

Children's Services Committee

Date: **Tuesday 15 July 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 Norfolk Governors Network

Ms T Humber Special Needs Education

Ms V Aldous Primary Education

Vacancy Post-16 Education

Ms C Smith Secondary Education

for further details and general enquiries about this Agenda please contact the Committee

Officer: Julie Mortimer on 01603 223055

or email committees@norfolk.gov.uk

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

A g e n d a

1 To receive apologies and details of any substitute members attending

2 Minutes from the meeting held on 17 June 2014.

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To confirm the minutes from the meeting held on 17 June 2014.

3 Members to Declare any Interests

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

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

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

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

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

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

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

5 Local Member Issues/Member Questions

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

Please note that all questions must be received by the Committee Team (committees@norfolk.gov.uk or 01603 223055) by **5pm on Thursday 10 July 2014.**

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

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Report by the Interim Director of Children's Services.

- 7 Budget 2015-18 – developing our approach.** (Page 54)
Report by the Interim Head of Finance.
- 8 Update on Pathway Planning for Care Leavers** (Page 70)
Report by the Interim Director of Children's Services
- 9 Norfolk's Sustainable School Travel Strategy** (Page 77)
Report by the Interim Director of Children's Services
- 10 Process for proposing and deciding significant changes to School Organisation** (Page 94)
Report by the Interim Director of Children's Services
- 11 Children's Services Committee Plan** (To follow)
Report by the Interim Director of Children's Services

Group Meetings

Conservative	12:00pm	Mezz 2, County Hall
UK Independence Party	1:00pm	Room 504
Labour	1:00pm	Room 513
Liberal Democrats	1:00pm	Room 530

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

Date Agenda Published: 7 July 2014



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Children's Services Committee

**Minutes of the Meeting Held on Tuesday 17 June 2014
2:00pm Edwards Room, County Hall, Norwich**

Present:

Mr J Joyce (Chair)

Mr R Bearman (Vice Chair)

Mr D Collis

Ms E Corlett

Mr D Crawford

Mrs M Dewsbury

Mr C Foulger

Mr T Garrod

Mr P Gilmour

Ms D Gihawi

Mr M Kiddle-Morris

Mrs J Leggett

Mr W Northam

Mr J Perkins

Mr E Seward

Mr R Smith

Miss J Virgo

Parent Governor Representatives:

Dr K Byrne

Ms S Vertigan

Non-Voting Co-opted Advisors:

Ms V Aldous

Ms B Carrington

Mr A Robinson

Primary Education

Norfolk Governor Network

Norfolk Governors Network

Also in attendance:

Mr P Hacon

Dr M Strong

1. Apologies and substitutions

- 1.1 Apologies were received from Mrs Chamberlin (Mr Northam substituting), Mr Mash, Ms Smith and Ms Humber.

2. Declarations of Interest

- 2.1 No declarations made.

3. Co-option of Non-Voting Advisers

- 3.1 The Committee received the report by the Acting Managing Director (agenda item 1) which asked that the non-voting members of the Committee be confirmed for the year 2014-15. All existing members had confirmed that they were happy to remain members of the committee.

It was noted that Post 16 Education representatives would be received in July 2014.

- 3.2 The Committee **RESOLVED** that the Parent Governor Representatives and Advisory Members be formally co-opted onto the committee, as follows:-

Parent Governor Representatives

Kirsty Byrne
Sara Vertigan

Advisory Members

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

4. Items of Urgent Business

- 4.1 The Chairman advised that a handout had been circulated to Members at the start of the meeting (attached to the minutes as Appendix A) which discussed ways in which the committee would work and how Members and officers would work together, as well as what the main business of the committee would be. A formal committee plan was still being written. Upcoming decisions would be made available to all Members through the committee forward plan.

5. Local Member Issues/Member Questions

- 5.1 No Member questions had been received prior to the meeting, however the Chair invited Members to put any questions they may have.
- 5.2 Ms Corlett asked why speech and language therapy in schools had been restricted to four sessions per pupil. Officers advised that a written answer would be provided.
- 5.3 It was noted that the protocol around public and Member questions would be considered in November 2014 as part of the committee system review. In the meantime questions could be asked to the Leader of the Council during full Council meetings and to Committee chairs at committee meetings, as long as the required notice of two working days was given.

6. Appointments to Internal and External Bodies

- 6.1 The Committee received the report by the Acting Managing Director (item 6) which proposed some changes to particular existing internal and external body appointments. Most existing arrangements would be maintained until September 2014 when a full review would take place.
- 6.2 The following changes to internal and external bodies were noted:
- Mr Smith would replace Mr Iles on the Capital Priorities Group.
 - A Member of the Conservative Group would join the Small Schools Steering Group.

- Other representations would be forwarded in due course.

6.3 The Committee **RESOLVED** that:-

- Unless otherwise specified above or in Appendix A of the report, existing appointments to external and internal bodies would continue pending a review to the September Committee cycle and that Member Champion appointments would remain in force until the November review.
- Appointments to those particular external and internal bodies where there was a need to review appointments before the September meeting of the Committee be agreed, as set out in Appendix A of the report.
- Where there was a scrutiny working group whose work was not considered by Members to be have been complete, the Chief Officer would bring a report to allow Members to consider how/if they wish to progress these pieces of work.
- Authority to make appointments to internal and external bodies be delegated to the Acting Managing Director, following consultation with the Chairman or Vice Chairman (and Group Spokespersons where appropriate) where there was an urgent need.

7 **Quality Assurance Update**

7.1 The Committee received the report by the Interim Director of Children's Services (item 7) which updated Members on Quality Assurance activity within Children's Social Care over the first six months of 2014.

7.2 The Committee **RESOLVED** that:

- The approach to quality assurance be endorsed.
- Quarterly updates would be received, to ensure that improvement activities continued to achieve improvements to social care practice and that the quality of service for children and families had improved.

8. **Update on Norfolk Family Focus**

8.1 The Committee received the report (item 8) by the Interim Director of Children's Services, which provided an update to a report on Norfolk Family Focus, first presented to the Children's Services Overview and Scrutiny Panel in January 2014.

8.2 An improvement plan was circulated for the report, attached to the minutes as Appendix B.

8.3 The Committee **RESOLVED** that:-

- A written response would be provided to Members demonstrating progress against outcomes to date.
- The report be noted and that a further written report be provided to the

Committee in Autumn 2014, demonstrating where progress had been made.

9. Free School Meals Update

9.1 The Committee received the report (item 9) by the Interim Director of Children's Services. The report updated Members of eligibility for free school meals, provided progress report on preparations for the introduction of universal Infant free school meals and updated on pupil premium funding for schools.

9.2 The Committee **RESOLVED** that:-

- The report be noted.
- An updated report should be brought to the Committee within six months.
- The Government should be lobbied by the Committee regarding eligibility for free school meals, in order to ensure that all children who were entitled to free meals receive them, rather than the onus being on parents to apply.

10. Sustaining High Quality Leadership in Norfolk Schools – Progress Report

10.1 The Committee received the report (item 10) by the Interim Director of Children's Services which gave a progress report on sustaining high quality leadership in Norfolk schools. The report summarised the original report and contained two appendices giving critical detail around sustainable leadership and structural solutions and why a structural solution should be considered.

10.2 The Committee **RESOLVED** that:-

- The contents of the progress report be noted
- The model outlined in 2.1 of the report be supported, with its focus on risk assessment of schools, executive leadership of more than one school, strong governance and effective deployment of Local Authority capital funding.
- The Small Schools Steering Group be reconvened to evaluate the impact of the autumn term 2013 review of small schools and make recommendations for further activity, with the Group being chaired by the vice-Chair of the Children's Services Committee.

11. Children's Services Integrated Performance and Finance Monitoring Draft Report for 2013-14.

11.1 The Committee received the report (item 11) by the Interim Director of Children's Services. The report set out the latest performance information under the revised framework for monitoring performance within Children's Services which was implemented in January 2014. It also provided outcome based evidence of improvements and trends for a range of measures and indicators within children's social care services and support for school improvement.

11.2 The Committee **RESOLVED** that:-

- The following information be noted:
 - The predicted improvement in outcomes in early years.
 - Changes to predictions at Key Stage 2 and the explanation for this.
 - Predictions at Key Stage 4 which indicate we are on track to achieve the 2014 target (within tolerances).
 - Improvements in Ofsted ratings of 10% for primary schools and 18% for secondary schools.
 - Performance in LAC teams is not improving and urgent attention is being given to this.
 - Performance for teams dealing with child protection and children in need cases is continuing to improve with some markedly improved performance shown overall.
 - The pressures within the looked after children costs (specifically agency placements, Ofsted unregulated accommodation, and special guardianship orders) and special educational needs transport costs that significantly contributed to the overspend.
 - The overall reduction in school balances and the increase in balances held by clusters.
- A detailed report on case outcomes should be made available at the July 2014 Committee meeting.

The meeting closed at 16:45pm.

CHAIRMAN



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Title: Ways of working for the new committee

Key points .

- This is a new set of arrangements and presents a real opportunity to add something to the improvement work
- It creates an opportunity to improve the way of working and the involvement of elected members in the frontline practice
- It enhances the opportunities to get members out and about , to see front line practice , to interact with staff and service users.
- However - in order to do these things , we have to build on the work done so far , we have to demonstrate a managed transition and we must continue to give good evidence that children's services is a priority for the council and it's partners . This means demonstrating the political and officer leadership that illustrates that we understand the issues well and that we can work through differences in order to deliver sustainable change .
 - **We must remember that children's services remains under the spotlight of improvement.**

How will we handle agenda setting and preparation of papers ?

- We have a forward plan - this will largely set the programme of work for our committee, there will though , be opportunities to take other kinds of information and reports. These will be informed by new ways of getting members involved , in front line visits and in task and finish activity .
- The agenda setting will go through a number of stages , from discussion with Chair and Vice Chair with the Director , to discussion with spokespeople .
- The regular spokesperson briefings will include prior to the committee , discussion on the key papers , there formulation , the issues and challenges . In addition there will be an opportunity for regular briefings outside of committee on issues that are particularly sensitive or difficult .
- The reports will look very different , with a focus on ' what difference will this make for Norfolk's children' being right at the forefront . It is intended to make the reports simpler and shorter , with a greater focus on supporting documentation being available through hyperlinks.
- It is intended that staff other than the senior team will come along to committee , giving a much greater input from front line managers . This is an area that staff are receiving training on over the next month.

How will the committee work ?

- These new arrangements provide a chance to work differently with some of the work happening outside of the committee room .
- It is proposed that given the size of the children's portfolio , we create opportunities for two working groups ,
 The first focused on Children and Young people in the social care system
 The second focused on Learning , Inclusion and development
- These groups will undertake timetabled visits , will create the pool of members from which Task and Finish work will be completed and will have an opportunity to report back to committee on their work programme .
- To undertake the work they will have support from a senior officer .

What will task and finish look like for this first cycle ?

