

Children's Services Committee

Date: **Thursday 20 November 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

Mrs S Vertigan

Mrs K Byrne

Non-Voting Schools Forum Representative

Mrs A Best-White

Non-Voting Co-opted Advisors

Mr A Robinson

Ms T Humber

Ms V Aldous

Vacancy

Ms C Smith

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

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A g e n d a

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

- 2 Minutes from the meeting held on 15 October 2014.**
To confirm the minutes from the meeting held on 15 October 2014.

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- 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 Monday 17 November 2014.**

- 6 Children's Services Integrated Performance and Finance Monitoring report for 2014-2015**
Report by Interim Director of Children's Services.

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| 7 | Staff Wellbeing
Report by the Interim Director of Children's Services | (Page 52) |
| 8 | Multi-Agency Safeguarding Hub (MASH)
Report by the Interim Director of Children's Services | (Page 56) |
| 9 | Progress report on Early Years Strategy
(Appendix 1 – to follow)
Report by the Interim Director of Children's Services | (Page 61) |
| 10 | Out of County Policy
Report by the Interim Director of Children's Services | (Page 135) |
| 11 | A New Education Landscape to serve Norfolk Learners
Report by the Interim Director of Children's Services | (Page 142) |
| 12 | Children's Equalities – issues and next steps
Report by the Interim Director of Children's Services | (Page 148) |
| 13 | Getting in shape – Restructuring Children's Services
Report by the Interim Director of Children's Services | (To follow) |

Group Meetings

Conservative	12:00pm	Colman Room
UK Independence Party	1:00pm	Room 504
Labour	1:00pm	Room 513
Liberal Democrats	1:00pm	Room 530

Chris Walton
Head of Democratic Services
County Hall
Martineau Lane
Norwich
NR1 2DH

Date Agenda Published: 12 November 2014



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Children's Services Committee

Minutes of the Meeting Held on Wednesday 15 October 2014
2:00pm Edwards Room, County Hall, Norwich

Present:

Mr J Joyce (Chair)

Mr R Bearman (Vice-Chair)
Mr B Borrett
Mrs J Chamberlin
Mr J Childs
Mr D Collis
Ms E Corlett
Mrs M Dewsbury
Mr C Foulger

Mr T Garrod
Ms D Gihawi
Mr P Gilmour
Mrs J Leggett
Mr J Perkins
Mr E Seward
Mr R Smith
Miss J Virgo

Non-Voting Co-opted Advisors:

Mr A Robinson
Ms V Aldous

Norfolk Governors Network
Primary Education

1 Apologies and substitutions

- 1.1 Apologies were received from Mr M Kiddle-Morris (Mr B Borrett substituted); Mr D Crawford (Mr J Childs substituted); Mrs H Bates and Mr A Mash Church Representatives; Mrs K Byrne and Ms S Vertigan, Parent Governor Representatives.

2 Minutes from the meeting held on 16 September 2014

- 2.1 The minutes of the meeting held on 16 September were agreed as a correct record and signed by the Chair, subject to the following amendments:
- The recommendation in paragraph 7.3 to be amended to read "The Committee considered and discussed the contents of the report and recognised that the Director of Children's Services, using delegated powers, would proceed in accordance with the agreed process.
 - Paragraph 15.2 to be amended as follows:
 - The Interim Director identified the lead senior officers for the Task and Finish Groups:
 - Children's Centres – Interim Assistant Director (Early Help).
 - Looked after Children – Assistant Director Social Care.

- Variations in Educational Attainment by District – Assistant Director, Education Strategy and Commissioning.

3 Matters arising

- 3.1 The Interim Director of Children's Services informed the Committee that she had received a copy of the report from Ofsted into the allegations of schools receiving advance notification of inspections and would circulate a copy of the report to the Committee. The Interim Director had also requested a copy of the action plan resulting from the report and would share this when it was received.
- 3.2 After consultation with the Chair and Vice-Chair and after she had considered all the evidence, the Interim Director of Children's Services confirmed that that she had drafted a proposal to publish the statutory notice in respect of King George VI School.
- The consultation period was for a period of four weeks from the date of publication which did not include half-term breaks.
- 3.3 Initial discussions about the setting up of the Member Safeguarding Forum had been held with Adult Social Services and it was hoped that the formal setting up of the Forum would take place soon.

4 Declarations of Interest

- 4.1 There were no declarations of interest.

5 Items of Urgent Business

- 5.1 The Chair informed the Committee that Norfolk was one of ten authorities which had been successful in a £4.7m bid for a programme of work called Signs of Safety. The successful bid, in conjunction with 9 other Authorities had international recognition and worked on an asset based approach with families. A project meeting was scheduled to take place on 17 October, after which the Interim Director would circulate further details to the committee.

The Committee was pleased to note that no additional money would need to be found as a result of the successful bid and that the project was expected to last for a period of 3 years.

6 Local Member Issues/Member Questions

- 6.1 No local member questions had been received.

7 Strategic and Financial Planning 2015-18

- 7.1 The Committee received a report by the Interim Director of Children's Services setting out the additional savings proposals for the services under the remit of the Committee to close the projected shortfall for 2015/16.

- 7.2 During the presentation of the report, it was noted that the information in the table on Page 20 of the agenda should read £k and not £m and that BWOW was an acronym for “better ways of working”.
- 7.3 The following points were noted in response to questions from the Committee:
- The cost of recruiting the new senior team was estimated to be £52k and work was underway to identify a funding source.
 - The issue of savings built into next year’s budget was discussed and a number of concerns expressed, in particular post 16 transport and the impact on employment, skills and readiness for work in a rural county. The interim Director of Children’s Services advised of work completed to benchmark costs, work with colleges and the issues around subsidy. Members were concerned about the impact on families given the spread of post 16 education. A suggestion was made about widening the use of the “Kickstart” initiative which provided mopeds for young people to use at very little cost to get to work, training, or education. The Committee was reassured that this initiative was well used and accessible across Norfolk. The Committee was also advised that Children’s Services was working with the Passenger Transport Unit, ETD to explore all possible transport options.
 - The Committee was informed that a large amount of the required savings would be realised through Digital Norfolk Ambition (DNA) including changed ways of working and that a report showing the latest position would be the subject of further discussion when the corporate plan was completed.
 - Savings under the heading “using public transport within the LAC service” had been made in the current financial year. Those costs related to the transport costs in enabling parents to visit children who did not live at home. Historically there had been a reliance on taxis for this group of users, although this had now changed and parents used public transport which was a cheaper and more inclusive solution.
 - Care would be taken to ensure social workers received regular support and did not become isolated from other team members in the department through hot desking and mobile technology policies.
 - It was acknowledged that Children’s Services was currently overspending in three areas and appropriate management plans were in place to work towards containing those overspends. It was noted that the expectation was individual directorates would be responsible for funding any departmental overspends within their departments.
 - Assurance was given about the use of the improvement reserve.
 - An area of pressure was accommodation for Looked After Children. The Director offered assurance that appropriate plans were in place.
 - It would be very difficult to quantify the specific costs of bereavement support as this was often part of an integrated commissioned package.

7.4 Mrs J Leggett proposed and Mr R Smith seconded, the following amendments to the recommendations in the report:

- Endorse the schedule of additional savings set out in Appendix A of the report as a basis for further research and discussion.
- ~~Recommend the individual savings as set out in the schedule, or identify replacement savings to equivalent value.~~
- Note the ~~any~~ risks set out in section 2.5 of the report relating to savings already consulted and agreed upon.
- Review arrangements to ensure tight control on revenue budgets and highlight any issues or risks to Policy and Resources Committee.

The Committee discussed the amendment and with 10 votes for, 7 votes against and 0 abstentions the amendments were agreed.

7.5 With 10 votes in favour and 6 votes against, the Committee **RESOLVED** to:

- Endorse the schedule of additional savings set out in Appendix A of the report as a basis for further research and discussion.
- Note the risks set out in section 2.5 of the report relating to savings already consulted and agreed upon.
- Review arrangements to ensure tight control on revenue budgets and highlight any issues or risks to Policy and Resources Committee.

8 Internal and External Appointments

8.1 The Committee received a report by the Interim Director of Children's Services setting out the internal and external appointments relevant to Children's Services Committee.

8.2 The Committee agreed the composition and membership of the groups as set out in Appendix A to these minutes.

8.3 The Interim Director of Children's Services and the Head of Democratic Services would consider the forward plan and agree a schedule of reporting for future consideration by the Committee.

8.4 The Committee **RESOLVED** to:-

1. appoint the Members as set out in Appendix A of these minutes.
2. ask that those Members appointed to the Committees keep the Committee informed by way of regular additions to the budget monitoring report.

9 Children's Services Involvement Strategy

9.1 The Committee received a report by the Interim Director of Children's Services

setting out the Involvement Strategy and received a presentation by Barry Moore and Thomas Lee who were representing the young people who had assisted in the development of the strategy. A copy of the presentation is attached at Appendix B to these minutes.

9.2 The following responses to questions from the Committee were noted:

- The Interim Director of Children's Services informed the Committee that it was hoped to conduct an exercise on the budget at the Takeover Day on 21 November 2014 and the outcome would be reported to Committee.
- The Involvement Strategy clearly set out the expectations of young people and highlighted the commitment made by the Council to listen to young people.
- The Committee was reassured that in developing the strategy, care had been taken to ensure the views of all young people, across all age ranges had been represented. The work would now be rolled into expectations regarding professional standards in the workplace. The next step was to open up a dialogue with partners about the best way to roll out the strategy.
- Young people who were involved could claim and where it was not appropriate for them to receive a cash payment, a treat such as an outing, was offered. Members asked for a comparison to be made with other councils to see how young people were rewarded in other areas.
- A section on "how children and young people had been involved in the development of this report and its recommendations" would be included in future Children's Services Committee reports.

9.3 The Chair thanked Barry and Tom for attending the meeting.

9.4 The Committee **RESOLVED** to

- Agree to the contents of the strategy.
- Agree that elected members would become advocates for high quality involvement throughout the department and beyond.
- Agree that elected members would scrutinise the quality and relevance of involvement processes used within matters brought to Committee.
- To ask the Director to liaise with Democratic Services re including a section in reports on involvement of young people.

The meeting closed at 5.25 pm.

CHAIRMAN



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Children's Services Committees/Boards/Working Groups/Outside Bodies

(a) Children's Services Committees/Boards/Working Groups

1. Adoption Panels (1 member for each of the 2 Adoption Panels)

Alison Thomas
James Joyce

Plus 1 nominated substitute for each member

These are statutory bodies. Appointments to the Adoption Panels have by convention, not been made on a politically balanced basis, but instead on the basis of those best able to give the extensive time and commitment required.

2. Capital Priorities Group - 5

1 Labour (David Collis)
2 Con (Judy Leggett and Roger Smith)
1 UKIP (Paul Gilmour)
Chairman (James Joyce)

This Group:

- contributes to discussions about priorities for capital expenditure
- Develops consistent prioritisation criteria for capital expenditure
- Monitors capital building programmes
- Reviews the effectiveness of decisions it has taken and adapts criteria accordingly

It was agreed that members of this Group should be members of Children's Services Committee and decisions of the Group are to be brought to this Committee for noting

3. Local Authority Governor Appointments Group – 6

2 Labour - Julie Brociek-Coulton, Mick Castle
2 Conservative - Judy Leggett, Roger Smith
1 UKIP - Paul Gilmour
Vice Chairman (Richard Bearman)

This Group makes recommendations to the Director of Children's Services on:

1. Filling of vacancies for LEA School Governors on the basis of nominations recommended by the appropriate nominating Party Spokesmen
2. Dismissal of LEA School Governors
3. Making appointments to educational trusts

4. Norfolk Foster Panels – 1 for each Panel

Central Norfolk – Judy Leggett
West – James Joyce
East – Tom Garrod
Plus 1 nominated substitute for each member

These are statutory bodies. Appointments to the Foster Panels have by convention, not been made on a politically balanced basis, but instead on the basis of those best able to give the extensive time and commitment required.

5. School Admissions Forum – 6

2 Labour (Mick Castle and Julie Brociek-Coulton)
3 Cons (Judy Leggett, Roger Smith, Judith Virgo)
1 UKIP (Denis Crawford)

The admissions forum was set up to review admission arrangements and originally had statutory powers to challenge admission authorities' practices and to report annually to the Schools Adjudicator. The statutory duty to have an admissions forum ceased in February 2012 but Norfolk's forum agreed not to disband but only to meet if a significant admissions issue emerged. To date no meeting has been convened and we propose to consult admission authorities on the continued need for a forum in the next admissions consultation – planned for Winter 2014. The outcome of the consultation will be considered by this Committee in March 2015 as part of its determination of future admission arrangements.

6. Teachers Joint Consultative Committee – 11

2 Labour (Mike Sands and I TBA)
5 Cons (Roger Smith, Colin Foulger, Judy Leggett, Tony Adams, Tom Garrod)
1 Green (Richard Bearman)
1 LD (Eric Seward)
2 UKIP (Denis Crawford and Paul Gilmour)

This is a forum for discussion between teacher unions and the County Council on employment related matters.

It was agreed to ask the Director of Children's Services to review the operation and membership of this body.

7. Youth Advisory Boards

Breckland – Terry Jermy
Broadland – Judy Leggett
Great Yarmouth – Jonathan Childs
King's Lynn and West Norfolk – Richard Bird
North Norfolk – Brian Hannah
Norwich – Richard Bearman
South Norfolk – Margaret Somerville

8. Virtual School Governing Body (4)

Vice Chairman of the Committee - Richard Bearman
Chairman of the Committee - James Joyce
1 Conservative - Judy Leggett
1 Labour - Mike Sands

9. Small Schools Steering Group (2)

This Group was reconvened to evaluate the impact of the autumn term 2013 review of small schools and make recommendations for further activity.

Deputy Lead Member for Children's Services (Richard Bearman)
1 Conservative (Judy Leggett)

10. Corporate Parenting Executive Group (5)

This Group ensures that Norfolk's promise to young people leaving care is implemented, by holding to account people who are responsible for its delivery. It replaced the Corporate Parenting Strategic Group.

Lead Member for Children's Services (Co-chair)
1 Labour - Deborah Gihawi,
Deputy Lead Member for Children's Services – Richard Bearman,
1 Conservative - Judy Leggett
1 UKIP – Paul Gilmour

11. Joint Road Casualty Reduction Partnership Board (4)

A partnership that brings together appropriate public, private and voluntary sector commissioner and provider organisations in Norfolk to reduce the number and severity of road traffic casualties on roads in Norfolk, and to increase public confidence that all forms of journeys on roads in the county will be safe.

The Partnership Board requires a member from the following Committees

Environment, Development and Transport,
Communities
Health and Well-Being Board
Children's Services

Children's Services – Jenny Chamberlin

(b) Outside Bodies

1. Standing Advisory Council for Religious Education (4)

Bert Bremner
Deborah Gihawi

Alexandra Kemp
Margaret Somerville

The organisation aims to ensure that the statutory provision of RE and collective worship is of a consistently high standard. SACRE has requested the Council to continue to make appointments.

It was agreed to request a report to this Committee from SACRE on its activities

2. Great Yarmouth College Corporation - (1)

The Corporation advises it does not have a position reserved for the County Council. Members may apply for a Governor role, but there is no provision for the Council to make an appointment.

3. Earthsea & Merrywood Houses (1)

The organisation (a residential therapeutic community for children and young people) advises its new governance does not require a Council representative

4. Norfolk Community Health and Care NHS Trust Shadow Council of Governors
(2)

(1 representing Adults) Mike Sands
(1 representing Children) Emma Corlett

Norfolk Community Health & Care NHS Trust is responsible for community health provision across all of Norfolk except for Great Yarmouth and Waveney. This includes community hospitals and a full range of non-acute services including community nursing, health visiting, and school nursing services. The Trust currently shares one senior manager post with Adult Social Care and is in the process of agreeing a joint senior management team with the Council.

Council appointees as a Governor of an NHS Trust should not also be members of the Norfolk Health Overview and Scrutiny Committee because of the potential / perceived conflict of interest.

Children's Services Involvement Strategy

Or as we like to call it a dummies guide to how to ask people what they need and want from their services.

So what is actually in the strategy

Explanation of what Children's services is responsible for.

Our priorities and principles for involvement

What we want to achieve in the future and how we intend to achieve it.

So why do we need a strategy

If you don't ask what people want how can you make the right decisions about the services you provide.

If you don't have a plan or strategy how can you make sure that everyone does it in the right way, at the right time and to a high standard

So what are the benefits of involvement

Children, young people and families.

Communities

Workers and managers at the Council

The Council and County Councillors

How did we write the strategy

We involved children, young people and families in deciding what should be in the strategy.

Young people County Council staff and elected councillors formed a working group to write the strategy.

Next steps

We need to measure how good we are at involving people now so we can see how we improve.

We need to start doing this and make sure everyone signs up and takes it seriously

We need to make sure children, young people families and communities understand they have a right to be involved and know what those opportunities are

We need to make sure all staff know they have to involve children, young people and families, and are trained and have the skills to do this properly.

Extra effort for hard to reach groups

Some groups that rarely get involved include

- People with English as a second language
- People from poorer families
- People with mental health problems
- People who have trouble reading and writing
- People who live miles from anywhere
- People who have not felt listened to in the past.

Thank you

Thank you very much for listening

Do you have any questions for us?

Barriers to involving people

They tell us things we don't want to know

It makes everything take more time

It does add a small cost to the piece of work

So what do we need from you

That Children's Services committee agrees to what we have written in the strategy

That elected members agree to become advocates and champions for high quality involvement throughout the department and the whole Council where a decision will affect children and young people.

That elected members make sure involvement has been done properly in all items brought to committee.

Children's Services Committee

Item No 6

Report title:	Children's Services Integrated Performance and Finance Monitoring report for 2014-2015
Date of meeting:	20 November 2014
Responsible Chief Officer:	Sheila Lock Interim Director of Children's Services
<p>Strategic impact</p> <p>Norfolk Children's Services continues its intensive and extensive improvement activities under the direction of the new Children's Services Committee and the independently chaired Norfolk Education Challenge Board and Norfolk Safeguarding Children Board. Committee Members have stated that they wish to diligently oversee these improvements to ensure that all elements of Children's Services operations are increasingly evidencing greater effectiveness and efficiency.</p> <p>October saw the end of the first phase of improvement in Norfolk's Children's Services. This phase was characterised by the increased effectiveness of the Council's Support for School Improvement and acknowledgement of this through the removal of the Ofsted category of 'ineffective' and on inspection by Ofsted in July the judgement of 'effective' being applied. The first phase was also characterised by the establishment of an independently chaired Social Care and Safeguarding Improvement Board which has now completed its work and handed on responsibility for the next phase to the NSCB. In addition, NCC and DfE are working collaboratively on a new model of external scrutiny involving contracting with a Social Care Challenge Partner. This will create synergy between the two parts of children's services with an Education Challenge Partner/Board approach on the Support for School Improvement part of the business and a Social Care Challenge Partner on the social care side of the business. Invitations to tender for the Social Care Challenge Partner have been invited and it is expected that this partner will begin their work in January 2015 with a dual reporting line to NCC leadership and DfE.</p> <p>The increasingly sophisticated performance and challenge functions being put in place are ensuring that there is an array of detailed evidence available to ensure that Members are sighted on all aspects of Children's Services Improvement as they progress. Accordingly members will see progress on a range of indicator and trend data and areas of variance such as over or under performance. Alongside the Task and Finish Groups and fact-finding activities planned for Members, these reports will assist in strategic decision-making.</p>	

Executive summary

This report provides an update on performance and finance monitoring information for the 2013/14 financial year. It sets out for the Children's Services Committee the latest Children's Services performance information showing evidence of improvements and trends for a range of measures and indicators within children's social care services, support for school improvement and children's services finances. This evidence is qualitative, quantitative and outcome based.

The main performance points within the paper are:

Support for School Improvement

- GCSE results have shown that unlike the national picture, Norfolk pupils have maintained similar outcomes to those achieved in 2013. In the measure of 5 GCSEs at grades A* – C including English and mathematics (5ACEM) 52.6 % of Norfolk pupils achieved this outcome. This is a decline of 2.4 percentage points compared to a drop of 4.7% nationally.
- Progress in GCSE English has improved significantly by nearly 5%. This improvement has reduced the Norfolk to national gap from 5.3% to 1.2%. In English progress measure, Norfolk's ranking in the Local Authority league tables has risen from 123rd (out of 151) in 2013 to 98th.
- Progress in mathematics has dropped as it has nationally. The drop in Norfolk from 66.9% of pupils making the expected progress in mathematics to 64.5% (2.4%) is a smaller decline than that nationally (5.5% drop).
- Ofsted inspection outcomes continue to improve. The percentage of schools judged good or better is just under 73%. The national percentage has risen to 81%.
- **'A Good School for Every Norfolk Learner'** (AGSfENL) will continue to support the improvement of schools, helping them to achieve good or better outcomes in Ofsted inspection.
- To focus on reducing district variation there has been a review and refining of the work of the District Education Improvement Boards.
- The Norfolk Pupil Premium Strategy will be published this term. It will include challenge to school leaders and governors to close the gap for pupil's eligible for Pupil Premium and Pupil Premium Plus.
- For headteachers and other school leaders engaged in 'system leadership' as a national or local leader, or working as a Teaching School or within a Teaching School Alliance there have been a series of workshops in October. These have been set up by the Local Authority to challenge Norfolk leaders about their own continued improvement.
- During the autumn term 2013 and spring term 2014 in primary schools (including academies) nationally overall attendance improved from 95.2% to 96.1% an improvement of 0.9%, however in Norfolk over the same period, our primary schools improved from 94.9% to 95.9% which is an improvement by 1.0%.
- In secondary schools (including academies) nationally overall attendance improved from 94.2% to 94.9% an improvement of 0.7% but in Norfolk our secondary schools improved from 93.5% to 94.4% which is an improvement by 0.9%. Although persistent absence in Secondary schools improved by 1.0% from 7.5% to 6.5% the gap between us and national persistent absence data is a concern

Social Care

- The number of contacts has risen sharply since August
- The number of contacts from police has increased significantly in September
- The timeliness of initial assessments is currently poor (54%)
- The numbers of Children In Need (CIN) cases has reduced
- The rise in % of cases with no CIN Plan reflects a change in the procedure in Duty and Assessment which has had a short-term impact
- There has been significant improvement in timeliness of allocation of CIN cases to qualified social workers
- The proportion of Family Support Plans (FSPs) which resulted in the needs of the family being met (as reported by the family) has increased to 74%
- Allocations of Child Protection cases to Qualified Social Workers are consistently strong
- Child protection 'child seen' visits continue to be an area of concern.
- An improvement to the Section 47 Core Assessments in timescale is noted for September but this needs to improve further
- LAC numbers are continuing to fall slowly and allocations to a Qualified Social Worker are consistently strong
- Performance around LAC care plans, PEPs and Pathways plans remains poor and this is the subjective of intensive management action
- The quality of social work is gradually improving across most teams
- The quality of LAC social work practice and recording continues to be a challenge

Finance

- The Children's Services revenue budget shows a £1.319 million or 0.8% projected overspend for the year.
- The Schools Budget variations are contained within the approved contingency fund.
- The Children's Services capital budget shows a £0.000 million or 0.0% projected underspend for the year.
- The level of projected school balances at 31 March 2015 is £18.243 million.
- The level of projected balances and provisions at 31 March 2015 is £20.394 million.

Recommendations:

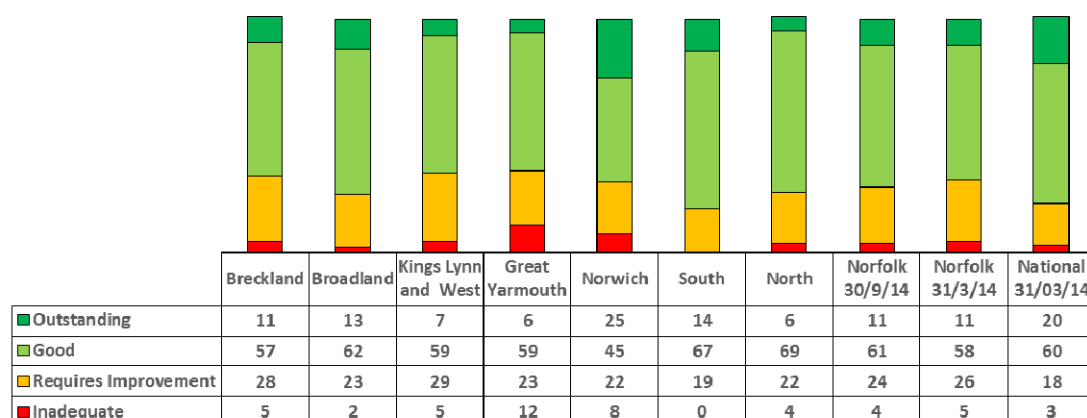
The Children's Services Committee is asked to note and comment on the information contained in this report and in particular:

- Improved standing of Norfolk schools in relation to validated GCSE results
- Ofsted inspection ratings continue to improve
- Increased system leadership within the school community and work to address performance differences across the county
- Improvements and further challenges on school attendance
- Improvements in most social care practice with continued challenges around LAC performance and the increased management attention being given to this
- The continued focus required on the Looked After Children reduction to deliver the budgeted savings;
- The increased cost of Special Educational Needs transport;
- The cost associated with the use of temporary social workers;
- The re-profiled capital projects.

1. Impact of Support for School Improvement

- 1.1 **GCSE results** have shown that unlike the national picture, Norfolk pupils have maintained similar outcomes to those achieved in 2013. In the measure of 5 GCSEs at grades A* – C including English and mathematics (5ACEM) 52.6 % of Norfolk pupils achieved this outcome. This is a decline of 2.4 percentage points compared to a drop of 4.7% nationally. Local Authorities in the eastern region have seen an average of a 3.3% drop and 3 have dropped by 6% or more. The latest results put Norfolk in 119th place, up 19 places from last year in the Local Authority league tables.
- 1.2 Progress in English has improved significantly by nearly 5%. In 2013 65.1% of pupils made expected progress from Key Stage 2 to Key Stage 4 in English and this has risen to 69.7%. Nationally the improvement was 0.8% and regionally the average improvement was 3%. This improvement has reduced the Norfolk to national gap from 5.3% to 1.2%. In English progress measure, Norfolk's ranking in the Local Authority league tables has risen from 123rd (out of 151) in 2013 to 98th.
- 1.3 Progress in mathematics has dropped as it has nationally. The drop in Norfolk from 66.9% of pupils making the expected progress in mathematics to 64.5% (2.4%) is a smaller decline than that nationally (5.5% drop). The Norfolk gap compared to national figures has reduced from 3.8% below the national to 0.8%. Norfolk's ranking for pupils' making expected progress has risen to 86th this year, up from 114 in 2013.
- 1.4 **A level and Level 3 qualifications** have shown a similar picture to last year with Average Point Score per Student (APSS) at 765 and Average Point Score per Entry at 210. The results are provisional at this stage and close to national averages. Norfolk's ranking has improved on the APSE measure (95th out of 148) and declined on the APSS measure (64th out of 148). There is improvement in the Performance Table measures of % achieving at least 2 substantial level 3 qualifications where Norfolk is 52nd out of 148. Likewise there is improvement in the % achieving AAB in A level facilitating subjects where Norfolk is 84th out of 148.
- 1.5 Ofsted inspection outcomes continue to improve. The percentage of schools judged good or better is just under 73%. The national percentage has risen to 81%.

All Schools - % Ofsted Ratings Sept 2014



The distribution of outcomes across the districts shows variation. Norwich has the highest number of outstanding schools. Nationally infant schools are over represented in the percentage of outstanding schools compared to other types of schools and this is the case in the Norwich district. Great Yarmouth and the North Norfolk district have the smallest percentage of outstanding schools.

- 1.6 **‘A Good School for Every Norfolk Learner’** (AGSfENL) will continue to support the improvement of schools, helping them to achieve good or better outcomes in Ofsted inspection. Every school that has participated in Norfolk to Good and Great (N2GG) and achieved an Ofsted inspection outcome of ‘Good’ in the last year has stayed in the programme to support moving to ‘Outstanding’. Phase 2 of AGSfENL includes an even stronger engagement with LA and Ofsted ‘Good’ schools in order to challenge and support their move to ‘Outstanding’.
- 1.7 To focus on reducing district variation there has been a review and refining of the work of the District Education Improvement Boards. District performance has been shared with all schools through ‘A Flying Start’ (an achievement booklet sent to every Norfolk school in September 2014), meetings with headteachers, workshops for system leaders, discussions with the headteacher associations and presentations to Governors.
- 1.8 The Norfolk Pupil Premium Strategy will be published this term. It will include challenge to school leaders and governors to close the gap for pupil’s eligible for Pupil Premium and Pupil Premium Plus. It will include a toolkit for schools to use to analyse pupil premium provision and outcomes and case studies of Norfolk schools.
- 1.9 For headteachers and other school leaders engaged in ‘system leadership’ as a national or local leader, or working as a Teaching School or within a Teaching School Alliance there have been a series of workshops in October. These have been set up by the Local Authority to challenge Norfolk leaders about their own continued improvement, as well as ways forward to achieve a self-improving system. A key message has been that outcomes in Norfolk’s strongest schools must continue to improve so that every part of the system is improving in tandem.

1.10 **Attendance in primary schools (including academies):** During the Autumn term 2013 and Spring term 2014 in primary schools (including academies) nationally overall attendance improved from 95.2% to 96.1% an improvement of 0.9% however in Norfolk over the same period our primary schools improved from 94.9% to 95.9% which is an improvement by 1.0%. Nationally persistent absence in primary schools went from 3.6% to 2.8% an improvement of 0.8%. In Norfolk persistent absence improved from 3.5% to 2.8% so although only a 0.7% improvement it does equal the national figure.

1.11 **Attendance in secondary schools (including academies):** Nationally overall attendance improved from 94.2% to 94.9% an improvement of 0.7% but in Norfolk our secondary schools improved from 93.5% to 94.4% which is an improvement by 0.9%. Nationally persistent absence in secondary schools went from 6.5% to 5.8% an improvement of 0.7%. However in Norfolk although persistent absence in Secondary schools improved by 1.0% from 7.5% to 6.5% the gap between us and national persistent absence data is a concern.

2. **Impact of Child Protection Services and Services for Looked After Children and Early Help**

2.1 At Appendix A is the September 2014 dashboard of quantitative indicators showing the latest trends in statutory and non-statutory processes associated with children's social care. Members are asked to note:

Contacts, Referrals and Initial Assessments

- The number of contacts has risen sharply since August however has not quite reached the number received in July. This is due to the return to school after the summer holidays (9 contacts from schools in August, 423 in September).
- The number of contacts from police has increased significantly in September (increase of 29% on the numbers in July and 34% increase on numbers in August). These increases are not sustainable. The conversion rate for these contacts to referrals is very low at 15%. This data will be reported to NSCB for attention.
- The deep dive audit of re-referral cases has been reported to the NSCB PIQAG (Performance Information and Quality Group). It has raised more questions than it has answered and there is further work to do on this through multi agency analysis of cases. The outcomes of this further work will be reported to a future Committee.
- The timeliness of initial assessments is poor (54%). Managers are aware that there needs to be a shift in performance and that timelines cannot be traded for quality. There needs to be both.

Children in Need and Early Help

- The numbers of Children In Need (CIN*) cases has reduced. In part this reflects an increase in the numbers of cases being 'stepped down' to Family Support Plans or closure which has been a focus of increased activity. The number of cases coming into the teams has not significantly reduced but more focused activity has improved throughput with families spending less time in the service.

* NB. This is the local definition of CIN ie Section 17 cases not the DfE definition (any case where there has been a referral to social care services)

- The rise in % of cases with no CIN Plan reflects those cases with no plan at all and cases not reviewed within the last 6 weeks. Some of these cases will only be slightly over the six weeks however will be classed as cases without a plan. In September 2014 a change in the procedure in Duty and Assessment has had an impact - the cases now come to CIN after the Initial Assessment without a CIN Plan with the expectation that one will be completed within 20 days of the referral. Any delay in the IA completion could impact on CIN Plan performance.
- The CIN teams are focussing on improving performance on review plans - to ensure better quality the managers only authorise a CIN Review Plan when the Progress Report has also been completed. Weekly report monitoring identifies priority actions for each worker.
- Alongside the above there has been significant improvement in timeliness of allocation of CIN cases to qualified social workers and we are working toward and within sight of a target of allocation within 5 working days of transfer to the team.
- Implementation of change of practice to Increase the number of Core Assessments undertaken in the teams has resulted in higher % being out of timescale, particularly in South, due to covering the backlog. Weekly monitoring of Child Seen data in CIN is underway.
- The proportion of Family Support Plans (FSPs) which resulted in the needs of the family being met (as reported by the family) has increased to 74% (May to July) from 52% (February to April).
- Allocations of Child Protection cases to Qualified Social Workers are consistently strong and this has become a clear and expected working practice.

Child Protection

- Child protection 'child seen' visits continue to be an area of concern. Tier 4 Managers are making this a focus within their weekly meeting and will also be focusing on this within their next audit and practice development day on 6th November.
- An improvement to the Section 47 Core Assessments in timescale is noted for September but this needs to improve further.

Looked After Children (LAC)

- LAC numbers are continuing to fall slowly and allocations to a Qualified Social Worker are consistently strong.
- Performance around LAC care plans, PEPs and Pathways plans remains poor. There is currently considerable additional resource allocated to the management of the LAC service and LAC cases. It is imperative that improvement in timescale is accompanied by the necessary improvement in quality on all LAC processes. There is a determination to get this right as quickly as possible. At Appendix B is the first monthly report from the Independent Reviewing Officer Service which will be used as further intelligence to inform the greater level of management scrutiny of LAC performance.

- 2.2 At Appendix C is an analysis of the qualitative (audit) data for the month spanning September/October. Members are asked to note:

- There is an increasingly detailed and refined analysis of qualitative measures being developed and managed by the QA team
- The quality of social work is gradually improving across most teams
- The quality of LAC social work practice and recording continues to be a challenge (see above for proactive response to this)
- This month a new temporary post has been created within the audit team (no increase in budget needed): Inspection Readiness Officer. This will be a full time post to co-ordinate all activities across NCC and the partnership concerned with preparation for the next Ofsted visit and further inspections. NB In 2015 there will be a new integrated/aligned inspection regime where all partner agencies will be inspected contemporaneously with a single report produced as a result of this inspection.

3. Financial Implications

3.1 Revenue – Local Authority Budget

The 2014/15 Children's Services revenue budget is £161.903 million. There is no Local Authority funding of schools as they are funded completely by the Dedicated Schools Grant.

This year end monitoring report shows a projected overspend of £1.319million for the year as at the end of Period 6, 30 September 2014.

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	Movement since last report £m
Spending Increases					
Looked After Children - Agency	23.307	25.422	+2.115	+9	+0.514
Adoption allowances	1.200	1.359	+0.159	+13	0
Adoption recruitment	0.140	0.160	+0.020	+14	0
Fostering recruitment	0.041	0.139	+0.098	+239	0
Residence/ kinship payments	2.268	2.764	+0.496	+22	+0.214
OFSTED	0.335	0.595	+0.260	+78	-0.090

unregulated accommodati on					
Special Education Needs Home to School Transport	11.643	12.193	+0.550	+5	0
Education Support Grant	(10.756)	(10.532)	+0.224	+2	0
Agency social workers	2.300	4.015	+1.715	+74	+1.715
Spending Reductions					
School Pension /Redundancy costs	4.094	3.610	-0.484	-12	0
Looked After Children Legal	4.053	3.473	-0.580	-14	-0.150
Looked After Children Transport costs	0.782	0.592	-0.190	-24	0
Fostering allowances	8.373	8.093	-0.280	-3	-0.280
NCC run Children's Homes	3.436	3.211	-0.225	-7	-0.225
School Crossing Patrols	0.410	0.290	-0.120	-29	0
Clinical Commissionin g	1.176	1.032	-0.144	-12	0.236
Information, Advice and Guidance Service	1.761	1.511	-0.250	-14	-0.050
Early Years and Childcare Service	1.417	1.087	-0.330	-23	-0.130
Maximisation of grant			-1.715	n/a	-1.715
Total			+1.319		+0.039

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	+2.115	Number of Looked After Children not reducing as quickly as originally planned .
Adoption allowances	+0.159	Increased cost of adoption allowance payments
Adoption recruitment	+0.020	Additional cost of recruitment
Fostering recruitment	+0.098	Additional cost of recruitment
Residence/ kinship payments	+0.496	Additional number and cost of residence/ kinship payments
Ofsted unregulated accommodation	+0.260	Additional cost of Ofsted unregulated accommodation for 16/17 year olds
Special Education Needs Home to School Transport	+0.550	Additional cost of school transport to Special Schools, Specialist Resource Bases and Short Stay Schools
Education Support Grant	+0.224	Reduced level of grant due to NCC schools becoming academies
Improvement reserve agency social workers	+1.715	Additional costs of agency social
Spending Reductions		
School Pension /Redundancy costs	-0.484	Reduced number of school teachers being made redundant
Looked After Children Legal	-0.580	Reduced cost of legal services
Looked After Children Transport costs	-0.190	Tighter control on non-public transport use
Fostering allowances	-0.280	Reduced number of fostering payments
NCC run Children's Homes	-0.225	Reduced running costs of NCC Children's Homes
School Crossing Patrols	-0.120	Savings on staff vacancy costs
Clinical Commissioning	-0.144	Savings on therapy and assessment commissioned services
Information, Advice and Guidance Service	-0.250	Savings on staff vacancies and running costs
Early Years and Childcare Service	-0.330	Savings on staff vacancies and running Costs
Maximisation of grant	-1.715	Use of the troubled families grant

3.2 Revenue – Schools Budget

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.

