use all the information that is available to them to understand the whole performance of their team and individuals and take corrective actions where necessary | Team meetings at all levels show that this is routinely happening. The Peer Safeguarding Healthcheck confirmed that embedding of a performance culture is evidenced |
| | Managers have the skills to confidently and competently handle staff related issues in a timely way | Team meetings at all levels show that this is routinely happening. The Peer Safeguarding Healthcheck confirmed that embedding of a performance culture is evidenced. |

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| Managers identify the development needs of their staff and team (s) and seek the appropriate support to develop them | Team meetings at all levels show that this is routinely happening. The Peer Safeguarding Healthcheck confirmed that embedding of a performance culture is evidenced |
| Managers are able to keep their teams motivated and engaged in the delivery of positive outcomes for children and young people | Plans are in place for a random sampling of supervision on a monthly basis and the evaluations will be fed back to staff via monthly Performance and Quality meetings and quarterly to the Performance and Challenge Board |
| Managers confidently lead their teams (s) ensuring their staff understand both the strategic and operational needs of Children’s Services and Norfolk County Council | All CS staff included in NCC Staff Survey planned for June 2014. |
| All staff understand how they contribute to achieving positive outcomes for children and young people | |
| Positive outcomes for children evidenced by all social workers in all case records as a consistent way of working | Evidence from the Peer review March 2014 suggested only 1 case audited was inadequate and that the majority of cases showed workers were clearly focused on keeping children safe and knowing children and families well. Current 1 case 1 worker audit demonstrates social workers have sound knowledge of their cases. 18 teams to date have had Impact workshops and the understanding of this is beginning to be evidenced in case files. |
| Senior manager audits of supervision records routinely challenge where positive outcomes cannot be evidenced in case files | Plans are in place for a random sampling of supervision on a monthly basis and the evaluations will be fed back to staff via monthly Performance and Quality meetings and quarterly to the Performance and Challenge Board |
| Divisional teams share good practice routinely | The sharing of good practice is a standing item on the agenda at the divisional meetings |
| Monthly Divisional Performance and Quality Meetings consider this element of practice on a regular basis, sharing good practice | Notes of monthly P and Q meetings demonstrate that this is the case. Workers are being encouraged to develop portfolios of the different aspects of their work that has attained a good standard. |
| <u>Practice Standards</u> | |
| Listening to the views and wishes of the child and acting on their views must be central to all of our work with every child we work with | |

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| Voice of the child evidenced by all social workers in all case records as a consistent way of working | Data from the Peer review March 2014 suggested that the Voice of the Child was evident in 29/30 cases audited (96%). This has continued to be evident in recent 1 worker 1 case audit. There is an improving picture in the cases that have been audited and the expectation is that workers will be held accountable by their managers if this is not to the expected or required standard |
| Senior manager audits of supervision records routinely challenge where the voice of the child cannot be evidenced in case files | Plans are in place for a random sampling of supervision on a monthly basis and the evaluations will be fed back to staff via monthly Performance and Quality meetings and quarterly to the Performance and Challenge Board |
| Divisional teams routinely share good practice on the 'voice of the child' | The sharing of good practice is a standing item on the agenda at the divisional meetings. All good practice examples start with the child, their voice and their experience. |
| Monthly Divisional Performance and Quality meetings consider this element of practice on a regular basis, sharing good practice | Notes of monthly P and Q meetings include consideration of case studies showing good social work practice that is leading to good/excellent outcomes for children and families |
| The inclusion, involvement and participation of parents in assessing and meeting the needs of their child must be central to all our work | |
| Inclusion, involvement and participation of parents evidenced by all social workers in all case records as a consistent way of working | Evidence from the Peer review is that knowing children and families well is a key strength in the quality of work undertaken. Recent audits demonstrate that workers have a sound knowledge of the children and families that they are working with |
| Senior manager audits of supervision records routinely challenge when inclusion of parents cannot be evidenced in case files | Plans are in place for a random sampling of supervision on a monthly basis and the evaluations will be fed back to staff via monthly Performance and Quality meetings and quarterly to the Performance and Challenge Board |
| Divisional teams share good practice routinely | The sharing of good practice is a standing item on the agenda at the divisional meetings. This remains a standing item and every team manager presents a case. |
| Monthly Divisional Performance and Quality meetings consider this element of practice on a regular basis, sharing good practice | Notes of monthly P and Q meetings demonstrate that this is the case |
| Every child will receive a timely high quality assessment produced by the competent use of a relevant assessment framework | |
| Managers routinely challenge individuals on their | Plans are in place for a random sampling of supervision on a monthly basis and |

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| | performance using current performance data and quality assurance evidence | the evaluations will be fed back to staff via monthly Performance and Quality meetings and quarterly to the Performance and Challenge Board |
| | Divisional teams routinely (weekly and monthly) consider their team and individual performance using current performance data and quality assurance evidence | Notes of meetings are sent to AD Performance and Quality on a weekly basis and show that this is the case |
| | Monthly Divisional Performance and Quality meetings consider individual, team , divisional and whole service data on a monthly basis | Notes of monthly P and Q meetings demonstrate that this is the case |
| | Three weekly Performance and Challenge Board considers individual, team , divisional, whole service and partnership data on a monthly basis | Notes of monthly P and Q meetings demonstrate that this is the case |
| Every child receiving a service will have a child centred plan based on their assessed needs | | |
| | Managers routinely challenge individuals on their performance using current performance data and quality assurance evidence | Plans are in place for a random sampling of supervision on a monthly basis and the evaluations will be fed back to staff via monthly Performance and Quality meetings and quarterly to the Performance and Challenge Board |
| | Divisional teams routinely (weekly and monthly) consider their team and individual performance using current performance data and quality assurance evidence | Notes of meetings are sent to AD Performance and Quality on a weekly basis and show that this is the case |
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| | Three weekly Performance and Challenge Board considers individual, team , divisional, whole service and partnership data on a monthly basis | Notes of monthly P and Q meetings demonstrate that this is the case |
| Staff should expect and enable other agencies to work with them to jointly deliver high quality services to every child | | |
| | All staff understand and model the high performing behaviours we expect of them | Plans are in place for a random sampling of supervision on a monthly basis and the evaluations will be fed back to staff via monthly Performance and Quality meetings and quarterly to the Performance and Challenge Board |
| | All staff can identify risks, assess them and appropriately challenge and raise concerns | Further work to do on this and this is being developed with Ingson's and Dr Alex Chard |

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| | All staff understand how and when to escalate issues | Further work to do on this and this is being developed with Ingson's and Dr Alex Chard |
| | All staff understand the accountabilities of other partners to enable them to identify when it is appropriate to challenge | Further work to do on this and this is being developed with Ingson's and Dr Alex Chard |