- The creation of two groupings of members allows us to improve our response to scrutiny across ALL aspects of children's services
- It also allows us to begin scrutiny activity that will support the improvement work underway already
- It is suggested that on this first round we take some themes from discussion with the Director as to a focus for both groups :

Social care :

Do we plan effectively for children in need , with a particular emphasis on the role of multi agency partners .?

Or :

How effective has the social work pilot in schools in terms of reducing social care referral rates ?

Learning , Inclusion , Development :

Do children's Centres enhance the preparedness of children's readiness for school under the current contract arrangements ?

How well does Norfolk respond to children missing education ?

IMPROVEMENT PLAN UPDATE

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

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

IMPROVEMENT PLAN UPDATE

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

IMPROVEMENT PLAN UPDATE

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

IMPROVEMENT PLAN UPDATE

	Managers are able to keep their teams motivated and engaged in the delivery of positive outcomes for children and young people	Plans are in place for a random sampling of supervision on a monthly basis and the evaluations will be fed back to staff via monthly Performance and Quality meetings and quarterly to the Performance and Challenge Board
	Managers confidently lead their teams (s) ensuring their staff understand both the strategic and operational needs of Children's Services and Norfolk County Council	All CS staff included in NCC Staff Survey planned for June 2014.
	All staff understand how they contribute to achieving positive outcomes for children and young people	
	Positive outcomes for children evidenced by all social workers in all case records as a consistent way of working	Evidence from the Peer review March 2014 suggested only 1 case audited was inadequate and that the majority of cases showed workers were clearly focused on keeping children safe and knowing children and families well. Current 1 case 1 worker audit demonstrates social workers have sound knowledge of their cases. 18 teams to date have had Impact workshops and the understanding of this is beginning to be evidenced in case files.
	Senior manager audits of supervision records routinely challenge where positive outcomes cannot be evidenced in case files	Plans are in place for a random sampling of supervision on a monthly basis and the evaluations will be fed back to staff via monthly Performance and Quality meetings and quarterly to the Performance and Challenge Board
	Divisional teams share good practice routinely	The sharing of good practice is a standing item on the agenda at the divisional meetings
	Monthly Divisional Performance and Quality Meetings consider this element of practice on a regular basis, sharing good practice	Notes of monthly P and Q meetings demonstrate that this is the case. Workers are being encouraged to develop portfolios of the different aspects of their work that has attained a good standard.
	<u>Practice Standards</u>	
	Listening to the views and wishes of the child and acting on their views must be central to all of our work with every child we work with	
	Voice of the child evidenced by all social workers in all case records as a consistent way of working	Data from the Peer review March 2014 suggested that the Voice of the Child was evident in 29/30 cases audited (96%). This has continued to be evident in recent 1 worker 1 case audit. There is an improving picture in the cases that have been audited and the expectation is that workers will be held accountable by their managers if this is not to the expected or required standard

IMPROVEMENT PLAN UPDATE

	Senior manager audits of supervision records routinely challenge where the voice of the child cannot be evidenced in case files	Plans are in place for a random sampling of supervision on a monthly basis and the evaluations will be fed back to staff via monthly Performance and Quality meetings and quarterly to the Performance and Challenge Board
	Divisional teams routinely share good practice on the 'voice of the child'	The sharing of good practice is a standing item on the agenda at the divisional meetings. All good practice examples start with the child, their voice and their experience.
	Monthly Divisional Performance and Quality meetings consider this element of practice on a regular basis, sharing good practice	Notes of monthly P and Q meetings include consideration of case studies showing good social work practice that is leading to good/excellent outcomes for children and families
	The inclusion, involvement and participation of parents in assessing and meeting the needs of their child must be central to all our work	
	Inclusion, involvement and participation of parents evidenced by all social workers in all case records as a consistent way of working	Evidence from the Peer review is that knowing children and families well is a key strength in the quality of work undertaken. Recent audits demonstrate that workers have a sound knowledge of the children and families that they are working with
	Senior manager audits of supervision records routinely challenge when inclusion of parents cannot be evidenced in case files	Plans are in place for a random sampling of supervision on a monthly basis and the evaluations will be fed back to staff via monthly Performance and Quality meetings and quarterly to the Performance and Challenge Board
	Divisional teams share good practice routinely	The sharing of good practice is a standing item on the agenda at the divisional meetings. This remains a standing item and every team manager presents a case.
	Monthly Divisional Performance and Quality meetings consider this element of practice on a regular basis, sharing good practice	Notes of monthly P and Q meetings demonstrate that this is the case
	Every child will receive a timely high quality assessment produced by the competent use of a relevant assessment framework	
	Managers routinely challenge individuals on their performance using current performance data and quality assurance evidence	Plans are in place for a random sampling of supervision on a monthly basis and the evaluations will be fed back to staff via monthly Performance and Quality meetings and quarterly to the Performance and Challenge Board
	Divisional teams routinely (weekly and monthly) consider their team and individual performance using current performance data and quality assurance evidence	Notes of meetings are sent to AD Performance and Quality on a weekly basis and show that this is the case

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

Children's Services Committee

Item No 6

Report title:	Children's Services Integrated Performance and Finance Monitoring Draft report for 2013-2014
Date of meeting:	15 July 2014
Responsible Chief Officer:	Sheila Lock- Interim Director of Children's Services
Strategic impact <p>Norfolk Children's Services is undergoing an intensive period of improvement and challenge under the direction of the new Children's Services Committee and the two independently chaired Norfolk Education Challenge Board and Norfolk Social Care Improvement 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. The array of detailed evidence available is great and to ensure that Members are sighted on all aspects of Children's Services Improvement as they progress, there will be reports to this Committee at every meeting with the statutory reporting arrangements supplemented by additional information that demonstrates impact over time. This will be in line with the dashboard , developed with the improvement Board . Accordingly members will see progress on all indicator, 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.

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

The main performance points within the paper are:

- Early Years learning outcomes have exceeded the LA target and rise by 13.5%
- Primary School teacher assessments have risen by 7%
- Secondary School predictions indicate a 6% rise at GCSE
- School inspection outcomes are maintained at 70% of schools judged good or better
- Number of social care contacts have increased in May compared to April
- The re-referral rate fell significantly in May
- Sustained month-on month improvements in the timeliness of completing initial assessments and pace of improvement would appear to be slowly increasing, in spite of increased numbers being authorised in May compared to April
- The rate of children on a child protection plan in Norfolk continues to be lower than those seen among statistical neighbours and across England
- There are challenges around social worker visits to children in timescales; however some teams, particularly in the East of the county, are performing very well in this area

- The percentage of children on a child protection plan for 2 or more years remains lower than among statistical neighbours and England
- The number of Family Support Plans being initiated has increased steadily since 2013
- Around half of Family Support Plans which have been closed resulted in the needs of the family being met
- Children In Need (CIN) levels continue to be lower than those seen across England and are marginally lower than statistical neighbours
- Virtually all Section 17 children in need are now allocated to qualified social workers
- The percentage of Section 17 CIN with an up-to-date Care Plan has increased again for the 4th consecutive month
- Although the number of Section 17 CIN in CWD teams who have been reviewed over the past 6 weeks continues to improve, the overall percentage remains at a lower level than is acceptable
- The overall trend for looked-after children numbers continues to rise, in spite of the introduction of a LAC Panel
- There has been a significant increase in the number of children placed for adoption in May compared to April (from 68 to 86)
- While we have seen sustained improvement in performance around the percentage of looked-after children with an up-to-date care plan, the percentage of school-aged LAC with a PEP has steadily declined over the past 4 months, although performance among some teams within the county is very good
- In spite of improvements in performance over the last 4 months, almost half of 16 and 17 year-old care leavers do not have a Pathway Plan and the rate of improvement seems to be slowing. The planned introduction of a Leaving Care Service in Norfolk in the near future will provide the capacity to improve this area of performance
- The long-term trend regarding health assessments, development checks, immunisations and dental checks for looked-after children shows continued improvement in all areas.

The report also sets out the variations between the approved budget for 2014/15 and the actual spending during the year. The paper comments on the Children's Services Revenue Budget, School Balances and Children's Services Reserves and Provisions. The main financial points within the paper are

- The Children's Services revenue budget shows a £1.793 million or 1.1% projected overspend for the year.
- There are currently no projected variances within the Dedicated School Grant.
- The Children's Services capital budget shows no projected variance for the year.
- The level of projected school balances at 31 March 2015 is £20.505 million.
- The level of projected balances and provisions at 31 March 2015 is £18.765 million.

Recommendations:

The Children's Services Committee is asked to:

- **Agree the format for the dashboard of indicators that will demonstrate Children's Social Care performance trends over time**
- **Agree that there will be 'deep dive activity' on indicators of concern linked closely to scrutiny activity**

Also to note and comment on the information contained in this report and in

particular to note:

- **The predicted improvement in outcomes in early years (predicted to exceed the target)**
- **The predicted improvement in outcomes at KS2 (predicted to exceed the target)**
- **The predicted improvement at KS4 which indicate we are on track to achieve the 2014 target (within tolerances)**
- **Ofsted ratings showing 70% of Norfolk schools overall are good or better**
- **Significant improvement especially for children eligible for free school meals and girls performance**
- **Progress made in delivery of the Early Help Improvement Plan**
- **The financial pressures from the delay in delivery of the proposed looked after children savings**
- **The financial pressures on the special educational needs transport budget and the historic trend within the dedicated schools grant related to special educational needs.**

1. Proposal (or options)

1.1 Impact of Support for School Improvement

1.2 Education Performance

(Please refer to Appendix B for the Education Scorecard)

1.3 Education Performance

- 1.3.1 Predictions of outcomes for pupils have been collected from all Norfolk schools including academies. The LA has 95% of the teacher assessments the early years Foundation Stage and Key Stage. This data gives a firmer view of the potential Key Stage outcomes for summer 2014.
- 1.3.2 In the Early Years Foundation Stage final assessments for every child have been statutorily submitted. These assessments are moderated by the LA. They will form the final Key Stage outcome for 2014. The aggregation of these assessments indicates that 58.5% of Norfolk pupils have achieved a Good Level of Development. This is a 13.5% increase on the outcomes for 2013. We do not have a national comparative figure at this stage. This outcome exceeds our target of 55%.
- 1.3.3 At Key Stage 2 the teacher assessments have been submitted to the LA from every Norfolk school (including academies). This teacher assessment data has been moderated for writing as there is no national test for writing. For reading, Norfolk teacher assessment is routinely approximately 1 per cent higher than the national test outcomes for pupils and in mathematics teacher assessments are about 2 to 3 per cent higher than test outcomes. (This is the same as national differences between the teacher assessments and the tests.) The Norfolk teacher assessments indicate a 7% improvement on outcomes in 2013 and this would exceed our target for 2014. The outcomes for vulnerable groups also show a significant improvement especially for children eligible for free school meals and girls performance.

- 1.3.4 At Key Stage 4 the predictions indicate a rise of 6% in the percentage of pupils gaining 5 A* - C including English and mathematics compared to 2013. This would meet the LA target set for July 2014. Outcomes for groups also look positive, especially those eligible for free school meals and for girls. An analysis by district shows that pupils attending schools in the Norwich district are predicted to make the greatest gains in this measure.
- 1.3.5 The percentage of schools judged good or better is maintained from the previous report at 70% overall. For primary schools the percentage is also 70%, for secondary 65% and special schools continue at 82%. Too few schools have been inspected that were not yet good or outstanding for the LA to reach the July 2014 target.