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.

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 shows the variance from the approved budget both in terms of a cash sum and as a percentage of the approved budget.

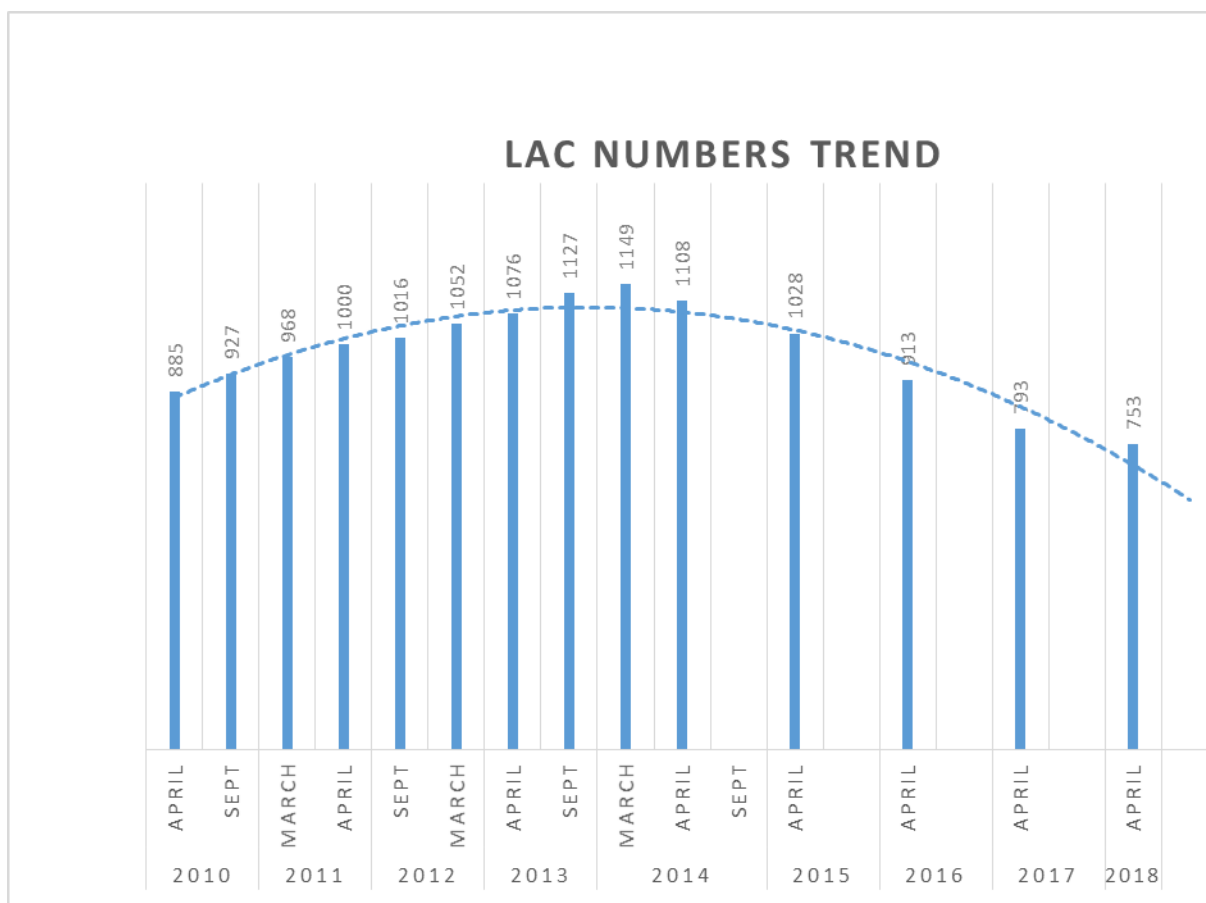
Revenue – Schools Budget

Division of service	Approved budget £m	Outturn £m	+Over/ Underspend £m	+Over/ Underspend as % of budget	Variance in forecast since last report £m
School maternity staff costs	1.256	1.337	+0.081	+6	+0.081
3 and 4 year old Early Years places	17.913	17.613	-0.300	-2	-0.300
2 year old Early Years places	8.424	6.000	-2.424	-40	-2.424
Early Years SEN	0.500	0.800	+0.300	+37	+0.300
Contribution to schools contingency reserve as a result of the above			+2.329	n/a	+2.329
Total			0		0

3.3 Response to financial pressures

A review of the delivery of the Looked After Children (LAC) reduction strategy has been undertaken and information is being looked at on an individual child basis by the operational team managers. The number of Looked After Children has stopped increasing with greater management oversight in the admission to care decision making, and the focus has turned to reunification which is starting to see a reduction in the numbers of Looked After Children. There will always be children who require a period of Local Authority intervention, and we need to ensure that this intervention is proportionate and timely and that this is focussed on the best long term outcomes for the child.

The following graph shows the historical LAC position to the current day and is included to show the trajectory to the targeted number of LAC, the reduction in the following years is based solely upon LAC becoming 18 and therefore assumes that the number of new starts is offset by a corresponding number of additional ceases. It also does not take account of the activities that will be undertaken due to the additional management scrutiny of existing cases.



Further changes have been made to align the operational and commissioning management to ensure that a high level of attention is given to each individual looked after child's pathway plan to ensure that the placement is the most appropriate for their current needs and to ensure that there is a future plan to step down the level of provision until reunification is possible.

It should be noted that the reduction of LAC numbers is an indication of the delivery of the budget saving and will not guarantee it, as this depends on the level of care that the looked after child is currently receiving i.e. a child in a foster placement that is moved to a special guardianship order will reduce the LAC number, but have a minimal cost saving, whilst a looked after child moved from a residential setting to a foster family would not reduce the LAC number, but would have a substantial saving and greatly improve the outcomes for that child.

The main pressures within the special educational needs home to school transport are for transport to specialist resource bases, the Short Stay School for Norfolk, and other alternative provision. Work has been undertaken to look at how and where this provision is provided for the start of the 2014/15 academic year. We will be able to start to measure the impact of this after the start of term. This is the start of work being undertaken to develop a strong inclusive solution enabling children to be educated as much as possible in a local maintained setting and data has been produced to help understand the areas where schools using provision outside of their schools.

The Education Service Grant (ESG) is a non-ring-fenced grant that replaced the LACSEG (Local Authority Central Spend Equivalent Grant). It is based on two elements (both calculated on a per pupil basis); a retained duties element, an amount the Local Authority is awarded regardless of the number of pupils attending academies, and the core ESG, which relates to the number of pupils educated in maintained schools, and reduced quarterly to reflect any schools that have become academies in that period. The forecast is based on the current information we have regarding the schools who have converted or have an academy order granted.

There is an ongoing reliance on agency social workers to ensure that there are sufficient staff to cope with the number of children as a whole. There has been a strong management response to drive the move to permanent members of staff, through repeated recruitment campaigns and the creation of the NIPE (Norfolk Institute of Practice Excellence) to create the facility to 'grow your own' social work resource. However, this has not created enough resource to replace the agency resource within the system, reflecting the current national shortage of social workers. Work is continuing to move the newly qualified social workers from the NIPE team to replace agency workers in a controlled manner.

The funding of the temporary agency costs up until July was met through one off improvement money and in June was flagged as an issue from which work was started to look at the level of agency workers and the progression of the NIPE teams, this resulted in a further cohort of NIPE being engaged to start in October.

As at the end of September the projected overspend on temporary agency costs, NIPE teams and Skylakes was forecast as £1.715m. This is planned to be met through ensuring that the NIPE workers are moved into substantive teams in an appropriate timescale, replacing agency workers, maximising the troubled families grant where the children in need teams have been working with families that will help meet our targets, and a review of the Skylakes contract.

Consideration is being given to the numbers of staff currently needed and needed in the future as part of the restructure, as this is the initial driver for the current number of temporary workers in place to ensure a sustainable budget going forward..

3.4 Capital Programme

Progress on delivery of schemes at the beginning of 2014-15 has been good. Below are some highlights of progress in the year to date:

- Completion of a building extension and associated improvements at Earlham Nursery School as part of the expansion of places for 2 year olds completed in June 2014.
- Completion of a project at Eaton Primary School aimed at improving the original 1970s design limitations, which has been very positively received by the school. These are positive changes to a school currently in Ofsted

‘special measures’ category. Internal alterations were completed in the school ready for September within tight timescales.

- A brand new 210 place primary school was opened in Lingwood on 8 September bringing the infant and junior schools together on one site. The feedback from staff and parents has been very positive. The overall design is likely to be used as a model for other primary schools being built as part of the capital programme.
- Easton VC Primary School has been expanded by an additional 60 places to full 1 form of entry (210 places) by the provision of a two class base modular building in place for the start of the Autumn Term. The project has been very well received by the school.

The 2014/15 approved capital budget contained £83.066 million of estimated payments in 2014/15. Since approval the approved budget has decreased by £26.797 million to £63.493 million. This represents the positive impact of the programme review undertaken and subsequent re-profiling. Historically there has been further re-profiling of schools schemes later in the financial year as it becomes clearer where issues with obtaining planning permission will impact the delivery of projects.

	2014/15	Future Years
	£m	£m
Approved Budget	63.493	73.744
Outturn	63.493	73.744
Variation from Approved Budget	0.000	0.000

This year end outturn report shows a £0.000 million or 0.0% capital budget variance for the year.

All funding has been committed to individual schemes and programmes of work. The detailed projects that have been re-profiled are listed in Appendix D along with the reasons for the re-profiling.

3.5 School Balances

The Scheme for Financing Schools in Norfolk sets out the local framework within which delegated financial management is undertaken. In respect of budget plans the expectation is that schools submit budget plans:

- at the end of the Summer term, taking account in particular the actual level of balances held at the end of the previous financial year;
- at the end of the Autumn term, taking account in particular of staff and pupil on roll changes;
- and if necessary, during the Spring term.

Based on budget information provided by schools the projection of balances is as follows:

School Balances as at 31 March 2015

Title/description	Balance at 31-03-14 £m	Forecast balance at 31-03-15 £m	In year Variance £m	Schools becoming academies £m
Nursery schools	0.070	0.044	-0.026	0.000
Primary schools	14.601	12.586	-0.578	-1.437
Secondary schools	7.025	3.415	-1.337	-2.273
Special schools	1.089	1.094	+0.005	0.000
School Clusters	4.159	1.104	-3.055	0.000
Partnerships	0.251	0	-0.251	0.000
Short Stay Schools	-0.176	0	0.000	+0.176
Total	27.019	18.243	-5.242	-3.534

4. Children's Services Reserves and Provisions

A number of Reserves and Provisions exist within Children's Services. The table in Appendix E sets out the balances on the reserve and provision in the Children's Services accounts at 1 April 2014 and the balances at 31 March 2015.

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

5. **Issues, risks and innovation**

- 5.1 **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 (RM14147)
- 5.2 **Risk 2** – Over-reliance on interim and agency staff which will result in unsustainable improvement in services to children and families (RM14148)
- 5.3 **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 (RM13906).
- 5.4 **Risk 4** – Lack of NCC capacity and infrastructure to support the back-office functions that Children's Services needs inhibits improvement progress. (RM14157).
- 5.5 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.
- 5.6 **Equality Impact Assessment (EqIA)**
This report deals with equality issues throughout.

6 **Background**

- 6.1 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.
- 6.2 This report summarises our improvement progress using performance measures contained in scorecards and associated information and data to demonstrate impact and highlight issues. The report also demonstrates mitigations against the four corporate risks that children's services are currently reporting which are shown above.

Officer Contact

If you have any questions about matters contained or want to see copies of any assessments, e.g. equality impact assessment, please get in touch with:

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

Helen Wetherall
Owen Jenkins
Gordon Boyd
Chris Snudden

tel: 01603 435369
tel: 01603 223160
tel: 01603 223492
tel: 01603 222575

helen.wetherall@norfolk.gov.uk
owen.jenkins2@norfolk.gov.uk
gordon.boyd@norfolk.gov.uk
chris.snudden@norfolk.gov.uk



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Norfolk Children's Services Social Care Performance Overview Dashboard – September 2014 Data

Appendix A

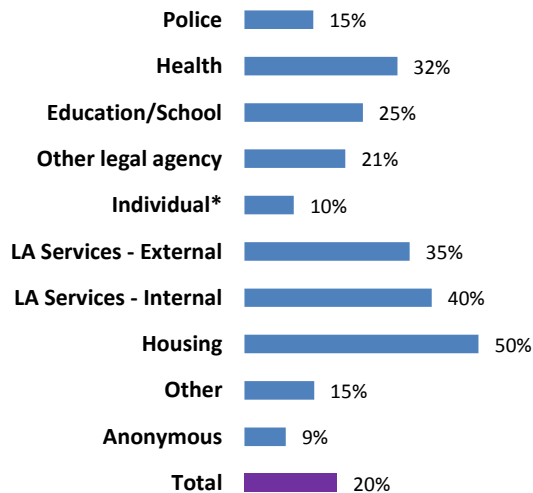
Contacts and Initial Assessments:

Initial Contacts by Source:

	Jul-14	Aug-14	Sep-14
Police	877	841	1127
Health	519	431	414
Education/ School	547	9	423
Other legal agency	69	68	75
Individual*	639	472	651
LA Services - External	115	106	80
LA Services - Internal	97	53	58
Housing	107	109	123
Other	237	220	194
Anonymous	101	70	103
Total	3308	2379	3248

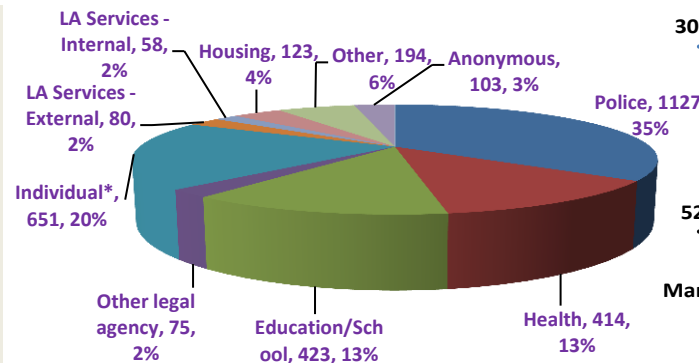
* Individuals are comprised of: Stranger/Family/Carer/
Neighbour/Self

Conversion of Contacts to Referrals by Source:

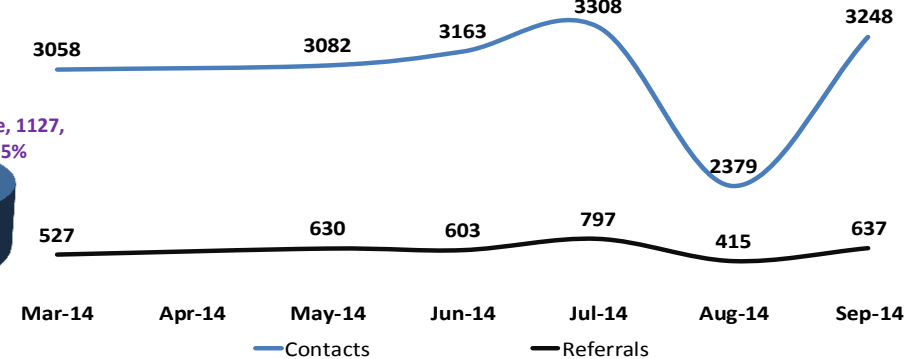


* Individuals are comprised of: Stranger/Family/Carer/
Neighbour/Self

Contacts in September 2014 by Source



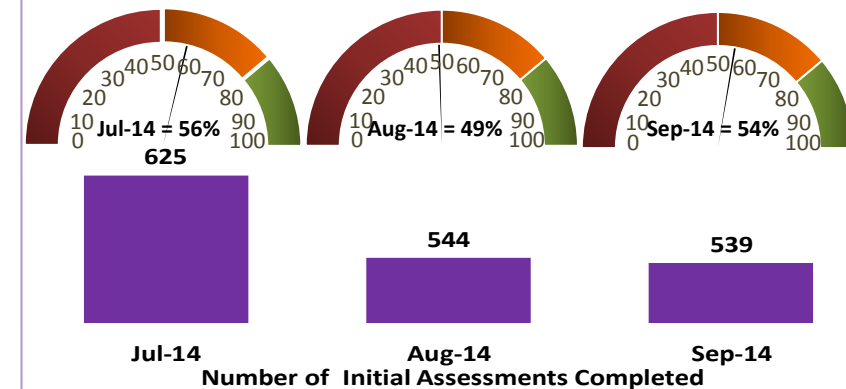
Contacts & Referrals Received - March - September 2014



Percentage of Re-Referrals:

Re-Referrals	Jul-14	Aug-14	Sep-14
Norfolk	21.3%	23.9%	25.7%
England 2012/13		24.9%	
Statistical Neighbours 2012/13		20.8%	
East of England 2012/13		23.4%	

Initial Assessments Completed in Timescales:



Commentary:

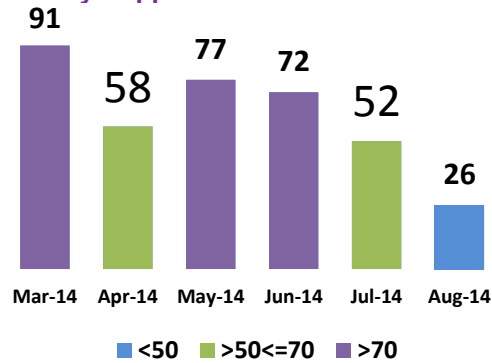
Loss of IA timescale in one of our Duty teams as a result of a significant temporary gap in management capacity. This is being rectified but has had an impact on the overall performance. This combined with a clear focus on quality of assessment by the Duty Team Managers means that some assessments have needed further work at the instruction of the manager and this has also impacted on the timescale. The NIPE (comprising newly qualified social workers) teams are beginning to have an impact on the distribution of Initial Assessments which means that some of the work is being dealt with by this additional team.

September has seen an increase in contacts and referrals following a dip in the Summer school holidays.

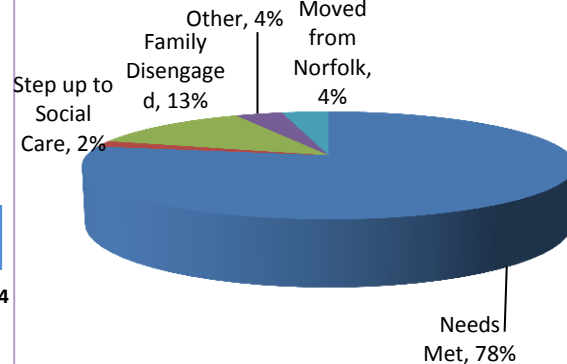
Contact and referral conversion is the subject of further scrutiny by the NSCB and LSCG's - planning for this audit activity is under way.

Norfolk Children's Services Social Care Performance Overview Dashboard – September 2014 Data

Early Help & Children in Need: Family Support Plans Initiated:



Outcomes of Family Support Plans closed 1st June – 31st August 2014:



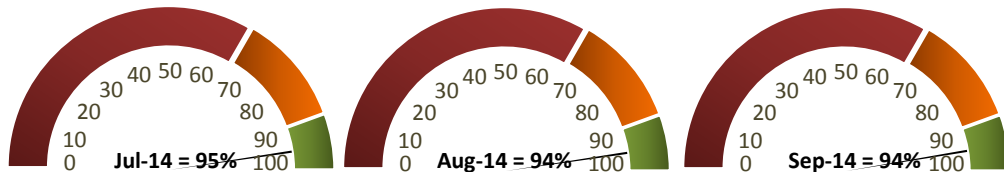
Section 17 Children in Need in CIN & CWD Teams with an up-to-date* CIN Plan:

	Apr-14	May-14	Jun-14	Jul-14	Aug-14	Sep-14
No. s17 Children in Need	1395	1353	1352	1340	1364	1270
No. s17 with CIN Plan	1046	1067	1140	1171	1122	866
No. s17 without a CIN Plan	349	286	212	169	242	404
% with a CIN Plan	75.0%	78.9%	84.3%	87.4%	82.3%	68.2%
No. CWD Children in Need	399	398	340	336	335	322
No. CWD with CIN Plan	109	84	159	149	135	132
No. CWD without a CIN Plan	290	314	181	181	200	190
% with a CIN Plan	27.3%	21.1%	46.8%	44.3%	40.3%	41.0%

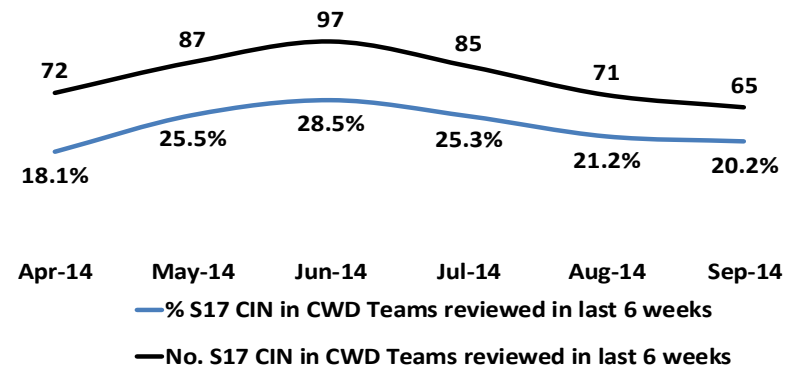
* To count as having a CIN Plan, any existing plan must have been started or reviewed within the last 30 working days

Children in Need Allocated to a Qualified Social Worker:

	Apr-14	May-14	Jun-14	Jul-14	Aug-14	Sep-14
No. Children in Need (not CP or CLA)	2584	2534	2593	2610	2570	2342
No. Allocated to Qualified Worker	2477	2465	2517	2486	2424	2195
% Allocated to Qualified Worker	95.9%	97.3%	97.1%	95.2%	94.3%	93.7%



CIN Allocated to CWD Teams Reviewed within 6 Weeks:



Rate of Children in Need per 10,000 Under-18 Population:

	Jul-14	Aug-14	Sep-14
Norfolk (Current)	308.1	296.11	297.00
England 12/13		332.2	
Statistical Neighbours 12/13		304.0	

Commentary:

Family Support Plan Data has not been updated since August due to the summer holiday period and the time-lag to log details (can be up to 6 weeks).

There has been a reduction in the percentage of Section 17 cases with a CIN plan and poor CWD CIN plan performance. This is due to staff pre-empting an imminent change in the recording protocols. Some cases from October onwards will only require 6 monthly reviews rather than 6 weekly.

The graphs shown above will be replaced from October onwards with more useful data regarding CIN plans due within 6 weeks and within 6 months.

Norfolk Children's Services Social Care Performance Overview Dashboard – September 2014 Data

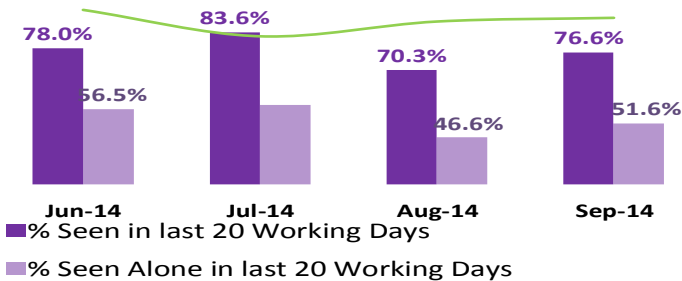
Child Protection:

Children in Child Protection Teams Allocated to a Qualified Social Worker:

	Jul-14	Aug-14	Sep-14
No. Children on CP Plan	482	509	516
No. Allocated to Qualified Social Worker	480	500	513
% Allocated to Qualified Social Worker	99.6%	98.2%	99.4%

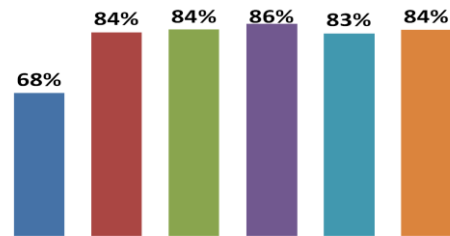
99.6% 98.2% 99.4%

Social Worker visits to Children on a Child Protection Plan in Timescales:



	Jul-14	Aug-14	Sep-14
No. Seen in last 20 Working Days	358	402	395
No. Seen Alone in last 20 Working Days	237	279	266

ICPCs within 15 Working Days of Strategy Discussion:

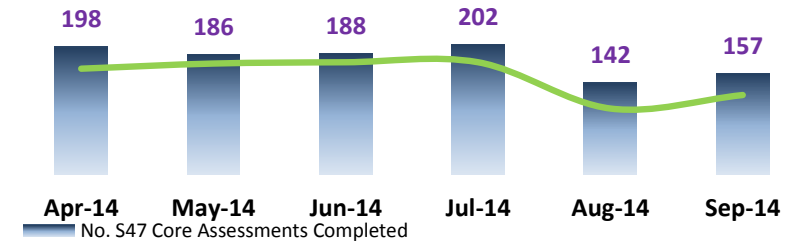


	Apr-14	May-14	Jun-14	Jul-14	Aug-14	Sep-14
Total ICPCs	68	55	77	57	60	83
Within 15 Working days	46	46	65	49	50	70
Over 15 Working Days	22	9	12	8	10	13

Rate of Children on a CP Plan per 10,000 Under-18 Population:

	Jul-14	Aug-14	Sep-14
Norfolk (Current)	29.1	30.7	30.9
Norfolk 12/13		33.1	
England 12/13		37.9	
Statistical Neighbours 12/13		35	

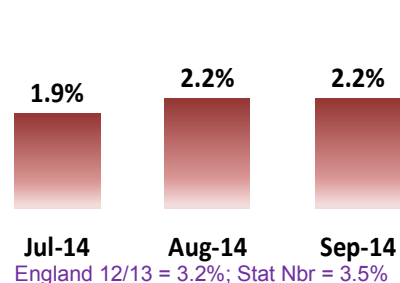
Section 47 Core Assessments Completed in Timescales:



	Jul-14	Aug-14	Sep-14
No. Section 47 Core Assessments Completed	202	142	157
No. Section 47 Core Assessments Completed within 35 Working Days	174	102	123
% Section 47 Core Assessments Completed within 35 Working Days	86.1%	71.8%	78.3%

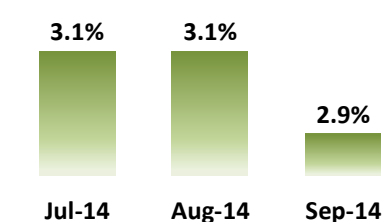
Children on a CP Plan for 18 months & Over and Children Starting a CP Plan for a Second/Subsequent Time:

% Children on a CP Plan for 2+ Years

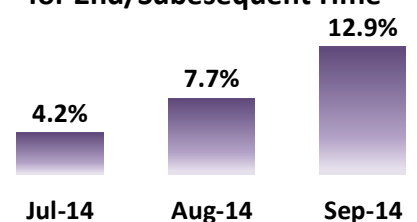


England 12/13 = 3.2%; Stat Nbr = 3.5%

% Children on a CP Plan for 18 months - 2 Years



% Children Starting CP Plan for 2nd/Subsequent Time



England 12/13 = 14.9%; Stat Nbr = 15.6%

Commentary:

Allocations of Child Protection cases to Qualified Social Workers are consistently strong and this has become a clear and expected working practice.

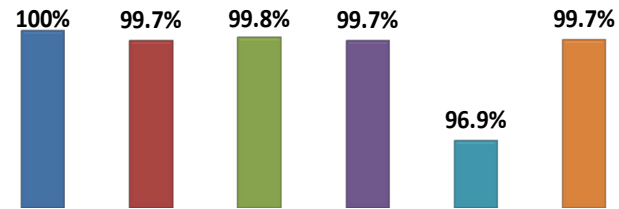
Child protection child seen visits continue to be an area of concern. The tier 4 Managers make this a focus within the weekly meetings but will also be focusing on this within the next audit and practice development day on 6th November.

An improvement to the Section 47 Core Assessments in timescale is noted for September but this needs to improve further.

Norfolk Children's Services Social Care Performance Overview Dashboard – September 2014 Data

Looked-After Children:

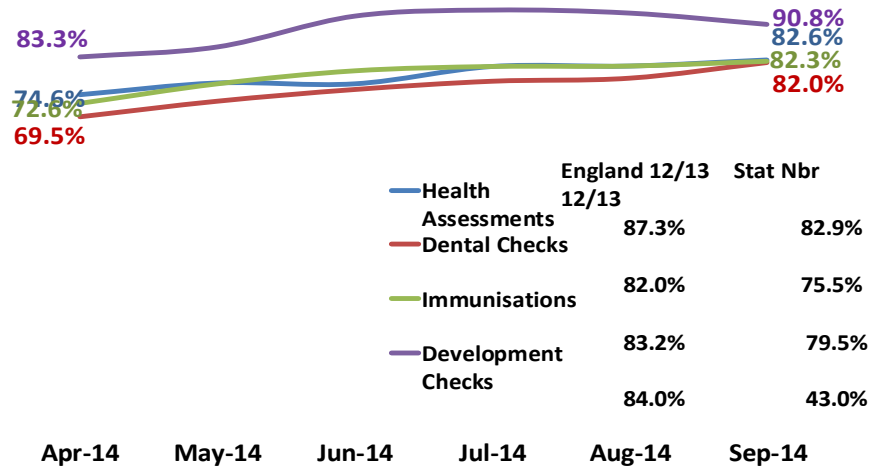
Looked-After Children allocated to a Qualified Social Worker:



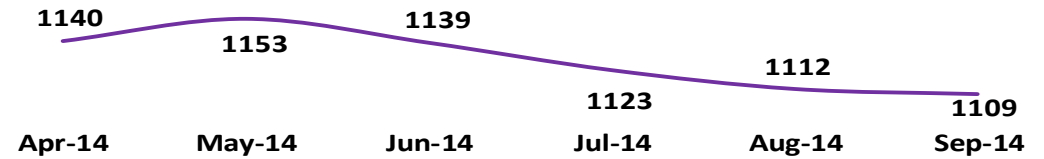
Apr-14 May-14 Jun-14 Jul-14 Aug-14 Sep-14

Number	1146	1135	1123	1120	1110	1090
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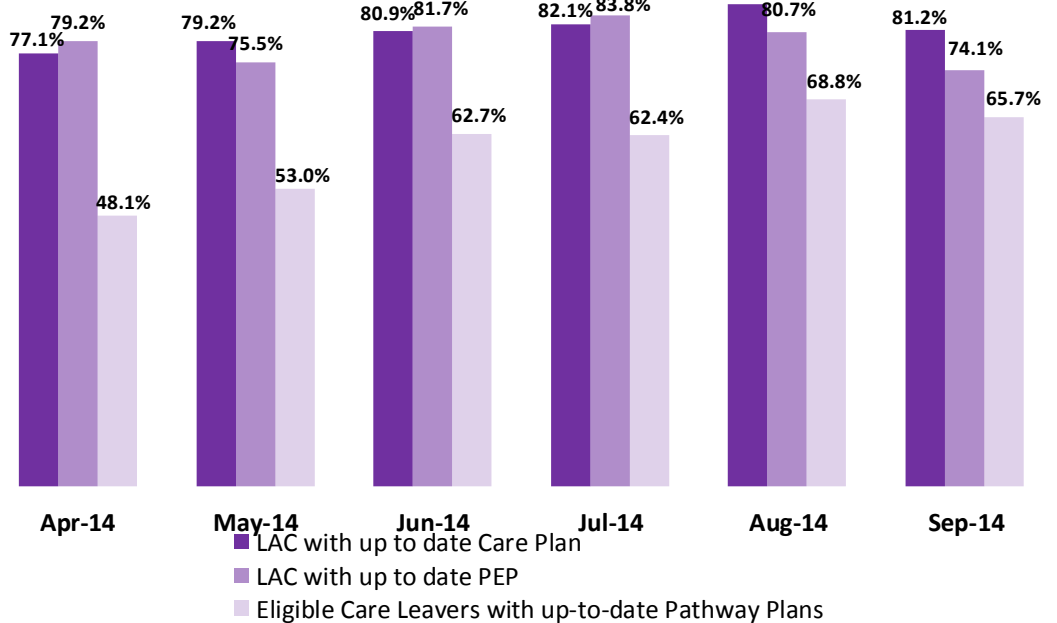
Health of Looked-After Children:



Number of Looked-After Children:



Care Plans, Pathway Plans & Personal Education Plans:

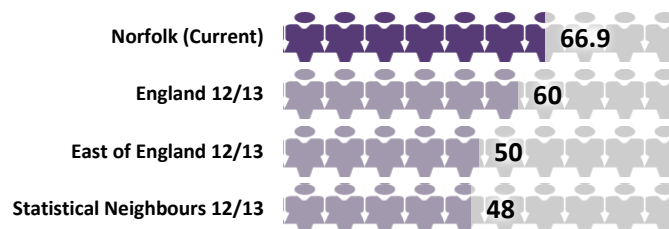


Commentary:

LAC allocations to a Qualified Social Worker are consistently strong.

LAC care plans, PEPs and Pathways plans are either stuck or dipping off. A change to reporting arrangements means that there will be a significant focus on this area with increased support to the teams to ensure improvement in timescale is accompanied by the necessary improvement in quality.

Rate of LAC per 10,000 Under-18 Population



Independent Charing Service

Report: October 2014

1. Analysis of QA Reports – LAC September

N.B. This is the first month of undertaking an analysis of the QA forms and this will require refinement.

- **Reviews in timescale : 95%**

The reasons for reviews going out of timescale are recorded by the IRO so that these can be analysed/issues raised etc.

September's figures show progress in timeliness for initial reviews, only 1 in 24 having been held out of timescale.

Please note that this measurement is whether the current review has been held within timescale from the previous one; it is not the performance indicator measure.

- **Had IROs been made aware of significant changes between reviews?**

In 53 out of the 256 reviews held IROs had not been made aware of significant changes.

What do we need to do about it? Raise awareness with Team Managers and Tier 4s.

- **Young people in unregulated placements**

This is recorded for monitoring with IROs in supervision so that any issues can be raised.

- **Care Plans and Pathway Plans**

IROs record whether they were up-to-date and whether they identify the needs of children and young people and how these needs will be met.

What will be done monthly? Lists of out-of-date/inadequate plans will be sent to TMs and Tier 4s.

What more do IROs need to do? Move away from whether these plans meet Practice Standards to developing a consistent approach to judging Care Plans and Pathway Plans against Ofsted 'good'. Triangulation with operational teams and QA Team to take place.

- **Progress Reports for Reviews**

Only 59.3% of reviews had reports from the social workers.

What will we do about this? Monthly list to TMs and Tier 4 managers to address performance issues. Does their tracking show reviews due so that they are prompted to prepare reports (and do preparatory visit to child)?

- **Did the social worker visit the child/young person to prepare for their review?**

This shows that there was no visit from the social worker for 70 reviews.

There were also 63 reviews for which IROs did not record this answer.

What do we need to do? Operational TMs and Tier 4s need to promote review preparation with their social workers: the timing of a statutory visit should be planned to facilitate this.

- **Have IROs seen the child/young person directly before or after their review?**

This is about IROs' performance and is addressed in supervision.

What more do we need to do? Remind IROs to record child's/young person's wishes re seeing IRO on the chairs' report.

- **IROs' communication with child/young person between reviews**

Risk: Ofsted are judging IROs on whether they visit the child between reviews and this is a potential area of weakness in Norfolk where high caseloads do not allow for visits in all cases. The National Association of Independent Reviewing Officers (NAIRO) has challenged this requirement with the DfE.

The DfE has confirmed that this is not a statutory requirement. The National IRO Managers' Project Group needs to take this issue up and have it confirmed that this has been sorted with Ofsted. Assistant Service Manager to confirm with regional group that this is being escalated.

In Norfolk we will endeavour to undertake visits where this is appropriate and necessary, but will also be imaginative about communication between reviews, and children's wishes about this.

- **Do children and young people know about 'The Promise'?**

Yes: 30.7% No: 55.1% Not answered: 14.2%

What are we doing about it? IROs are promoting knowledge and understanding of The Promise.

What more needs to be done? Communication with TMs and Tier 4s to highlight this issue.

The following are also monitored and reported on so that issues can be addressed for individual children and young people and escalated where necessary; and themes can be identified.

- **Appropriate venues – including children's views**

For 247 of the 256 reviews, the venue was reported to be appropriate.

- **Attendance of other agencies**

49 of the 256 reviews were reported as having necessary attendees missing.

This requires further analysis to check on any patterns of non-attendance.

- **Participation of the child/young person**

This is reported according to the performance indicator definitions. Children and young people attended and spoke for themselves in 114 of the 256 reviews. There were also 47 children aged under 4 who are not included for this measure. Attention needs to be given to the 58 cases where the child/young person did not attend but had their views communicated to the review; and, even more importantly, to the 26 who neither attended nor had their views communicated.

- **Unmet needs: health and education**

65 children were considered to have unmet health needs and 46 to have unmet needs in relation to education, training or employment.

- **Need for an Independent Visitor**

9 children reviewed in September had Independent Visitors. Having an Independent Visitor was considered appropriate for a further 34.

- **Needs in terms of Equality and Diversity**

Although the vast majority of children and young people were considered as having their needs met, 50 did not.

2. **Other QA Activity**

- IROs' and ICs' performance is RAG –rated in supervision sessions.
- Monitoring of the turnaround of CP Plans and Chairs' Reports is in place. Of the 131 child protection conferences held in September, only 13 had reports provided outside the timescale of 15 working days.
- Monitoring of LAC Chairs' reports has been developed and will be reported on in the November monthly report.

RISK: There are still some 'historical' review reports not completed. A plan is in place to address this by the end of December and current performance deficits are being addressed.

As well as incomplete historical reports, there are some current reports missing as a result of an agency IRO leaving without finishing her work. There are some handwritten notes and we are assessing the scale of the problem and will develop a plan to address it.

- IROs take 2 Chairs' reports and ICs take 2 CP Plans to every supervision session as part of our QA system.
- The CP Plans for September have been audited by the ASM and she is looking at her findings with the QA Team.
- Observations of all the ICs have been undertaken by the new ASM.
- The ASMs and the SM are starting a rolling programme of observations starting in November 2014.

3. Development of a QA framework

The QA activity of the service needs to be pulled together in a framework which will demonstrate the impact of the service on outcomes for children and young people and their families.

The intention is to develop this with input from the Members' Task and Finish Group. Permission is being sought for this.

An important element of the service's overall strategy will be raising awareness and understanding of the role with Children's Services' staff and with other agencies.

There also need to be more structured links with the operational performance meetings.

4. Voice of the Child and Service User Feedback

- 'Review of reviews'.
There was anecdotal feedback from children and young people that some LAC reviews were being conducted in a way which was too adult-focused. With the assistance of the NiCC and the Participation Officer an exercise has taken place to collect and collate more feedback from children and young people. An Action Plan will then be developed.
- Feedback forms.
Feedback forms for parents and for professionals who attend child protection conferences were introduced on 1st September. The first month's feedback is being analysed.
- Advocacy arrangements.
More children and young people are now being referred for the advocacy service to help them through the child protection process. Figures are awaited from Coram/Voice who provide this service. They also collect feedback from children and young people.
- Eastern Region Project on the Voice of the Child.
The Service Manager is joining the work on this project commencing in November.

5. Reports and Improvement Plans

This is the first monthly report. A report has also been completed for April – September 2014 inclusive, to provide a basis for the improvement plan, which will be on a Signs of Safety framework. This will be in place by the end of November.

The Service Manager also provides a monthly update for the IROs and ICs covering topics discussed at service meetings as well as other information, decisions and actions.

6. LAC Reduction Activity

The IROs have increased their scrutiny of the content and delivery of Care Plans. They are working to help implement the LAC Operational Plan. They Service is also working alongside the Ingson consultants in terms of 'thinking differently' and being more creative and imaginative and timely.

7. Signs of Safety

The chairing service embraces Signs of Safety as the over-arching framework for social work in Norfolk. Discussions are underway with the project lead to ensure that the ICs and IROs are fully on board and have specific training.

8. NSCB Priorities

The ICs and IROs are engaged in various ways with work on the 3 priorities: child sexual exploitation; child sexual abuse; and neglect.

9. UEA Research

The UEA research into care planning and the role of the IRO was launched in September at a conference in London. It is hoped that UEA will agree to run a local event to promote understanding of the role and of planning for our looked after children and young people.

10. Regional Group

One of the Assistant Service Managers attends the Eastern Region IRO Managers' Network. This is an important arena for sharing good practice and for feeding up to, and hearing key information back from, the national IRO managers' group which meets with the DfE on a regular basis.

11. Training

As well as more formal training opportunities, workshop sessions on various topics are held at the monthly service meetings. In November there will be a session on child sexual exploitation and 'missing' children.

There is the opportunity for a training module provided through Birmingham University to be run in the region. This is specific training for those undertaking the role of IRO and IC.

Two ICs deliver the NSCB training on child protection conferences.

Wendy Dyde
3rd November 2014

Quality Assurance Team Activity September - October 2014

This table describes the QA activity for the period September - October 2014.

The documents attached are the 2 full reports referred to in last month's activity update.

1 case 1 worker audits. City CiN 1+2. CiN 2 Breckland (please note these teams are in the process of their audit and these findings are based on the cases audited to date and not the final findings).

Resource 2 FTE audit officers	Activity type - Audit
Outcome City CiN 1+2 <ul style="list-style-type: none"> • Social workers have a good understanding of the needs of the children and families they are working with. • Quality of social work practice has at times good features • CiN processes are understood and followed • Evidence of supervision and management overview as per departmental requirements • Manager able to predict grades for cases with an understanding of what needs to happen in each of them to improve. • Voice and experience of the child evidenced in requiring improvement and good graded cases. • In case graded as inadequate there is some sound social work but the focus is too much on the mother and insufficient focus on the unborn child and the planning post birth is weak. • Quality of plans improving • A good well run team CiN 2 Breckland <ul style="list-style-type: none"> • Social workers keen for cases to be graded as good but unclear about features of good and outstanding case work. • Supervision actions need to be recorded contemporaneously • Visiting timescales adhered to • Support to extended family thus ensuring child could remain with family • Unpopulated LAC plan • Good outcomes evidenced • Plans to be SMART er • Theory and research base lacking from analysis 	

- Diversity to be better explored
- Assessments of good quality
- Good evidence of children's voice and experiences
- CiN progress plans must be on CF and must have managers authorisation to required timescales
- Contingency planning to have better clarity
- Feedback visits to families (from QA audit officer) has provided valuable insight into the ability of workers to develop and sustain stability and consistency.

Impact

- For those children experiencing the best social work the short, medium and long term are better. Their care and safety is secured quickly and their plans make clear what needs to change and why.
- Workers who consider immediate and longer term impact are able to plan more effectively.
- Children who see their social workers routinely and regularly experience better informed social work.
- Introduced as a pilot in CiN 2 Breckland. Audit officer has visited families to gain their feedback – families keen to talk about their experience.

3. Service led manager audits –CiN, Duty +CP, LAC, CWD and Skylakes

Resource 3 FTE Audit officers	Activity type - Audits
Outcome <ul style="list-style-type: none"> CWD – 6 requiring improvement and 3 inadequate <ul style="list-style-type: none"> • Files generally up to date. • No critically inadequate cases identified and those considered inadequate were not because of the quality of social work but the lack of supervision and management overview. • IRO reports do not always relate to the child's progress report. • Good, child focussed care plans for LAC. • Good child seen observations • Planning for CiN needs to improve CiN- 2 requiring improvement and 4 inadequate 	

- Children under 5 not routinely seen alone and not being asked about their lives
 - Core assessments not paying due regard to child development in sufficient detail
 - Plans confusing and lacking in clarity
 - With the exception of CiN1 Breckland supervision records for other teams are at least satisfactory.
 - Processes being followed but quality of practice needs to improve.
- Duty and CP – 2 good, 4 requires improvement, 3 inadequate**
- In 8 cases there was evidence that the voice and experience of the child was an improving picture. 4 of these were to a good standard
 - 1 case the overall case grade was effected negatively as the Independent Chairs report had insufficient focus on the needs of the child.
 - 2 transfer in conferences were in the sample. Each managed by a different duty team and a different process followed.
 - 1 case recorded a very strong sense of differentiation between children in a multi sibling family
 - Quality of assessments is inconsistent in inadequate cases
 - Timescales for IA's slipping
 - Children's records need to reference where court documentation can be found
- LAC**
- Awaiting tier 4 manager's report
- Skylakes 1 good, 5 requiring improvement, 2 inadequate**
- Good recording of management overview but this isn't always followed through and the rationale for this isn't always clear
 - Evidence of drift when cases are not closed or transferred at the culmination of the IA
 - IA visits to families carried out in a timely way
 - Responses to requests for required information from partner agencies not always timely
 - Assessments are of a requiring improvement standard and will be better if the source of the evidence or information is clear and triangulated in the analysis.
 - Diversity needs better emphasis
 - Assessments must include an analysis of risk and protective factors, what needs to change and why, parental understanding, capacity and motivation to change.

Impact – If real learning from audit activity takes place the impact is

- Managers able to collectively consider what 'good' looks like thus embedding better consistency
- Managers better able to provide feedback to improve quality of work
- Managers developing audit skills as part of their leadership and management repertoire
- Service leads better able to plan for service improvements

However – if learning from audit is not taken forward to both individual workers, teams and service functions

- The impact of scrutiny and required actions will not be evidenced.
- Children and families will not experience timely and appropriate interventions and will be likely to remain open to or re-referred to children's services.
- Plans will remain without focus and parents will not know what needs to change and why.

4. Coaching for teams in case presentation -

Resource 1 Audit officers + QA manager	• Ofsted Readiness
Outcome <ul style="list-style-type: none">• 44 sessions of coaching held• Teams given time to consider Kolb cycle• Teams supported in following mind maps of salient points of case management• Workers encouraged to present cases to each other• 1 Worker able to be interviewed by team members taking on different roles e.g. inspector, child, colleague• The most recent team was the NIPE who had the benefit of a whole day workshop that looked both at the impact of intervention into family life and being confident to discuss a case selected for scrutiny. The day gave them insight into the inspection framework, what good quality social work looks like and the importance of asking for feedback from children and families to improve practice.	
Impact <ul style="list-style-type: none">• Teams are better prepared and more confident in presenting their cases to a variety of audiences	

- Teams become used to critically scrutinising each others work from a child's, colleagues and inspectors perspective.
- Children experience better considered social work.
- Feedback received from 230 workers – 60% reported as being very satisfied and better prepared for external scrutiny and 39% is satisfied – 1 worker feedback their disappointment at not feeling as confident as they would want.

5. Case file dry run

Resource 1.6 audit officers, 4 social workers, 2 team managers, 1 independent statutory services assistant service manager,	<ul style="list-style-type: none"> • Inspection readiness
Outcome <ul style="list-style-type: none"> • Day 1 wk 2 of OFSTED inspection replicated • 9 cases audited • 6 workers interviewed • 2 good, (1 with outstanding features) • 2 requiring improvement • 4 inadequate • 4 children subject to ICPC, 1 child subject to CP plan for longer than 12 months, 1 child under 3 years, 1 child returned home from care in last 3 months, 1 LAC placed out of county, 1 child subject to multiple referrals • Good cases demonstrated that the child was the key focus, all required processes were followed and to a high standard. • Good cases evidenced management overview and scrutiny at all levels of the organisation • Requiring improvement cases records evidence that is far too generalised – children seen but their views not explicit, risks to child generalised, protective factors lack focus. RI cases often demonstrated good recent work but in one case too many changes of worker. • Inadequate cases demonstrated drift, poor or no management overview, 1 case was closed too prematurely before identified intervention could be measured for impact, little or no analysis of current situation. 1 child had been allocated since August 7 and had not yet been seen – worker had no focus on the other children in the family despite the initial assessment making this clear. 	
Impact <ul style="list-style-type: none"> • Children's services have confidence that they will be prepared to provide good quality audit reports for library evidence. 	

- The dry run created opportunities for social workers to participate in every aspect of audit – worker interview, audit and feedback.
- Some workers will be better prepared as they will have had experience of the activity – 1 failed to understand or accept the gravity of what was being explained in relation to her case management.

6. Pathway plan audit

Resource 1 PT audit officer	<ul style="list-style-type: none"> • Thematic audit
Outcome <ul style="list-style-type: none"> • 18 pathway plans audited • 9 Requiring improvement and 9 inadequate • 5 of the 6 pathway plans completed by family support workers were considered requiring improvement whereas only 4 of the 12 pathway plans completed by social workers were considered as requiring improvement. The remainder were all inadequate • Inconsistent and patchy quality is evident across the county. LAC team north had 3 pathway plans that required improvement. LAC team Breckland had 3 inadequate – the other LAC teams had a combination of RI and IA. • Less than 40% of pathway plans were completed within the statutory timeframe. • A personal adviser was only named in 44% of pathway plans despite this being a statutory requirement • Records evidence that some young people have their first pathway plan at age 18 yrs. • 1 plan had sparse information. • 3 pathway plans had been completed in a rush and only the most obvious needs had been considered e.g. accommodation and education/employment • A number of the pathway plans did not identify what needed to happen, who was responsible and when it would happen. • Contingency plans did not consider why a plan might fail • Pathway plans do not make clear how much input young people have had • Poorer pathway plans confuse needs and outcomes • Poorer pathway plans also confuse the here and now with the future and what success for the young person would look like. 	
Impact	

- Too many young people are still reporting that they have not seen their pathway plans and have not contributed to them.
- The overriding feeling when looking at pathway plans is one of a tick box exercise rather than a fully engaged process.
- The new care first forms have improved the quality slightly (previous audits have found all pathway plans audited to be inadequate)
- No pathway plan in this audit was considered as having good features.

Plans for October- November

1. Weekly analysis of Annex A – **started and continuing**
2. Completion of re referral audit
3. Completion of CSE audit of high risk cases by Barnardo's – **completed and awaiting full report**
4. Continuing monthly support to Skylakes in respect of audit and improvement **continuing**
5. Further Ofsted dry run – **Booked for 30 + 31 October**
6. Audit of all LAC cases considered inadequate during the previous 12 month period to be re audited, managers contacted and re graded if appropriate **started**
7. Audit of all LAC cases graded good by team managers to ensure consistency and understanding of Ofsted framework **started**
8. Completion of 1case 1 worker audits in 2 CiN teams
9. National take over day – 6 NICC joining QA service to audit their own pathway plans – **starting 21/11/14**

Risks

- 1 FT audit officer has taken flexible retirement thus reducing the audit capacity by 2 days per week
- 1 FT audit officer has commenced MA in social work on a distance learning basis but will be absent from the team on occasion thus reducing capacity of the team further
- FT project officer was successful in application to inspection development officer post thus leaving project officer post vacant
- FT QA team manager acting up as interim head of service
- If CSLT require any additional thematic audit this will impact on the team's ability to complete the planned audit activity.

Appendix D: Re-profiled Capital projects

Project	Funding Type	Amount £m	Explanation
Unallocated Basic Need	Grants and Contributions	1.000	Funding brought forward from future years to allocate to the Southtown Reorganisation scheme in Great Yarmouth
Land Purchases	Grants and Contributions	-2.529	Reprofiling of funding set aside for land purchase contingencies and the purchase of land at Gayton. Issues remain outstanding with the purchase of the Gayton land and this is now not likely to occur in 2014-15.
Drake Infant School	Grants and Contributions	-2.134	Still no planning permission in place for this project. Funding reprofiled into future years as work is unlikely to go ahead this financial year.
Sidestrand Hall Sixth Form	Grants and Contributions	-0.556	Planning problems persist - funding moved to future years.
Underspend from prior years	Multiple Funding Sources	-0.790	Underspend reprofiled to 2015-16 and allocated to projects to be completed in that financial year.
Condition Contingency	Grants and Contributions	-1.674	Contingency fund for works undertaken to improve and maintain schools. This is unlikely to be drawn on in the current financial year due to sufficient other funding being available.
Gayton Growth project	Grants and Contributions	-2.789	Delays to land purchase identified above resulting in no likely progress of construction work in 2014-15
Other Children's Services schemes:	Multiple Funding Sources		In addition to the specifically identified movements above, there has been an exercise undertaken to more realistically profile the budget for a number of schools projects over the length of the schemes. This has corrected instances where budget was allocated to the first year of a project or the year in which funding was due to be received.
Catton Grove		-0.500	
Queens Hill Phase 2		-4.802	
Thorpe St Andrew Sportshall		-1.800	
Westfield Infants Expansion		-0.908	
Trowse Primary		-1.500	
Henderson Green Primary		-0.500	
BEST Briggan Road		-1.750	
Great Yarmouth School		-0.744	
Developer contributions Unallocated		-1.000	
Other Schemes		-3.821	
		-26.797	

Appendix E: Reserves and Provisions

Title/description	Balance at 01-04-14 £m	Forecast balance at 31-03-15 £m	Variance £m	Reason for variance
Schools				
Transport Days Equalisation Fund	0.249	0.655	+0.406	Reduced number of home to school/college transport days in the 2014/15 financial year as a result of the timing of Easter.
Schools Contingency Fund	9.315	10.644	+1.329	Investment in high need provision and net variances on DSG funded activities (+2.329)
Schools Non-Teaching Activities	1.170	1.170	0.000	
Building Maintenance Partnership Pool	1.197	1.197	0.000	
School Sickness Insurance Scheme	1.284	1.284	0.000	
School Playing surface sinking fund	0.248	0.188	-0.060	Schools becoming academies
Education Provision for Holiday Pay	0.017	0.017	0.000	
Non BMPP Building Maintenance Fund	1.034	0.996	-0.038	Schools becoming academies
Norfolk PFI Sinking Fund	2.061	2.061	0.000	
Schools total	16.575	18.212	+1.637	
Title/description	Balance at 31-03-14 £m	Forecast balance at 31-03-15 £m	Variance £m	Reason for variance
Children's Services				
IT Earmarked Reserves	0.249	0.144	-0.105	Use of reserves

Repairs and Renewals Fund	0.179	0.179	0.000	
Grants and Contributions	3.115	1.618	-1.497	Use of reserves
Children's Services post Ofsted Improvement Fund	1.741	0.241	-1.500	Use of reserves
Children's Services total	5.284	2.182	-3.102	
Total	21.859	20.394	-1.465	

Children's Services Committee

Item No 7

Report title:	Staff Wellbeing
Date of meeting:	November 2014
Responsible Chief Officer:	Sheila Lock
Strategic impact This purpose of this report is to inform committee members of the current position in Children's Services in relation to sickness absence, staff well being and staff engagement.	

Executive summary

Norfolk's Children's Services has been through a very difficult period, especially since January 2013. The constant scrutiny and criticism that has been directed at the service and often at individuals over that time has had the potential to affect staff morale and health and ultimately undermine our improvement journey.

This briefing explains staff sickness absence and turnover for the past 18 months and details the sorts of actions taken by the management of the service to improve our figures. It also tracks turn the improvement in staff engagement over the last twelve months

Recommendations: Members are asked to note the content of this report and support the actions being taken

1. Proposal (or options)

As above

2. Evidence

2.1 Sickness Absence

Children's Services (exc. schools) had seen a year on year decrease in sickness absence, in 2006/7 the average days per fte was 12.46 and this fell year on year until 2012/13 when it was at it's lowest of 7.85 days (NCC 8.48 days). This decrease has been achieved by working with managers to tackle sickness absence early on to help the employee return to work in a more timely fashion. Using the Occupational Health and Musculoskeletal Services has had a positive impact on our ability to manage sickness more effectively (mental health stress and musculoskeletal are the two highest reasons for absence, followed by short term / viral illness).

Over the past two/ three years the workload in frontline teams has increased dramatically, whilst in some parts of our service we have cut services to meet budget reductions these factors have affected many of our staff. This, and the Ofsted judgements of us, seems to have affected our sickness results; our actual end of year figure for sickness in 2013/14 was 8.82 days (NCC 7.91 days).

Mental health stress and musculoskeletal are the two highest reasons for absence, followed by short term / viral illness. Interestingly very little of the Mental Health and Stress related absences have been reported as work related which would seem to indicate that work was a “tipping point” rather than the sole cause. That said we owe it to our staff to help them through these periods of ill health and get them back to work as soon as possible.

2014/15 seems to be following the same trend although Q2 has seen a slight drop (2.11 compared for 2.30)

2.2 What we are doing:

Staff who hit any trigger point in the Managing Attendance Policy are identified through the monthly reports supplied to Heads of Service and the appropriate action taken (in accordance with our policies)

Assistant Directors have regular meetings with their staff to talk about performance; part of that conversation is about sickness absence. Where there is an issue to be addressed, the Tier 4 manager will discuss with the relevant team manager and a full action plan

Occupational Health referrals are normally made after two weeks absence where it is relevant; clearly some reasons for absence would not justify this. The reports provided by occupational Health then form the action plan.

Where a member of staff is looking / acting stressed we encourage them to use the Norfolk Support Line; this often helps them to manage their “stress” and remain at work. Norfolk Support Line is an option for any member of staff to use whether they are ill or not.

We work with staff to make the best use of return to work plans, supporting a phased or therapeutic return to work can often make all the difference.

We have made changes to Carefirst to make the processes for our Social Workers more user friendly.

By recruiting additional agency staff we are seeing caseloads start to reduce therefore reducing stress levels and hours worked.

Now that we have a year's worth of accurate data we are able to understand where the workload is and how much this will be used to underpin our new Social Care structure.

2.3 Staff Turnover

We did see a sharp increase in staff turnover in quarters 1 and 2 of 2013/4 however this was mainly in non-frontline teams however this has since reduced down and ended at 12.49% at the end of 2013/4. The first two quarters of 2014/5 have seen a sharp drop compared to the same two quarters of 2013/4 so we are hopeful that our turnover will not exceed 12.49%. It is important to note that 12.49% is not an unhealthy turnover and is less than the overall percentage for NCC.

2.4 Staff Engagement

In the past year Children's Services staff have been asked to complete the following surveys:

Unison (Social Workers only)
Strategic Review (all staff)
Social Care Health Check (Social Workers only)
NCC Employee Survey (all staff)

As part of the work that they have done, Hay have taken all of the outputs of these surveys and produced an overall summary for us, this can be found at (insert link)

This identified key themes that ran through each survey and mapped our progress; of the questions that could be correlated across the surveys we saw an improvement against 62% of the questions with 22% seeing a decrease.

The majority of our staff agree that the Leadership in Children's Services is stronger and more visible now, that there is an optimism about the future and they have a great passion for what they do (see slide 10 for full details). There are local issues about hours work and workload but these are improving.

Many staff told us that they have a nice manager who does not tackle their performance; this probably isn't confined to Children's Services and this should be reflected in the Corporate Training offer.

Other issues include lack of suitable ICT, hot desking, car parking etc; whilst these concerns have been raised across the whole of NCC we are looking at how we might be able to address the latter two points now rather than waiting for a corporate response.

Service Managers are planning locally based around their results, however where appropriate, actions will be taken across the directorate.

In summary the majority of our staff seem with be with us on our Improvement Journey. We have had a good response to all of the surveys and in the main they indicate that staff feel things are improving. However we shouldn't for one minute think things are better; we must push on with improvement and acknowledge that our staff are key to this.

Other actions taken in response to all three indicators above (not exhaustive):

- Children's Services Senior Leadership Team members have a programme of visits around the county with staff and partners
- Service Managers receive their sickness data monthly to share in their Performance meetings
- HR Direct staff are lined up to proactively contact managers where no apparent action is being taken in relation to sickness
- We now have a dedicated person to collate our workforce data and work with managers to understand what it tells them

- We are undertaking a feasibility study of other sites that we might use as touch down spaces for our front line staff to reduce travel time and give them more time with their clients; therefore contributing to the reduction in workloads.
- All staff who supervise Social Workers have been retrained to undertake beneficial, clinical supervision
- All Team Managers will receive further training to assist in managing performance and sickness absence in first half of 2015.
- All Tier 4 staff in the new structure will be part of a Senior Leadership Development Programme run by the Virtual Staff College. This programme covers whole system leadership, Strategic Needs Analysis, making best use of data to manage the performance of service areas etc.
- A full L&D calendar has been developed for our staff; attendance is driven by identified needs.
- Alongside our “reshaping” exercise, a Work Force Plan and Development Programme will be developed for staff to give them the knowledge and skills they need to embrace new ways of working.
- Developed a “grow your own” approach to management through the Future Managers Programme
- A variety of stakeholders will be involved in recruiting the DCS and Assistant DCS posts and to the new tier four roles.
- A staff reference group will be set up to contribute to new ways of working in the reshaped Children’s Services,

3. Financial Implications

Not applicable

4. Issues, risks and innovation

Not applicable

5. Background

The Hay Group survey Analysis will be inserted here

Officer Contact

If you have any questions about matters contained or want to see copies of any assessments, eg equality impact assessment, please get in touch with:

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

Officer Name: Elly Starling Tel No: 01603 223476

Email address: elly.starling@norfolk.gov.uk



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Children's Services Committee

Item No 8

Report title:	Multi-Agency Safeguarding Hub (MASH)
Date of meeting:	20 November 2014
Responsible Chief Officer:	Andrew Haley
Strategic impact MASH is a critical element of multi-agency child protection. The MASH has been operating at a sub-optimal level, both the Peer Review and Strategic Review recommended improvements were required. The externally commissioned review makes a number of recommendations for improvement. The forthcoming OFSTED inspection will be aware of the shortcomings scrutinise the joint work here.	

Executive summary

In July 2014 the Home Office published review findings around multi-agency working in child protection. All of the local authorities who had established a MASH or were working towards it, reported that MASH's improved outcomes for children and families. In 2013 the Children's Commissioner found the establishment of effective MASH arrangements contributed to work in combating Child Sexual Exploitation (CSE). CSE is one to the key priorities of Norfolk Safeguarding Children Board.

HMIC reported in March 2014 a report on Domestic Abuse (*Everyone's Business*) recognised and recommended the creation of MASH as a key driver in tackling this issue. NSCB and the MASH Board commissioned an external MASH review which is about to report.

The Laming report 2009, *The Protection of Children in England* promoted the development of MASH.

Research undertaken by the University of Greenwich recognised the role of MASH in helping to identify risk through the use of shared intelligence. At the same time the sharing of information through MASH provides the opportunity for both earlier identification and earlier intervention.

Two internal reviews, one focussed on Business Support resources and the other reviewing business processes and governance rearrangements.

Both the Peer review and Strategic review made comment on the efficacy of the Norfolk MASH.

Statutory responsibility for safeguarding children in Norfolk rests with the DCS.

Partner agencies have struggled with information sharing within MASH, fearing breaching Data protection legislation. The recognised expertise of the External Review team will greatly assist in these deliberations and provide guidance to all partners on information sharing in the absence of consent. Coincidentally the Home Office have also just published Guidance.

Recommendations:

- 1. Committee supports the establishment of Norfolk MASH and welcomes further multi-agency developments to enhance the protection of children from harm**
- 2. To support the recommendations of MASH Reviews and require updates of progress in improvements of service.**
- 3. To work with partners to efficiently manage contacts and referrals with regard to children at risk of harm and those in need of help.**
- 4. Committee agree that MASH should report via the MASH Board (or other body) into the NSCB**
- 5. Committee agrees that Children's Social Care will work with Partners in**

- MASH to adopt a computer based system to manage Contacts and Referrals.**
- 6. Committee agrees that the post of overall MASH manger should be established and funded across the partnership.**

2. Evidence

The development of the MASH model of contact and referral management across the partnership of children's services is favoured by DfE and supported Guidance and research referenced above.

Whilst OFSTED recognised many positives in the Norfolk MASH, more recent scrutiny has concluded 'sub-optimal' performance.

The external review was led by ex – Superintendant Nigel Boulton, a national MASH expert which recommends improvements to Norfolk MASH operations, reflected in this report

3. Financial Implications

There are efficiencies to be made in better management of Contact and referral including an estimated 45% reduction in Contacts from Police with better police triage. Savings from this improvement in efficiency will be directed towards the joint funding of an overall MASH Manager and such developments will be a focus of NCC negotiations with partners.

The costs associated with the implementation of a common recording system within MASH require further exploration

4. Issues, risks and innovation

MASH is the forum where immediate decisions are made to respond to children at risk of significant harm as well as those in need. It is critical that partners engaged in such considerations are working effectively together.

MASH is a relatively new concept and so we need to regularly review the effectiveness of these arrangements

The improvements identified by the review author will be considered by the NSCB and MASH Boar and appropriate actions will need to be actioned.

We have jointly commissioned with NSCB an expert review of the MASH function. This has broadly confirmed CSC perspectives and we are required to

5. Background

The introduction of a Multi Agency Safeguarding Hub (MASH), designed to streamline referral routes supports recommendations made by the Lord Laming within his report 'The Protection of Children in England: A progress report' (HMSO, March 2009). These recommendations, the failures identified in the cases reviewed and the judgement of professionals engaged in safeguarding activity all lend weight to the view that co-located staff, sharing and assessing all available information presents the best position to ensure effective safeguarding practice.

Within Norfolk there has been a MASH arrangement in place for about 3 years with partners from Police, Children's Social Care, NHS, Probation and voluntary organisations contributing to the safeguarding of children and vulnerable adults co located in a designated building.

Both the Peer Review and DfE Strategic Review were of the view that MASH arrangements could and should be improved. They were aware that an external review was planned and they endorsed this.

Towards the end of 2013 Officers recognised significant inefficiencies with the MASH operation. This was evidenced by focussed scrutiny of business processes and decision making in respect of individual cases. In essence MASH considers around 25,000 contacts annually, including 15,000 from police sources. While police contacts naturally represent a high proportion of contacts to MASH, over 70% of them lead to no further action by Social Care.

The MASH Board set to following TOR for the review Team:

Terms of Reference

There were a number of strategic issues to be resolved that we the review was designed to inform including:

- Is Norfolk MASH doing what a MASH is meant to do?
- What function does MASH have in relation to Early Help?
- What goes to MASH Board / Norfolk Safeguarding Children Board (NSCB) / Health & Well-Being Board in terms of Governance?
- How does MASH contribute to identifying chronic neglect earlier?
- How is the strategic overview / intelligence (missing children / Child sexual exploitation) of children managed? (Issues wider than individual referrals)
- How do we ensure the fidelity of the model is maintained?

A team including members with experience of Police, Social Care (Children) and Health perspectives to undertake a review identifying what works well, what needs improvement and recommendations for improvement. It is expected that part of the method to identify the elements below (3.1-3.3) will be through Case Audit of 10 cases suitably ensuring the following areas are reported on:

- Quality of work
- Accuracy of work
- Consistency of work across team
- Alignment to "best practice"
- Information Sharing (consent / recording)
- Is there sufficient staffing of the right grade across the partnership represented in MASH

Introduction and context

The MASH model was designed by the External review author, the first one being established in 2010. Many Safeguarding Partnerships are considering how to move to a MASH style of working or have implemented locally designed models based on the core principles.

MASH was designed and developed to create an environment where all statutory and non-statutory safeguarding partners are embedded together in an integrated workplace in order to deliver partnership assessment and decision making in relation to concerns

about both children and adults at risk. MASH is designed to create the confidence and trust amongst all professions and partners to share both confidential and non-confidential information and intelligence in order that the best possible decisions concerning interventions or support can be made.

MASH is designed to deliver three specific outcomes;

- Early identification and understanding of risk - earlier and better decisions based on full partnership information picture.

- Victim identification and intervention - the identification of unseen victims, the recognition of multiple notifications of concern falling below threshold and the earliest identification of harm and risk driving earliest interventions and support.

- Strategic harm identification and reduction - analysis and research across the rich partnership data within a MASH to identify the harm of today and tomorrow. Enables targeted intervention and support for best outcomes and the business case for commissioning of services against a true picture of harm.

There are clear rules for a MASH which need to be adhered to for it to work but the design should be locally driven to link with services and the local context.

One of the Five Core Elements¹ is that of a secure location where information and intelligence is used to make the best possible decisions by children's service managers but is protected from the hurly burly of day to day operational work. It is this condition which enables all partners especially health and the Police to have the confidence and trust to deal with the tension between confidentiality and the statutory duty to co-operate under the Children Act 2004, once explained, partners will commit.

The Munro Review of Child Protection: Final report. A child-centred system (2011. p82) highlighted MASH and the UK Government in the cross departmental strategy 'Ending Gang and Youth Violence' (2011. p9) committed itself to promoting the roll out of MASH across the UK

The External Review conducted by Retired Police Superintendent Nigel Boulton is only recently received and has not yet been considered by the NSCB and MASH Board and is not formally available. As soon as the report has been considered by the MASH Board and NSCB it can be forwarded to this Committee. The reviewers make a number of recommendations which can be encompassed as follows:

1. MASH should be the single point of contact for all requests in respect of vulnerable children.
2. That all C39Ds (police contacts) should first be subject to child focussed triaged by the constabulary.
3. Information sharing between agencies within MASH should be enhanced to ensure that all decision are based on the best available intelligence.
4. An agreed risk assessment model should be instituted.
5. Early Help should be embedded in MASH
6. MASH should report to NSCB
7. An overall MASH Manager should be appointed by the Partnership
8. A recommendation about improvement in our response to CSE
9. An Intelligence Analyst should be sited in MASH
- 10 An IT system is required which can manage contacts and referrals needs to be introduced.
11. A review of information sharing arrangements is required.
- 12 health colleagues should be used more effectively.

Officer Contact

If you have any questions about matters contained or want to see copies of any assessments, eg equality impact assessment, please get in touch with:

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

Officer Name: Andrew Haley (Assistant Director Children's Social Care

Tel 223475 No: **Email address:** Andrew.Haley@norfolk.gov.uk



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Children's Services Committee

Item No 9

Report title:	Progress report on Early Years Strategy
Date of meeting:	20 November 2014
Responsible Chief Officer:	Sheila Lock
Strategic impact	
<p>This paper presents an update on Early Years outcomes for Norfolk children and services to support these outcomes.</p> <p>A Good School or Every Norfolk Learner and the Early Help Strategy identify the improvement of educational outcomes for 5 years olds as a key priority. Furthermore the strategies focus on closing the gap for the most disadvantaged pupils.</p> <p>The paper outlines the key improvements in outcomes and some key aspects of the role of the local authority which should lead to the continued improvement of the quality of provision and outcomes for pupils.</p>	

Executive summary

Outcomes for 5 years olds are improving, but remain below the national average. Inspection of the quality of provision shows improvement but this remains varied across the county.

Revisions for the use of local authority funding and Early Years staff are required to ensure that it is focused on the most disadvantaged areas and pupils. Access to high quality places for 3 and 4 year olds remains a priority for improvement across the county.

The Childcare Sufficiency Assessment shows that there are geographical gaps in the provision of 2,3 and 4 year old places as well as out of school childcare for working parents.

Recommendations:

Committee are asked:

1. To note that outcomes for 5 year olds are improving, but remain below the national average.
2. To agree the proposed changes to the Early Years Single Funding Formula as detailed in Appendix 3, for implementation in April 2015, subject to Secretary of State approval.
3. To agree the findings from the Childcare Sufficiency Assessment 2014 so that the Local Authority can meet its duty to secure sufficient childcare and publish the report.

1. Proposal

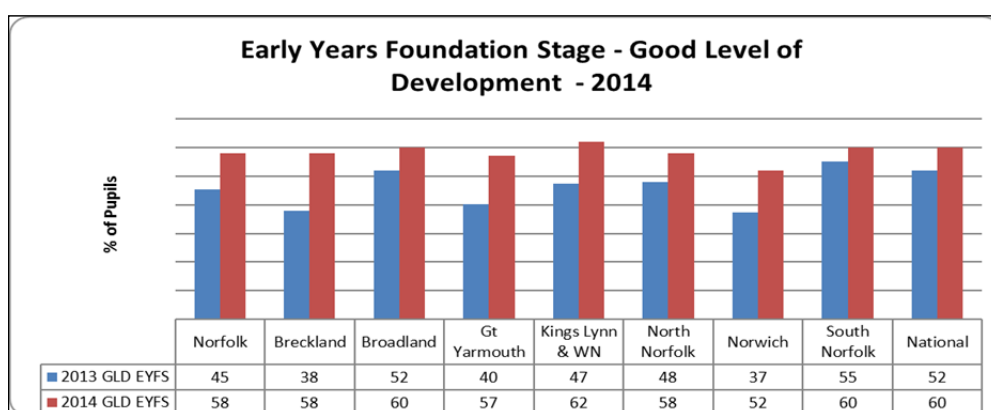
Outcomes for 5 years olds are improving, but remain below the national average. Inspection of the quality of provision shows improvement but this remains varied across the county. Revisions for the use of local authority funding and Early Years staff are required to ensure that it is focused on the most disadvantaged areas and pupils. Securing sufficient high quality places for 2, 3 and 4 year olds and ensuring take up remains a priority for improvement across the county.