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

- 2.1 At Appendix C is a dashboard of indicators that have been chosen to evidence performance in these areas of Children's Services operations. Committee Members are asked to review the content of this dashboard and to comment on the performance data and summaries included.

3. Update on the Early Help Performance Measures

- 3.1 At Appendix D is an update on progress towards delivery of improvements in Early Help services. The Improvement Plan was drawn up and submitted to DfE in February 2014 and included actions and activities that were already in train at that time and had commenced in January 2014.
- 3.2 What is clearly evident from this update is that many of these actions and activities have already been completed and moved to the next phase. This demonstrates the pace of improvement and change and the increasing intricacies of this important area of work which is preventative in nature and is nationally recognised as a way of improving outcomes and saving money in the long-run (demonstrating 'investing to save' principles).

4. Evidence

Scrutiny of the above information by members of this committee provides evidence that members are being kept well informed of the performance of services to Norfolk's children and families. It also evidences that members are able to fully exercise their role as ultimate assurers of quality, efficiency and effectiveness of these services.

5. Financial Implications

5.1 Revenue – Local Authority Budget

- 5.1.1 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 £1.793m for

the year.

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

Revenue – Local Authority Budget

Division of service	Approved budget £m	Forecast Outturn £m	Forecast +Over/ Underspend £m	Forecast +Over/ Underspend as % of budget
Spending Increases				
Looked After Children - Agency	23.307	26.011	+2.704	+12
Special Education Needs Home to School Transport	11.643	12.193	+0.550	+5
Education Support Grant	(10.756)	(10.532)	+0.224	+2
Spending Reductions				
School Pension /Redundancy costs	4.094	3.529	-0.565	-14
Looked After Children Legal	4.053	3.623	-0.430	-11
Looked After Children Transport costs	0.782	0.592	-0.190	-24
School Crossing Patrols	0.410	0.290	-0.120	-29
Clinical Commissioning	1.176	0.796	-0.380	-32
Total			+1.793	

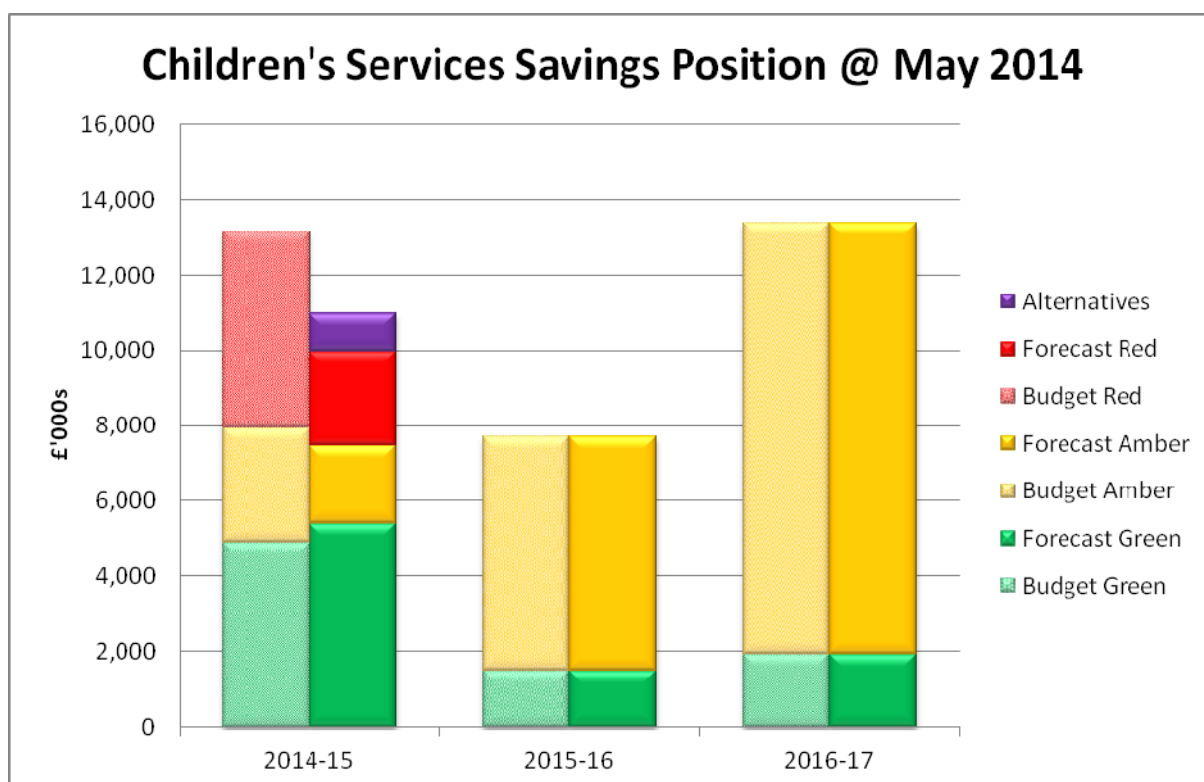
The main reasons for the variances are shown in the following table:-

Division of service	Forecast +Over/ Underspend £m	Reasons for variance
Spending Increases		
Looked After Children (LAC) - Agency placements	+2.704	Number of Looked After Children not reducing as quickly as originally planned .
Special Education	+0.550	Additional cost of school transport to

Needs Home to School Transport		Specialist Resource Bases and Short Stay Schools
Education Support Grant	+0.224	Reduced level of grant due to NCC schools becoming academies
Spending Reductions		
School Pension /Redundancy costs	-0.565	Reduced number of school teachers being made redundant
Looked After Children Legal	-0.430	Reduced cost of legal services
Looked After Children Transport costs	-0.190	Tighter control on non public transport use
School Crossing Patrols	-0.120	Savings on staff vacancy costs
Clinical Commissioning	-0.380	Savings on therapy and assessment commissioned services

5.2 Savings monitoring

The graph below shows the proposed savings compared to the current position and the delivery RAG rating.



For 2014/15 the red items relate to the Looked After Children savings, the purple savings relate to the spending reductions detailed in the tables above, and the amber savings relate to either savings that are reliant on procurement conversations yet to occur or where a saving has been delivered in the financial year using one of reserves so is requiring further work to ensure that it is a recurrent saving.

The gap between the two columns represents the further work to be done to deliver the looked after children savings as explained in Section 9.

5.3 Revenue – Schools Budget

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

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

5.3.3 **Variations on Dedicated Schools Grant Funded Budgets**

Currently there are no variances on budget to report. Although there are currently no variances to report, the trend over the past 12 months in the number of places required at special schools and the Short Stay School for Norfolk is indicating that there is a pressure building within the system and this is also being indicated through the special educational needs travel budget.

5.4 **Response to financial pressures**

5.4.1 A review of the delivery of the Looked After Children reduction strategy is currently being undertaken. The number of Looked After Children has stopped increasing with greater management oversight in the admission to care decision making, so there now needs to be a focus on reunification and to ensure that this is on the right 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.

5.4.2 Further work is also being undertaken to understand the significant increase in transport costs for special educational needs transport, within which the main pressures are transport to specialist resource bases, the Short Stay School for Norfolk, and other alternative provision. This work will look at how we can develop a strong inclusive solution enabling children to be educated as much as possible in a local maintained setting.

5.4.3 The Education Service Grant (ESG) is a non-ringfenced 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.

5.5 **School Balances**

5.5.1 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.

5.5.2 Based on budget information provided by schools the original projection of balances is as follows. Further changes may occur throughout the year as schools convert to academies, and as this occurs the variance will be split to show if it is due to this:

5.5.3 Projected School Balances as at 31 March 2015

Title/description	Balance at 31-03-14 £m	Forecast balance at 31-03-15 £m	Variance £m	Reason for variance
Nursery schools	0.070	0.022	-0.048	In year use of school balances
Primary schools	14.601	13.126	-1.475	In year use of school balances
Secondary schools	7.025	5.042	-1.983	In year use of school balances
Special schools	1.089	0.895	-0.194	In year use of school balances
School Clusters	4.159	1.420	-2.739	Review of cluster balances underway
Partnerships	0.251	0	-0.251	End of partnerships
Short Stay Schools	-0.176	0	+0.176	Schools becoming academies
Total	27.019	20.505	-6.514	

5.6 Children's Services Reserves and Provisions

A number of Reserves and Provisions exist within Children's Services. The table in Appendix 1 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.

6. Issues, risks and innovation

- 6.1 **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)
- 6.2 **Risk 2** – Over-reliance on interim and agency staff which will result in unsustainable improvement in services to children and families (RM14148)
- 6.3 **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).

- 6.4 **Risk 4** – Lack of NCC capacity and infrastructure to support the back-office functions that Children's Services needs inhibits improvement progress. (RM14157).
- 6.5 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.
- 6.6 **Equality Impact Assessment (EqIA)**
This report deals with equality issues throughout.

7. Background

- 7.1 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.
- 7.2 This report summarises our progress against the operational improvement plans and strategic plans using performance measures contained in scorecards and associated information and data to demonstrate progress and highlight issues. The report also demonstrates mitigations against the four corporate risks that children's services are currently reporting which are:

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:

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Children's Services 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	8.315	-1.000	Investment in high need provision
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	0.248	0.000	
Education Provision for Holiday Pay	0.017	0.017	0.000	
Non BMPP Building Maintenance Fund	1.034	1.034	0.000	
Norfolk PFI Sinking Fund	2.061	2.061	0.000	
Schools total	16.575	15.981	-0.594	
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	0.249	0.000	
Repairs and Renewals Fund	0.179	0.179	0.000	

Grants and Contributions	3.115	2.115	-1.000	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	2.784	-2.500	
Total	21.859	18.765	-3.094	

Norfolk Children's Services Education Improvement Plan Scorecard

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

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

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

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

June 2014









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

Improving Times
...in Children's Services



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

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

By	Milestone (Strategy Plan - page 9)	RAG	Comments
By April 2014	100% of governing bodies, identified as weak by the external review of governance have additional governors, removal of delegated powers or have been replaced with an IEB		All school in special measures or serious weaknesses have had financial delegation removed from the Governing body. (17 schools to date). All schools with inadequate governance with insufficient capacity to improve have an IEB or IEB pending. (5 schools to date). All schools of concern where there are significant issues about capacity of governance have had a review of governance. 34 have had formal reviews. 6 have been assessed as having strong governance. 3 are converting to academy status.
	90% of pupils in schools causing concern are on track to make expected progress		The spring term predictions indicate that 88% of pupils are on track to make expected progress.
			Attainment predictions from secondary schools of concern in Spring 2014 are significantly higher than in the autumn 2013. Schools of concern are now predicting to achieve above the target for 2014
	80% of pupils in RI schools or those at risk of RI are on track to make expected progress and attain at least in line with national expected level and in line with FFT estimates at 25 th percentile		The spring term predictions indicate that 91% of pupils are on track to make expected progress.
			Attainment predictions from secondary schools in the spring 2014 are higher than the autumn term predictions. This places secondary RI schools, or those at risk of RI slightly off track at 4% below the ambitious target set for July 2014. Additional progress information for these schools indicates that over 80% of pupils are on track to make expected progress.
	% of schools in receipt of a Performance, Standards and Safety Warning Notice (PSSWN) is in line with regional average		4 PSSWNs have been issued since September 2014. There is no national average for comparison. The impact of the use of LA warning letters has reduced the need for PSSWN.
	System leadership is drawn from 75% of good or better Norfolk schools		83% of good or outstanding Norfolk schools are now engaged in delivering ,or working towards, providing system leadership to other Norfolk schools.
	Monitoring shows good progress towards all targets		The majority of milestones have been fully achieved.