A review of the hourly rates paid to Early Years providers for 3 and 4 year old Early Education in Norfolk is required for a number of reasons, which are detailed below in section 3.2, and these changes need to ensure that the formula supports and underpins the new Early Years strategy.

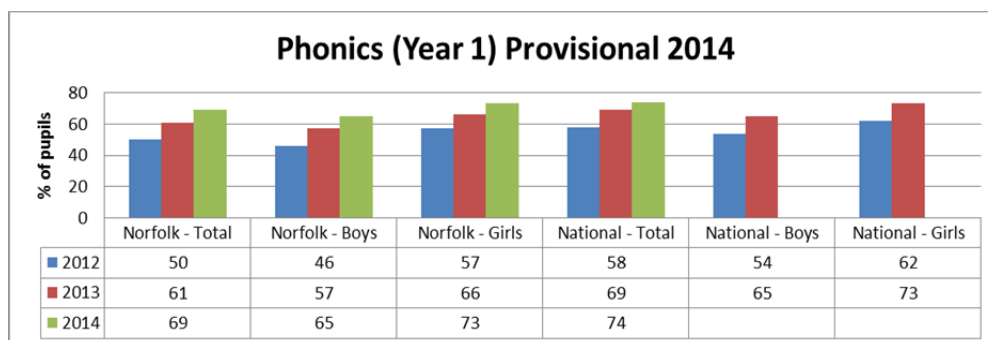
2. Evidence

2.1 Outcomes for Early Years pupils by the age of 5 have improved by 13% since 2013. Nationally outcomes improved by 8%. Norfolk pupils are now 2% below the national average compared to 7% below in 2013. Girls are more likely to achieve a Good Level of Development in all 17 areas of the Profile compared to boys, although the gaps between boys and girls are closing. For pupils eligible for Free School Meals in the last 6 years (FSM6) the gaps are closing with non FSM6 pupils. The 0-5 Needs Analysis (Appendix 1) shows the progress made from last year in further detail by Children's Centre area.

2.2 A district breakdown of Early Years outcomes for 2014 shows a significant improvement in outcomes in the district of King's Lynn and West Norfolk. This is a result of a partnership with the District council and schools to focus on improving outcomes. More targeted work on assessment and moderation of the Profile in this district has improved teacher assessment.



2.3 Phonics outcomes in Year 1 have improved by 8% since 2013. Nationally the average has improved by 5%. The gap has therefore narrowed by 3%. Girls are more likely to achieve the expected outcome in Year 1, however boys made a slightly bigger improvement in 2014 compared to girls. FSM6 pupils made a 10% improvement in Norfolk compared to a 6% improvement nationally. The gap between Norfolk and national FSM6 pupils has therefore narrowed by 4%.



- 2.4 **Inspection outcomes** for Early Years provision pre-school are improving in Norfolk. The % of settings judged good or outstanding in the latest published figures (March 2014) is 81% compared to the national figure of 82%. As of September 2014 this percentage has risen to 86.2% in Norfolk. (There is no national comparative figure for September 2014.)
- 2.5 Improvement in Ofsted grades are evident across all districts except Kings Lynn, which has seen a 6.7 % drop in settings graded good/outstanding over the last year. There has been a decrease in the number of settings across the county graded RI/Inadequate from 59 on 1st April 2014 to 46 on 1st September 2014.
- 2.6 Inspections of Childminders have improved in the percentage judged good or outstanding grade from 76.5% in September 2013 to 80.1% in September 2014. This places us above the national average.
- 2.7 The inspection of Children's Centres has seen a fall in the number judged Good or outstanding from 64.5% in Sept 13 to 61.8% in Sept 14. Four centres still await their first inspection – Fakenham, Attleborough, Dussindale and Cromer.
- 2.8 Tracking children back to their Early Years provision shows that 58.4% of children who attended a pre-school achieved a good level of development compared with 61.9 % of children attending a day nursery and 69.1% who attended childminding provision.
- 2.9 **Re-focusing Early Years support and intervention** - In order to better support the improvement of Early Years Foundation Stage outcomes a 6 month trial is in place in Norfolk to re-focus the work of some local authority early years staff. This re-focusing was described to members in a paper in November 2013. It involved the re-deployment of the Early Years Advisers within the operational divisions into 3 new strands of activity:
- Early years Achievement
 - Home Learning
 - Vulnerable children
- The aim is to trial new, more targeted ways of working on specific areas of focus following the 0-5 Needs Analysis 2013. An interim evaluation indicates some positive outcomes from the work of the strands to date.
- 2.10 An interim review, by the Early Years Advisers involved indicate some positive outcomes for more focused, targeted work. Their feedback highlights some issues which are being considered in the light of proposals for a new structure for Early Years staff in Norfolk Children's Services.

2.11 **Proposed changes to the Early Years Single Funding Formula** for April 2015 were taken to Schools Forum on 17 October 2014 (see Appendix 2). The LA needs to ensure that the funding supports the outcomes for children in the Early years Foundation Stage profile. Specifically this involves reviewing how funding is linked to socio-economic factors, to enable providers to improve outcomes for those children and to start to close the gap at an earlier stage. This is discussed in further detail in section 3.

2.12 Consultation with all Early Years providers was held for a period of 8 weeks. Three proposals were consulted upon:

- Proposal 1: Two base rates with a deprivation supplement
- Proposal 2: Single base rate with a supplement for deprivation and quality – paid each claim period
- Proposal 3: Single base rate with a supplement for deprivation, quality and flexibility – paid each claim period

2.13 After consultation, a review of the funding formula of our statistical neighbours examples of good practice especially from local authorities with the best outcomes in EYFSP the preference was for Proposal 3, as set out in Appendix 3. This proposal will mean a decrease in rates to Childminders and small settings and so it needs approval from the Secretary of State via the Education Funding Agency. In order to gain approval the Local Authority needs to demonstrate local support for the funding changes. The consultation results are shown in Appendix 4 and discussed further in section 4.

2.14 **Childcare Sufficiency Assessment** - Section 7(1) of the Childcare Act 2006 Act places a duty on English local authorities to secure free early years provision for all eligible children in their area. Regulations made under Section 7 set out the type and amount of free provision and the age of children to benefit. The Childcare Act 2006 places a range of duties on local authorities regarding the provision of sufficient, sustainable and flexible childcare that is responsive to parents' needs.

2.15 The findings of the assessment in 2014 included a scrutiny of families use of childcare, a review of the provider market, supply and take up. The detailed Childcare Sufficiency Assessment, which also includes the Childminder Needs Analysis is detailed in Appendix 5.

Families use of childcare
<ul style="list-style-type: none"> • The cost of childcare is prohibitive, often taking a higher percentage than mortgages from family incomes. • With lower than average wages and more women in part-time work in Norfolk many families are using informal care arrangements • Families tend not to use childminders for funded 2, 3 and 4 year old placements • Only 4% of funded hours are provided by childminders. • Parents respond well to our marketing, but some groups, particularly migrant groups, may need more help to access childcare • In our parent survey, 94% of Parents surveyed are happy with their current childcare. Parents are dissatisfied with affordability, accessibility, and availability with 40% of parents surveyed saying they had had trouble finding holiday play schemes
Providers
<ul style="list-style-type: none"> • There is a balanced market with all sectors represented with some growth in out of school care, though childminders numbers are declining. Rural areas,

<p>where over 50% of families live are largely served by voluntary playgroups. There is a total of 1,100 Preschool Providers in Norfolk : -</p> <ul style="list-style-type: none"> - 434 Settings - 667 Childminders, <ul style="list-style-type: none"> • On average childcare in Norfolk costs parents £3.62 per hour, slightly lower than the national average of £3.99 per hour. • A number of settings were expanded to accommodate 2-year-old children, an additional 2,066 free places for eligible 2-year-olds were created over the year. • Norfolk has higher than national average quality levels & they are rising • There are surpluses and deficits across the county. Childcare is not necessarily in the right place. Sustainability is an issue for all providers and recruitment, particularly of managers is problematic.
Supply
<ul style="list-style-type: none"> • There is an overall surplus of places for two year old funded children but there are deficits in pockets. There is wide spread shortage of 3 -4 year old funded places. For after school group care, there is only one place for every 20 children aged 5 to 14 years. • Numbers of children aged under 15 are projected to increase by 10.1% by 2022 mainly in South Norfolk and Norwich
Take Up
<ul style="list-style-type: none"> • Two year old take up is at 77%, in line with national levels but still 816 off the government target. 3-4 year olds take up for Norfolk was 97% in 2013. Approximately 4,000 3-4 year olds are not accessing places.

- 2.16 Registered **Childminders** are childcare professionals working in their own homes to provide care and education for other people's children in a family setting. There are 667 childminders in Norfolk (Sept 14), although there is not an even geographical spread across Norfolk. Fifty percent of all childminders are based in Norwich. There are small clusters of childminders in Thetford, Dereham and King's Lynn but there are very few childminders in North Norfolk and around the whole coast line including Great Yarmouth.
- 2.17 As a local authority we have duties which include ensuring sufficient childminding places in Norfolk for working parents, providing appropriate training, challenge and support where childminding requires improvement or is deemed inadequate by Ofsted and to provide information to parents on location of childminders, costs and Local Offer for children with additional needs.
- 2.18 Based on the recommendations from the Childminder Needs Analysis (October 2014) and the review of the current contract we have with Childminding Matters it has been agreed to bring 'in house' the support for childminders from 1st January 2015.

3. Financial Implications

- 3.1 A review of the hourly rates paid to Early Years providers for 3 and 4 year old Early Education in Norfolk is required for a number of reasons, which are detailed below in section 3.2, and these changes need to ensure that the formula supports and underpins the new Early Years strategy.
- 3.2 The current Early Years Single Funding Formula is complicated (with 21 different rates), which does not encourage settings to register to provide funded places

and outdated, and due to regulation changes related to childminder qualifications is unaffordable in the long term. The reasons and principles considered when developing the changes to be consulted on were:

1) The current formula is financially unsustainable because of changes made by the DfE that mean the rates paid to childminders cannot only be paid to childminders with a certain qualification level so the funding formula needs to ensure that it is an ongoing affordable model

2) The funding needs to reflect the needs of a setting

3) The funding arrangements need to consider the sustainability for smaller settings, without undermining quality, where there is a requirement for places in the area.

4) The funding arrangements need to encourage settings to provide flexible hours for working parents

5) Due to the large number of factors in the current funding formula providers have requested that it is simplified to make it accessible and easier to claim payments, and thus remove a barrier to take up. The take up in Norfolk for 3 and 4 year old funding for the Summer 2014 claim period was 83% which is 17,492 of 21,056 eligible children.

- 3.3 Additionally the Department for Education have suggested that Local Authorities should look to simplify their funding formulas.
- 3.4 The Local Authority receives funding as part of the Early Years Block of the Dedicated Schools Grant (DSG), which equates to an average of £3.67 per hour available to be distributed to providers. The funding formula then distributes the funding to according to the characteristics of the setting. The current funding formula is shown in Appendix 1.
- 3.5 Norfolk needs to ensure that the funding supports the outcomes for children, specifically this involves reviewing how funding is linked into socio-economic factors, which is an established proxy measurement to identify children who are going to require additional support and to enable providers to improve outcomes for those children and to start to close the gap at an earlier stage.
- 3.6 The review of the formula was carried out working closely with the Schools Forum Early Years reference group as an advisory body, which consists of a wide representation of Early Years providers. Three proposals were drafted and modelled that met the five principles as detailed in section 3.2 above. An on- line Consultation process was held on all three proposals with Early Years Providers for a period of 8 weeks.
- 3.7 When reaching the recommendation we have analysed the results and feedback from the consultation with the Early Years reference group, and reviewed the funding formulae of our statistical neighbours and incorporated examples of good practice, particularly those Local Authorities with the best outcomes in EYFSP. All of the proposals have been measured against the principles set at the outset of the review.
- 3.8 The final recommendation was presented to full Schools Forum on 17 October 2014, and the proposed funding formula was fully supported.

- 3.9 The final recommended proposal, Appendix 2, meets all of the principles and supports the new Early Years strategy drive for positive outcomes for children. It also meets the outcome required by the Department of education in the statutory guidance:

‘fair and transparent funding which supports a diverse range of providers to deliver early education places and encourages existing providers to expand and new providers to enter the childcare market. This diversity enables parents to choose a provider that best meets the need of their child and family.’

- 3.10 The benefits of the recommended proposal are:

1) Simplification

The new funding formula proposed is a much simpler, transparent system, there is one base rate of £3.30 for all providers, there are then supplements for qualifications, flexibility, deprivation and a higher hourly rate for small settings that fall below a threshold of 3450 hours during a claim. Providers can easily calculate which rate they will be eligible for. Simplifying the formula, will improve providers accessing the 3 and 4 year old funding and increase the take up by, this will increase the places available for parents and the range of choice in the market.

2) Target funding to need

The deprivation supplement in the formula is mandatory. The current formula pays a very low rate of £50 per year for each child with a home address in a deprived area. The new formula proposes to increase the hourly rate with a deprivation payment of 15p per hour or 25p per hour, depending on the level of deprivation indicated by the child's home address.

The proposal increases the funding in the childrens centres areas that are in the bottom quartile for EYFSP outcomes as per the 0-5 needs analysis. Given that the funding formula allocates a finite amount of funding the change in the formula moves funding from the upper quartile to the bottom quartile.

3) Flexibility

The new formula proposes to pay an extra 15p an hour to providers in all sectors, if they offer parents the opportunity to access their 3 and 4 year old funding in a 6 hour block or more. This will encourage providers to offer Early Education which working parents can access, giving parents a wider choice of providers to suit their needs.

4) Quality

The Local Authority is responsible for ensuring that all children are able to take up their entitlement to funded early education in a high quality setting. Evidence shows that higher quality provision has greater developmental benefits for children, particularly for the most disadvantaged children.

The recommended formula continues to use a supplement to increase the hourly rate for those settings that have qualified staff that have more than 50% contact time with the children in a setting.

The qualifications recognised by higher hourly payments are the EY Level 3, 5 and 7, which are those recommended by the Department of Education. It presents providers with a financial incentive to progress their staff through the qualifications.

After careful consideration it was decided that Ofsted rating should not be used, due to the time between inspections. It would also not target the funding to those settings that need to work towards improving quality. Several of our settings are already good or outstanding, above the national average and have achieved this within the current funding.

Additionally funding is withdrawn from a provider, as soon as is practicable, when Ofsted publish an inspection judgement of the provider that is 'inadequate'. Whilst taking into account the continuity of care for the children who are already receiving their funded entitlement at the provider.

5) Sustainability

Under the School and Early Years Finance Regulations 2013, we are not able to use a formula which takes into account the number of places provided.

The new funding formula proposes to recognise that smaller settings of good quality provision need more financial support by paying a higher hourly rate if the number of hours claimed drops below 3450.

The hourly rates previously paid to small settings under 8, has been very high ranging from £5.06 to £5.87. This model is not affordable, based on the rate we receive from the Education Funding Agency.

Under the early Years strategy these settings that lose funding will be supported, to find different ways of working, to ensure that sufficiency of places is maintained in rural areas.

6) Affordability

The new formula is affordable, several providers will benefit in an hourly rate increase, in particular those that have children which live in disadvantaged areas, and those that provide good quality, flexible provision.

It has been necessary to reduce the rate to Childminders to bring the rates in line with other providers, as the removal of the Level 3 qualification as a barrier to claiming funding has been removed, and Norfolk pays an exceptionally high rate of £5.06 to Childminders. The new formula for a qualified Childminder will be a rate that is comparable to the average Childminder rate charged in Norfolk of £3.80 per hour, and higher for those Childminders with children from disadvantaged areas.

The rates have also been reduced for those settings with less than 8 children as the rate of £5.06 to £5.87 is not an affordable model.

- 3.11 There are 3 Nursery Schools in Norfolk, it is proposed that they continue to receive the hourly base rate, and the current fixed sum. The fixed sum allows for the high running costs of qualified teaching staff and the costs of running a school premises.

3.12 Alternatives

- 3.12.1 The option to remain with the current formula is not a financially viable option. The formula is no longer affordable to the Local Authority as the rate paid to Childminders was based on a requirement for a level 3 qualification, which funding regulations has now removed, which enables all unqualified Childminders to claim the higher rate. Additionally the formula has not been reviewed since 2010, and is no longer aligned with the Early Years strategy.
- 3.12.2 A proposal was consulted on that suggested 2 base rates, one for the maintained sector and one for the Private, Voluntary and Independent sector. However it was discounted as it had no supplementary payments and thus did not encourage quality, by rewarding qualifications held by staff employed by settings or the flexibility of hours offered.
- 3.12.3 A proposal was also consulted that was similar to proposal 3 that has been recommended but did not include a supplementary payment for offering flexible hours, and thus did not support working parents and as such was discounted.

4. Issues, risks and innovation

4.1 Consultation responses

- 4.2 The consultation was carried out over a period of 8 weeks through an online survey that was sent out to all providers. Overall we had 209 responses. The results of this are contained in Appendix 3.
- 4.3 The funding proposal impacts different providers in different ways. As the funding formula allocates a finite amount of funding, where there are providers that have their funding rates increase from the changes, there will be providers whose funding rates will decrease. The table below summarises the impact on the types of providers, however this is based on current claimed hours and doesn't reflect that the majority of providers are seeing an increased number of hours as the early years strategy is resulting in an increased uptake of places.

Funding Outcome for Providers (Difference)		Increase	Decrease
Nursery Classes		44	24
Academy		4	3
Private, Voluntary, Independent		221	127
Childminders		0	325
TOTAL		269	479

- 4.4 Where there are funding reductions support will be given to the individual providers, if requested, to ensure that that they continue to be financially viable.

5. Background

Review of the Early Years Single Funding Formula , 3 and 4 year old funding – Schools Forum 17 October 2014

Officer Contact

If you have any questions about matters contained or want to see copies of any assessments, e.g. equality impact assessment, please get in touch with:

Sarah Spall – Head of 0-5 Strategy and Commissioning
sarah.spall@norfolk.gov.uk

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

Michael Rosen – Interim Assistant Director Early Help
michael.rosen@norfolk.gov.uk

Officer Name: **Tel No:** **Email address:**



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

Appendix 1

[0-5 Needs Analysis - To follow due to national publication dates for pupil characteristic data]

Single Funding Formula -

Appendix 2

Current Hourly Rates

Childminder

£ per hour

Childminding Network
£5.06

Nursery Class

£ per hour

Maintained / Academy / Free School
£3.381

Voluntary Provider (operating from non domestic premises)

£ per hour

Size	No qualifications	EY Degree (Level 5) Foundation	EYPS / QTS
<= 8	£5.06	£5.35	£5.77
9 - 16	£3.73	£3.87	£4.08
Over 17	£3.51	£3.60	£3.75

Private / Independent Provider (operating from non domestic premises)

£ per hour

Size	No qualifications	EY Degree (Level 5) Foundation	EYPS / QTS
<= 8	£5.16	£5.45	£5.87
9 - 16	£3.83	£3.97	£4.18
Over 17	£3.61	£3.70	£3.85

Please note that the Early Years Professional should be working at least 50% of the opening time directly with children in the setting.

Early Years Single Funding Formula - Consultation

RECOMMENDED PROPOSAL following the results of the survey

Single base rate for all providers with Deprivation, Quality/Hours Claimed and Flexibility Supplements paid each claim period

Base Rate £3.30

Deprivation Supplement (per hour)

10% most deprived £0.25	10-20% most deprived £0.15
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Quality/Hours Claimed Supplement (per hour) - PVI and Childminders ONLY

Hours Claimed	EY Level 3	EY Level 5	EY Level 7
< 3450 hours	£0.31	£0.39	£0.46
> 3451 hours	£0.26	£0.30	£0.34

Flexibility Supplement (per hour)

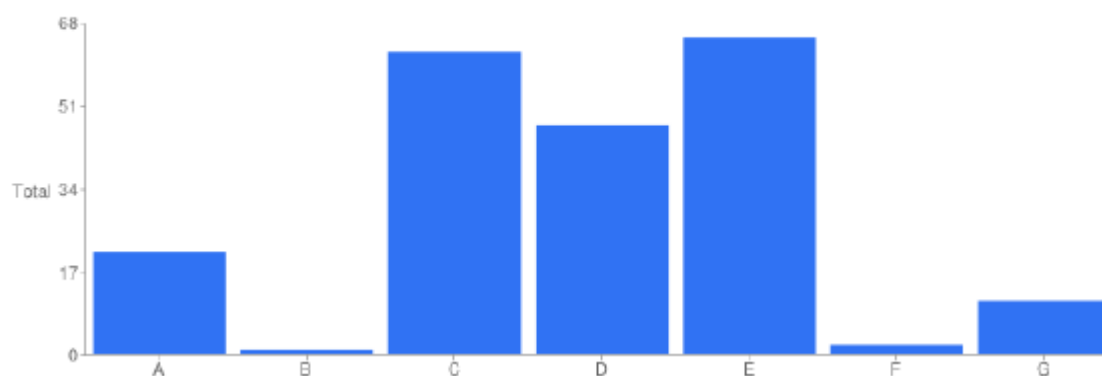
6 hours or more per day	£0.15
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Consultation Survey responses

Question 1: What type of early years provider are you? Please select one answer.

Table of "Type of provider"

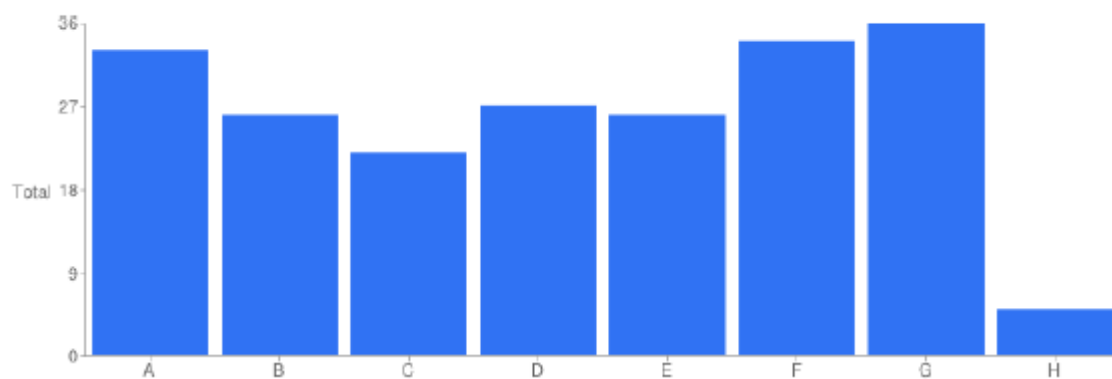
Table of "Type of provider"



Key	Option	Total	Percent of All
A	Maintained Nursery School / Class	21	10.05%
B	Academy	1	0.4785%
C	Voluntary (committee led)	62	29.67%
D	Private	47	22.49%
E	Childminder	65	31.10%
F	Independent School	2	0.9569%
G	Not Answered	11	5.263%

Question 2: Please tell us which district council area your service is located in:

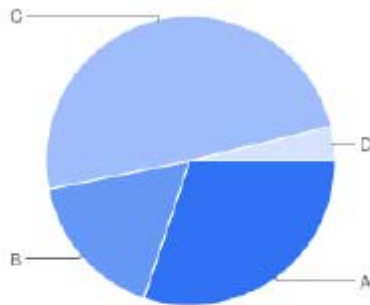
Table of "District"



Key	Option	Total	Percent of All
A	Breckland	33	15.79%
B	Broadland	26	12.44%
C	Great Yarmouth	22	10.53%
D	King's Lynn and West Norfolk	27	12.92%
E	North Norfolk	26	12.44%
F	Norwich	34	16.27%
G	South Norfolk	36	17.22%
H	Not Answered	5	2.392%

Question 3: What size setting are you? To help us understand the size of your organisation please let us know the number of funded places per session.

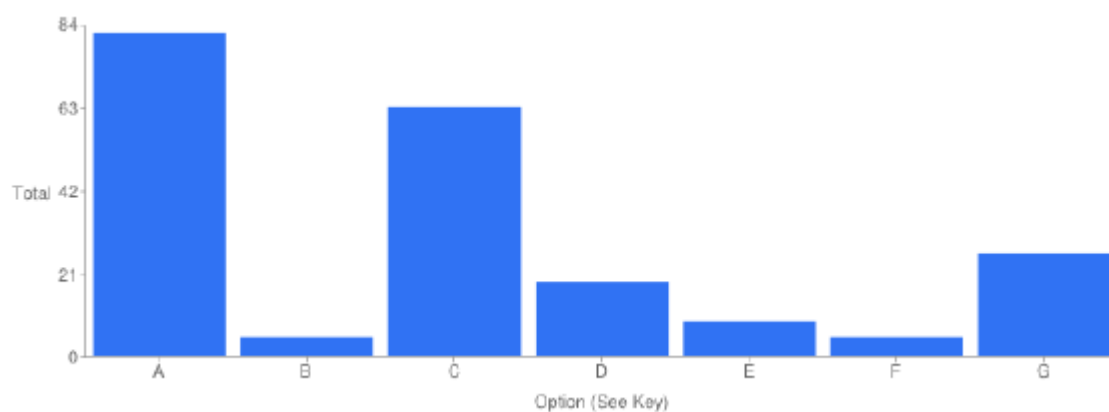
Table of "Setting size"



Key	Option	Total	Percent of All
A	8 or less	63	30.14%
B	Between 9 and 16	35	16.75%
C	17 or more	103	49.28%
D	Not Answered	8	3.828%

Question 4: In what role are you completing the survey? Please select one answer.

Table of "Role"

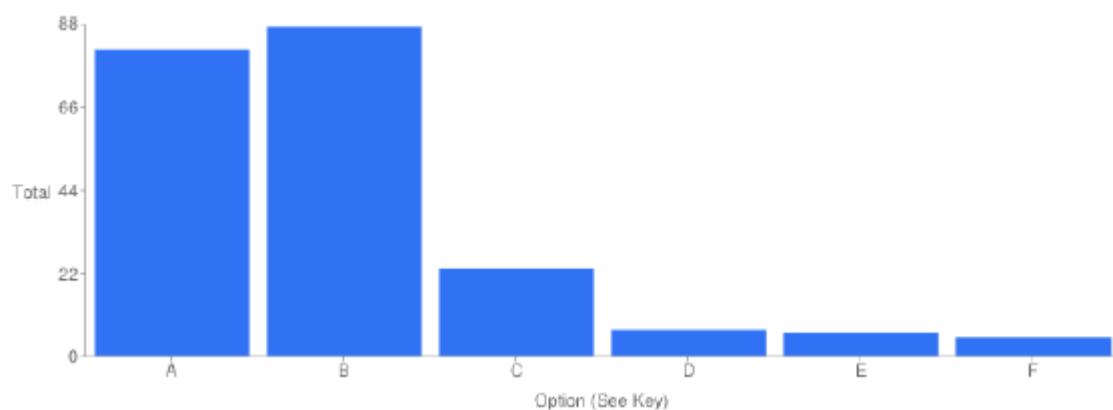


Key	Option	Total	Percent of All
A	Manager	82	39.23%
B	Treasurer	5	2.392%
C	Childminder	63	30.14%
D	Head teacher	19	9.091%
E	Committee chair	9	4.306%
F	Childcare Practitioner	5	2.392%
G	Not Answered	26	12.44%

Quality of service

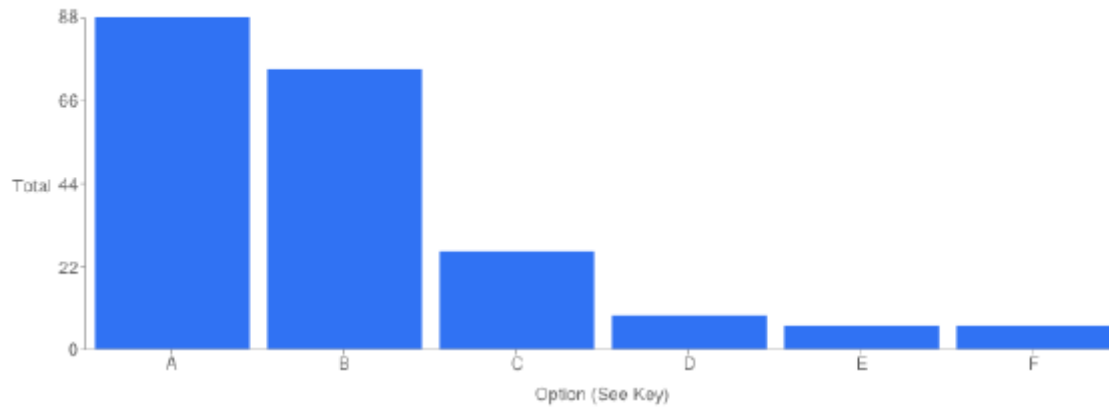
Question 5: Do you agree or disagree with these statements?

Table of "The Council should pay more money to settings if their staff have better qualifications."



Key	Option	Total	Percent of All
A	Strongly agree	81	38.76%
B	Agree	87	41.63%
C	Disagree	23	11.00%
D	Strongly disagree	7	3.349%
E	Don't know	6	2.871%
F	Not Answered	5	2.392%

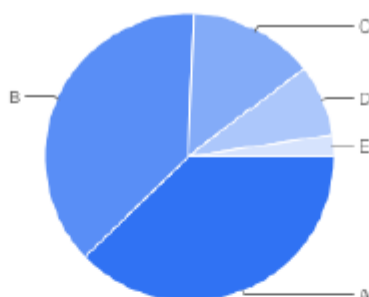
Table of "The Council should pay more money to settings if their last Ofsted rating was good or outstanding."



Key	Option	Total	Percent of All
A	Strongly agree	88	42.11%
B	Agree	74	35.41%
C	Disagree	26	12.44%
D	Strongly disagree	9	4.306%
E	Don't know	6	2.871%
F	Not Answered	6	2.871%

Question 6: Which of these options do you think would be more effective at improving the quality of services in Norfolk? Please select one answer.

Table of "Quality"

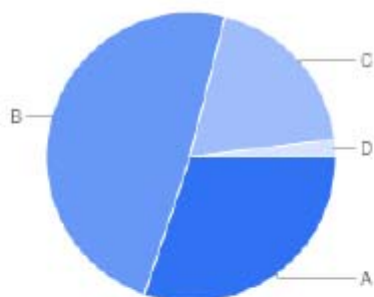


Key	Option	Total	Percent of All
A	Paying more money to providers if their staff have better qualifications.	79	37.80%
B	Paying more money to providers if their last Ofsted rating was good or outstanding.	79	37.80%
C	I don't know which would be more effective.	29	13.88%
D	I don't think providers should receive more money for either of these factors.	17	8.134%
E	Not Answered	5	2.392%

Deprivation payment

Question 7: Which of these do you think is a better way to pay providers with children from deprived backgrounds?

Table of "Deprivation"

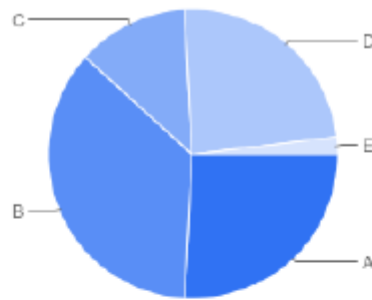


Key	Option	Total	Percent of All
A	A fixed sum of money for each child that providers have from a deprived background.	63	30.14%
B	A higher hourly rate for each child that providers have from a deprived background.	102	48.80%
C	I don't know.	40	19.14%
D	Not Answered	4	1.914%

Sustainability of smaller providers

Question 8: How do you think we should support smaller providers so that they are sustainable?

Table of "Sustainability"

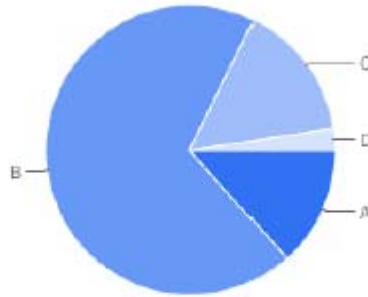


Key	Option	Total	Percent of All
A	The Council should pay a higher hourly rate to smaller providers based on the number of children that they have in January.	54	25.84%
B	The Council should pay a higher hourly rate if the number of hours that a provider claims falls below a certain level.	75	35.89%
C	I don't know.	26	12.44%
D	I don't think the Council should pay more to smaller settings.	50	23.92%
E	Not Answered	4	1.914%

Simplifying the formula for paying providers

Question 9: Which of these options for simplifying the way we pay providers do you think would be better?

Table of "Simplification"



Key	Option	Total	Percent of All
A	Pay fewer hourly base rates for all providers, with no extra payments aimed at improving quality, for smaller settings or for offering flexible childcare for working parents/carers.	28	13.40%
B	Pay one standard hourly rate to providers, but keep an extra payment aimed at improving quality and/or a payment for smaller settings and/or for offering flexible childcare for working parents/carers.	144	68.90%
C	I don't know.	32	15.31%
D	Not Answered	5	2.392%

Questions 10, 11, and 12. These were questions about the three proposals that allowed respondents to have an opportunity to respond in their own words.

- Question 10: What do you think of the proposal to pay two base rates, with an extra deprivation payment, our first proposal? What impact would it have on you?
- Question 11: What do you think of the proposal to pay a single base rate for all types of providers, with extra hourly payments for deprivation, qualifications of staff and the number of hours claimed each claim period our second proposal? What impact would it have on you?
- Question 12: What do you think the proposal to Pay a single base rate for all types of providers, with extra hourly payments for deprivation, qualifications of staff, the number of hours claimed each claim period and to providers that support working parents/carers of our third proposal? What impact would it have on you?

The responses are summarised below:

Proposal 1

Themes/keypoints

Childminders

- “This is a lower rate than currently paid”
- “Will not continue to offer 3 to 4 year old places”
- “This is lower than minimum wage” – *response: the rates are per child and childminders are able to care for more than one child.*
- “Lower than the rate charged to parents” – *response: the rates have been benchmarked against market rates.*
- “Would have to start charging a top up for the difference” – *response: this is not allowable for the early years educational element, however we will work with all providers to ensure that there is financial sustainability.*
- “Spend a large amount of their own time and paperwork and training, not recognised”
- “Doesn’t cover the costs of the snacks and food” – *response: the funding is for early education provision*
- “Should be paid the average amount for the area” – *response: the rates have been benchmarked against market rates.*

Private

- “£3.73 not enough per hour, unsustainable”
- “Does not cover running costs”
- “Would have to make staff redundant, where a loss in the hourly rate”
- “Does not take account of quality”
- “Would have to make degree staff redundant”
- “Does not support small providers”

Voluntary

- “£3.73 does not cover costs”
- “Would stop the fluctuation in hourly rate when qualifies staff leave”
- “Smaller settings that drop in hourly rate will close”
- “Should encourage smaller providers into federations, to share expenses/staff?”
- “The funding would fluctuate too much in a setting where the numbers fluctuate each term , ie service children”

Proposal 2

Themes/keypoints

Childminders

[Repetition of points for proposal 1]

- “When working long hours to provide flexible childcare hard to get a qualification.”
- “Favours those settings that can support qualifications”
- “Shouldn’t use hours as the cut off point for rates and quality, but number of children for Childminders”

Private/Voluntary

- “Not enough per hour, not sustainable” – *response: the rates impact different providers in different ways and are designed to align funding to need.*
- “Awarding level 3 – mediocre qualification, the legal minimum” – *response: Level 3 is a recognised qualification and is linked into delivery of good quality provision.*
- “What about graduates and level 6” - *response: Level 3 is a recognised qualification and is linked into delivery of good quality provision.*
- “Does not encourage flexibility”
- “Does not support small settings, leading to closure and less places”
- “We are funding Nursery classes twice”

Proposal 3 (recommended proposal)

Themes/keypoints

Childminders

[Repetition of points for proposal 1]

- “Better as offers another 10p”
- “Still a [sic] qualification a barrier to a reasonable hourly rate”
- “Recognises level 3 but not level 4?”
- “Complicates funding for childminders only had one rate before.” *Response – however this proposal simplifies the formula overall*
- “Too much pressure on parents to claim funding in blocks of more than 6 hours” *Response – the proposal will encourage settings to offer more flexibility for parents, settings are able to change the sessions they offer.*
- “Childminders will select those children that take more than 6 hours, will effect those in Surestart centres”

Private/Voluntary

Same comments as before

There were a number of general positive comments feeling that this option best supported the aims.

- “Should not be reducing hourly rate for qualified staff” – *Response: qualification levels are recognised within the formula.*
- “Penalising those pack away settings in rural areas” – *Response: Smaller settings can access the hours claimed supplement.*
- “Does not recognise the fact that nurseries benefit from help with the school budget” – *response: Nursery classes are not able to access the Quality/Hours Claimed Supplement*

Childcare Sufficiency Assessment

(Includes Childminding
Needs Analysis)

Final report

October 2014



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Section 1

1. Introduction

- 1.1 Section 6 of the Childcare act 2006 places a duty on Local Authorities in England to ensure sufficient childcare for children aged 0-14 (18 years where a child has a disability), so far as is reasonably practical, for working parents or those who are undertaking a programme of training or study towards employment.
- 1.2 Norfolk County Council is required to report annually to its elected council members on how it meets its duty under the Childcare Act 2006 and to make this report available and accessible for parents. Local Authorities have a statutory duty to work with providers from the private, voluntary, independent and maintained sector to create sustainable, accessible, affordable and high quality childcare, sufficient to meet the needs of parents and carers and to say how any gaps in childcare provision will be addressed.
- 1.3 The Childcare Sufficiency Assessment report is in two sections. Section 1 is the main report and Section 2 covers a more detailed analysis of childminding provision as childminders represent such a large sector of the childcare market in Norfolk.

2. Methodology

- 2.1 An assessment of sufficiency has been made drawing from a range of data sets, both qualitative and quantitative, including
 - Analysis of existing childcare provision – through take up of funded 2, 3 and 4 year old places, Ofsted registration data and Norfolk County Council in-house data systems and intelligence
 - Analysis of population data
 - Consultation with parents and childminders, undertaken through an on-line questionnaire
 - Consideration of previous sufficiency assessments and trend data.

3. Executive Summary

- 3.1. This report outlines how Norfolk County Council can be assured it is meeting the duty to secure sufficient childcare for children 0-14 year olds to enable parents to work or access training. It includes details of the Local Authority role of facilitating the childcare market including funded places for 2, 3 and 4 year olds.
- 3.2. The childcare market is essential to supporting a vibrant economy and to supporting working parents. Gaps in childcare prevent women returning to the labour market after they have children, with the economy losing their skills and taxes. A growing population and large scale housing development will increase demand for childcare in Norfolk over the next few years.
- 3.3. With household incomes in Norfolk lower than the national average, the biggest concern for families is the cost of childcare. Surveys show that costs are continuing to rise, taking a high percentage of family income. Many families use a mixture of formal and informal childcare.

- 3.4. The Government is introducing three measures to support childcare: - 1) a Tax Free Childcare scheme for working families in Autumn 2015, 2) covering 85% of the cost of childcare for all families receiving Universal Credit and 3) introducing an Early Years Pupil Premium. Childcare is high on the political agenda and all three main parties have a childcare policy going into the next election in 2015.
- 3.5. Childcare providers are struggling to cover their costs in the face of rising business rates and service costs and a recent provider consultation in Norfolk highlighted concerns, particularly for childminders about being sustainable.
- 3.6. Local authorities have a duty to offer choice to parents and to balance the market. There is a large Private, Voluntary and Independent (PVI) sector in Norfolk, though the county does not attract the large national chains. Parental preference is a key factor to consider in childcare sufficiency planning. The Childminder Needs Analysis (October 14) shows that there is currently an under use of childminders for funded children despite recent rapid expansion in the numbers of childminders who offer funded places.
- 3.7. Childminding numbers have been declining for over five years, from 859 in 2008 to a current total of 637 in Norfolk. This needs to be balanced with the introduction and rise in Home Childcarers; registered carers who work in parents homes, since 2010. There are 85 Home Childcarers at present.
- 3.8. The Government is keen to develop childcare on school sites. Capital funding for to local authorities to develop new provision is currently only available via the schools Devolved Formula Capital and Maintenance funding. Early years facilities on school sites can, however, be managed by a third party and in Norfolk 100 PVI nurseries are on school sites (27 Private, 73 Voluntary).
- 3.9. The current picture for workforce qualifications in Norfolk is difficult to measure. The DfE Benchmarking tool shows that in 2013 the percentage of PVI providers with staff with graduate level Qualified Teacher or Early Years Professional status was 31% in Norfolk, just below the national average and had dropped from 34% in 2012.
- 3.10. Funding early education for children in their formative years, before they start school is intended to improve Early Years Foundation Stage Profile results, leading to better outcomes for disadvantaged children. By age 5 the youngest children in our schools are assessed against the Early Years Foundation Stage Profile (EYFSP).
- 3.11. In November 2013 a 0-5 Needs Analysis was carried out which found that young children in Norfolk are on average achieving less well than children nationally as measured by outcomes in the Early Years Foundation Stage Profile. As a result the Local Authority has a set of plans to improve provision and outcomes for children and families in Norfolk. Two key plans being: - 'A Good School for Every Norfolk Learner' and the 'Early Help Operational Improvement Plan'. In 2014 the percentage of Norfolk children achieving a 'good level' increased by a further 14% percentage points to 58%, while nationally the figure rose to 60%.
- 3.12. We made good progress on the agreed strategic approach to developing free childcare places for 2 year olds and towards meeting the government target for September 2014 of 3,624 places. In total 4,850 new places were created and

current take up is in line with national averages at 70%. Time is needed to bed in and sustain the two year old developments. The shortage of places in a few small geographical areas is still a problem. Plans to respond to these gaps are in place.

- 3.13. Take up and parental demand for 3 and 4 year olds childcare in Norfolk is above the national average but below that of statistical neighbours. However, figures suggest that approximately 4,000 children are not taking up their place. This has an impact on the early Years Foundation Stage Profile results and child outcomes. Recent national research has indicated that 35% of non working parents are unaware of the offer.
- 3.14. The quality of childcare provision in Norfolk is good. In August 2014 Benchmarking analysis shows that 86.2 percent of childcare and early years settings are rated good or outstanding by Ofsted. Norfolk compares well with the East of England average and out performs the national average.
- 3.15. Limited information is available regarding Out of School childcare in Norfolk. Providers do not have to register with Ofsted so there is no complete data source on provision for analysis. A Parent survey suggests a lack of Holiday Playschemes.

Recommendations: -

1. Address specific geographical gaps for 2 year old places e.g. North City and continue to improve take up with the most vulnerable families through partnership working with Children's Centres and the Family Information Service brokerage.
2. Improve take up of funded 3 and 4 year old early education places through a fresh marketing approach, online information to parents and brokerage by our own Children's Services staff working closely with Children's Centres.
3. Expand the 3 and 4 yr old supply of funded places as part of schools expansion and school reorganisation developments
4. Develop the local authorities approach to supporting childminders and to increase the number of childminders in rural areas to provide greater choice for families.
5. Promote childminding to parents as an early education option for 2, 3 and 4 year old places.
6. Ensure there are sufficient Out of School childcare places for 5 – 14 year olds, and in particular holiday care.
7. Support childcare providers to be sustainable, in particular the small rural pre-schools as these are the bedrock of provision for funded early education places.
8. Improve access to funded childcare for children with a disability by ensuring providers have the knowledge and skills to support children with SEND.

Action Planning

We will be working with stakeholders and childcare providers to address the following actions: -

- 1. Meeting the government targets for take up of funded childcare for disadvantaged two year olds with Children's Centre support.**
Plans are in place to address the remaining gaps in provision of places. Continue marketing the scheme to raise awareness amongst parents. More effective use of web and online services to drive 'Channel Shift', (directing parents to online support). Deliver brokerage via Children's Centres and the Family Information Service.
- 2. Undertake further analysis of the supply and demand of 3 and 4 yr old places across the county and in particular the Norwich area where demand currently outstrips supply.**
Work closely with the Pupil Place Planning team and Early Years staff in Children's Services to share information about local hot spots where there is a shortage of provision and develop a strategy for the commissioning of new places in these areas.
- 3. Working within the Schools Capital programme to develop additional preschool places**
Develop ways of working to include preschool provision where required within all new school expansion or re-organisational plans.
- 4. Develop and implement a strategy for supporting childminding provision**
Develop a marketing campaign to promote childminding to parents as an early education option. Encourage recruitment in areas with low numbers of childminders to offer choice. Consider the ongoing sustainability of the development of childminder provision within rural areas.
- 5. Analysis of Need for Out of School Care**
Focussed work to discover how the current childcare market for 5-14 year olds is meeting children's and parents needs.
- 6. Provide support to existing childcare settings experiencing sustainability problems**
Focussing on providers, particularly those in rural areas, who can demonstrate that they are in a position to achieve a sustainable and high quality childcare business within a reasonable timescale and where there is an identified need.
- 7. Children with a disability**
Staff from the Early Years Inclusion strand will continue to provide support for providers who have children with a disability within their provision.

2. Background

2.1 Childcare Act

The Childcare Act 2006 places a range of duties on local authorities regarding the provision of sufficient, sustainable and flexible childcare that is responsive to parents' needs¹. Section 7(1) of the Childcare Act 2006 Act places a duty on English local authorities to secure free early years provision for all eligible children in their area. Regulations made under Section 7 set out the type and amount of free provision and the age of children to benefit.

2.2 Definition of childcare

Formal childcare is, broadly speaking, any supervised care for children aged up to 14 or 18 with disabilities, except when they are with their parent/carer/family member or at school during the school day in term-time. Examples would be childminders, nurseries, playgroups, breakfast clubs, after school and holiday provision. It would generally need to be registered by Ofsted for children under the age of eight.

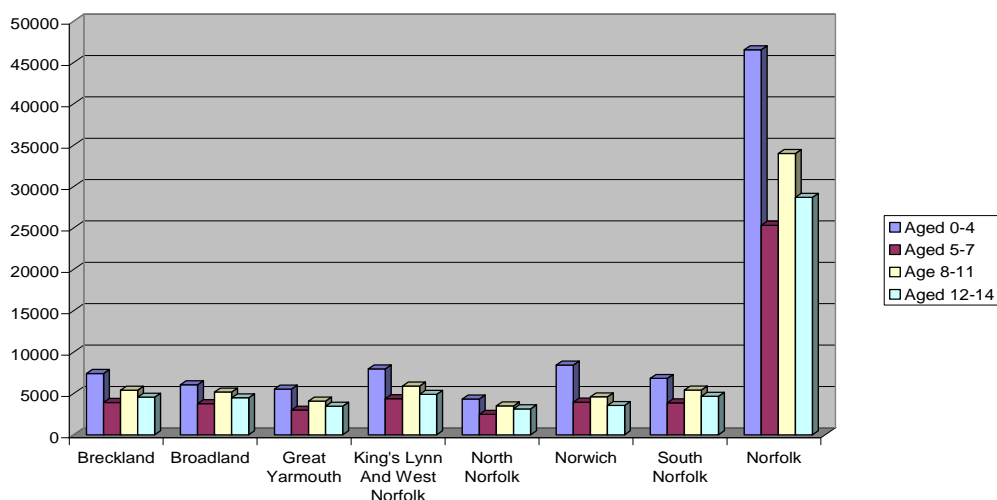
2.3 Informal childcare is unregulated and usually relies on family members and friends. Nationally, over a quarter of families (27 per cent, Sep14) use grandparents to provide childcare during term-time.

3 Demand for childcare – Context

3.1 Population

There are 136,700 children under the age of 15 living in Norfolk, which equates to 15.93% of the county's population. This is a lower rate of 0 – 14 year olds in the population than in England (17.6%). The highest numbers of very young children are found in Norwich, closely followed by King's Lynn & West Norfolk. Numbers of children aged under 15 are projected to increase by 10.1% by 2022. (Norfolk Story Aug 14)

0-14 Population by Age Range and District (2011 Census)



¹ <http://www.legislation.gov.uk/ukpga/2006/21/contents>

3.2 Household Income & working patterns

The mean average annual household income is lower for Norfolk than the national average and the gap is widening. Norfolk has more households in the lower earning brackets (£10-20k and £20-30k) compared with national averages. Norfolk also has a lower proportion of higher earning households (£30-50k) compared with the national average.

Table 1: Annual gross pay for all employees, 2013

Area	Gross annual pay (£)	Annual percentage change
Breckland	19,979	-6.1
Broadland	24,535	0.5
Great Yarmouth	21,003	3.3
King's Lynn & West Norfolk	22,229	-3.2
North Norfolk	21,646	4.3
Norwich	23,107	2.4
South Norfolk	26,226	0.4
Norfolk	22,839	-0.1
East of England	28,477	1.4
England	27,737	1.2

Source: Annual Survey of Hours and Earnings (ASHE) 2013, ONS – Table 8.7a

- 3.3 A higher than average number of families in work (60,603 families) are claiming Working Tax Credit (WTC) – 79% (74% Nationally). 32% (34% Nationally) of those claiming WTC also receive Childcare Tax Credit.
- 3.4 In Norfolk 5.6% of families are Lone parents. This is lower than national average of 7.1%.
- 3.4 A higher percentage of women work part-time in Norfolk than both the national and East of England average.
- 3.5 Of the rural population in Norfolk, around 47,400 people are income deprived (42.7%) of the total across the county. The number of people receiving out of work benefits (JSA and IB) in rural areas is around 19,100, (41.7%) of the Norfolk total.
- 3.6 **Children in Out-of-Work Households**
An Out-of-Work household is a household that contains children dependent on a parent or guardian who is claiming one or a combination of out-of-work benefits.
- The number of Norfolk children aged 0-5 living in Out-of-work households (2013) is 9,410 children
- 3.7 **Child Poverty Rates**
- The England average for children living in poverty is 20.1%
 - The East of England regional average for children living in poverty is 16.2%
 - The Norfolk average for children living in poverty is 17.3% estimated at 29,000 children

The overall child poverty rate for Norfolk masks particular hotspots in the county where child poverty is a more serious issue. Norwich City, Great Yarmouth Borough and King's Lynn & West Norfolk Borough each have higher rates of child poverty than the Norfolk average.

Table 2 : Percentage of children in low-income families

Children (all dependent children under 20) living in low-income families (estimated), 2011		
	%	Number
Breckland	15.5	4,045
Broadland	9.3	2,265
Great Yarmouth	24.6	5,095
King's Lynn & West Norfolk	17.3	5,075
North Norfolk	16.1	2,720
Norwich	27.9	6,965
South Norfolk	11.4	2,815
Norfolk	17.3	28,980
East of England	16.2	206,280
England	20.1	2,319,450

Source: HMRC Child Poverty 2011 statistics

3.8 Traveller Children

Estimates show that between 1,000 and 1,200 traveller children of school age either visit or live in Norfolk per year. This makes them one of the largest ethnic minority groups in Norfolk. Norfolk's non-white population is predominantly urban although migrant workers and travellers are more likely to live in rural areas.

3.9 Disabled children

There are approximately, 122 0-4 year old children on the Norfolk Register of Disabled Children and Young People database (August 2014).

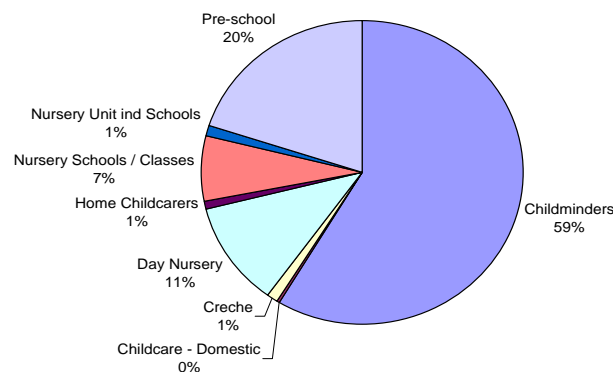
3.10 Children in receipt of Disability Living Allowance (DLA) or who have a statement or Education Health Care Plan (EHCP) can access a free 2 year old childcare place.

3.11 The proportion of children aged under 16 in Norfolk in receipt of Disability Living Allowance (12.82%) is higher than the nation average (11.61%). (November 2013)

4. Supply - Assessment of Early Years and Childcare Provision

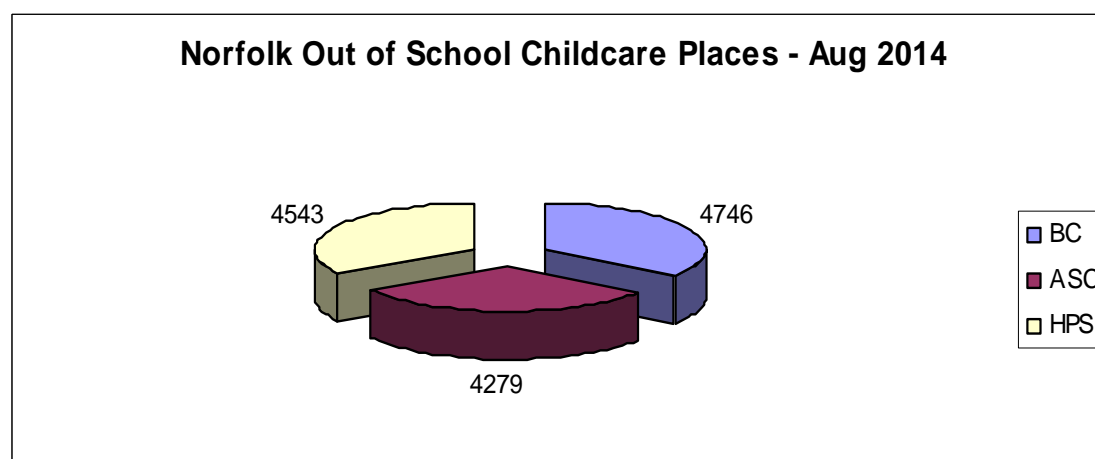
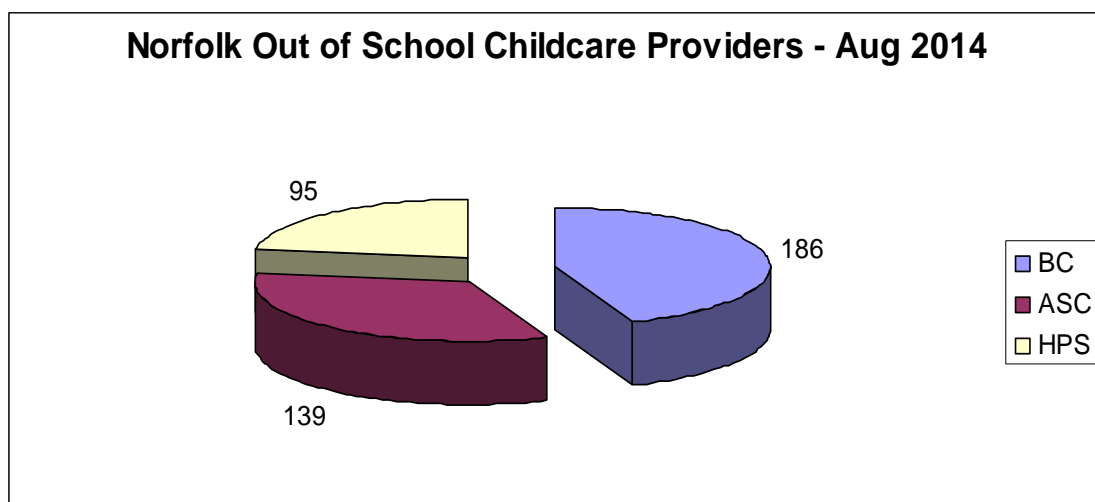
- 4.1 There is a balanced market of childcare provision in Norfolk with all sectors represented. Childminders (59%) represents the majority of providers in Norfolk – but not the majority of places. Pre-schools (20%) are the next biggest groups of providers which are significant in terms of providing funded provision for 2, 3 and 4 year olds. Day Nurseries represents 11% of the market. Over the last few years there has been a reduction in the number of Day Nurseries and an increase in sessional pre-school provision which is indicative of the current economic climate.

Types of Mainstream Registered Childcare Provision in Norfolk - Aug 2014



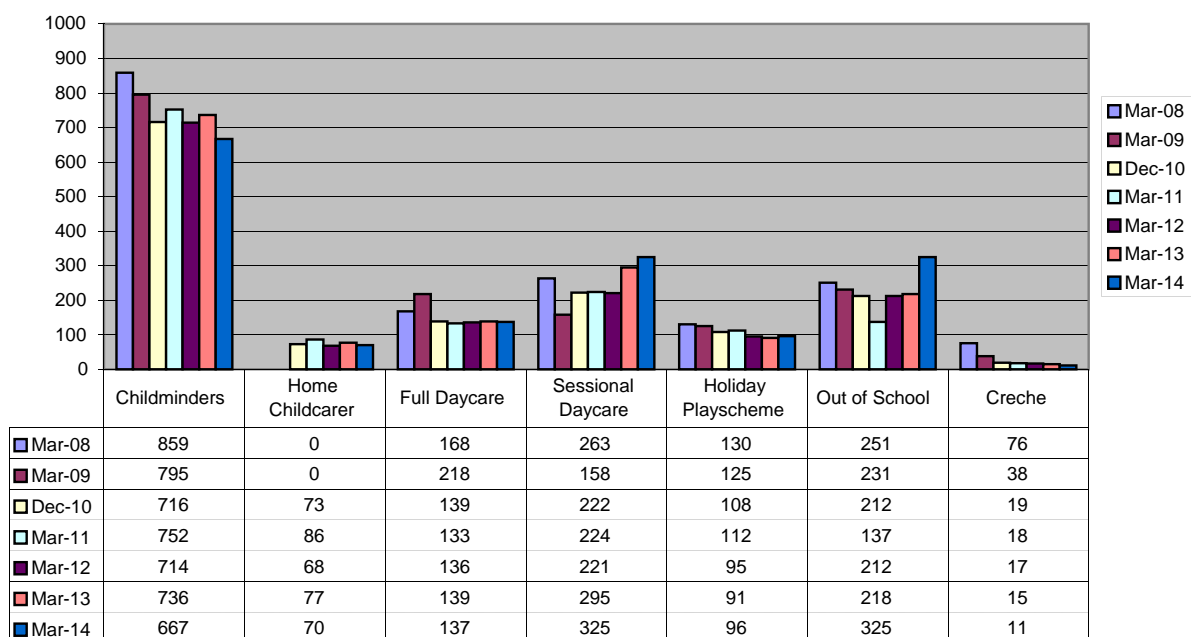
- 4.2 There are a total of 1,044 preschool providers in Norfolk and 20,155 places on the Early Years Register 0-5 year olds (March 2014).
- 331 PVI Group Settings (Day Nurseries & Preschool Playgroups)
 - 637 Childminders, (of whom 8.72% are male), including 128 Non Public childminders
 - 76 Nursery classes
- 4.3 Funded early learning and childcare supply: -
- 4,566 2 yr old places, which is an overall county surplus (August 2014)
 - However, there is a deficit of 163 2 yr old places across specific areas
 - There are 18,069 3-4 yr old places, with a 3,608 place deficit
 - Of all free early education accessed by 3 and 4 year olds in Norfolk, 48% was with private, voluntary and independent providers. This proportion is higher than the England average of 40%.
- 4.4 Norfolk has 140 after school clubs, 187 breakfast clubs and 95 holiday play-schemes. The majority of Children's Centre Lot areas, offer access to school clubs, breakfast clubs and holiday play-schemes.

Norfolk Out of School Childcare Provision - Aug 2014



- 4.5 Childminder numbers have declined. In 2013-14, significantly more childminders resigned from Ofsted than registered with Ofsted, resulting in a net loss of places. This reflects a national trend. However, there has been an increase in Out of School and Sessional care providers.

Childcare Providers March 08 -March 14



- 4.6 Since September 2010, free provision for all 3 and 4 year olds have been available for 570 hours per year, which must be taken over at least 38 weeks - for example, 15 hours per week over 38 weeks of the year. A year commences on the date a child becomes eligible for the free place and subsequent years start on the anniversary of this date. This is a universal offer.
- 4.7 The Government has introduced free early education to 40% of 2 year olds. The 2 year old places are provided based on the child's circumstances or on the family income. From September 2013, around 20% of 2 year olds were able to access a free place. Eligibility for the free places in 2013 was based on the criteria used for free school meals. Children who are looked after by the local authority are also eligible for a place. The entitlement was extended to around 40% of 2 year olds in England from September 2014 when the criteria included households earning under £16,190 and receiving Working Tax Credit and children receiving Disability Living Allowance.
- 4.8 A Children's Centre can offer a wide range of services to support families that include advice and access to local childcare. There is a spread of 53 Children's Centres across the county. Recent commissioned research showed Norfolk's Children's Centres have a key role in helping parents and carers find suitable childcare to take up their free places. (Insight Track 2014)
- 4.9 **Take-up of free early education provision among 2, 3 and 4 year-olds**
In March 2013 cabinet agreed the strategic approach to developing free childcare places for 2 year olds to meet the government target of 1,686 children accessing a place by September 2013. In the 2012/13 financial year 1,587 children accessed a free 2 year old place and in 2013/14 year this increased to 2,855 children accessing their place.

- 4.10 Norfolk had a target of 3,624 places for September 2014. During the summer term 2014, 2171 children took up a free place and with numbers increasing daily; there are currently 2,536 children for the autumn term, making good progress (70%) towards meeting the September 2014 target. (See *Appendix 1*)
- 4.11 In Norfolk, internal data sources show that there is 82.5% take up of 3 and 4 year old funding (See *Appendix 2*), although due to parental choice, not all 3 and 4 year olds will take up the full free entitlement. The State of the Nation Report into Social Mobility and Child Poverty found that one in three couples where neither parent worked were not aware of the free entitlement and 70 per cent of parents were not even aware of the Family Information Service.
- 4.12 Department for Education benchmarking of Take up trends among 3 and 4 year-olds demonstrate that the percentage of take-up of free provision in Norfolk is above the national average but equal to that of statistical neighbours. Take up of 2 year old childcare provision is intended to increase take up and parental demand for 3 and 4 year olds funded childcare.

Take up trends among 3 & 4 Year-olds

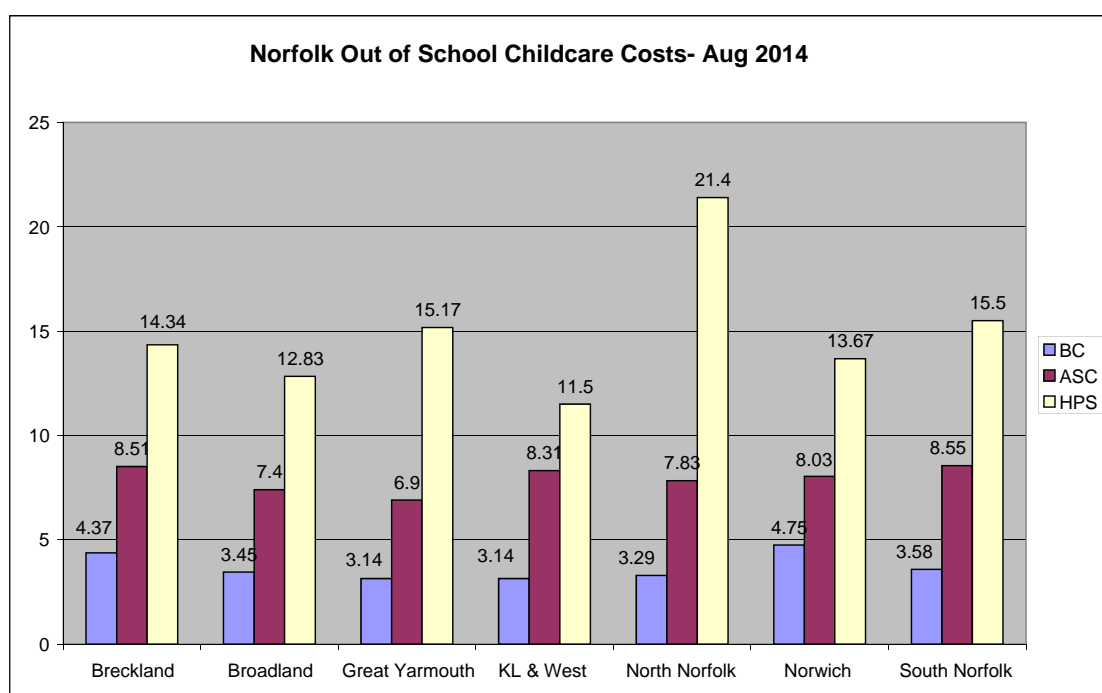
Figure 1

% Take-up of Free Provision among 3 & 4 Year-olds Trend 2011-2013	2011	2012	2013
Norfolk	95%	96%	97%
Statistical neighbour average	95%	96%	96%
England	94%	95%	96%

DfE Benchmarking Tool 2014

- 4.13 **Costs and Affordability of Childcare**
Childcare costs have typically increased by more than the average wage, placing parents under further financial strain in the face of rising living costs according to the Family and Childcare Trust Childcare Costs Survey (2014). Parents living in the East of England pay more than anywhere else in Britain at an average of £129.78 per week. The most expensive holiday childcare project, at a cost of £530 per week, was also in the East of England.
- 4.14 The average cost of a childminder looking after a child under 2 is now £3.99 per hour across Britain. The average cost of a childminder for Norfolk is £3.61 (May 2014). Childminders who pick up children after school charge on average across Britain is £65.08 per week.
- 4.15 The average cost of an after-school club is now £48.19 per week across Britain. A parent with two children in an after-school club for 5 nights per week in Norfolk would have an annual bill of just over £3,000 for term time care.

Out of School Care Costs



- 4.16 Parents receive financial help directly, through the childcare element of Working Tax Credit and through childcare vouchers. Currently, working parents on low incomes can receive up to 70 per cent of their childcare costs up to a maximum of £175 per week for one child in childcare and £300 per week for two or more children
- In 2011, the percentage of families receiving Working Tax Credits and Childcare Tax credits in Norfolk was 31.76%
- 4.17 Providers of funded places for 2, 3 & 4 year olds receive funding from Norfolk County Council. Local Authority funding for the 2, 3 and 4 year old offer will come from the Early Years Block in the Dedicated Schools Grant (DSG), with the Schools Forum deciding on the level of funding through the single funding formula (SFF) for 3 to 4 year olds.
- 4.18 Revenue funding for 2014-15 of £8,424,353 was awarded to Norfolk for 3,624 full time equivalent places (15 hours per child) for 2 year olds. Funding for 3 and 4 year old funding, is paid for the number places filled in the previous financial year. After April 2015, 2 year old funding will follow this pattern. The hourly rate of £4.85 for 2 year olds in Norfolk has been specified by the Government and is calculated to be inline with the average charge for childcare in the county.
- 4.19 **Accessibility - Information Duty**
The Family Information Service (FIS) in Norfolk fulfils the Local Authorities duty to provide information to parents on childcare under section 12 of the Childcare Act 2006. They offer support to families with children aged 0-19 or up to the age of 25 for children with additional needs, topics cover everything from what a childminder does, through to where a local Children's Centre is located.
- 4.20 Research commissioned by the Local Authority shows some groups, particularly migrant groups, may need more help to access childcare.

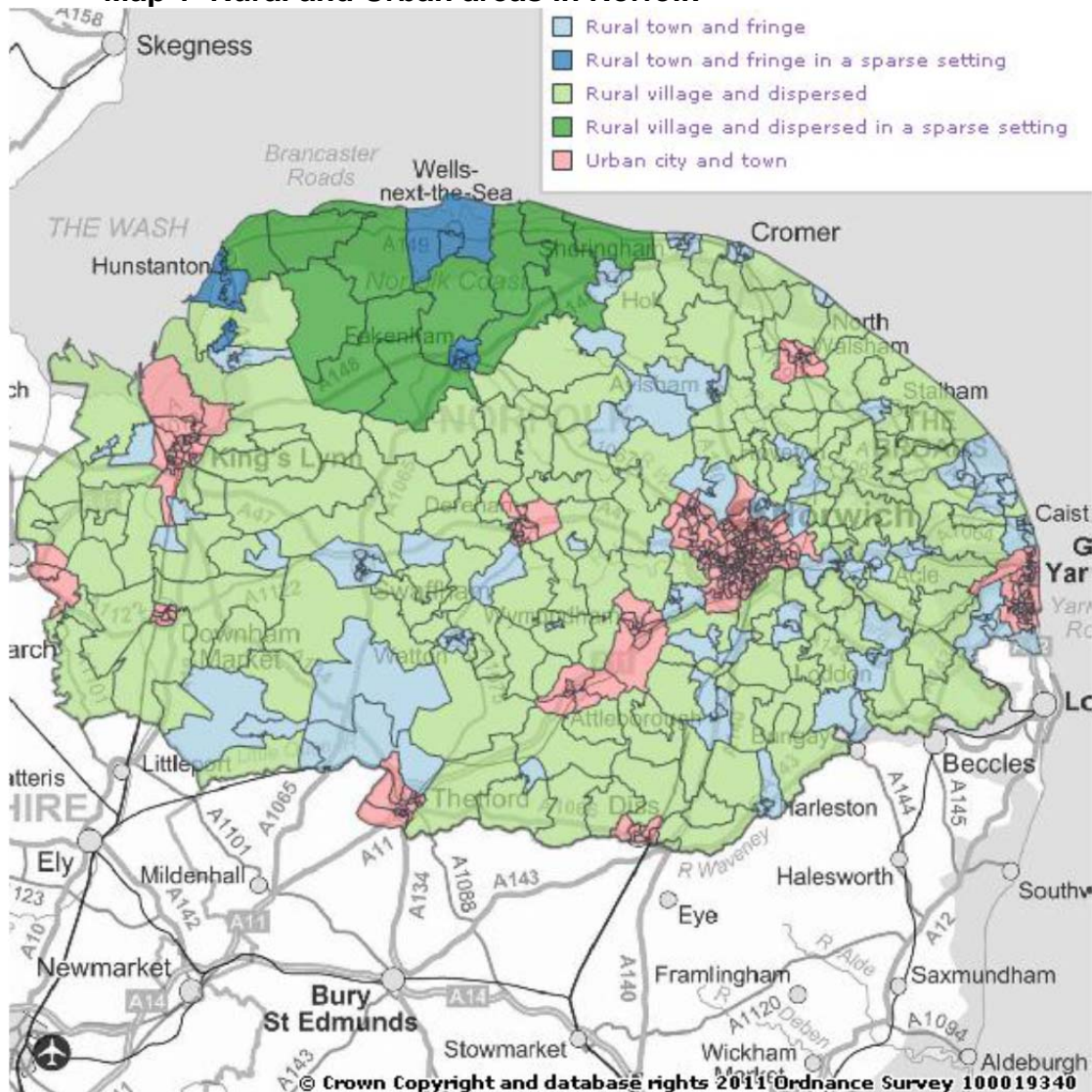
4.21 Flexibility

The Flexible Offer is also a statutory duty. Local authorities need to ensure that childcare is available to meet the needs of working parents, usually 8 am – 6 pm. Analysis of opening hours suggest that overall childcare in Norfolk is flexible enough to meet the needs of working parents. Childminders offer the most flexible childcare.

4.22 Access

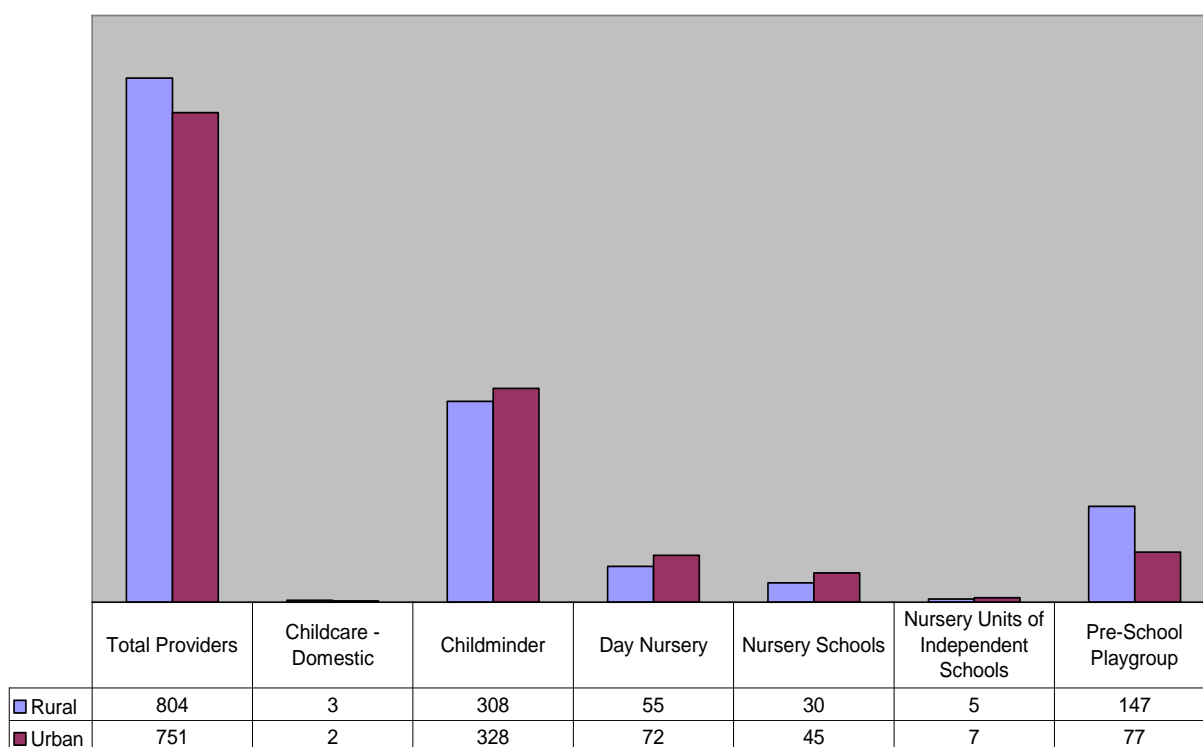
Over 52% of people in Norfolk live in an area defined as rural. (Norfolk Story) Access is often the most highlighted issue for rural communities.