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

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

Performance Monitoring – Against LA High Level Strategic Targets for Improvement

Aim 1: Raise Standards at all Key Stages

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

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

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

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

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

Aim 1: Raise Standards at all Key Stages

Percentages represent the percentage of pupils.

	LA Category (No. of schools)	2012		2013		Norfolk Aut 1	Norfolk Aut 2	Norfolk Spr 1	Norfolk Spr 2	Norfolk Sum 1	Norfolk Sum 2	Norfolk July 2014 Target
		Norfolk	National	Norfolk	National	Half termly pupil progress data, collected from schools causing concern & requiring improvement						
1.1 Improve Early Years outcomes (% achieving a Good Level of Development)	All (311)	N/A	N/A	45%	52%	51%	51%	54%	53%	58%		55%
	SCC (81)			39%		54%	55%	62%	55%	58%		50%
	RI (61)			39%		59%	59%	62%	61%	63%		50%
1.2 Improve outcomes at Key Stage 2 (%achieving Level 4+ in Reading, Writing and Mathematics)	All (297)	69%	75%	71%	75%	76%	74%	78%	77%	78%		77%
	SCC (74)			59%		77%	76%	74%	71%	71%		79%
	RI (86)			68%		77%	75%	78%	78%	79%		81%
1.3 Improve outcomes at Key Stage 4 (%achieving 5 GCSE 5A*-C including English and Maths)	All (51)	56%	59%	54%	60%	55%	56%	57%	58%	60%		60%
	SCC (16)			47%		42%	44%	50%	52%	54%		56%
	RI (15)			49%		52%	57%	57%	55%	56%		61%
1.4 Increase participation post 16	Age 16+	91%	92%	85.1(Sept13	93.9%	95.02						96%
	Age 17+	80 %	84%	78 (Sept13)	85.6%	81.09						92%

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

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

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

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

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

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

RAG in termly columns in relation to termly target

RAG in final column in relation to July 2014 target

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

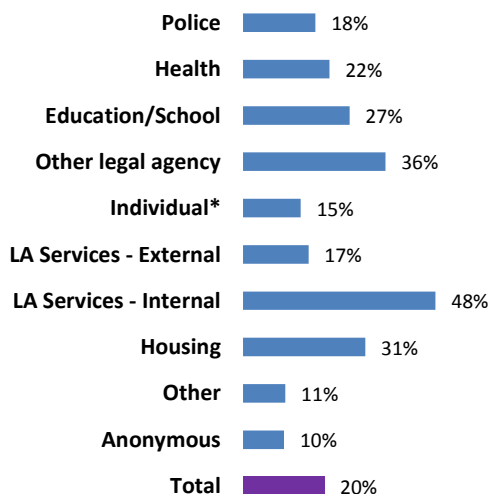
Contacts and Initial Assessments:

Initial Contacts by Source:

	Mar-14	Apr-14	May-14
Police	863	924	1097
Health	363	396	424
Education/ School	637	267	425
Other legal agency	111	196	123
Individual*	554	538	476
LA Services - External	85	127	85
LA Services - Internal	75	61	91
Housing	62	74	75
Other	221	190	218
Anonymous	87	50	68
Total	3058	2823	3082

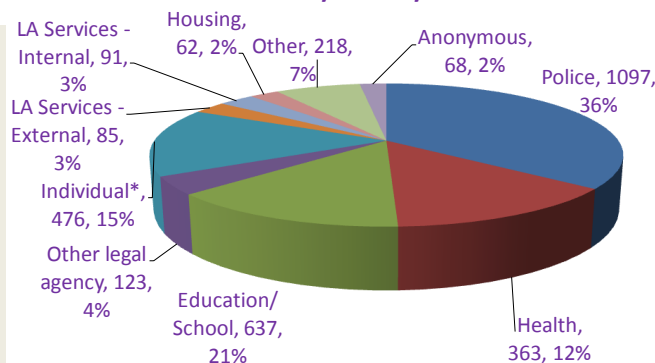
* Individuals are comprised of: Stranger/Family/Carer/
Neighbour/Self

Conversion of Contacts to Referrals by Source:

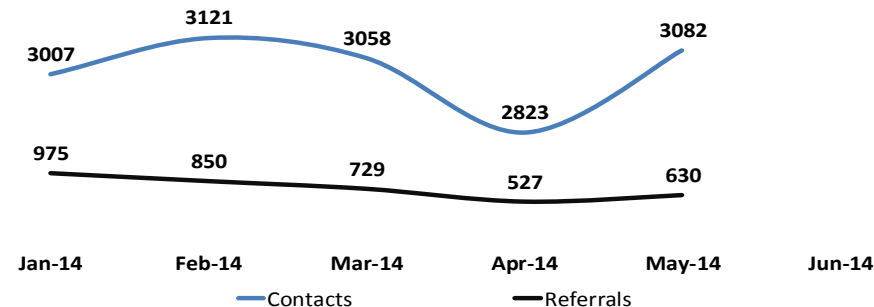


* Individuals are comprised of: Stranger/Family/Carer/
Neighbour/Self

Contacts in May 2014 by Source



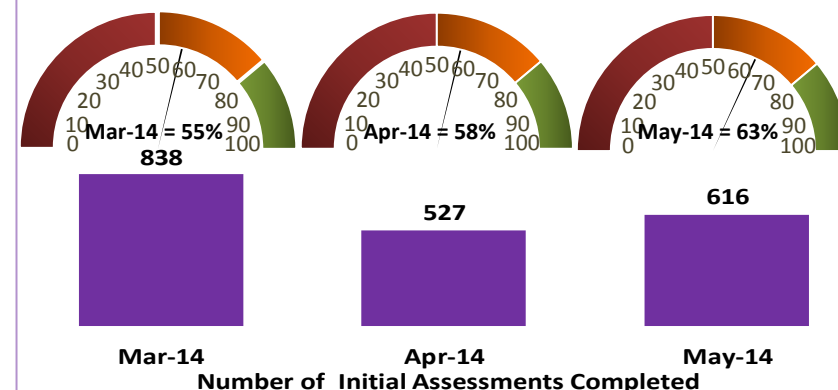
Contacts & Referrals Received - January - May 2014



Percentage of Re-Referrals:

Re-Referrals	Mar-14	Apr-14	May-14
Norfolk	27.6%	30.5%	22.9%
England 2012/13		24.9%	
Statistical Neighbours 2012/13		20.8%	
East of England 2012/13		23.4%	

Initial Assessments Completed in Timescales:



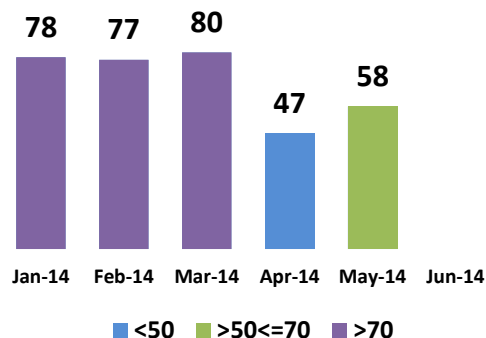
Commentary:

- The increase in the number of contacts in May compared to April was driven by police / education & schools. We would expect the number of contacts from schools to increase again in June as 1 week in May was school holidays.
- The re-referral rate fell significantly in May & is in-line with England & comparator authorities – this will continue to be monitored to see if this level of performance can be sustained.
- Sustained month-on-month improvements in the timeliness of completing initial assessments & pace of improvement would appear to be slowly increasing, in spite of increased numbers being authorised in May compared to April.
- Conversion of contacts to referrals seems relatively stable at around 20%.

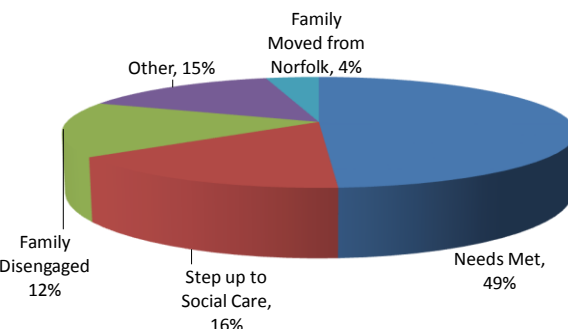
Norfolk Children's Services Social Care Performance Overview Dashboard – May 2014 Data

Early Help & Children in Need:

Family Support Plans Initiated:



Outcomes of Family Support Plans closed 1st March– 31st May 2014:



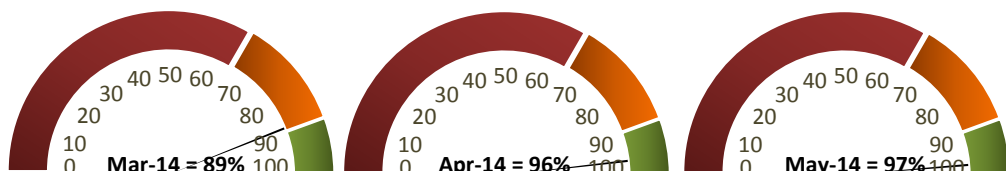
Section 17 Children in Need in CIN & CWD Teams with an up-to-date* CIN Plan:

	Jan-14	Feb-14	Mar-14	Apr-14	May-14	Jun-14
No. s17 Children in Need	1,336	1,385	1,354	1395	1353	
No. s17 with CIN Plan	663	1,005	990	1046	1067	
No. s17 without a CIN Plan	673	380	364	349	286	
% with a CIN Plan	49.6%	72.6%	73.1%	75.0%	78.9%	
No. CWD Children in Need	345	350	346	399	398	
No. CWD with CIN Plan	48	116	123	109	84	
No. CWD without a CIN Plan	297	234	223	290	314	
% with a CIN Plan	13.9%	33.1%	35.5%	27.3%	21.1%	