Map 1 Rural and Urban areas in Norfolk



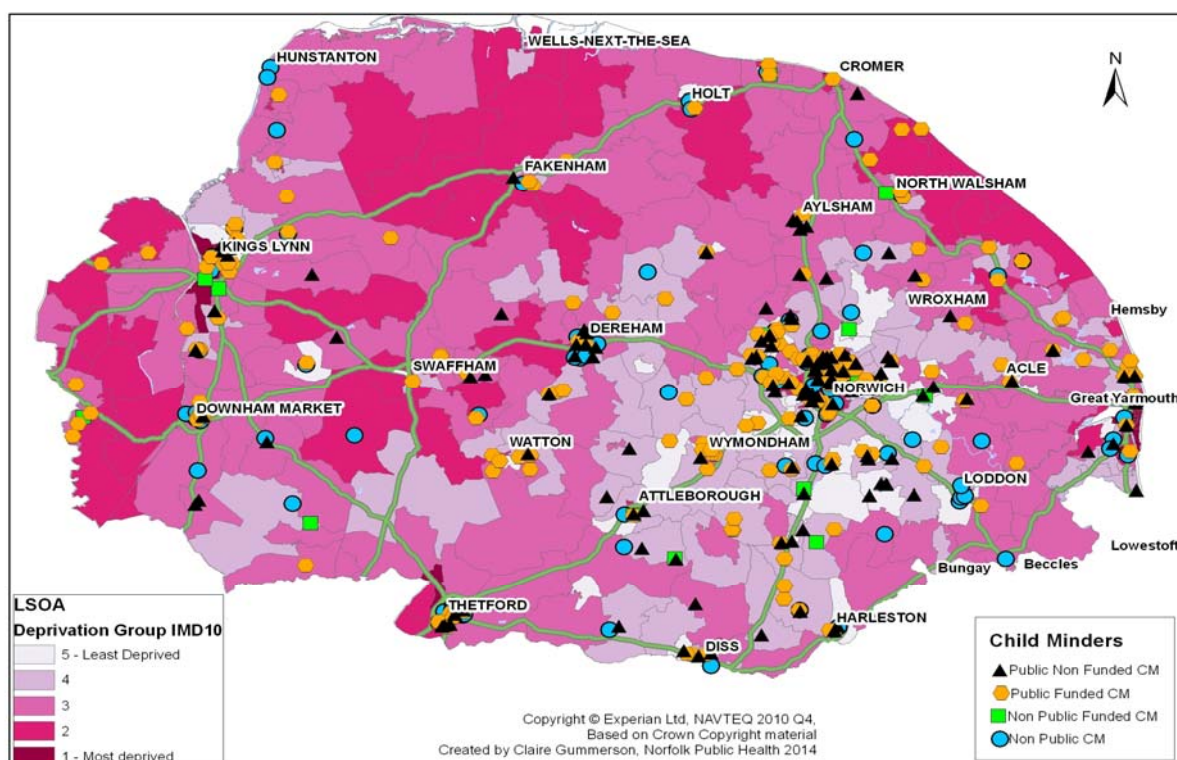
- 4.23 Rural areas are poorly served by public transport. For those without a car, access to key services can be a key issue. The Census 2011 shows that in Norfolk 18.8% of households are without a car/van. This is lower than the England average of 25.8%. Research from 2010 showed that whilst in rural areas more households have access to a car/van (only 14.4% of rural households are without a car or van), there are some rural hotspots where up to 35.5% of households do not have a car/van, making access to services problematic.

Childcare Providers located in Urban or Rural areas



- 4.23 In rural areas fewer services are delivered locally as usage is often unsustainable. This is an issue for most of the voluntary committee run preschool provision in Norfolk, which are the main childcare providers in rural areas.
- 4.24 Mapping of childminders in Norfolk against child poverty hot spots has identified a need to recruit more childminders in areas of rural poverty to offer greater choice.

Map 2 Norfolk Map of Deprivation and access to Childminders Oct 2014



4.25 Disabled children

The new Children and Families Act 2014 requires the Local Authority is to publicise their SEND *Local Offer* to families with a child with special needs. Details have been sought from providers as to what services they offer for children with a disability and will be publicised by FIS.

- 4.26 Finding appropriate childcare can be a problematic to families of disabled children. Often cost is an issue as providers may ask for higher fees to be able to give to offer a higher staffing ratio and provider confidence in caring for the child is also a barrier.

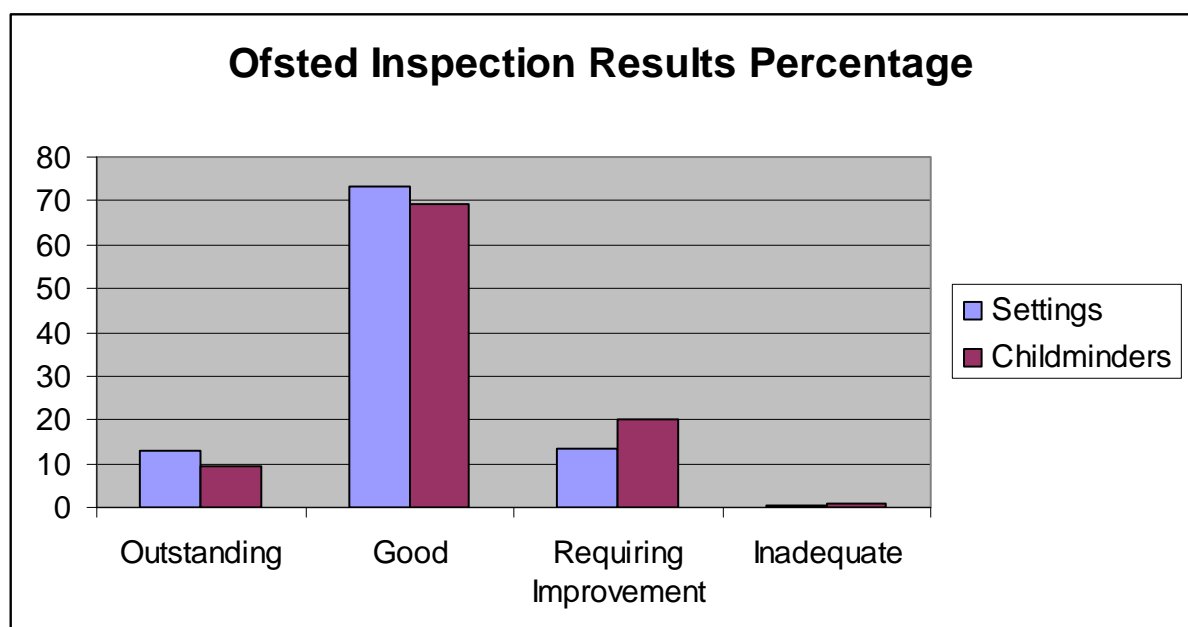
4.27 Quality of Childcare in Norfolk

Ofsted inspected 333 Other Settings – (which is made up by the provider types "Day Nursery", "Nursery Units of Independent Schools" and "Pre-School Playgroup") up to August 2014, 86.2% were good or outstanding.

- 244 (73.3%) are judged to be good
- 43 (12.9%) are judged to be outstanding
- 45 (13.5%) are judged to be requiring improvement
- 1 (0.3%) are judged to be inadequate

Of the 546 Childminders in Norfolk Ofsted inspected up to August 2014, 78.9% were good or outstanding.

- 379 (69.4%) are judged to be good
- 52 (9.5%) are judged to be outstanding
- 111 (20.3%) are judged to be requiring improvement
- 4 (0.7%) are judged to be inadequate



- 4.28 Benchmarking analysis shows the percentage of childcare and early years settings rated good or outstanding by Ofsted March 2014, indicates that Norfolk at 81.7% compares well with the East of England average (82%) and out performs the national average (78%).

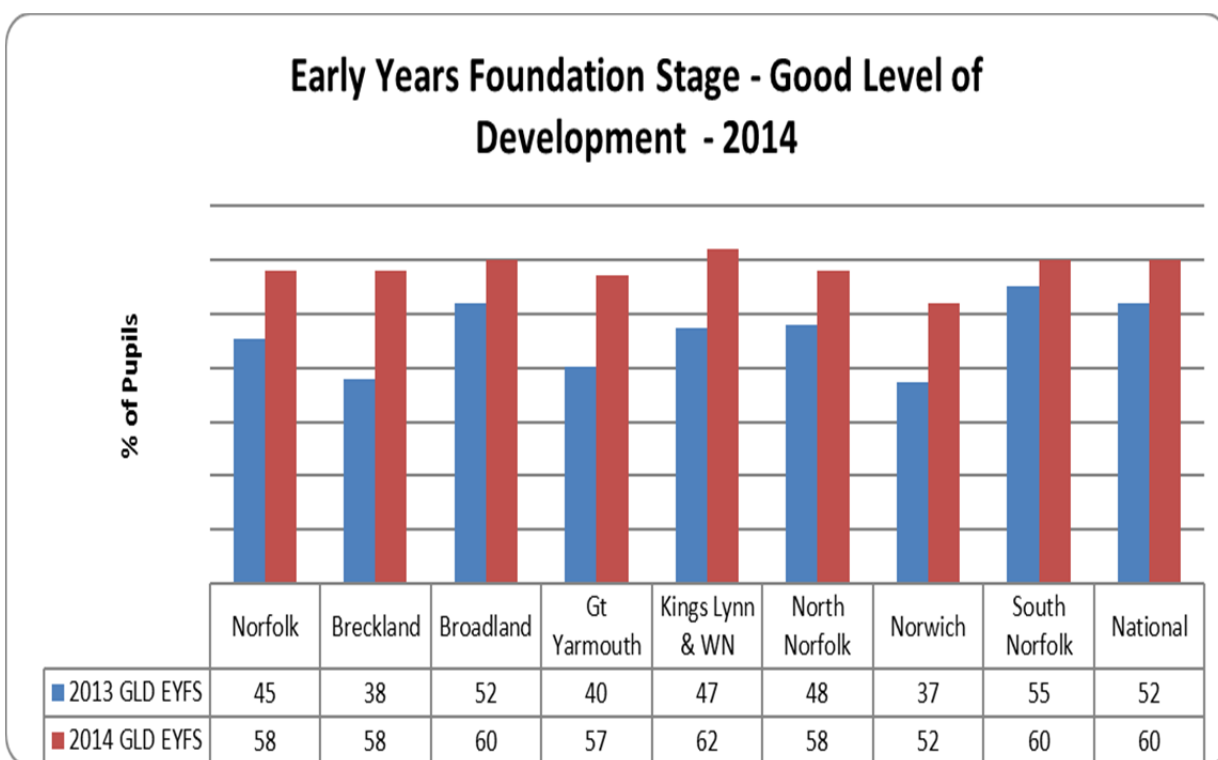
- 4.29 Norfolk County Council maintains and keeps up to date local information about Providers who are in receipt of funding to deliver the free entitlement to eligible children. A Local Agreement sets out the conditions Providers must comply with in order to receive funding to provide free entitlement to early years education and childcare.
- 4.30 Only 'Good' or 'Outstanding' providers can care for funded two year old children, unless there is a sufficiency reason for needing places with providers 'Requiring improvement'. In Norfolk, 86% of 2YO providers are rated 'Good' or 'Outstanding' by Ofsted.

5. Consultation with parents

- 5.1 The Family Information Service consulted with Norfolk County Council employees from August to October 2014 to gain a greater understanding of their childcare requirements. It was felt that as Norfolk County Council employees they would be representative of working families in Norfolk.
- 5.2 In total 244 responses were received. Most of the people (78.6%) who completed the survey were from a two parent household, 14.5% were lone parents, 2.6% were prospective parents and 3.8% other which included grandparents and parents of adult children.
- 5.3 The key findings are as follows:
- 54% of those surveyed worked part time, 44% full time and 2% worked shifts
 - Working hours appear to significantly increase when the child reaches school age
 - Future demand for childcare shows a need for an increase in out of school provision and holiday care.
 - Availability of childcare was a key factor in deciding whether to return to work or not
 - The majority of people (84%) prefer childcare provision closer to home as opposed to where they work (16%).
 - The average number of hours people use is 22 hours per week, at a cost of £84 per child per week.
 - Most people surveyed use childcare vouchers to help with the costs of childcare
 - The majority of people (94%) are happy with the childcare they are currently using – with cost, quality, lack of flexibility and location i.e. too far to travel being the main reason why parents were not happy with their current childcare arrangements.
 - Nearly half of all parents who responded to the survey had to change their working hours to suit their childcare arrangements.
 - Lack of information in relation to funded 2,3 and 4 year old places.
 - Word of mouth is still the way most parents find out about childcare in their area

6. Improving outcomes

- 6.1 By the age of five years old the youngest children in our schools are assessed against the Early Years Foundation Stage Profile. The outcomes focus on a range of skills and stages of development. The measures include an overall outcome for children achieving a 'good level of development'. The Norfolk 0-5 Needs Analysis produced in November 2013 year showed that Outcomes by the end of the EYFSP were below the national average for Norfolk children in 2013.
- 6.2 Improvement measures were introduced and in 2014 the percentage of children in Norfolk achieving this 'good level' has increased by a further 14 percentage points from 45% to 58%. However, this is still below the national average of 60% (2014).



7. Managing the performance and quality of Norfolk's Strategic Approach to ensuring Childcare sufficiency for 0-14 year olds

7.1 How the council can be assured it is meeting its duty to secure sufficient childcare:

Needs Analysis

- Understand the implications of the lower household income in Norfolk, and the importance of the affordability and cost of childcare for Norfolk families so that it is within reach and affordable, whilst also sustaining the 0 – 14 childcare market.
- Consider the predicted rise and fall in population figures and in particular the rise in relation to new housing when planning both current and future childcare provision.

Performance

- Monitor Early Years Foundation Stage profile data, to understand how we are performing when children start school compared to statistical neighbours and the national average.
- By receiving progress reports on the strategic approach for the 2 year old childcare places.
- By monitoring take up trends among 2, 3 and 4 year-olds Norfolk can compare performance of the percentage of take-up of free provision in Norfolk.
- Understand and monitor the Early Help and Schools section of the Children Services Improvement Plan to gauge the impact on improved outcomes for children, young people, their families and communities.

Quality

- By monitoring and securitising the quality of childcare in Norfolk we can compare performance against statistical neighbours and national averages.

Communication

- Communicate to parents and carers how they can access free entitlement to childcare, financial support through tax credits and where childcare can be accessed.
- Ensure the benefits of childcare are communicated to parents and carers so that they can make informed decisions about childcare with good quality information

Background Papers

- Norfolk 0-5 Needs Analysis November 2013
- Insight Track Commissioned Research findings – 2 YO Take Up 2014
- Childminder Needs Analysis October 2014
- Childcare Cost Survey 2014
- RAIS Grandparents Survey for Interflora September 2014
- Norfolk's Story August 2014
- State of the Nation 2014: Social Mobility and Child Poverty in Great Britain - Social mobility and Child poverty Commission
- Childcare Demand Survey Norfolk County Council 2014

Appendix 1 – Take Up of 2 Year old Funded entitlement

Autumn 2014 Data

Claim Period: 01/09/14 to 31/12/14
02-Oct-14

	DWP Eligible Children	Total Take Up to Date	% Take Up
Autumn Target		3624	
Priority Lots	1819	1263	69%
Other Children's Centre Lots	1827	1329	73%
Received - To be processed		30	
TOTAL (per Criteria)	3646	2622	72%
TOTAL plus Local Criteria and Out of County		2700	

Breakdown -

Priority Lots

Bowthorpe, West Earlham & Costessey	C&S	149	117	79%
CFM	C&S	165	110	67%
City & Eaton	C&S	120	72	60%
Earlham Early Years	C&S	121	86	71%
East City & Framlingham Earl	C&S	123	102	83%
North City	C&S	148	87	59%
Thorpe Hamlet and Dussindale	C&S	136	107	79%
Thetford and Thetford Drake	W&B	176	80	45%
Signpost	W&B	112	92	82%
Vancouver (incl. Springwood)	W&B	119	86	72%
Seagulls and Gorleston & Hopton	N&E	187	136	73%
Great Yarmouth and Greenacre	N&E	263	188	71%

Other Lots

Acle Area (Marshes)	N&E	51	37	73%
Attleborough	W&B	71	54	76%
Caister	N&E	72	63	88%
Cromer and Mundesley	N&E	70	59	84%
Dereham Central, South and Litcham	W&B	151	117	77%
Diss	C&S	69	57	83%
Downham Market and Methwold	W&B	129	83	64%
Drayton & Taverham and Hellesdon	N&E	91	58	64%
Fakenham Gateway	N&E	53	41	77%
Harleston and Loddon	C&S	82	57	70%
Hunstanton Area	W&B	60	33	55%
Long Stratton	C&S	35	27	77%
Nar and St Clements	W&B	146	84	58%
North Walsham	N&E	60	49	82%
Reepham and Aylsham	N&E	73	56	77%
Spixworth & Sprowston	N&E	72	48	67%
Stalham & Sutton and Broadland	N&E	63	46	73%
Swaffham	W&B	64	52	81%
Trinity	N&E	38	41	108%
Village Green	N&E	38	33	87%
Watton	W&B	63	43	68%
Wells and Corpusty & Holt and Stibbard	N&E	100	66	66%
West Walton and Emneth	W&B	78	49	63%
Wymondham and Hethersett	C&S	98	76	78%
Children living outside of Norfolk			9	
Local Criteria			69	

Take Up >100% - Children excluded from DWP data

Appendix 2 – 3 and 4 year old funded entitlement take up Summer 2014

Children's Centre Area	Not in Receipt		In Receipt		Total
Outside Norfolk or Unknown Postcode	209	44.1%	265	55.9%	474
Outside Norfolk or Unknown Postcode	383	78.0%	108	22.0%	491
Acle Area (Marshes)	48	11.1%	386	88.9%	434
Attleborough	77	13.8%	479	86.2%	556
Aylsham	28	9.3%	272	90.7%	300
Bowthorpe, West Earlham and Costessey Area	127	17.2%	613	82.8%	740
Broadland	11	6.0%	172	94.0%	183
Caister	25	8.9%	257	91.1%	282
Catton Grove, Fiddlewood and Mile Cross (CFM)	81	14.0%	498	86.0%	579
City and Eaton	124	20.3%	487	79.7%	611
Corpusty and Holt Area	20	8.1%	227	91.9%	247
Cromer	23	10.8%	189	89.2%	212
Dereham Central	43	13.4%	277	86.6%	320
Dereham South	14	6.3%	207	93.7%	221
Diss	69	18.8%	298	81.2%	367
Downham Market	88	17.1%	428	82.9%	516
Drayton & Taverham	40	11.8%	300	88.2%	340
Dussindale	21	7.8%	248	92.2%	269
Earlham Early Years Centre	81	17.1%	392	82.9%	473
East City & Framingham Earl Area	121	19.4%	502	80.6%	623
Emneth	108	39.4%	166	60.6%	274
Fakenham Gateway	20	7.5%	248	92.5%	268
Gorleston and Hopton	55	14.1%	335	85.9%	390
Great Yarmouth (Priory)	48	19.3%	201	80.7%	249
Greenacre	108	19.4%	448	80.6%	556
Harleston	46	26.4%	128	73.6%	174
Hellesdon	31	9.3%	304	90.7%	335
Hethersett	35	9.1%	351	90.9%	386
Hunstanton Area	23	9.2%	228	90.8%	251
Litcham	17	11.4%	132	88.6%	149
Loddon	32	15.2%	179	84.8%	211
Long Stratton	35	13.8%	219	86.2%	254
Methwold	71	24.3%	221	75.7%	292
Nar	68	17.0%	333	83.0%	401
North City	129	22.0%	457	78.0%	586
North Walsham	20	6.9%	268	93.1%	288
Poppyland (Mundesley)	8	7.1%	105	92.9%	113

Reepham	22	10.3%	191	89.7%	213
Seagulls	32	9.5%	306	90.5%	338
Signpost	57	11.0%	461	89.0%	518
Spixworth & Sprowston	61	10.4%	523	89.6%	584
St Clements	22	10.4%	189	89.6%	211
Stalham and Sutton	11	5.7%	181	94.3%	192
Stibbard	10	7.2%	129	92.8%	139
Swaffham	94	20.4%	366	79.6%	460
Thetford	86	23.4%	282	76.6%	368
Thetford Drake	88	25.9%	252	74.1%	340
Thorpe Hamlet & Heartsease	87	21.2%	323	78.8%	410
Trinity	25	8.7%	264	91.3%	289
Vancouver	98	15.5%	534	84.5%	632
Village Green Childrens Centre	74	20.8%	281	79.2%	355
Watton	80	19.6%	328	80.4%	408
Wells	12	10.1%	107	89.9%	119
West Walton	21	16.9%	103	83.1%	124
Wymondham	44	10.3%	383	89.7%	427
Total	3411	17.5%	16130	82.5%	19541

Section 2 :

Childminder Needs Analysis

October 2014

1. Introduction

The purpose of this document is to provide an up to date analysis of childminding practices in Norfolk and will be used to inform the future provision of support to childminders.

The aim is to identify issues for childminders and for the Local authority in its role in supporting childminders. It will also identify strengths and weaknesses in childminding practice both in terms of general provision across the county and within specific geographic areas of Norfolk, to enable the effective targeting of childminding support services in future.

There is a particular focus on the role childminders have in providing funded early education places for 2, 3 and 4 year old children as an alternative to preschool groups and the role childminders play in improving outcomes for children at the end of the Foundation Stage.

The outcomes we're pursuing for childminders in Norfolk are to:

- Increase the numbers of childminders judged 'Good' or 'Outstanding' by Ofsted
- Increase the use take up of funded early education places provided by childminders
- Increase the numbers of childminders, particularly in rural areas to enable parents to work.

2. What is Childminding?

What a childminder is and how they operate

Registered Childminders are childcare professionals working in their own homes to provide care and education for other people's children in a family setting.

They have to be inspected and registered by [Ofsted](#) (the Office for Standards in Education) in England. Registration means ensuring childminders attain a certain level of skills, knowledge and competency to fulfill their role.

Registered childminders are not employed by parents but are self-employed and take care of their own tax and national insurance contributions. Childminders set their own charges according to the service they provide.

Many Registered Childminders are flexible and will work to the hours that parents need, some will work around shift patterns, some will even care for children overnight and on Bank Holidays and weekends. Some will have children before and after school and in the school holidays. Some will offer part time care. This makes Childminding a valuable childcare option for parents.

Because Childminders work in their own home they can offer home from home type care which many parents value in choosing a childminder as opposed to group provision. Childminders can visit local Children's Centres, play parks, toddler groups and some even have their own childminding group where they meet other minders and the children can play together.

Another group of childcarers are Home Childcarers who are also registered with Ofsted, but care for children in the child's own home.

How many children a childminder can care for

Childminders can care for up to six children aged under 8 years old but no more than 3 of them may be under the age of 5 years and a childminder may not care for more than one child under age 1 year (except in the care of twins where Ofsted will give special consideration to allowing this)

The childminder's own children are included in the above numbers. However, a childminder cannot claim funding for their own child's early education place.

Childminders may also care for children aged 8 years to 14 years provided that they can show that it does not affect the care of the under 8 year olds.

Some childminders work together or with assistants and those that do can look after more children. However, the size of the home and consideration to how they will manage the children and what qualification the childminder has, is taken into account before registration by Ofsted.

Legal requirements for childminders

All childminders in England must comply with the requirements of the EYFS 2014 and Childcare Register 2012, local planning, fire and food hygiene laws, health and safety legislation and the Equality Act 2010. All childminders must have completed an introductory training course and update their paediatric first aid training every 3 years. They must carry public liability insurance and class 1 business insurance to drive with childminded children in their cars.

Evidence base for childminding practice

Research by the National Children's Bureau (December 2011) found that there is very little substantive research on childminders in England. They have lost their foothold as they key providers of full-time daycare for young children. The previous government's national childcare strategy supported the provision of large numbers of new centre-based places, together with subsidies through the tax and benefits system for parents to take up free places. Further, since 2008, childminding has become increasingly regulated as childminders are now mandated to work within the Early Years Foundation Stage (EYFS) framework and are held accountable to the same standards as centre-based providers, which may change the nature of their work. Yet, the evidence to date says very little about childminding practice, notably how childminders use their unique position as home-based providers to help young children achieve appropriate development prior to school entry.

3. Current National and Statutory Framework Requirements

Childcare Act 2006

The Childcare Act 2006, and subsequent statutory guidance requires local authorities to:

1. improve the outcomes of all children up to five years of age and reduce inequalities between them
2. secure sufficient childcare for working parents
3. provide a parental information service
4. provide information, advice, and training for childcare providers.

In practical terms, this means that with regard to childminding we have a duty to:

1. Ensure that all childminders who are delivering funded 2, 3 and 4 year old places have access to appropriate training to deliver the EYFS to improve outcomes for children at the end of the Foundation Stage and that childminders who receive an inadequate or RI Ofsted judgement have the necessary challenge and support to improve their childminding practice.
2. Ensure that there are sufficient childminding places in Norfolk for working parents and stimulate the market where there is a known lack of childminders in an area. This is particularly relevant for funded early education places, bearing in mind the rural nature of Norfolk and the need for parents to be able to access places close to where they live.
3. Provide information for parents on where their nearest childminder is, the costs, which childminders provide funded 2,3 and 4 year old places in their area and what their Local Offer is to support children with additional needs. This information is provided by the Family Information Service (FIS) and also by Children's Centres which have a brokerage function and can help parents access childcare locally.
4. Provide training for people to become a childminder

Childminder Agencies

The Children and Families Act 2013 introduced the concept of Childminder Agencies (CMA's). The aims of CMA's are:

- to attract new childminders to the profession
- to make life easier for childminders by providing a range of services such as marketing, administrative support, and training and development opportunities to help further rise the quality of their provision; and
- to provide parents with matching services to help them find a childminder, access to holiday and sickness cover, and regular updates about the quality of their childminder.

In August 2014, the government published their response to the consultation on childminder agencies. Subject to Parliamentary approval the DfE are pressing ahead with plans to enable CMA's to register with Ofsted from September 2014.

Anecdotal evidence from childminders in Norfolk suggests that CMA's would not be valued, mainly due to the costs of joining an agency – although as yet little is known about the costs associated with joining an agency. However, it is very early days and it will be interesting to see how the market responds to CMA's over the coming months both nationally and locally.

Local requirements

Prior to September 2013 it was practice in Norfolk that a childminder was not eligible to provide funded 3 & 4 year places unless they had a level 3 qualification. Consequently we only had 52 of childminders who provided funded places. In September 2013 the government changed their policy and said that any childminder who has been judged Good or Outstanding is eligible to provide funded places for 2, 3 and 4 year olds. Consequently the number of childminders who have signed up to the Local Agreement to provide early education places has increased significantly. Half of all childminders are now signed up to the Local Agreement.

4. Childminders in Norfolk

a) Numbers of childminders (Public and non Public)

There are 662 childminders in Norfolk (Sept 14) of which 509 are Public and can be accessed by all parents and 153 are Non Public, which means their contact details are withheld from the general public. This is often because non public childminders care for children within their own family or close friends via word of mouth.

b) Geographical spread of childminders

There is not an even geographical spread of childminders across Norfolk. Fifty percent of all childminders are based in Norwich. There are small clusters of childminders in Thetford, Dereham and King's Lynn but there are very few childminders in North Norfolk and around the whole coast line including Great Yarmouth. There is a direct correlation between where childminders are situated and where the demand for childcare places are i

i.e. there are no childminders in areas where there are high numbers of children living in out of work households (*See Appendix 1*) and most childminders are situated in the more affluent parts of the county (*See Appendix 2*).

c) Home Childcarers

There are 83 Registered Home Childcarers who care for children in their own homes in Norfolk; however, only 10 make their details available to the public.

d) Costs of childminding places per hour

Childminders' costs are generally a little lower than nursery costs. The average cost per hour in Norfolk is £3.61 (May 2014), with the cheapest average costs of a childminding place being in Broadland at £1.70, ranging to the highest in South Norfolk at £5.10. This compares with a national average of £3.99.

Funded childminders for 3-4 year olds currently receive £5.10 per hour from Norfolk County Council, However, this is under review and is under consultation at present as part of the consultation on the Single Funding Formula..

Childminders receive £4.85 per hour for funded two year old places.

e) Hours

Childminders work on average between the hours of 7 am to 7 pm weekdays. Some are more flexible about the hours they work, often catering for shift work patterns as they are permitted to provide overnight care under their childminder registration. 7% of Norfolk childminders work on Saturdays.

f) Qualifications – number with a Level 3 or above

Very few childminders have childcare qualifications but this data has not been routinely collected by the local authority.

g) Local Offer

A new statutory requirement, from the Children and Families Act 2014, is for the Local Authority is to publicise their SEND *Local Offer* to families with a child with special needs.

In August 2014, two thirds of childminders had responded to the LA requesting details of what services they offer regarding SEND.

It is a well known documented fact both locally and nationally that families of children with SEN and disability (SEND) struggle to find appropriate childcare. Parents do have difficulties in finding an appropriate childminder when their child does have SEND. For some families a childminder would be an ideal choice however accessibility and practitioner confidence often becomes a barrier. The other barrier for parents of children with disability is cost and again locally, even if a parent can find a childminder who is willing to take their child this can be a problem as they are often asked to pay more. This is also confirmed nationally in the recent parliamentary enquiry July 2014.

h) Diversity of childminders

Data on ethnic origin is not currently collected by the Local Authority. This needs to be collected in future.

In Norfolk 8.7% of registered childminders are male. Many male childminders are partners of female childminders and they work as childminders together. However, male childminders who work on their own do tend to struggle with sustainability and public perception.

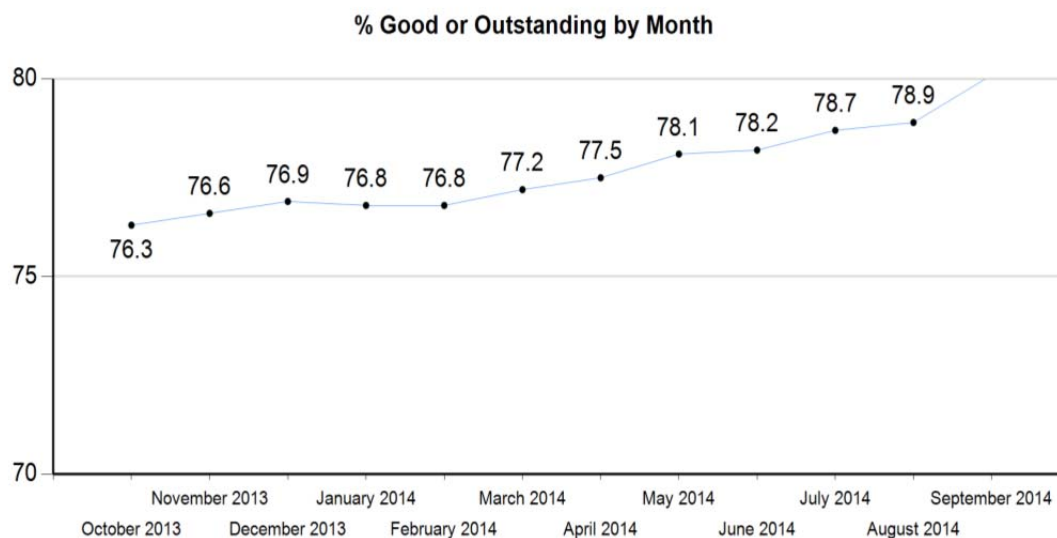
g) Safeguarding

There is an average of 1.5 cases of concern per month involving childminders, which require LADO and Early Years involvement. Most cases are completed within 2 to 3 months.

5. Ofsted outcomes and LA risk analysis

Current Ofsted inspection outcomes (as of 1st Sept. 14)

Inadequate	Requiring Improvement	Good	Outstanding	Total	Good / OS %
4	103	382	50	539	80.1%
0.7 %	19.1%	70.9%	9.3%		



These figures do not include non-public childminders.

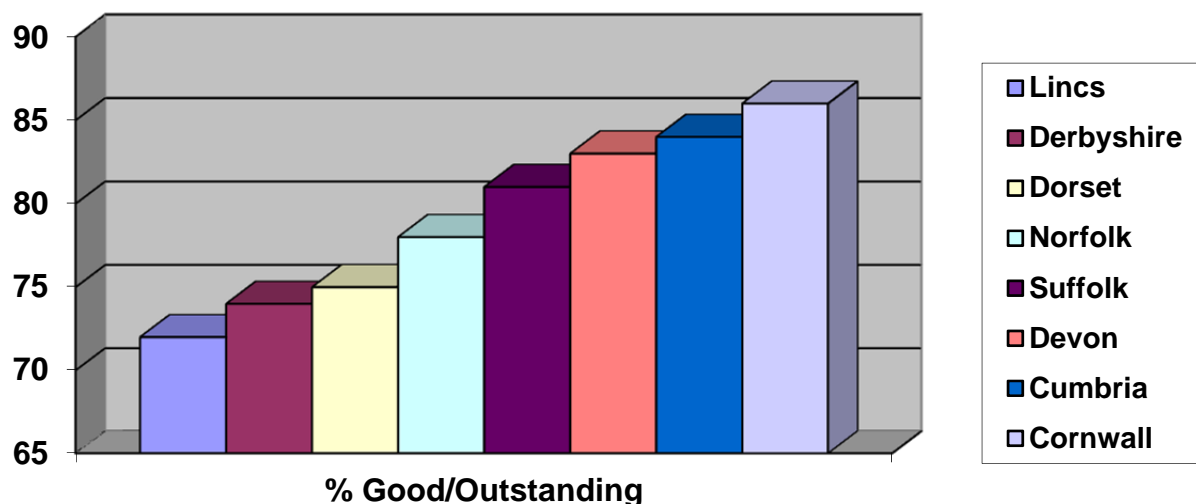
Norfolk v national Childminder Ofsted Inspections (31.3.14)

Comparison with national figures shows that Norfolk was slightly above the national average as of 31st March 14. The percentage of childminders achieving a good or outstanding grade in Norfolk was 78%, compared with the national figure of 76%.

Norfolk has made improvements in the percentage of childminders receiving a good or outstanding grade over the past 4 years. As of 31st August 2011, Norfolk had 73% of childminders graded good or outstanding, rising to the current figure of 80.1% as of 1st September this year.

Tracking children back to their Early Years provision shows that 69.1% who attended childminding provision achieved a good level of development compared with 61.9 % of children attending a day nursery and 58.4% of children who attended a pre-school (September 2014) compared to the Norfolk average of 58% of children who achieved a good level of development.

Statistical Neighbour comparison (@ 31.3.14)



Norfolk Childminder Risk Assessment as of 28.4.14

A risk assessment of all childminders was undertaken in April 2014. This reviewed the risk of childminders being downgraded to either Requiring Improvement or Inadequate at their next inspection. Only those childminders engaging with Childminding Matters were reviewed as part of this process.