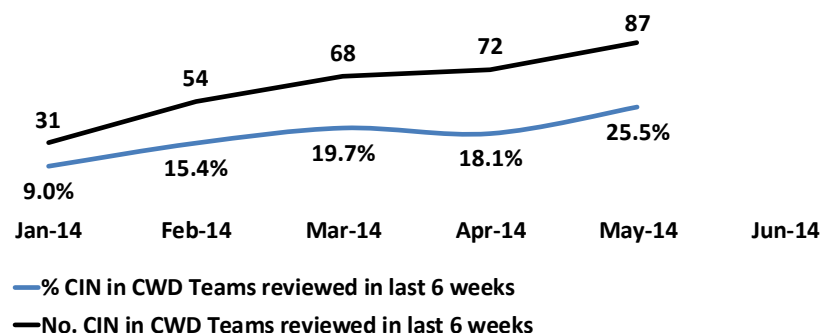
* To count as having a CIN Plan, any existing plan must have been started or reviewed within the last 30 working days

Children in Need Allocated to a Qualified Social Worker:

	Jan-14	Feb-14	Mar-14	Apr-14	May-14	Jun-14
No. Children in Need (not CP or CLA)	3299	3371	2745	2584	2534	
No. Allocated to Qualified Worker	2842	2702	2463	2477	2465	
% Allocated to Qualified Worker	86.1%	80.2%	89.7%	95.9%	97.3%	



CIN Allocated to CWD Teams Reviewed within 6 Weeks:



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

	Mar-14	Apr-14	May-14
Norfolk (Current)	316.7	300.1	302.8
England 12/13		332.2	
Statistical Neighbours 12/13		304.0	

Commentary:

- The number of Family Support Plans being initiated has increased steadily since 2013; the apparent reduction in performance in April and May is likely to be a combination of delays in recording on the central database and a reduction in those initiated by schools due to holidays.
- Around half of Family Support Plans which have been closed resulted in the needs of the family being met, however this has fallen from over 60% in the 3 months to the end of March. The proportion of Family Support Plans which result in the family disengaging from the process has increased over the same period from 8% (3 months to 31 March) to 12% (3 months to 31 May).
- CIN levels continue to be lower than those seen across England & are marginally lower than statistical neighbours.
- Virtually all Section 17 children in need are now allocated to qualified social workers.
- The percentage of Section 17 CIN with an up-to-date Care Plan in CIN teams has increased again for the 4th consecutive month.
- Although the number of Section 17 CIN in CWD teams who have been reviewed over the past 6 weeks continues to improve, the overall percentage remains at a lower level than is acceptable. Extra resources have been agreed for the CWD service to enhance its capacity to improve performance in all areas, however to-date the additional workers are not in post.

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

Child Protection:

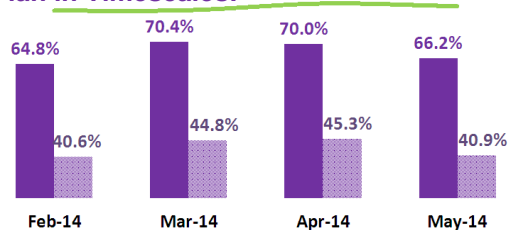
Children in Child Protection Teams Allocated to a Qualified Social Worker:

	Mar-14	Apr-14	May-14
No. Children on CP Plan	538	550	545
No. Allocated to Qualified Social Worker	527	549	536
% Allocated to Qualified Social Worker	98.0%	99.8%	98.3%

100.0% 98.0% 99.8% 98.3%

Feb-14 Mar-14 Apr-14 May-14 Jun-14

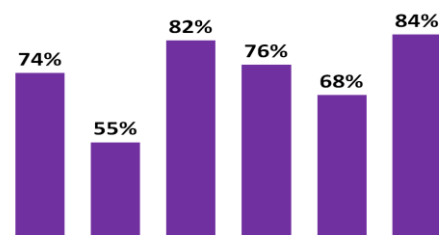
Social Worker visits to Children on a Child Protection Plan in Timescales:



■ % Seen in last 20 Working Days
 ■ % Seen Alone in last 20 Working Days
 — No. Children on CP Plan

	Mar-14	Apr-14	May-14
No. Seen in last 20 Working Days	379	385	361
No. Seen Alone in last 20 Working Days	241	249	223

ICPCs within 15 Working Days of Strategy Discussion:

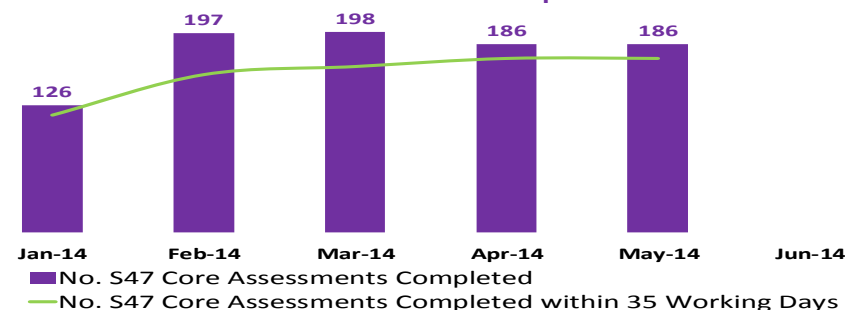


	Dec-13	Jan-14	Feb-14	Mar-14	Apr-14	May-14
Total ICPCs	68	76	78	78	68	55
Within 15 Working days	50	42	64	59	46	46
Over 15 Working Days	18	34	14	19	22	9

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

	Mar-14	Apr-14	May-14
Norfolk (Current)	32.4	33.2	32.9
Norfolk 12/13		33.1	
England 12/13		37.9	
Statistical Neighbours 12/13		35	

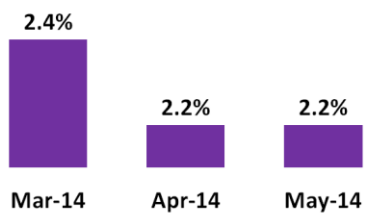
Section 47 Core Assessments Completed in Timescales:



	Mar-14	Apr-14	May-14
No. Section 47 Core Assessments Completed	197	198	186
No. Section 47 Core Assessments Completed within 35 Working Days	156	164	172
% Section 47 Core Assessments Completed within 35 Working Days	79.2%	82.8%	92.5%

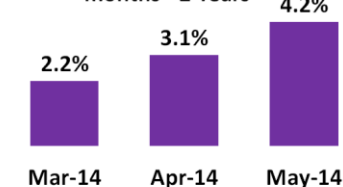
Children on a CP Plan for 18 months & Over and Children Starting a CP Plan for a Second/Subsequent Time:

% Children on a CP Plan for 2+ Years

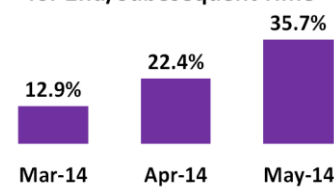


England 12/13 = 3.2%; Stat Nbr = 3.5%

% 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%

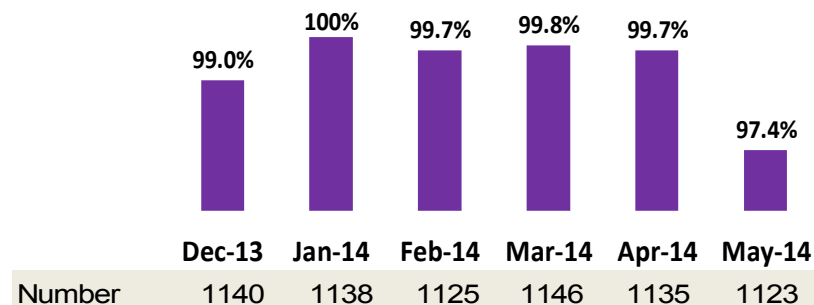
Commentary:

- The rate of children on a child protection plan in Norfolk continues to be lower than those seen among statistical neighbours & across England – we are currently assessing whether this is having an effect on our higher-than average cohort of Looked-After Children.
- There are still challenges around social worker visits to children in timescales; however some teams, particularly in the East of the county, are performing very well in this area.
- The very high percentage of children starting a child protection plan for a second or subsequent time can be attributed to two large sibling groups who had previously been on child protection plans accounting for around 40% of Plans starting in May.
- The percentage of children on a child protection plan for 2 or more years remains lower than among statistical neighbours and England, although the number on a plan for 18 or more months has doubled since March, so we could see this figure increase over the next 6 months.

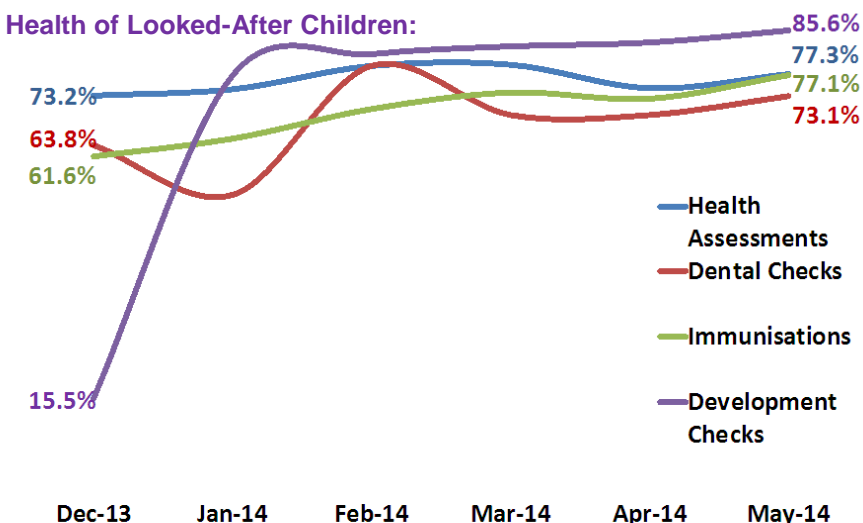
Norfolk Children's Services Social Care Performance Overview Dashboard – May 2014 Data

Looked-After Children:

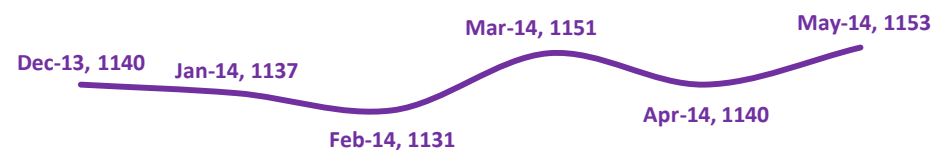
Children in LAC Teams allocated to a Qualified Social Worker:



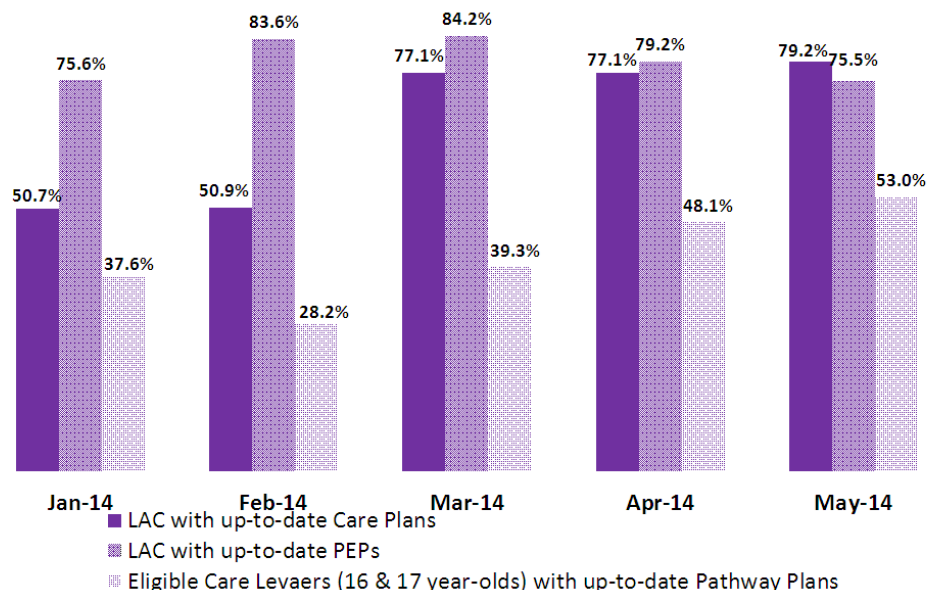
Health of Looked-After Children:



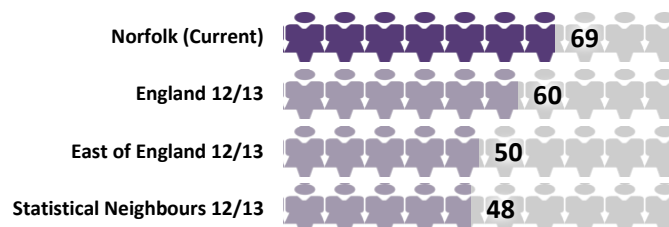
Number of Looked-After Children:



Care Plans, Pathway Plans & Personal Education Plans:



Rate of LAC per 10,000 Under-18 Population



Commentary:

- The overall trend for looked-after children numbers continues to rise, in spite of the introduction of a LAC Panel. When compared with December 2013, the age breakdown of looked-after children at the end of May remains broadly the same; there has been a significant increase in the number of children placed for adoption over this period from 68 to 86.
- While we have seen sustained improvement in performance around the percentage of looked-after children with an up-to-date care plan, the percentage of school-aged LAC with a PEP has steadily declined over the past 4 months, although performance among some teams within the county is very good.
- In spite of improvements in performance over the last 4 months, almost half of 16 & 17 year-old care leavers do not have a Pathway Plan & the rate of improvement seems to be slowing. The planned introduction of a Leaving Care Service in Norfolk in the near future will provide the capacity to improve this area of performance.
- The long-term trend regarding health assessments, development checks, immunisations and dental checks for looked-after children shows continued improvement in all areas.

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Plan Title	Priority Activity	Progress
Operational Improvement Plans	Early Help	
	Early help being delivered through partnerships	
	<ul style="list-style-type: none"> Map existing 'touch points' between Children's Services and partner agencies to identify opportunities to rationalise partnership arrangements. 	Completed October 2013. Informed new partnership arrangements and commissioning practice. Resulted in improved coordination of work with partners.
	<ul style="list-style-type: none"> Deliver and maintain an early help website offering access to information and guidance for partner agencies. 	Website maintained usage and value to service users and partners to be reviewed by October 2014.
	<ul style="list-style-type: none"> Baseline and report on levels of assessed need for local areas and particular cohorts to the Early Help Improvement Board using age and stage profiles and other needs assessments. 	In addition to age and stage profiles assessments have been produced for early years, parenting and family support, and multi-agency work in the South Norfolk Local Delivery Project. There has been a significant contribution to the Health and Wellbeing Board's Joint Strategic Needs Assessment and Child Poverty. Work is currently under way on needs assessments for emotional well-being and mental health, special educational needs and disability, and further development of locality services in conjunction with public health and services for adults.
	<ul style="list-style-type: none"> Set out for staff and partners clear explanations about the role and responsibilities of the Early Help Improvement Board and its reporting line/ links with the Health & Wellbeing Board, the Children's Strategic Partnership and Joint Commissioning Group, and the NSCB. 	New arrangements in place from December 2013 have clarified governance.
	<ul style="list-style-type: none"> Identify and agree a set of multi agency outcomes and performance measures for early help. 	Multi-agency Outcomes Framework for Early Help agreed by Early Help Improvement Board in November 2013. Specific measures adapted from this framework for a range of early help services including early years, family support, parenting, and locality services.
	<ul style="list-style-type: none"> Develop a local partnership approach to support universal settings and help communities improve outcomes for children and young people within: 	Development of this approach has been implemented initially in multi-agency local delivery project in South Norfolk, focused on Diss, which has now begun delivering services. The model will be rolled out to other areas over the next six

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	<ul style="list-style-type: none"> - places (e.g. communities, clusters, districts); - settings (e.g. schools, children's centres); - cohorts (e.g. troubled families, youth advisory boards, young carers). 	months with an initial focus on areas of high need where there has been historic lack of services (eg market towns) and where partner agencies are ready to respond.
	<ul style="list-style-type: none"> • Review the current contract delivering VCS Forum Secretariat Support, to inform future requirement when current contract ends in April 14. 	Current contracts linked to VCS engagement have been extended by 6 months to September 14 as part of a corporate project. VCS infrastructure bodies are to be invited to bid for funding to deliver VCS engagement covering whole scope of NCC activity. Agreed there will be a specific lot focused on children and young people.
	<ul style="list-style-type: none"> • Work with partners to share data and local intelligence in order to improve delivery and inform timely/ more integrated early help. 	This is integrated into the local delivery model. Work has also taken place to improve data/information sharing with Children's Centres (commented on positively by OFSTED) and Norfolk Family Focus (resulting in improved identification of target families). School Social Worker Pilot has delivered local benefits through joint work with schools.
	<ul style="list-style-type: none"> • Increase links with economic development teams, housing and existing community development delivery to address wider community issues impacting on children and young people. 	This is a feature of the South Norfolk model. In addition work is under way in Queens Hills and North Lynn to address specific circumstances. Further work is planned for Gorleston, Swaffham, Thetford, Dereham, North Walsham. Existing work in Kings Lynn, Great Yarmouth, and Norwich is being maintained.
	<ul style="list-style-type: none"> • Report data from tracking impact and outcomes for individuals, families and communities to Early Help Improvement Board meetings. 	To date discussion has been limited to available datasets such as Foundation Stage Profile, Children's Centre usage, and performance of contracted services including CAMHS. This will be developed as further data becomes available on the newly established performance measures.
	<u>To improve early assessment of needs by developing multi agency use of the FamilySupport processes (ex CAF) in order to increase the effectiveness of provision and individual practice</u>	
	<ul style="list-style-type: none"> • Promote and monitor use of practice tools and interventions which support high quality practice, including a 'distance travelled' tool to measure progress for individuals receiving services via a Family Support delivery plan. 	Practice tools supported by a training programme are available. Individual case audits offer evidence of progress and monthly monitoring indicates that 65-70% of cases are closed because the family needs have been met. Proportion of cases escalating to social care is in range 18-22% and analysis of this cohort is planned to identify whether this proportion can be reduced. Analysis of cases is currently limited by absence of electronic case management system.
	<ul style="list-style-type: none"> • Use NSCB to establish multi agency alignment between early assessment and Family Support 	Early Help Improvement Board fulfils this function at present and reports into NSCB.

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	processes.	
	<ul style="list-style-type: none"> Utilise excess/available capacity within social care teams to re-allocate family support worker time to contribute to the work of the early help hubs. 	Review of Family Support Worker role has taken place. Pending wider reorganisation a new focus and allocation process has been agreed and is due for implementation from July 2014.
	<ul style="list-style-type: none"> Deliver a multi agency training programme focused on culture change and delivering a family approach, improving quality of assessment and practice, and integrated working. 	Training has been delivered which has improved quality of assessment. Further work remains to improve quality of practice.
	<ul style="list-style-type: none"> Establish six district based early help 'hubs', each supported by a family support orientated role within Children's Services to help lead local early help intervention. 	This is being delivered via the local delivery model detailed above.
	<ul style="list-style-type: none"> Undertake quality assurance audits of family support practice include the quality of assessment. 	A sample of family support has been audited. Further work is planned but is limited by absence of electronic case management system
	<ul style="list-style-type: none"> Feedback to NSCB on how Norfolk's Threshold document is enabling /hindering early help. 	Early Help Improvement Board considered this in March 2014 and this will be fed into NSCB review of Threshold Document. In particular, there needs to be greater clarity over role of universal services and partners in initiating, leading, and delivering early help below the threshold for social care.
	<ul style="list-style-type: none"> Negotiate amendments to 3rd party provider contract specifications to ensure the Family Support process is integrated into practice wherever appropriate and set targets for engagement with the Family Support process. 	Incorporated in rolling programme of contract reviews.
	<u>To improve the participation of children and young people as service users and the 'voice of the child' in shaping early help provision at both a strategic and operational/case level</u>	
	<ul style="list-style-type: none"> Adopt an agreed set of partnership standards to support service users' (including children and young people) strategic and operational engagement in 	Will be developed as part of overall Children's Services Participation Strategy.

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	early help provision.	
	<ul style="list-style-type: none"> Develop clear feedback mechanisms to the Early Help Improvement Board and Strategic Partnership and Joint Commissioning Group for the range of existing youth engagement mechanisms (YABs & Young Commissioners, In Care Council, School Councils, UK Youth Parliament Members, VCS user groups etc) to ensure engagement by a wide cross section of service users. 	At present this is limited to the coordination provided by the 11-19 Commissioner and his attendance at these meetings. Further progress is linked to development of the Participation Strategy
	<ul style="list-style-type: none"> Support children young people and families in developing their ability to identify when they need help and their confidence to self-refer via our processes 	Development of NFF Storyboard and better information on services has led to some increased self-referral in family support. Further development is planned involving mobile web applications and social media as part of the Digital Norfolk initiative.
	<ul style="list-style-type: none"> Systematic service user feedback collected from samples of service users and reported to each Early Help Improvement Board. This data to be scrutinised by the Children and Young People's Advisory Board 	This process has not yet been established.
	<ul style="list-style-type: none"> Mystery Shopper approaches applied to service user feedback reporting 	This process has not yet been established
	<u>To improve the coordinated multi agency support provided within local areas to Norfolk's (troubled) vulnerable families to prevent the escalation of unmet needs</u>	
	<ul style="list-style-type: none"> Deliver the Norfolk Family Focus project as part of Norfolk's Troubled Families programme through district based multi-agency NFF partnership groups. 	In place, with improved identification of target families.
	<ul style="list-style-type: none"> Confirm appropriate case management and recording system to support NFF casework, and performance monitoring and reporting. 	In progress under Digital Norfolk, with operational systems anticipated by Autumn 2014.