District	No. of childminders	Total no of childminders graded RI/ Satisfactory	No @ RI likely to remain at RI	No. of childminders currently at RI, at risk of Inadequate
KL & West	104	24 (23%)	20 (19%)	2 (2%)
Breckland	114	24 (21%)	21 (18%)	3 (2%)
Norwich	109	17 (15%)	13 (12%)	3 (3%)
South	131	16 (12%)	12 (9%)	4 (3%)
Broadland	109	24 (22%)	23 (21%)	0
North	52	4 (7%)	9 (17%)	0
Gt Yarmouth	43	6 (14%)	6 (14%)	0

(Percentages in brackets. Figures are rounded to nearest full percentage point)

6. Participation and take up

There are currently 339 childminders who have said they are willing to provide 2,3 and 4 year old places, but as yet many of these places are to be taken up by families. In the summer term 2014 there were 146 claims from childminders for 3 and 4 year old places and 104 for 2 year old places

PVI Sector - Hours claimed SUMMER 2014

2yr

CHILDREN'S CENTRE LOT	PVI	CHILDMINDERS	TOTAL	%
Wymondham	4120.5	311.5	4432	7%
West Walton	2115.5	189	2304.5	8%
Wells	2815	0	2815	0%
Watton	6100.5	1134	7234.5	16%
Village Green	2561	189	2750	7%
Vancouver	6169	422.5	6591.5	6%
Trinity	5560	945	6505	15%
Thorpe Hamlet & Heartsease	9131	165	9296	2%
Thetford Drake	5057.5	1925	6982.5	28%
Thetford	7266	87	7353	1%
Swaffham	12713.5	165	12878.5	1%
Stibbard	1548	110	1658	7%
Stalham & Sutton	3278	0	3278	0%
St Clements	1809	189	1998	9%
Spixworth & Sprowston	3866.5	1312.5	5179	25%
Signpost	13530.5	944	14474.5	7%
Seagulls	7635	0	7635	0%
Reepham	1534.5	530.5	2065	26%
Priory	12036	0	12036	0%
North Walsham	8385.5	484	8869.5	5%
North City	2142.5	2511.5	4654	54%
Nar	7470	639.5	8109.5	8%
Mundesley (Poppyland)	3309	189	3498	5%
Methwold	4164.5	170	4334.5	4%
Long Stratton	2178.5	1041	3219.5	32%
Loddon	4420.5	0	4420.5	0%
Litcham	1986	0	1986	0%
Hunstanton Area	4923	307.5	5230.5	6%
Hoveton & Broadland	1745.5	81	1826.5	4%
Hethersett	2901.5	189	3090.5	6%
Hellesdon	5564	567	6131	9%
Harleston	1410.5	849	2259.5	38%
Greenacre	18847	136	18983	1%
Gorleston & Hopton	13911.5	524	14435.5	4%
Fakenham Gateway	3569	945	4514	21%
Emneth	4070	527	4597	11%
East City & Framingham Earl Areas	11485	1197	12682	9%
Earlham Early Years	12844	0	12844	0%
Dussindale	1557	364	1921	19%
Drayton & Taverham	2311	567	2878	20%
Downham Market	4798.5	457.5	5256	9%
Diss	8097.5	1302	9399.5	14%
Dereham South	3822	474	4296	11%
Dereham Central	9609.5	231	9840.5	2%
Cromer	3527	111	3638	3%
Corpusty & Holt Area	2079	378	2457	15%
City & Eaton (Vauxhall)	8620.5	0	8620.5	0%
CFM	10367	884.5	11251.5	8%
Caister	1955.5	590.5	2546	23%
Bowthorpe, W Earlham & Costessey Area	14014.5	0	14014.5	0%
Aylsham	2068	0	2068	0%
Attleborough	6470	504	6974	7%

PVI Sector - Hours claimed SUMMER 2014

3&4yr

CHILDREN'S CENTRE LOT	PVI	CHILDMINDERS	TOTAL	%
Wymondham	52249	2772.5	55021.5	5%
West Walton	9925	66	9991	1%
Wells	6808.5	0	6808.5	0%
Watton	33214	4401.5	37615.5	12%
Village Green	31286.5	1287	32573.5	4%
Vancouver	47736	1489.5	49225.5	3%
Trinity	38271.5	2646	40917.5	6%
Thorpe Hamlet & Heartsease	35812	0	35812	0%
Thetford Drake	34851	3269.5	38120.5	9%
Thetford	11344.5	945	12289.5	8%
Swaffham	55406	327	55733	1%
Stibbard	24955.5	532	25487.5	2%
Stalham & Sutton	23783	1239	25022	5%
St Clements	18895	1058	19953	5%
Spixworth & Sprowston	75185	3393.5	78578.5	4%
Signpost	54272	3096	57368	5%
Seagulls	47564.5	0	47564.5	0%
Reepham	19940.5	1683.5	21624	8%
Priory	32754.5	0	32754.5	0%
North Walsham	33080.5	497	33577.5	1%
North City	39121.5	1469	40590.5	4%
Nar	61415.5	1421	62836.5	2%
Mundesley (Poppyland)	14767	851	15618	5%
Methwold	36657.5	1191	37848.5	3%
Long Stratton	21719	4561	26280	17%
Loddon	41349.5	0	41349.5	0%
Litcham	19483	376.5	19859.5	2%
Hunstanton Area	21086	117	21203	1%
Hoveton & Broadland	19548.5	413.5	19962	2%
Hethersett	64860.5	2145	67005.5	3%
Hellesdon	60690	1658	62348	3%
Harleston	9047.5	1253	10300.5	12%
Greenacre	40546.5	0	40546.5	0%
Gorleston & Hopton	35050	1519	36569	4%
Fakenham Gateway	26805.5	377	27182.5	1%
Emneth	7899	786	8685	9%
East City & Framingham Earl Areas	28666	3818.5	32484.5	12%
Earlham Early Years	13458	0	13458	0%
Dussindale	28200	2976	31176	10%
Drayton & Taverham	44363.5	2570	46933.5	5%
Downham Market	64422	2825	67247	4%
Diss	46233	1167	47400	2%
Dereham South	40882	83.5	40965.5	0%
Dereham Central	43819.5	2220	46039.5	5%
Cromer	24118	0	24118	0%
Corpusty & Holt Area	31313	1818	33131	5%
City & Eaton (Vauxhall)	96133.5	788	96921.5	1%
CFM	26978	187.5	27165.5	1%
Caister	12317	1839	14156	13%
Bowthorpe, W Earlham & Costessey Area	64428.5	877	65305.5	1%
Aylsham	16994.5	159	17153.5	1%
Attleborough	76622	1100	77722	1%

Our data shows that only 8% of funded hours for 2 year olds goes to childminders but drops to 4% for funded 3 and 4 year olds places. It is still early days to see whether parents continue to choose a childminder for their child's funded 3 and 4 year old place over and above sessional pre-school provision or school nursery classes. For example, in the Harleston area the take up of 2 year old places represents 38% of the market, but drops to 12% for 3 and 4 year old places. Over the coming months it will be interesting to see if this is a trend that continues across the county.

The data also shows that in the North City area where there is still a significant shortage of places parents are actively choosing to access a funded 2 year old place from a local childminder as they represent 54% of the hours claimed in this area.

More needs to be done to raise awareness amongst parents that childminding is an option available to them for accessing funded early years education

6.3 Out of School provision

Over three quarter of childminders in Norfolk provide before and after school care and 31% are registered as providing holiday care. 93% of Norfolk childminders are opened all year round and they may all be providing care during the school holidays for children they already care for.

District	No. of childminders	No. of childminders providing before school care	No. of childminder providing after school care	No. of childminder providing school holiday care.
Kings Lynn	104	86 (83%)	84 (81%)	28 (27%)
Breckland	114	73 (64%)	72 (63%)	31 (27%)
Norwich	109	66 (61%)	65 (60%)	30 (28%)
South Norfolk	131	100 (76%)	95 (73%)	29 (22%)
Broadland	109	105 (96%)	105 (96%)	50 (46%)
North	52	43 (83%)	43 (83%)	25 (48%)
Gt Yarmouth	43	35 (81%)	34 (78%)	15 (35%)
Norfolk	662	508 (77%)	498 (75%)	208 (31%)

(Data source ofsted import)

7. Stakeholder views

7.1 Childminder voice

168 childminders responded to our survey about “Transforming Early Years Services” in October 2013.

The majority of respondents (85%) were self-employed childminders, however 15% worked in an organisation that employed between 1 and 10 people.

Support Requirements

When asked how likely they were to need support with a number of issues, the majority indicated that they were likely to need support in all of the areas except Leadership & Management. The areas were:

- Special educational needs
- Governance
- Safeguarding
- Welfare requirements
- Planning and assessment
- Learning environment

When asked how helpful local authority services had been in supporting them to improve the quality of their provision, most respondents indicated that the services they received had been Very helpful or Helpful.

Barriers and Challenges

Childminders indicated that the significant or very significant barriers they experience are Business planning (44%) and Accessing financial advice (45%). Most indicated Marketing a slight barrier or challenge or not a barrier at all. Premises, Having the right staff to offer a flexible service and Employing qualified staff do not seem to be barriers (probably because most childminders are self employed).

Improving Take Up

The majority of respondents (42%) indicated that they had done nothing to improve take up of free early education for 2, 3 and 4 year olds. However, some had Improved marketing (19%), Introduced more flexible hours (27%), Extended opening times (24%), Linked more closely with local school (21%), Improved facilities (22%), Improved quality/better Ofsted rating (19%); and Changed staffing (8%). 23% found that demand had increased despite taking no action.

Training

Childminders indicated that they would be likely or very likely to buy the following training from the local authority:

- Early Years Foundation Stage (66%)
- Health and safety (53%)
- Special educational needs / equality (65%)
- Safeguarding (73%)
- Ofsted (58%)
- Qualifications (55%)
- Bespoke training (44%)

They were not likely to buy the following training from us:

- Playwork
- Parent support
- Business and finance
- Leadership and management
- Governance
- Conferences

Most childminders (80%) had attended between 1 and 5 training courses in the preceding year, with 10% having attended 6+. Most of the training courses cost £20-£35.

Concerns raised by childminders:

- Amount of paperwork – a large number mentioned an increased amount of paperwork and concerns about completing it all whilst maintaining good standards of care and a personal life, without putting up prices.
- Lack of understanding of paperwork and the requirements under Norfolk's Local Agreement.
- That childminders without qualifications or RAG rating will be able to offer funded places in future.
- Access to useful training, close to home and at suitable times (Saturdays and evenings); and the impact on personal life.
- Loss of advice and support from local authority
- One childminder felt that other childcare professionals should perceive childminders as being on the same level as them, ie a childcare professional and not a babysitter.
- Sometimes sharing space within the family home can be an issue.
- Reduction in home visits by Childminding Matters.

7.2 Children's Centre voice

Children's Centres have a role in supporting parents/carers to access childcare in their local area, for promoting the take up of 2, 3 & 4 year old places and providing a space for local childminders to get together at the centre.

We carried out a focus with Children's Centre Leaders from the following centres on 8th September to find out their views on childminding in their local areas;

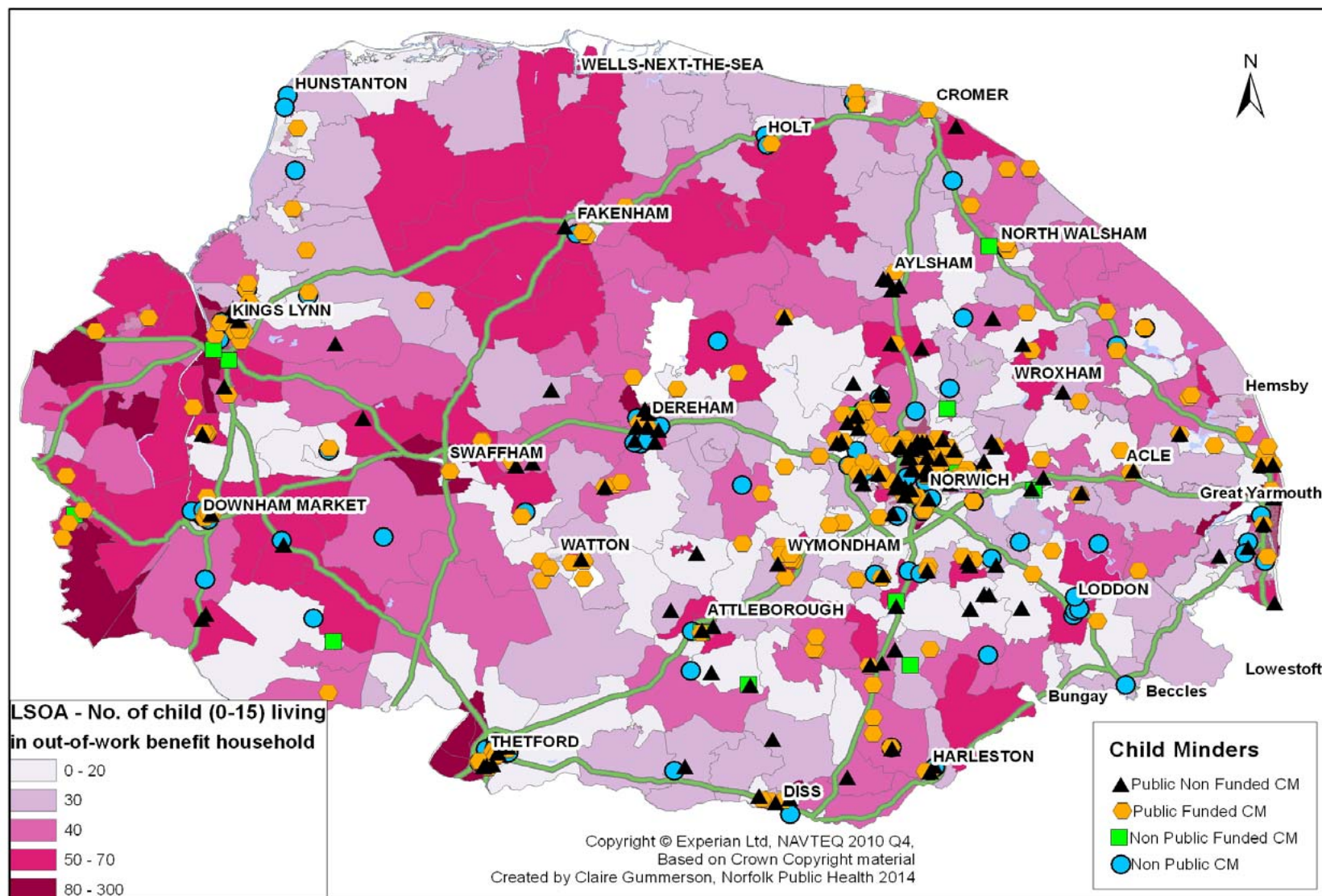
- Downham Market and Methwold Group
- Vancouver (Kings Lynn)
- Drayton
- Trinity (Martham)
- Cromer
- Fakenham

The key findings from this focus group are;

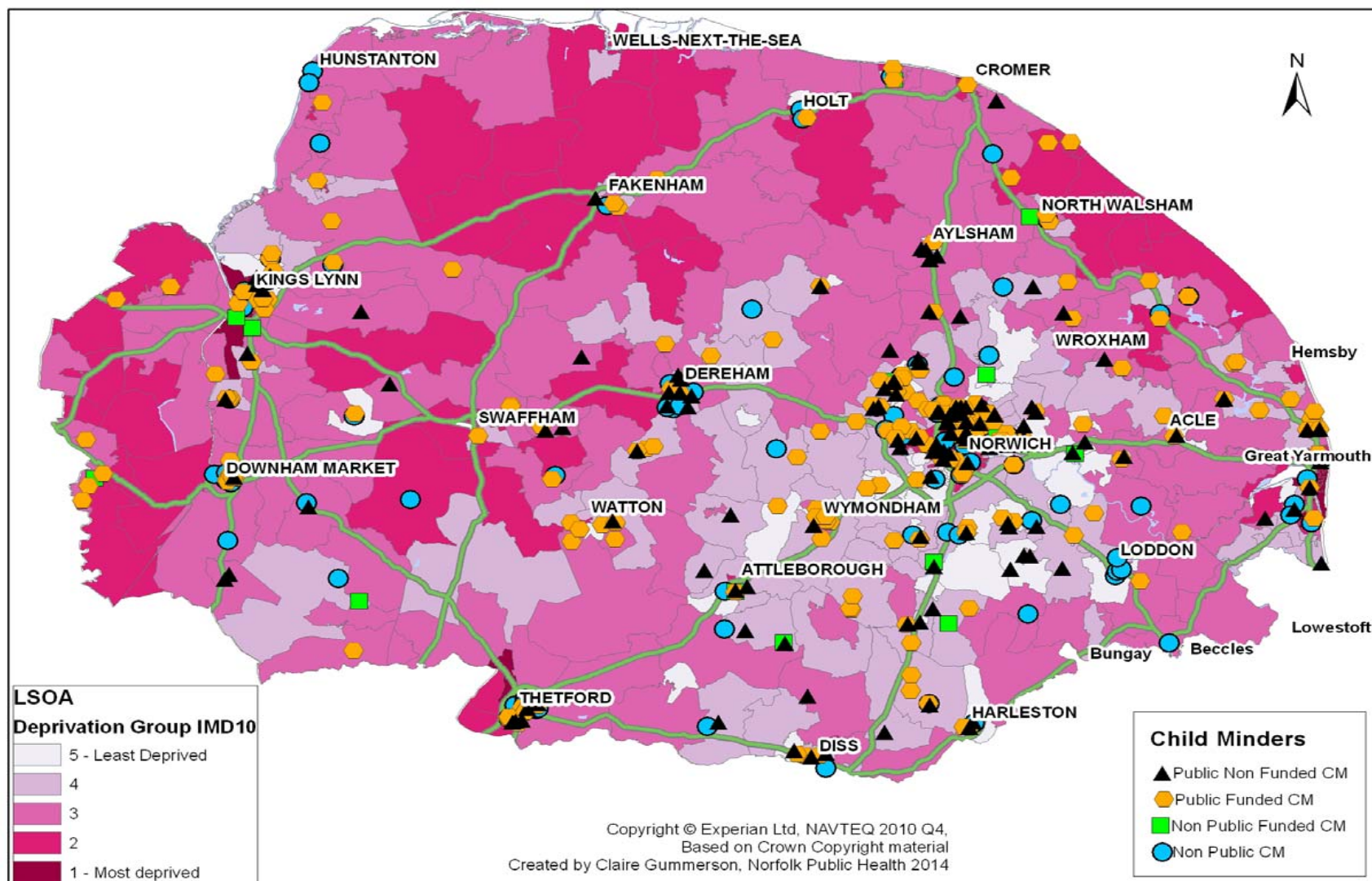
- Children's Centres have a key role to play in supporting childminders in their area through both centre based support and signposting parents
- More childminders are needed in most areas, particularly rural areas, to offer parents more choice and flexibility
- Childminders see each other as competition, but this is improved if they attend the children's centres childminding groups.
- Some parents do not value childminders as a place for children to learn
- It takes too long from the point at which someone expresses an interest in becoming a childminder to getting trained and taking children.
- More information is needed about the 2 year old scheme, especially for newly qualified childminders
- Childminders need to link with the work of the Home Learning Environment strand
- Early Years Advisers could do Story Café's for childminders

8. Recommendations

1. Prioritise LA support and challenge for those childminders who provide funded 2, 3 and 4 year old early education places and for those childminders who receive a Requiring Improvement or Inadequate Ofsted judgement.
2. Ensure appropriate Early Years support for LADO team to deal with safeguarding referrals concerning childminders.
3. Promote childminding both as a career and as an option to parents to access 2, 3 and 4 year old funded early education places.
4. Increase the number of childminders who have the relevant skills and knowledge to support children with SEND.
5. In line with statutory requirements, facilitate the childminding market to ensure a sufficient supply of places across the county to meet the needs of working parents and improve access to early education places..
6. Continue to provide information for people thinking of becoming a childminder and initial childminding training, as well as ongoing professional development to enable childminders to improve their practice e.g. Early Years Foundation Stage, supporting children with SEND and Safeguarding
7. Review the childminder journey with the aim of reducing the time it takes to get childminders registered, with an emphasis on more on -line training and support.
8. Develop the Family Information Service (FIS) website to offer more general information and support for all childminders to enable them to be self sufficient in accessing help and guidance
9. Provide information packs (electronically) for all newly registered childminders and signpost them to the FIS website and advice on how they can advertise on the Family Service Directory.
10. FIS to provide information and advice through social media to encourage childminders to develop an online forum to encourage network working and sharing best practice.
11. Children's Centres to continue to support parents/carers to access child minders in their local area and to provide a space for childminders to get together at the centre.



Appendix 1- Numbers of children living in out of work households and location of childminders



Appendix 2 – Location of childminders in areas of Deprivation

Children's Services Committee

Item No 10

Report title:	Out of County Policy
Date of meeting:	20 November 2014
Responsible Chief Officer:	Sheila Lock
Strategic impact	

Executive summary

Looked after children and young people (LAC) who are placed in out of county placements, often face greater challenges and experience poorer outcomes than those placed within Norfolk.

A key issue with out of county placements is the challenge this poses to maintaining suitable degrees of family contact. This is in direct conflict with the clear agenda Norfolk has set around reunifying LAC with their families/enabling families to stay together.

This report details a proposed Policy aimed at significantly reducing the numbers of LAC placed out of county and consequently enhancing the experience and improving the outcomes of having been in the authorities' care.

Recommendations: The Panel are asked to consider the content of the policy and if in agreement, approve its implementation

* NCC Figure as at 5/9/14

** Ofsted Figure for 2013

1. Proposed Policy

1.1 Principles

- 1.1.1 Norfolk County Council's (NCC) believes that so long as it is consistent with their safety and well being, children should be brought up within their own family. This belief is well-founded being a central pillar underpinning the Children Act 1989 and also being enshrined in the UN Convention on the Rights of the Child.
- 1.1.2 Where this is not possible, NCC requires that children should be enabled to retain close links to their family, friends and home communities.
- 1.1.3 Statutory Guidance clearly states that children should live within the local authority area with access to local services and close to their friends and family, unless that is inconsistent with their welfare.
- 1.1.4 NCC believes that Looked After Children (LAC) are best placed within Norfolk. As such, the starting principle is that placements should only be made within Norfolk.
- 1.1.5 It is accepted that there will be exceptional cases where highly specialist provision is not available and cannot currently be economically commissioned within Norfolk e.g. some complex health care needs. However, as stated these will be exceptional cases and decisions to make such placements must be subject to the highest level of scrutiny, challenge and accountability.

1.2 Current out of county Placements

- 1.2.1 Children currently placed out of county should have a SMART plan for return to Norfolk within a maximum period of 12 months. Exceptions to this can only be agreed via the Director of Children's Services or the Assistant Director (Social Care).
- 1.2.2 In order to ensure that a meaningful transition to independence is facilitated, Pathway Plans should reflect the need to be living in Norfolk for at least six months prior to the young person's 18th birthday (it should be noted that the absence of this requirement from a Pathway Plan, or the absence of the plan itself, is not seen as justification for failing to ensure this outcome is achieved).
- 1.2.3 **New out of county placements (Exceptional Circumstances Only)**
- 1.2.4 A referral for a specialist placement should be made to the Access to Care Panel (ATCP) detailing the requirement for specialist provision, how the specific provision will deliver the stated required outcomes, how progress will be monitored and the proposed duration of the placement.

* NCC Figure as at 5/9/14

** Ofsted Figure for 2013

- 1.2.5 In the case of therapeutic placements for LAC with acute emotional and behavioural difficulties, the residential placement protocol (appendix 1) must be followed.
- 1.2.6 It is highly unlikely that non-specialist placements will be agreed. However, it is acknowledged that there are some extremely rare cases where significant geographical separation from the home environment, for a short period, is necessary.
- 1.2.7 Non-specialist placements can only be agreed in the first instance via the ATCP and initial agreement will only be given for a maximum of 28 days. With the written agreement of the relevant Tier 4 Manager, an extension is permissible up to a maximum of a further 28 days.
- 1.2.8 Any subsequent extension can only be agreed by the ATCP and must be requested in advance, accompanied by a clearly defined plan for return to Norfolk, including timescales and detailing how the placement will deliver the required outcomes.

2. Evidence

- 2.1 The outcomes for LAC are generally poor in relation to their peers and this is compounded further for LAC in out of county placements. A Joint All Party Parliamentary Group report in 2012 highlighted that LAC placed out of county were more likely to go missing and therefore, were at higher risk of physical and sexual abuse, criminality and homelessness.
- 2.2 LAC placed out of county are less likely to receive effective educational and health support than those living in their home area. For example, the completion of initial health assessments for children in out of county placements is cited by Health colleagues as highly problematic due to complex cross boundary relationships between Clinical Commissioning Groups.
- 2.3 Despite this, at time of writing, Norfolk currently has 169* children and young people placed outside its borders. This equates to just over 15% of total LAC, which is higher than the national average of 12%**.
- The breakdown of those LAC placements is as follows:
- 138 are in a neighbouring County
 - 31 are in a 'Distant' County*
 - 127 are foster placements
 - 23 are children's homes placements
- The remaining 19 placements are in a variety of settings including remand, mother and baby units and residential schools

* 'Distant' is defined by Ofsted as *'outside of the placing authority and outside any bordering authorities'*

* NCC Figure as at 5/9/14

** Ofsted Figure for 2013

- 2.4** Whilst a number of those placements will relate to genuinely specialist provision not available in Norfolk, in other cases, the historic high numbers of Looked After Children (LAC) in Norfolk has dictated that some out of county placements have previously been made because high LAC numbers had lead to a lack of available in-County placements.
- 2.5** It is also the case that some children and young people with particularly challenging behaviour have been placed in provision which purports to be 'specialist' but which in reality, offers little in the way of targeted intervention, with significant variation in quality across providers.
- 2.6** The focus on minimising placement moves has subsequently lead to many short-term emergency Out of county placements becoming medium/long-term.
- 2.7** Children are no longer part of their established network and/or home environment. They will be separated from their parents, siblings, wider family, friends, school and the place they have grown up. They may feel isolated and lose a sense of belonging/identity.
- 2.8** Due to the above, the chances of reunification are dramatically reduced as research shows that regular, ongoing contact with family is a key factor in successful reunification.
- 2.9** Due to the distances involved, there is likely to be decreased social worker involvement. This is counter-intuitive given that children placed out of county are likely to be amongst the most vulnerable/challenging.
- 2.10** NCC social workers, education staff and commissioners, are much less likely to have detailed knowledge of the type and/or quality of out of county provision. This includes support services and move-on options where young people opt to remain in the out of county area when they leave care.
- 2.11** Due to the above, there is an overreliance on providers to self assess on appropriateness of current and potential future provision and the progress of the child in placement.

3. Financial Implications

- 3.1** Although the focus of this policy is on improving outcomes for LAC, due to the high costs (direct and indirect) associated with out of county places, it is envisaged that adoption of the proposed policy will generate a net saving to NCS.

* NCC Figure as at 5/9/14

** Ofsted Figure for 2013

4. Issues, risks and innovation

4.1 Equality Impact Assessment (EqIA)

4.1.1 There is a risk that children and young people placed out of county will receive a less comprehensive service than those placed in-county. Research also shows that the outcomes for young people placed out of county are poorer than their peers in-county.

4.1.2 The policy will enable NCS to redress any such inequality in service provision or outcomes for children/young people.

4.2 Any Other implications

4.2.1 "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. Background

5.1 NCS has previously developed plans/strategies to significantly reduce the numbers of out of county placements which have not ultimately proved successful. However, there are significant legislative and governance developments which it is believed will support the success of this policy.

5.2 Since January 2014, a decision to place a LAC in a 'distant'* placement, out of their home area, can only be made by the Director of Children's Services.

5.3 The ATCP was established in April 2014 and is providing an extremely effective gate-keeping process in terms of out of county placement decision-making.

5.4 The focus on pathway planning and the introduction of a leaving care service is bringing the spotlight on

5.5 The LAC Reduction strategy and corresponding operational delivery plan (ODP) will deliver reductions in LAC totals which will ensure sufficient in-County placements are available to meet our needs.

5.6 Individual social workers will be accountable for compliance with this policy and performance will be monitored via a LAC tracker system which has been developed to monitor the delivery of care plan/pathway plan goals.

* NCC Figure as at 5/9/14

** Ofsted Figure for 2013

Officer Contact

If you have any questions about matters contained in this paper please contact Andrew Haley on 01603 223475 or via email at andrew.haley@norfolk.gov.uk

Report Authors

Don Evans – Head of Commissioning (LAC & Alternatives to Care) – 01603 223909



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* NCC Figure as at 5/9/14

** Ofsted Figure for 2013

Residential Placement Protocol

- Residential placements should not ordinarily be considered for young people entering care at 16+, even where this is a re-entry to care where there have been previous periods in residential. Unregulated options should be prioritised.
- In all residential placements, the purpose of the placement should be explicitly defined, to include SMART outcomes. Particular attention should be given to how the placement and specific objectives will contribute to the child achieving a successful family placement. Even in those rare cases of older young people where the plan is for residential through to independence, SMART objectives should be an ongoing feature, linked to care/pathway plans.
- Out of County Residential placements (excluding complex CWD and Therapeutic placements) will not be agreed for more than 4 weeks at a time. Placements should be commissioned against agreed SMART objectives (these should be built into the individual contract). Performance against agreed objectives should be reported and monitored throughout each 4-week period and should form the basis for any decision to continue, or end the placement.
- 'Therapeutic' models are likely to require sign-up to longer periods. In these cases, agreements may be made for up to 6 months at a time to a maximum cumulative time of 24 months (i.e. 4 x 6-month agreements). Any extension beyond 24 months can only be agreed by the Director of Children's Services. All other 'out of county' requirements should apply.
- The purpose, objectives and timescales agreed in all cases should be discussed with the child/young person, prior to (or at the point of placement in emergency cases) and throughout subsequent placements.
- Whilst some flexibility must be built into objectives and timescales, failure to meet the identified objectives should not be seen as justification to extend the existing placement.

* NCC Figure as at 5/9/14

** Ofsted Figure for 2013

Children's Services Committee

Item No 11

Report title:	A New Education Landscape to serve Norfolk Learners
Date of meeting:	20 November 2014
Responsible Chief Officer:	Sheila Lock
Strategic impact As part of our strategy 'A Good School for Every Norfolk Learner' we want to ensure that we have a range of schools, which are well placed to become good or better and/or sustain this success. This paper proposes a way of working to utilise every opportunity to support our aims by affecting schools structures. As a result we will have fewer, bigger organisations often across a number of sites.	

Executive summary

The proposals in this paper are designed to support our strategy 'A Good School for Every Norfolk Learner' by affecting where possible the organisation of schools. It builds on previous work by the Small School Steering Group and the report on 'Sustaining high quality leadership in Norfolk Schools'. The paper sets out how Children's Services will work with schools to create bigger organisations with single overarching governance arrangements. The aim is to develop organisational and executive leadership models that are best placed to provide a sustainably good education within Norfolk's rural context.

The proposal includes an ambition to develop school organisations with 400-600 pupils on roll and for single sites (as part of a bigger organisation) to have ideally 105 pupils as a minimum.

Recommendations:

Children's Services Committee is asked to consider the content of the paper and if in agreement, approve its implementation.

1. Proposal (or options)

Introduction

We want all learners in Norfolk to go to a good or outstanding school. Our strategy 'A Good School for every Norfolk Learner' is designed to deliver the right support and challenge to schools, depending on their individual circumstances and current success. Year one of this strategy has seen good progress but the journey must continue. In June 2014 Ofsted judged Norfolk County Council's support for school improvement as 'effective' and articulated the following areas for improvement:

To continue to improve its impact on schools, the local authority should:

1. Work to increase the proportion of good or better schools still further, with a sharper focus on secondary schools and the smallest primary schools
2. Challenge school leaders to improve the achievement of vulnerable groups, including those entitled to free school meals and looked after children

3. Focus support and challenge to eradicate the variability in pupils' outcomes between districts
4. Develop the role of system leaders further by building on external support to rapidly increase capacity in the county

This paper responds to these challenges and sets out the exciting opportunities that present themselves at this moment in time; in particular ways of restructuring the education landscape to secure high quality sustainable leadership and thereby develop existing talent and attract new ambitious staff to Norfolk. There are many examples where collaboration between schools, whether in Federation, Multi Academy Trust or Cooperative Trust, has led to innovative and exciting developments and good or better outcomes for children.

The Local Authority recognises that it has an important role to play in facilitating work with all relevant stakeholders so that decisions made regarding the education landscape best serve the needs of children and young people. The vision described and the ensuing discussion and action generated through this paper are part of this role.

1. The Challenge

A critical component in securing success is ensuring the education landscape is organised in a way that is fit for the 21st century. In a rural county like Norfolk with a widespread and varied school estate this means all stakeholders must be prepared to look at further developing ways that more effectively support:

- High quality teaching and learning experiences
- Sustainable high quality leadership
- Succession pathways and good professional development for all staff
- Secure funding arrangements with equitable funding for pupils across Norfolk
- School to school support arrangements built into the organisation of education institutions

The significant policy changes introduced through national legislation (2010 Academies Act and 2011 Education Act) present significant challenges to Norfolk with its current education landscape. Norfolk has a high proportion of small schools, many of them isolated and in rural areas.

The current school organisation in Norfolk therefore acts as a potential barrier to school improvement, where a self-sustaining and improving school system is based on schools delivering support to other schools. Having class teaching responsibilities is recognised as being prohibitive for successful headship and system leadership. Most of our single schools with less than 210 pupils on roll do not have the resilient structures that provide the capacity to support others without detriment to their own improvement. In Norfolk, 46% of primary aged pupils go to a school that has less than 210 pupils on roll. We owe it to those pupils to give their school the best chance to succeed.

Funding per pupil varies considerably across schools with many pupils funded 50% or sometimes 100% above those in larger schools yet they often achieve outcomes that are only in line with or lower than those achieved by pupils in larger schools. If we are committed to achieving more outstanding schools we need to re-distribute funding from smaller schools where, despite higher levels of funding, the range and quality of support for learning is more variable, to larger schools or groupings of schools that can provide and sustain good to outstanding education now in the future.

Much has already been achieved with the development of successful federations, multi academy trusts and other cluster or trust structures. Currently, approximately 30% of schools are in such arrangements. Norfolk has had school federations for over 10 years and many lessons have been learnt during that time. We now know that each school within such a collaborative arrangement can both benefit from and contribute to other schools, especially when each has sufficient capacity because of its size. Similarly multi academy trusts are developing networks of schools across the county where support and challenge is provided to improve outcomes for children.

However, many of the current school collaborative arrangements do not extend far enough. Often, the number of pupils, schools or sites is still too low to reap the full benefit of collaboration. We have previously referred to some of these risks, in particular the ability to create stronger leadership arrangements. Stakeholder working groups have helped develop Norfolk's Small School Strategy (July 2013) and report 'Sustaining high quality leadership in Norfolk schools' (March and July 2014), which outline the need for developing executive leadership.

2. The Opportunity

As well as Norfolk's own experience, educational research and examples from elsewhere in the country, both in urban and rural context shows that collaboration strongly supports school improvement¹. Nationally, some of the larger federations and academy trusts serve pupil populations of 2000 or more. This is unrealistic for Norfolk. However, we also know that a single school on its own is well placed both financially and educationally with 210 pupils or more on roll. Experience within the context of current funding and effective structuring of teaching groups and leadership suggests that a **single site** as part of a group of schools should have at **least 105 pupils** on roll. If it is assumed that closing all schools under 105 is not an option how best can the system adapt and provide a 21st century education?

If an education landscape in Norfolk can be developed that sees **groups of schools with 400 to 600** pupils then such collaborations would be well placed to:

- Utilise capacity for improvement from within the organisation to provide good and outstanding teaching
- Create leadership arrangements with clear pathways for progression and are thus able to attract and train future leaders
- Be financially resilient and enjoy sustainable funding arrangements within the context of a national funding formula and equitable funding across Norfolk
- Provide professional development opportunities to all staff, including training for specialist expertise
- Maintain the quality of education , when the resilience of a single institution is tested (staff absence, recruitment issues)

Norfolk Local Authority will work with all stakeholders, both through the small school steering group and through professional associations to enhance and accelerate the current strategy for supporting school collaborations. The momentum built through our strategy 'A Good School for Every Norfolk Learner' and the excellent engagement of all within the education system gives us a unique opportunity to develop an education landscape fit for the challenges of the 21st Century.

3. Proposals

¹ See weblinks under background papers

The following proposals are made with an aspiration for implementation within three years:

- a) Promotion of collaborative groups of 400 – 600 to fully gain the benefits of executive leadership
- b) Development of, and support for, innovative executive leadership models enabling development of existing talent and recruitment of ambitious staff from outside the county
- c) Individual standalone primary schools should be at least 210 i.e. one form entry x 7 year groups
- d) Ideally individual school sites should be a minimum of 105 pupils even within a federation or MAT – e.g. reception and then 3 mixed year classes
- e) Move to all through primary model (not infant and junior)
- f) Partnerships move to federations within 6 terms (2 years)
- g) Local Authority capital deployment is aligned to these principles

4. Implementation

Communication of the vision articulated in this document to allow discussion particularly with governing bodies, parents and communities is essential. Confidence needs to be built up so that although there are risks identified with such developments, they are mitigated as best as possible and it recognised that the potential benefits outweigh any concerns. Case studies need publishing alongside the opportunity for head teachers, staff and governors to tell of their experiences face to face.

Stakeholders (e.g. Head teacher associations, governor associations, Dioceses, Trade Unions, academy groups, the LA) work together to articulate clear career pathways towards executive leadership.