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	<ul style="list-style-type: none"> Develop tools to embed use of storyboards across NFF activity and wider delivery with families. 	
	<ul style="list-style-type: none"> Secure multi agency agreement for a data exchange agreement which supports NFF delivery. 	Completed
	<ul style="list-style-type: none"> Integrate NFF delivery with wider family support provision including newly commissioned Family Intervention Projects and Parenting Support programme delivery and the Operational Partnership Teams located with district councils/Norfolk Police 	Improved partnerships with Police via OPTs. Further work required with other commissioned services.
	<p><u>To improve multi agency arrangements within school cluster areas that enable early help services to step in earlier and prevent escalation of needs.</u></p>	
	<ul style="list-style-type: none"> Pilot an early help social worker role based in six school clusters with the remit to: <ul style="list-style-type: none"> Provide social work advice and guidance for educational professionals, including use of the NSCB Threshold document. Lead local coordination of early help interventions within the cluster area and move multiagency work forward Deliver casework focused on providing early help to families Provide guidance to schools on engaging/communicating with safeguarding and wider Children's Services functions. Engage children, young people and their carers in the Family Support process and provide opportunities for feedback. 	Completed, with evaluation to inform wider reorganisation of Children's Services and ensure sustainability of benefits identified in Pilot.
	<ul style="list-style-type: none"> Ensure 100% of children missing education are reported to LA and receive an early help package via Family Support Form process 	Current focus is on identifying children missing education and developing systems for monitoring provision and tracking progress. Absence of electronic case management system for early help is limiting cross-referencing of information and delivery of early help packages. This will be resolved in Autumn 2014. In the

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		meantime, as children are identified they will be referred into existing family support process if not already receiving support.
	<ul style="list-style-type: none"> Work with school leaders to define clear roles and remit for Children's Services managers working with school clusters to secure improvements in early help, alongside educational improvement, safeguarding and corporate parenting. 	Will be delivered through Children's Services reorganisation.
	<ul style="list-style-type: none"> Confirm with cluster leads how cluster working is contributing to local delivery of integrated early help. 	A full review will be carried out in Autumn.
	<ul style="list-style-type: none"> Identify good practice in achieving high attendance and support/challenge all schools to match the best 	A review of progress in raising attendance will be carried out at the end of the academic year 2013/14.
	Improve use of cluster level data to target early help and measure impact	Cluster level data has informed needs assessments. Individual schools have used needs assessments to change approach and target work. No impact analysis is yet available.
Direct delivery of early help to children, young people and their families by our own Children's Services teams		
	<u>To improve the quality of early intervention social work with families in order to prevent the escalation of their needs and reduce the need for intervention from safeguarding teams.</u>	
	<ul style="list-style-type: none"> Use weekly team manager data reports and best practice exemplars to establish a performance culture and improved practice across the workforce. 	Data is now used to focus performance improvement. This has had impact on process and compliance shown in substantial improvement in allocation of work, timeliness of assessment, planning, and review. Audit and best practice exemplars have improved quality of work but there is still further work required.
	<ul style="list-style-type: none"> Increase the social work capacity of the existing Children in Need Service by appointing additional social workers and team managers to establish ten teams of six social workers. 	Some teams still below numbers due to turnover and difficulty of recruiting staff of suitable quality. Over reliance on agency staff.

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	<ul style="list-style-type: none"> Issue operational instructions on practice requirements related to CIN procedures and practice standards. 	Completed and under continuing review
	<ul style="list-style-type: none"> Define more clearly the role of Family Support Worker as part of ensuring an appropriate skill mix within teams orientated to deliver early help. 	Completed (see detail reported above)
	<ul style="list-style-type: none"> Deliver targeted training to CIN social workers and team managers on effective assessment, care planning and early intervention. 	Ingson training programme supplemented by specific coaching. Continuing needs due to turnover and quality issues being met as identified.
	<ul style="list-style-type: none"> Deliver workshop session with CIN team managers on management oversight and reflective supervision to support effective practice and performance management. 	Taking place June 2014
	<ul style="list-style-type: none"> Undertake a targeted case file audit of a sample of CIN cases to establish a baseline of practice, followed by bi-monthly audits to track progress. 	Tier 4 managers carry out audits including peer review of each other's teams. QA process continues to sample CIN cases.
	<ul style="list-style-type: none"> Implement the Edge of Care Strategy at a County, team and individual case level through: <ul style="list-style-type: none"> Early identification of children and young people at risk of becoming looked after. Ensuring availability of a range of appropriate high quality edge of care interventions. 	Reported elsewhere.
	<p><u>To improve the continuity of effective integrated multi disciplinary intervention when families 'step down' to Family Support to prevent 'step up'/re-referral.</u></p>	
	<ul style="list-style-type: none"> Re-issue amended step-up / step-down operational 	Issued September 2013. To be reviewed in September 2014

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	instruction to CS teams.	
	<ul style="list-style-type: none"> Issue guidance to improve the effectiveness of Family Support Assessment recommendations made by MASH to avoid re-referral to Social Care. 	Part of the current review of MASH operations.
	<ul style="list-style-type: none"> Develop and deliver district based practitioner workshops to increase collaboration between guidance advisers, attendance improvement officers, additional needs coordinators and early years workers as part of more integrated early intervention for families. 	Delivered through service management.
	<ul style="list-style-type: none"> Audit quality of 'step down' practice within Family Support cases. 	Scheduled for July/August 2014
	<u>To improve outcomes for children at the end of the Foundation Stage, as they start school, with particular emphasis on the most disadvantaged.</u>	
	<ul style="list-style-type: none"> Complete a review of the Children's Services' early years workforce taking account of changing early years policy and statutory requirement, as well as the need to secure savings. 	Completed December 2013. Interim arrangements in place pending wider reorganisation of Children's Services. Initial review identifies overall improvement in service delivery.
	<ul style="list-style-type: none"> Follow up initial Family Information Service contact, targeted at families who are potentially eligible for free 2 year old childcare, with personal contact from either their local children's centre or Children's Services. 	Improved approach to process and customer service has resulted in targets being exceeded.
	<ul style="list-style-type: none"> Work with children's centres to use their data to target and contact local families with 3 and 4 year olds not taking up free early learning places. 	Improved take-up achieved but some local challenges with supply limiting progress. Action in hand to expand supply of places.
	<ul style="list-style-type: none"> Deliver a revised commissioning plan for early years and an internal staffing structure which supports 	Completed (details above)

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	effective local early help for under 5s.	
	<ul style="list-style-type: none"> Develop an integrated information service for families and early years professionals to enable local and timely responses to children and families' needs. 	Work in progress, particularly to improve customer journey and link to SEND reforms.
	<ul style="list-style-type: none"> Invest £2.8M capital funding in areas of greatest need, based on childcare sufficiency data, to increase child care capacity for 2 year olds. 	In progress, with good supply of places overall but some local challenges.
	<u>To improve provision for children with SEND as part of the local offer to children, in line with the requirements of the Children and Families Bill.</u>	
	<ul style="list-style-type: none"> Engage with children, young people, parents and professionals across all relevant agencies to develop and agree (reflecting the core elements of the draft legislation): <ul style="list-style-type: none"> A local offer. Joint commissioning of services in line with needs assessment and local offer. A single education, health and care plan and assessment and review process. A local mechanism for personal budgets linked to the single plan. 	<p>Good progress in the project overall, evidenced independently via link DfE special adviser.</p> <p>Project moved from Red (January) to Amber (April). DfE rating project Green (in a Red or Green model).</p> <p>Project on target to achieve new statutory requirements for 1 September 2014 and we have developed an ambitious and transformational plan for the 2/3 years, that government have outlined for the transition period.</p> <p>Norfolk has received feedback from DfE that, in particular, our project is demonstrating very good parent and health involvement throughout the project.</p>
	<u>To improve young people's post 16 participation in education and training, with a particular emphasis on groups of vulnerable young people: LAC young people & care leavers, teenage parents, young people receiving free school meals, young people with LDD and young offenders</u>	
	<ul style="list-style-type: none"> Increase from 20 to 150 the number of young people being supported directly by Children's Services 	Enhanced delivery profile agreed with TCHC from September 2013. By March 14 130 young people had commenced on the youth contract and who were being

IMPROVEMENT PLAN UPDATE

	guidance advisers and young person's adviser as part of the Youth Contract.	directly supported by GAs. 41% had re-engaged with EET provision. This reflects a positive upward trend with increased starts and more young people moving into EET.
	<ul style="list-style-type: none"> Use monthly team level performance on education and training progression by district to target young people within the vulnerable cohort group to deliver a Family Support assessment where one/specialist assessment has not been already completed. 	Strategic review of performance and roles completed April 2014 to inform Children's Services reorganisation
	<ul style="list-style-type: none"> Review organisation of current Children's Services functions focused on education and training to assess how effectively these functions deliver in a coordinated and coherent way for vulnerable young people. 	Part of wider reorganisation of Children's Services
	<ul style="list-style-type: none"> Implement outcomes of review to provide more joined up, coordinated transition support for vulnerable young people aged 14+. 	Part of wider reorganisation of Children's Services
Commissioned early help provision we have contracted from 3rd party providers		
	<u>To improve the contribution that commissioned early help provision contracted from 3rd party providers is making to securing outcomes for children and young people, families and communities</u>	
	<ul style="list-style-type: none"> Establish clear commissioning reporting and governance arrangements for commissioners to report on contract performance following monitoring evaluation and reporting (MER) for individual contracts and on outcomes for children and young people by age & stage. 	<p>Commissioned contracts have been grouped into 25 categories for planning and performance reporting purposes. These groupings have been aligned to Children's Services four improvement pillars, as well as to support pathways for children, young people and families. Graphics disseminated & well received.</p> <p>Children's Services bespoke monitoring, evaluation and reporting (MER) framework is supporting effective and proportionate contract monitoring, constructed around a balanced scorecard focused on outcomes, finance, workforce and processes.</p> <p>Agreed a refreshed approach to how contract performance is reported to CSLT. A</p>

IMPROVEMENT PLAN UPDATE

		<p>'risk management' approach has been applied, based upon significance of contracted delivery to achieving our improvement priorities, the level of financial commitment involved and whether or not the provision is directly responding to the local authority's statutory duties.</p> <p>In place for the joint NCC/CCG funded countywide CAMH Targeted (Tier 2) Service – Point 1. Outcomes focused MER framework reported contract and performance management framework in place, which has helped to highlight, then turnaround performance where necessary. A well performing contract</p>
	<ul style="list-style-type: none"> • Increase use of a range of needs assessment and analysis as part of Norfolk's JSNA, including age & stage profiles, 11-19 education & training needs assessment, childcare sufficiency assessment and other specialist needs assessments to inform commissioning. 	<p>2014 refresh of age & stage profiles agreed but needs scheduling with PPP in order to maintain as a commissioning resource and to develop needs assessments with greater emphasis on local areas.</p> <p>Early years needs assessment completed with emphasis on early milestones. 11-19 education & training needs analysis refreshed and being presented to strategy group in July 14.</p> <p>Discussions taking place on linking different (and wider) sufficiency assessments and requirements (eg childcare sufficiency, education sufficiency pre and post 16, LAC residential sufficiency)</p>
	<p><u>To improve the range and quality of multi agency and integrated responses being commissioned to meet children and young people's needs</u></p>	
	<ul style="list-style-type: none"> • Identify senior staff to participate in the Norfolk Commissioning Academy as part of establishing closer commissioning links across public sector. 	<p>2 senior commissioning staff nominated and participating in Norfolk's local academy. Providing opportunity to develop co-commissioning approaches across the public sector in Norfolk. Drafting 100 day plan with a focus on working with the local community to identify community ambitions. Joint work with CCG commissioners</p>
	<ul style="list-style-type: none"> • Co-lead the development of NCC's Commissioning Hub to ensure children's commissioning is linked with adult and wider NCC commissioning, including co-locate children's and adult's commissioning with procurement colleagues as part of the 'hub'. 	<p>Programme of cross departmental ("how to") sessions focused on core elements of commissioning related activity has been pulled together, led by CS commissioner. Initial sessions have been very well received.</p> <p>Series of structured discussion events scheduled to provide whole council opportunity to explore 'thorny' commissioning issues. 1st session focused on aligning commissioning work plans; 2nd session is focusing on joint commissioning with health.</p> <p>CAMHS Joint Commissioning Team (which works for the 5 CCGs and NCC) is</p>