Work with schools and their governors so that by September 2016 all schools have plans in place to show how they will meet these objectives.

Practical school organisation guidance needs refreshing to support head teachers and governors through the appropriate process.

Identifying school sites offering opportunity for supporting the model eg room for growth, closure.

Use every opportunity including statutory powers where necessary to affect school organisation where the Norfolk County Council is directly working with schools in relation to:

1. Intervention with schools causing concern
2. Supporting School Improvement
3. Norfolk's Small School Strategy
4. Leadership recruitment
5. Capital development due to growth in pupil numbers

5. Financial Implications

There are no financial implications - this work will be carried out within agreed budgets.

6. Issues, risks and innovation

How have children and young people been involved in the development of this report and its recommendations?

Staff

The work will be carried out by the Education Partnership Team and School Organisation Teams. There is a small risk that work may exceed the capacity of the teams if a large number of structural changes were to be implemented at the same time.

Property

The work associated with this proposal will affect the school estate. Academy conversions result in a long term lease to the sponsor in line with current practice. Where a school closure is agreed, the land and buildings will be dealt with in line with current policies.

Risks

The risk of maintaining the status quo is that schools are not improving to become good or sustaining a good education.

7. Background

[A Good School for Every Norfolk Learner](#)

[Sustaining High Quality Leadership in Norfolk Schools](#)

List of relevant research to make a case for stronger leadership and bigger school groups:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/287560/Academies_research_priorities_and_questions.pdf

Ofsted - Leadership of more than one school
<http://www.schools.norfolk.gov.uk/view/NCC123519>

[Hill et al \(2012\), The growth of academy chains: implications for leaders and leadership, National College for School Leadership](#)

[The Academies Commission \(2013\), Unleashing greatness: getting the best from an academised system](#)

[ISOS Partnership \(2012\), Action research into the evolving role of the local authority in education, Department for Education and Local Government Association](#)

[Working Together – The Future of Rural Church of England Schools \(Oct 2014\)](#)

Officer Contact

If you have any questions about matters contained or want to see copies of any assessments, eg equality impact assessment, please get in touch with:

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

Officer Name: Sebastian Gasse (Interim Head of Education Partnership Service)

Tel No: 01603 307714

Email address: Sebastian.gasse@norfolk.gov.uk



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Children's Services Committee

Item No...12...

Report title:	Children's Equalities – issues and next steps
Date of meeting:	20 November 2014
Responsible Chief Officer:	Sheila Lock Interim Director of Children's Services
Strategic impact <p>The proposals are targeted at key areas of concern and will achieve :</p> <ul style="list-style-type: none"> • A stronger knowledge and evidence base to underpin practice and service development. • interventions and services which are targeted to meet priorities and specific needs • stronger management and supervision related to equalities issues • leadership which strongly promotes equality of access to services for children <p>This will contribute to</p> <ul style="list-style-type: none"> • children receiving services which meet their individual needs • more effective use of resources • improved outcomes for children in relation to their key areas of development and need within their family, school and community 	

Executive summary

Children's Services has a statutory duty to promote equality of opportunity and equality of access to services for children and young people.

A number of local and national activities and findings underpin a need to review our practice and to undertake activity to address specific areas of concern: Ofsted inspection findings, internal audits; current data; feedback from children and staff, national developments, legislation.

The proposals will :

- develop a workforce which understands equality issues.
- ensure full attention is paid to meeting children's individual cultural and diverse needs.
- Improve the quality of information provided by workers to case assessment and planning processes to ensure interventions meet children's specific and individual needs.
- Develop better informed managers, strengthening management oversight and supervision, and contributing to a cross organisational culture which is robust in challenging discrimination.

Recommendations :

- 1 Improve and extend the evidence and data base to improve analysis and highlight differences in relation to outcomes for particular groups**
- 2 Strengthen the voice of children – promote a film produced by children from different groups in Norfolk, improve quality of practice.**
- 3 Promote leadership in relation to equalities issues - hold a Children's Services equality symposium to inspire, inform and promote a collective understanding of our future direction.**
- 4 Focus on development of managers – their management of diverse teams and having the knowledge and tools to challenge attitudes, behaviour and language and monitor quality.**
- 5 Deliver a targeted learning and development package**
- 6 Improved co-ordination of equalities related work**

1. Proposal

Children's Services has a statutory duty to promote equality of opportunity and equality of access to services for children and young people. This is enshrined in a range of legislation which underpins our work :

Children Act 1989
Children and Families Act 2014
Equality Act 2010

Within Children's Services the following work has also been influential :

- Work of the young peoples' equalities participation group.
- Work of the equalities learning and development group.
- Survey of the equalities related learning and development needs of staff
- Feedback from Ofsted inspections 2013
- Findings from Quality Assurance audits.
- Issues and concerns identified by practitioners and managers at the colloquium October 2014.

The potential programme for action is wide-ranging, relating to organisational and strategy development, commissioning and front-line practice. (see Annexe 1)

To avoid being overwhelmed by the challenge, a realistic set of priorities for action have been identified, which will achieve maximum impact.

The following recommendations identify key areas of activity to address priorities in relation to equalities issues within Children's Services:

- I. **Improve and extend the evidence base** - Produce a concise analysis of young people's core outcomes across social care and education, to identify whether outcomes differ due to race/disability etc or particular groups are over/under represented in some cohorts. Reports to be considered by the Performance & Challenge Board to inform and identify improvement targets.
(see Annexe 2 for current equalities data report)
- II. **Ensure we hear the voice of young people in Norfolk** - All teams to view a film made by young people from different groups in Norfolk (BAME, disabled, Muslims, LGBT), talking about what life is like today in the county and what they would like professionals to be aware of when they work with them.
- III. **Promote Political discussion/leadership** - to consider holding a Children's Services equality symposium, to be attended by relevant members, CSLT, managers and front-line staff across Children's Services. This would serve to inspire and inform, to discuss current complexities, highlight best practice and achieve a collective understanding of our future direction.
- IV. **Achieve strong managerial leadership in relation to equality issues** - agree measurable expectations of managers and staff and implement and communicate this across teams. Learning events for managers to support them in delivering effective management of diverse teams and ensure staff have the tools and knowledge to enable them to challenge through their practice.
- V. **Improved Supervision** - strengthen the role of managers to constructively challenge attitudes, behaviour and language and provide quality assurance through reflective supervision, management overview and appraisal.
- VI. **Deliver a targeted learning and development package** - Equalities related e-learning and self-initiated learning completed by staff – see Annexe 3.
A separate wider ranging report on learning and development will be presented by the Learning & Development team once further priorities have been agreed.
- VII. **Improved co-ordination of equalities related work** - A time limited, short piece of work will be undertaken to identify all equalities related roles and work being undertaken across Children's Services currently, to then address any duplication and ensure time is focussed on agreed priorities. Terms of reference and membership of the Equality group in accordance with CS Committee outcome.
- VIII. **Communication and raising awareness** - Regular contributions to Improving Times to highlight equality issues and best practice.
- IX. **Identify a performance management framework** - To routinely measure progress and the impact on outcomes for children. . The Children's Services Equality Board will monitor performance and report six monthly to CSLT.

The proposal has been informed by consultation with children and young people and members of staff through the equalities participation and learning and development groups.

2. Evidence

Current data and management information available is limited and does not provide sufficient detail and focus in relation to outcomes for vulnerable cohorts. This limits the ability to develop a localised understanding of Norfolk's population and restricts the ability to focus on meaningful and targeted service development within local areas. See Appendix 2 for current data report.

Children and young people from protected groups have worked with the Equality participation group to contribute their perceptions and views. This highlighted a perception that more could be done to understand children's diverse needs and to appreciate the challenges children face in Norfolk today.

This view supports the need for activity to raise awareness across the organisation and to also focus specifically on improving assessment, planning and interventions to ensure practice is tailored and responsive to children's individual needs.

Feedback from staff has highlighted that managers want more guidance to assist them in their management of diverse teams, to develop their skills to challenge discrimination and prejudicial attitudes and behaviours and to promote culturally aware practice.

It has also become evident that a range of equalities related activity is taking place across the organisation, but this needs to be better co-ordinated to avoid duplication, achieve optimum use of resources and ensure the areas of activity are within the identified priorities for action.

Feedback from inspections and internal audits have identified some ongoing themes related to equalities issues and practice. This has included a lack of attention to understanding a child's culture and background, and not giving sufficient regard to children's wishes and feelings in assessment, planning and decision-making.

3. Financial Implications

The proposals outlined can be delivered within existing resources, falling within the parameters of the Annual Budget agreed by the Council.

4. Issues, risks and innovation

The Children's Services Equality Group will be represented on the NCC Equality Group in future. This will enable a contribution to the overall equalities work of NCC and increase learning across the council, assist the development of joint initiatives and maximise efficient use of resources.

Equalities related issues will be considered within forthcoming Ofsted inspections. There is an imperative for us to be able to demonstrate that we have a plan for action and also the impact of equalities related activity on outcomes for children. The proposals within this report will address these requirements.

5. Background

A number of local and national issues set the backdrop for action, these are summarised below

- **Children's Services' Ofsted findings** have raised issues about the extent to which culture, identity and ethnicity are taken into account in assessment, interventions and service planning.
- **Current intelligence** about the over-representation of some ethnic groups of young people in vulnerable cohorts (see Annex 2)
- **Culture and understanding** across the department – engagement with staff, including a recent staff survey and a colloquium discussion on 01 October 2014, have highlighted significant variances in levels of understanding and confidence across the department. Whilst there are pockets of expertise, there are also areas of minimal understanding.
- **National developments** – e.g. the 'Trojan Horse' investigation in Birmingham schools; the challenge issued to Government in September 2014 by academics about variances in educational outcomes across ethnic groups; Rotherham child sexual exploitation inquiry, Serious Case Reviews highlighting Hate Crime.
- **Existing legislation, inspection frameworks and practice guidance** – the Equality Act 2010; Children's Act 1989, Children and Families Act 2014, related legislation, policy and procedure; changes in Ofsted guidance and inspection criteria.

Officer Contact

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

Officer Name: Sandra Summerfield Localities and Integration Manager

Tel No: 01553 669632

Email address: sandra.summerfield@norfolk.gov.uk



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Norfolk Children's Services Equality – issues and next steps – priority setting 01.10.14	
Focus of activity	Strategic, organisational, commissioning and operational activity
Leadership	Elected members, directors and senior managers promote an equalities based culture, provide leadership on equalities issues consider equality when making decisions, champion equality within Children's Services and externally with partners.
Culture	<p>A culture which values cultural diversity and respects difference, is responsive to the individual needs of children, and encourages positive challenge</p> <p>A transparent culture in relation to equalities which encourages openness, challenge, questioning and learning</p>
Workforce Development	<p>A workforce which more closely represents the community of Norfolk</p> <p>Managers will be supported, confident and knowledgeable to effectively manage ethnically diverse teams</p> <p>Members of staff will feel supported to report/ take action in relation to prejudicial behaviour within the workforce having confidence that their concerns will be responded to positively and constructively.</p>
User engagement	<p>Children and young people actively engaged in child protection processes, assessments, planning and decisions about interventions.</p> <p>Customer surveys, focus groups and feedback mechanisms used to hear the views of service users and engage service users in service development</p> <p>Advocacy arrangements well developed and well used, particularly in relation to child protection processes and care proceedings.</p> <p>Routine use of interpretation and translation when required to assist all users to actively engage with assessments and planning.</p>

<p>Quality of practice</p>	<p>Assessments, planning and interventions will show a recognition and understanding of children's individual culture and needs, evidenced in recording.</p> <p>Attention to improving specific aspects of practice e.g.</p> <ul style="list-style-type: none"> • Undertaking effective child protection assessment, ensuring there is no over-compensating in relation to cultural factors • ensuring practitioners understand and can provide an effective response to specific issues/concerns e.g. FGM, CSE, Domestic Violence <p>The voice of the child will be listened to and heard and evidenced clearly in case recording</p> <p>Routine recording of ethnicity, religion and language on case files</p> <p>culturally sensitive assessments, planning and intervention evidenced in case recording, improve knowledge and the quality of practice in relation to working with children from specific minority groups or with specific needs</p>
<p>Strategy and service development</p>	<p>A reliable, detailed and locally focussed data base in relation to protected groups and vulnerable children which is used to inform service development and operational practice.</p> <p>A Children's Service Equality Improvement/Development plan informed by and coherent with the Norfolk County Council Equalities Strategy</p> <p>Effective co-ordination of equalities related activity across Children's Services</p> <p>Robust and sufficiently detailed Information Management and data.</p> <p>Analysis of data to inform a detailed understanding of the population of children and families in Norfolk and a district equalities profile for each district.</p> <p>An Equality Needs Analysis in relation to protected characteristics in order to develop related objectives and outcomes</p>

Appendix 1

	<p>Data will be refined and robust to inform service development, target activity, highlight trends and over and under-representation of protected groups e.g. school exclusions of male Black pupils who have additional needs and to respond to a changing population e.g. significant increase in referrals of children from Eastern European countries</p> <p>Equality Impact Assessments completed as required</p>
Learning and Development	Implementation of an Inter-cultural competence and equalities Learning and Development plan
Access to services	<p>Understanding of rural access issues informs a decision-making in relation to re-structures, service development.</p> <p>Localisation of service delivery</p>
Education	<p>Improved practice regarding schools submitting data on racist and bullying incidents for central collation</p> <p>No children classified as missing out on education for avoidable reasons .</p> <p>The work of the Minority Achievement and Attainment service is widely known and understood and contributes to the work of colleagues across Children's Services</p> <p>Improved data in relation to e.g. attainment, exclusions,</p> <p>The approach of schools and education providers leads to inclusion and positive engagement of all children in education appropriate for their needs.</p> <p>Equalities and inter-cultural competence briefings in place for School Governors</p> <p>Equalities Index performance measures and related activity to improve, well embedded within Norfolk's schools – Norfolk currently rated 10th nationally in relation to the Stonewall Equalities</p>

Appendix 1

	Index measures
Community Development	<p>Improved awareness of and increase in Hate Incident reporting.</p> <p>Children's Services representation on the Norfolk Hate Crime Group.</p> <p>Collaboration with District and City Councils in relation to community cohesion initiatives</p> <p>Feedback from community groups</p>
Partners	<p>Challenge if partners demonstrate discrimination and prejudicial attitudes</p> <p>Promote consistent and routine use of interpreters and translation when required</p> <p>Challenge partners perceptions of workers from BME groups if prejudicial attitudes are identified.</p>
Communication	<p>Clarity about who, within Children's Services has specific responsibilities and/or functions in relation to equalities</p> <p>Effective communication to the workforce about equalities related issues, where to obtain advice and guidance within the organisation and externally, resource material to assist practice, information about the work of the Equalities group.</p> <p>Access through the Equalities website page to information about equalities related language, definitions of terms used</p> <p>Good work being undertaken in relation to equalities and inter –cultural competence is highlighted and shared within the organisation</p>

Sandra Summerfield

Localities and Integration Manager

Chair of Children's Services Equality Group

01 October 2014

Appendix 2

Proportions of Norfolk BAME children in vulnerable cohorts

Purpose of report

- I. This report presents an analysis of the proportions of Black & minority ethnic (BAME) young people across a range of vulnerable cohorts in children's services. The aim of the analysis was to identify whether the number of BAME young people in each cohort was in proportion to the number of BAME young people in Norfolk as a whole – and if not, how this compared to Norfolk's statistical neighbours and national trends.
- II. It should be noted that this is an **early analysis** and further work needs to be undertaken to refine the findings. However, it was considered important to bring this data to the Board at an early stage.
- III. The **full findings** are **attached at Annex 1** to this report.

The cohorts assessed

- IV. The cohorts assessed were:
 - Looked after children
 - Child Protection
 - Children in Need
 - Abuse and neglect
 - Children with disabilities
 - MASH referrals
 - Initial assessments
 - Parents with learning difficulties/mental health issues

Key findings

- V. The analysis suggests that:
 - Black children in Norfolk are more likely to receive a social care intervention than young people of other ethnicities, as are children from mixed and other ethnic backgrounds.
 - White and Asian children are less likely to become looked-after, children in need or receive a referral or assessment in children's social care.
- VI. These findings are not in line with Norfolk's statistical neighbours nor do they reflect national trends and therefore require further investigation.

Next steps

- VII. To better understand the findings, a more in-depth study of these cohorts should be undertaken. This could include identifying whether any conclusions can be drawn relating to:
 - Is this a current phenomenon or a legacy of historical practice?
 - Are there geographical differences across the county?

Covering report by Jo Richardson, Planning Performance and Partnerships Manager

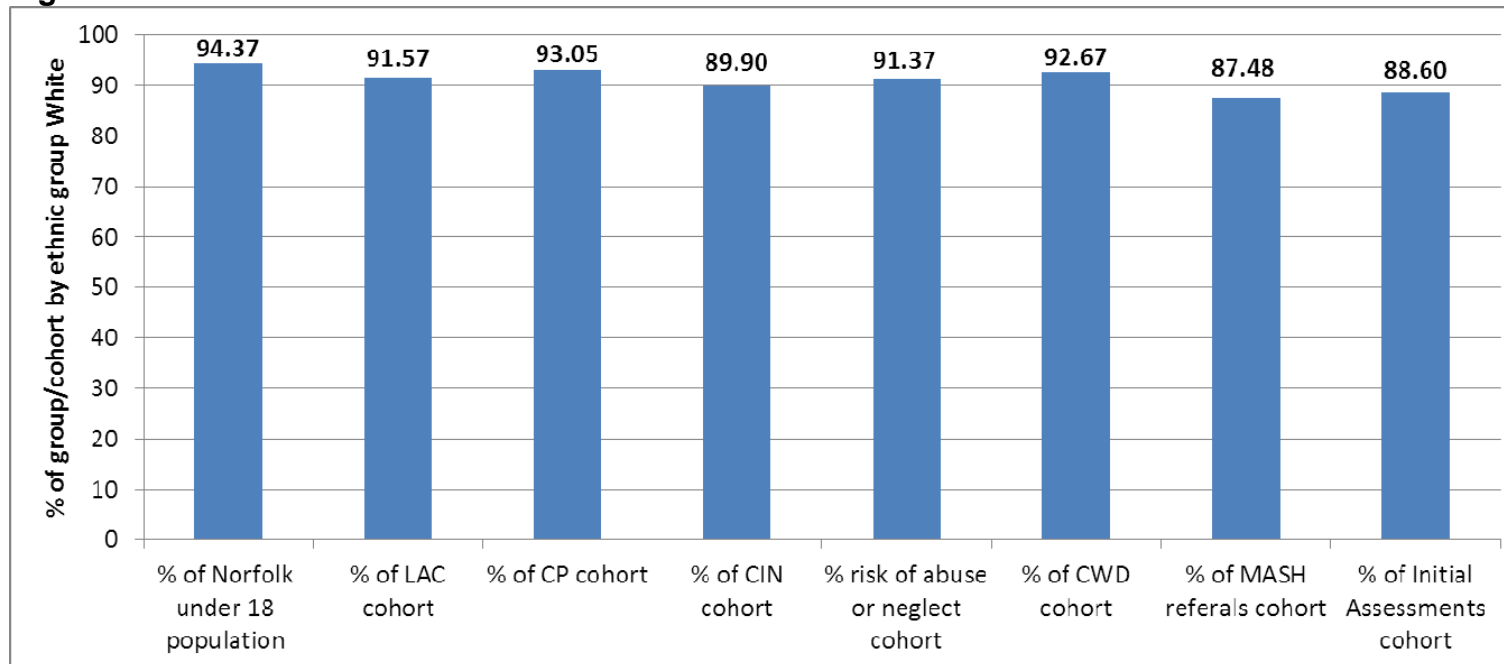
Analysis (Annexe 1) prepared by Simon Scott, Senior Analyst, Business Intelligence

Analysis Annexe 1: Proportions of BAME children in Norfolk vulnerable groups/cohorts

Overview:

- Norfolk's overall population of 0-17 year olds is predominantly White – **94.37%** in the Census 2011 – Figure 1
- The proportion of White children in the cohorts examined is lower than this Norfolk rate – Figure 1
- Within many of the cohorts examined, children of White Irish; White Gypsy or Irish Traveller; and White Other ethnicity are over-represented, compared with Census 2011 data for Norfolk – Appendix 1, Table 1

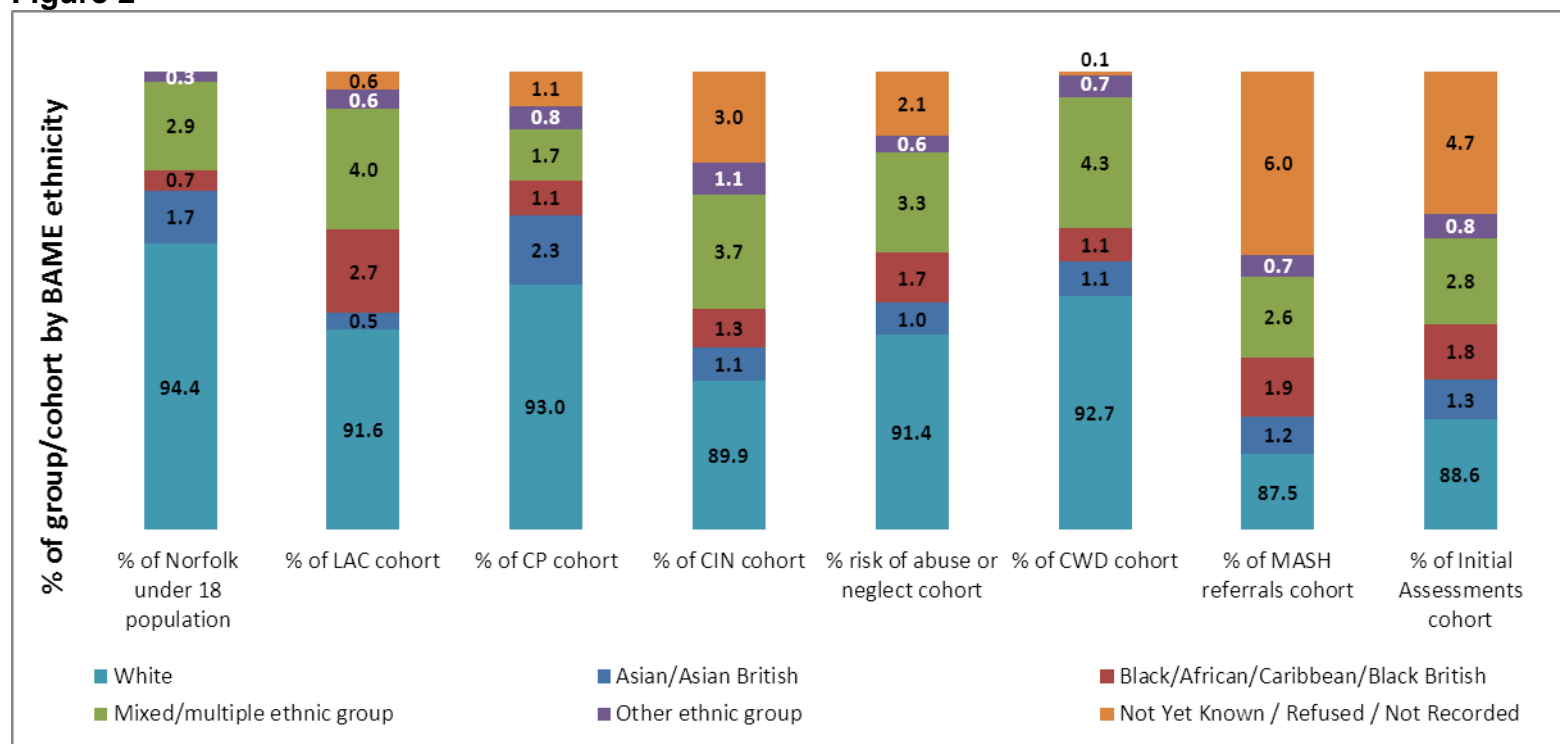
Figure 1



- In the Census 2011, Norfolk's ethnic make-up of BAME (other than White) children (0-17 year olds) is predominately Mixed at 2.89%, with another 1.74% being Asian, 0.67% being Black and 0.34% of Other ethnic groups – Figure 2

- There is an over-representation of Black children in all of the cohorts looked at, when compared with the overall Norfolk 0-17 population.
- The proportion of BAME children in many of the other cohorts examined is generally higher than the Norfolk rate, with the exception of Asian children – Figure 2
- Asian children are over-represented in the CP cohort, compared with Census data for Norfolk – Figure 2
- Black children are over-represented across all cohorts, compared with Census data for Norfolk – Figure 2
- Mixed/multiple ethnic group children are most strikingly over-represented in the CWD cohort, compared with Census data for Norfolk – Figure 2
- There are relatively high proportions of Unknown ethnicity for some of the cohorts, such as 6.02% of MASH referrals and 4.67% for Initial Assessments, which could affect the data if these related to BAME children – Appendix 1, Table 1

Figure 2



Ethnic Profile of Norfolk Looked-After Children:

- The ethnic profile of looked-after children in Norfolk shows an under-representation of white and Asian children, while black children and children from mixed backgrounds are over-represented.
- This is generally consistent with both the England profile of looked-after children & that seen among statistical neighbours¹ - Table 1, figures in bold show ethnic groups that are over-represented among the LAC cohort.
- However, in Norfolk, the proportion of black children who are looked-after when compared to the overall 0-17 population is significantly higher than that seen in England & among statistical neighbours. There are almost three times more black children in Norfolk who are looked-after than would be the case if Norfolk's LAC population compared to whole 0-17 population followed the same proportions seen nationally and among statistical neighbours – see Table 1.
- This means that there are around 20 more black children who are looked after than would be the case if Norfolk's ethnic profile of looked-after children compared to the overall 0-17 population was the same as our statistical neighbours – see Table2.

Table 1: Percentage Breakdown of Ethnic Profile of Looked-After Children for Norfolk, England & Statistical Neighbours:

		White	Mixed	Asian	Black	Other
A	Norfolk LAC Ethnic Profile**	91.6	4.0	0.5	2.7	0.6
B	England LAC Ethnic Profile*	78.0	9.0	4.0	7.0	2.0
C	Statistical Neighbour LAC Ethnic Profile*	94.3	3.4	0.5	0.5	0.5
D	Norfolk Based on England Ethnic Profile Ratio	93.7	5.0	0.7	0.9	0.5
E	Norfolk based on Statistical Neighbour Ethnic Profile Ratio	92.5	4.6	0.7	1.1	0.9

* Figures taken from 2012/13 SSDA903 Return

** Figures based on Norfolk's LAC Population recorded in CareFirst as at 30th June 2014

Table 2: Number Breakdown of Ethnic Profile of Looked-After Children for Norfolk:

	White	Mixed	Asian	Black	Other
Norfolk Actual LAC*	1,043	45	6	31	7
Norfolk LAC Based on England Ethnic Profile Ratio (Table 1, Row D)	1,068	57	8	11	6
Norfolk LAC Based on Statistical Neighbour Ethnic Profile Ratio (Table 1, Row E)	1,054	53	8	13	10

* Figures based on Norfolk's LAC Population recorded in CareFirst as at 30th June 2014

¹ Norfolk's statistical neighbours are: Cornwall, Cumbria, Derbyshire, Devon, Dorset, Herefordshire, Lincolnshire, Somerset, Shropshire & Suffolk

Ethnic Profile of Norfolk Children In Need:

- Black children and children from mixed and other ethnic backgrounds are over-represented in Norfolk's CIN population.
- This is consistent with the profile of statistical neighbours and the country as a whole – see Table 3.
- When compared with the statistical neighbour and England profiles, there are no significant differences in numbers in the Norfolk CIN cohort for any ethnicity – see Table 4.

Table 3: Percentage Breakdown of Ethnic Profile of Children in Need for Norfolk, England & Statistical Neighbours:

		White	Mixed	Asian	Black	Other
A	Norfolk CIN**	89.9	3.7	1.1	1.3	1.1
B	England CIN* Ethnic Profile	75.4	7.6	6.6	8.1	2.3
C	Statistical Neighbour CIN*** Ethnic Profile	90.0	2.9	0.8	0.6	1.1
D	Norfolk Based on England Ethnic Profile Ratio*	90.61	4.22	1.15	1.09	0.61
E	Norfolk based on Statistical Neighbour Ethnic Profile Ratio*	88.3	4.0	1.1	1.3	1.9

* Taken from 2012/13 CIN Census Publication: SFR45

** Figures Taken from Norfolk's CIN Population as at 30th June 2014 (local definition)

*** Taken from 2011/12 CIN Census as ethnicity data at LA level was not published in CIN Census 2012/13

Table 4: Number Breakdown of Ethnic Profile of Children in Need for Norfolk:

	White	Mixed	Asian	Black	Other
Norfolk CIN**	2331	96	28	33	28
Norfolk CIN Based on England Ethnic Profile Ratio (Table 1, Row D)	2349	109	29	28	15
Norfolk CIN Based on Statistical Neighbour Ethnic Profile Ratio (Table 1, Row E)	2289	103	27	34	48

* Taken from 2012/13 CIN Census Publication: SFR45

** Figures Taken from Norfolk's CIN Population as at 30th June 2014

*** Taken from 2011/12 CIN Census as ethnicity data at LA level was not published in CIN Census 2012/13

Ethnic Profile of other cohorts (no national or statistical neighbour comparator data available):

- Asian children are under-represented in all cohorts, with the exception of children subject to a child protection plan.
- Children of mixed ethnic background are over-represented in all cohorts with the exception of children subject to child protection plans and referrals to children's social care.
- Overall, white children are under-represented within all cohorts, however children of White Irish; White Gypsy or Irish Traveller; and White Other ethnicities are over-represented, compared with Census 2011 data for Norfolk.

Conclusions & Next Steps:

- White and Asian children are apparently less likely to become looked-after, children in need or receive a referral or assessment in children's social care.
- Black children are apparently more likely to receive a social care intervention than their peers of other ethnicities, as are children from mixed and other ethnic backgrounds.
- To better understand this, a more in-depth study of these cohorts should be undertaken to see if any conclusions can be drawn relating to:
 - Is this a current phenomenon or a legacy of historical practice?
 - Are there geographical differences across the county?

Appendix 1 - Table 1

Ethnic group	% of Norfolk under 18 population	% of LAC	% of CP	% of CIN	% of abuse or neglect	% of CWD	% of MASH referrals	% of Initial Assessments	% of Parents LD or MH
White	94.37	91.57	93.05	89.90	91.37	92.67	87.48	88.60	77.14
White\ English/Welsh/Scottish/Northern Irish/British	90.51	84.20	83.46	82.68	83.43	89.24	78.25	79.53	77.14
White\ Irish	0.15	0.35	0.56	0.19	0.32	0.24	0.13	0.07	
White\ Gypsy or Irish Traveller	0.16	0.18	0.19	0.54	0.60		0.70	0.83	
White\ Other White	3.55	6.85	8.83	6.48	7.01	3.18	8.40	8.17	
Asian/Asian British	1.74	0.53	2.26	1.08	1.05	1.10	1.24	1.30	
Asian/Asian British\ Indian	0.60	0.09		0.19	0.16	0.37	0.34	0.33	
Asian/Asian British\ Pakistani	0.11						0.02	0.02	
Asian/Asian British\ Bangladeshi	0.19	0.09	0.75	0.27	0.32	0.37	0.26	0.24	
Asian/Asian British\ Chinese	0.30		0.19	0.27	0.08		0.04	0.12	
Asian/Asian British\ Other Asian	0.53	0.35	1.32	0.35	0.48	0.37	0.58	0.59	
Black/African/Caribbean/Black British	0.67	2.72	1.13	1.27	1.65	1.10	1.92	1.82	2.86
Black/African/Caribbean/Black British\ African	0.51	1.58	0.75	0.77	1.13	0.73	0.90	0.85	2.86
Black/African/Caribbean/Black British\ Caribbean	0.06	0.09					0.11	0.12	
Black/African/Caribbean/Black British\ Other Black	0.10	1.05	0.38	0.50	0.52	0.37	0.92	0.85	
Mixed/multiple ethnic group	2.89	3.95	1.69	3.70	3.26	4.28	2.65	2.80	8.57
Mixed/multiple ethnic group\ White and Asian	0.89	0.79		0.31	0.40	0.98	0.26	0.26	
Mixed/multiple ethnic group\ White and Black African	0.67	0.70	0.19	0.66	0.69	0.49	0.38	0.45	2.86
Mixed/multiple ethnic group\ White and Black Caribbean	0.65	0.61	0.38	0.50	0.48	0.24	0.38	0.36	
Mixed/multiple ethnic group\ Other Mixed	0.68	1.84	1.13	2.24	1.69	2.57	1.62	1.73	5.71
Other ethnic group	0.34	0.61	0.75	1.08	0.56	0.73	0.68	0.81	2.86
unknown		0.61	1.13	2.97	2.10	0.12	6.02	4.67	8.57
Total persons in group	165,107	1,139	532	2,593	2,481	818	4,681	4,221	35

Simon Scott, Senior Analyst Direct dial telephone number: 01603 224488

E-mail: simon.scott@norfolk.gov.uk

Andrew Brownsell, Analyst Direct dial telephone number: 01603 222056

E-mail: andrew.browsell@norfolk.gov.uk

Business Intelligence & Performance Service (Resources Directorate), Norfolk County Council

1 August 2014

Children's Services

Equality, Intercultural Competence and Diversity Awareness Learning and Development

Appendix 3

The non-school Children's Services workforce is 1600 members of staff – operational , strategic and commissioning					
e-learning (already in place)					
Outcomes	L&D/OD support	Development activities/ budget	Target group	Expected outcomes, evaluation measures	Timescales
Staff are aware of and adhere to the changes in law set out in the Equality Act 2010	Kerry Brundritt	Equality Impact Assessments e-learning course:	Managers who may be required to complete Equality Impact Assessments	By the end of the course staff will be able to demonstrate an understanding of: <ul style="list-style-type: none"> • Need for EqIA • Methodology to complete • Identify appropriate and inappropriate examples 	Completed by 38 people All relevant managers by 31.03.15
		Equality and diversity in the workplace e-learning	To be mandatory for all managers Relevant for all members of staff	By the end of this course staff will be able to demonstrate an understanding of: <ul style="list-style-type: none"> • Duty of NCC to apply the law • Benefits of diversity • Dignity and respect at work • Workplace scenarios 	Completed by 160 people 100% completion by managers by 31.12.14
		Equality Act 2010 e-learning course	To be mandatory for all members of staff	By the end of this course staff will be able to demonstrate an understanding of: <ul style="list-style-type: none"> • Legislation framework, definitions, concepts • Public sector equality duty 	Completed by 112 people 100% completion by 31.12.14
		Hate Crime e-learning course	Relevant for all staff	To help people working in Norfolk to recognise what a hate incident is and understand the process for reporting an incident.	Completed by 190 people to date All operational teams by 31.12.14
		Exploring and recording identity e-learning course	To be mandatory for all operational practitioners and managers	To provide staff with a basic understanding of how children and young people's identity – issues of culture, ethnicity, disability, gender and sexual orientation should be taken into account in social care recording, assessment and planning process.	Completed by 834 people to date All relevant staff by 31.12.14

Children's Services
Equality, Intercultural Competence and Diversity Awareness Learning and Development

Appendix 3

Self - initiated learning					
Outcomes	L&D/OD support	Development activities/ budget	Target group	Expected outcomes, evaluation measures	Timescales
Staff have access to information and activities that increase their knowledge and improve their practice	L&D to curate and provide to be incorporated into i-net	<p>Online courses e.g. www.uniteforsight.org/cultural-competencecourse</p> <p>Salto- Youth Cultural Diversity Resource Centre International training opportunities, resources, tools www.salto-youth.net</p> <p>YouTube Videos available on cultural competence - accessible via i-learning on NCC intranet.</p> <p>TED talks Website of inspirational lectures e.g. Sally Kohn: Let's try emotional correctness</p> <p>Apps for tablets and smart phones e.g.</p> <ul style="list-style-type: none"> • Diversity Calendar £1.49 • Guess my Race £20.99 • Appreciative Inquiry an Introduction £1.49 <p>Books and films e.g.If you want to buy a Tiger – Norfolk young people DVD When cultures collide – leading across cultures Richard D. Lewis</p>	All staff	<ul style="list-style-type: none"> • Overview of cultural adjustment and culture shock • Coping with culture shock and emotional feelings • Language barriers and working with translators • Cultural differences and cultural understanding • The importance of social etiquette • Ethnocentrism (judging another culture solely by the values and standards of one's own culture) <p>Salto Youth promotes Intercultural diversity to ensure it is understood, respected and promoted all around Europe.</p>	<p>From November 2014</p> <p>Managers to free up practitioner time for reading and learning activity</p>