IMPROVEMENT PLAN UPDATE

	<ul style="list-style-type: none"> Identify and utilise opportunities to co-commission provision which can contribute to delivering more integrated early help for children and young people, their families and local communities: <ul style="list-style-type: none"> Public Health & the 'Healthy Child Programme' Police & Crime Commissioner & prevention Adults Services Integrated commissioning team & FIPs/youth mediation provision 	<p>hosted and co-located with the NCC commissioning hub.</p> <p>Healthy Child Programme initiated by Public Health with input from CS commissioners. Initial focus on understanding and using overlap between Children's Services and Public Health outcomes.</p> <p>Meeting held (Nov 13) with Police & Crime Commissioner's office and Adult's Integrated Commissioning Team, resulted in agreement to use existing forums, including joint commissioning group, to share commissioning intentions/practice. PCC rep to join the Supporting People commissioning body, with its focus on vulnerable and excluded adults, offenders and domestic violence.</p> <p>PCC rep invited to join NCC commissioning hub activities.</p> <p>FIP and youth mediation service successfully co-commissioned by Children's Services and Adult's Integrated Commissioning Team. Joint working continued through transition into current ongoing contract management phase.</p> <p>Post procurement 'Lessons Learned' activity completed (May 14)</p> <p>Short breaks offer – identifying co-commissioning opportunities with community services for home based care and health so as to align short breaks residential commissioning</p> <p>The countywide Targeted (Tier 2) CAMH Service (Point 1) is jointly commissioned and funded via a s75 Pooled Fund, the partners of which are the 5 CCGs in Norfolk and NCC.</p> <p>The Promoting Alternative Thinking Strategies (PATHS) universal programme in circa 55 Primary Schools in Norfolk is jointly funded by NCC and participating schools.</p> <p>The CAMHS Joint Commissioning Team leads the commissioning of Targeted and Specialist CAMHS in Norfolk and is hosted/co-located within NCC's commissioning hub.</p>
	<ul style="list-style-type: none"> Secure multi agency agreement on the link between the new Strategic Partnership and Joint Commissioning Group and existing joint commissioning mechanisms supporting CAMHS and NDAP commissioning. 	<p>NDAP commissioning group disbanded due to DAAT being brought into Public Health. Will need to ensure needs of children and young people are adequately addressed without JCG going forward.</p>

IMPROVEMENT PLAN UPDATE

	<ul style="list-style-type: none">• Develop a suite of commissioning 'tools' to support effective local commissioning of early help	<p>Completed and disseminated via the early help board. Tools included:</p> <ul style="list-style-type: none">• A commissioning framework for early help,• Outcomes based commissioning of early help• Evidence based approaches to early help

Children's Services Committee

Item No 7

Report title:	Budget 2015-18 – developing our approach
Date of meetings:	15 July 2014
Responsible Chief Officer:	Head of Finance
Strategic impact To help deliver the 2015-16 Revenue and Capital Budget, and the forward plan for 2016-18, which will constitute the Medium Term Financial Strategy for 2015-18.	

Executive summary

To set out the proposed framework and timetable for the work between now and February to deliver the County Council's Revenue and Capital budgets, as set out above.

There is an immediate task to ensure the County Council is in a position to set its budget for 2015/16 in February 2015. This will involve addressing the current predicted gap of £3.8m and assuring the previously identified savings of £40m which were agreed by full Council in February 2014.

There is then a broader task to develop the forward plan for 2016/18. Given the predicted continuing financial challenge beyond that timescale, this will require a more fundamental assessment of future demand and alternative strategies for meeting that demand (in conjunction with residents, partners and stakeholders) alongside a continued strong drive on efficiency.

The total savings required for 2014-18, are £145.5m, of which, £71.8m was identified in the Medium Term Financial Strategy (and Budget book page 6), requiring new savings of £73.7m. During the process, we will also revisit the risks to the savings already identified.

Recommendations:

1. **Committees comment on, and suggest other approaches to assembling the budget for 2015/16;**
2. **Committees comment on the timetable for budget production;**
3. **Committees consider the scope of consultation required with residents in respect of 15/16 proposals;**
4. **Committees consider in more detail what further work they wish to undertake to inform their thinking for the 2016/18 Forward Plan.**

1. Proposal (or options)

1.0 So that no stone is left unturned, three ways of looking at the budget have been identified. As we work through the process, these approaches will help deliver the detailed proposals to help build the budget.

1.1 The **first** approach is that set out in the presentation to the June 23rd P&R

Committee – attached at [Annex 1](#). It said:

- We have to have **bolder solutions**. The past devices cannot deliver the level of reductions we face, over the longer timescale than previously envisaged. For example, service and commissioning provision across the County with the NHS.
- We have to have a **strategic approach** to choice. It has to manage demand across the County, rather than accept unsustainable costs.

1.2 The **second** approach is found in the ongoing work on change and service planning – in detail at [Annex 2](#). This was part of the report to the November 4th 2013 Cabinet on implementing an accelerated programme of organisation change. It looks at three types of transformation:

- Strategic Innovation;
- Directorate Transformation;
- Changing the Way We Work.

1.3 The **third** approach is look at **savings and demand** by type. This approach was used in assembling the 2014-15 budget and will be familiar to Members. The detail is set out at [Annexes 3 and 4](#).

The **Savings framework** is designed to increase the savings not affecting residents, and minimise the level of cuts. Briefly the savings are:

- Savings affecting residents less

Organisation	Arrange People Better
Lean	Better Processes
Procurement	Buy at a Lower Price
Shared Services	Spread Costs to Others
Capital	Reduce Revenue Costs
Terms & Conditions	Terms and Conditions of Employees
Sweat the assets	Improve Income
Change Assumptions	Revisions to Future Predictions

- Savings that affect residents directly

Change Standards	Usually reduce Service Standards
Stop Doing Things	Cease Services

The **Demand framework** is designed to ensure we capture all the risks arising from demand change:

- Economic – loss of income and jobs: inflation;
- Demographic – increase in the population with ‘high costs’;
- Policy – budget correction, Government Legislation, grant settlement;
- Technology - change in work practises and service possibilities;
- Climate - change in standards, availability of resources and adaptive consequences, such as disease.

1.4 It is suggested that Committees first review identified savings for 2015/16 within their remit – see [Annex 5](#) - in order to assure themselves of the deliverability of those savings and to understand the implications of those savings in the longer term. For example, the Better Care Fund, at a £15m saving, is now regarded as a risk, as

the discussions between the Government departments (CLG and Health) have recently unfolded.

- 1.5 In addition, Committees are asked to consider potential areas of further savings for 2015/16 in order to contribute to the remaining funding gap of £3.8m.
- 1.6 The development of the Forward Plan for 2016/18 will require a more fundamental assessment of future demand, changing statutory and policy requirements and public expectations. These issues have been set out in Committee work plans. The task now is for each Committee to consider in more detail the strategic implications of those and to decide what further work they wish to undertake to inform their thinking. This will also inform work that is planned during the Autumn to engage with strategic partners via round table discussions, to begin during August /September.
- 1.7 **The timetable** for this work in relation to the 2015/16 budget is tight – Committees will need to consider initial proposals in September, and then prepare for public consultation, if required.

The following represents the timetable to get us to an agreed budget for 2015-16 and a forward plan for 2016/18

Month	Activity	
End of July	First list of savings proposals for 2015/16 and future years ideas and issues	Member Engagement
August/September onwards	Strategic partner engagement	
Sept - Nov	Consultation period for 2015-16 proposals	
Sept – Nov	Ongoing discussions and further development of proposals for Forward Plan 2016/18	
December	Funding information – Member reporting	
January	Reporting to Committees (inc. P&R)	
February	County Council agree budget plans	

2. Evidence

- 2.1 The overall budget reduction, which includes the savings already agreed for 2015-17, amounts to just over £145.5m. This is made up of grant reductions and demographic change.

2014-15	£m	2015-16	2016-17	2017-18
-	Annual Gap	3.8	18.2	51.7
69.3	Annual Savings already agreed	40.0	31.8	
69.3	Total savings reqd	43.8	50.0	51.7
69.3	Cumulative 15-18	43.8	93.8	145.5

3. Financial Implications

- 3.1 The level of revenue challenge is set out at 2 above. At this stage of the process, there are several risks. The assumptions on the Government grant will change. The £15m risk on the Better Care Fund will be clearer. All the existing estimates will be refreshed. The strategic choices and boldness required will help mitigate these risks.

4. Issues, risks and innovation

4.1 The whole report is about risk and innovation.

5. Background

5.1 The Annexes provide the necessary detail to inform Members so that they can begin to shape the budget process.

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:

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Email address peter.timmins@norfolk.gov.uk



If you need this report 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.

Annex 1 Presentation to June 23 P&R Committee

Annex 2 Service planning

Annex 3 Ten Savings categories

Annex 4 The Demand Framework

Annex 5 The 2015-16 savings, already agreed

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Annex 1 – Presentation to June 23 P&R Committee

Forward Guidance - financial prospects 2015-20

Policy & Resources Committee
Monday June 23, 2014

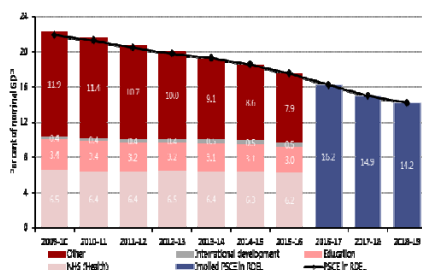
A permanent state of austerity

If '*efficiency*' has been the main headline of the last four years, it looks like '*priorities*' will take-over between now and 2020.

Local authorities will have to reassess what they are there to deliver.

The new Parliament's savings, for 2016-18, will be twice as deep

More needs to be done as fiscal consolidation enters the next very challenging phase



Plans for RDE, excluding depreciation up to 2015-16. Beyond 2015-16 based on implied PSCE in RDE, calculated from the Government assumption for TME. Other includes unallocated amounts.
Source: OBR Economic and Fiscal Outlook, March 2014; HM Treasury Budget 2014; HM Treasury Public Expenditure Statistical Analyses, July 2013.

Level of savings from Current Year 2014-15 to 2017-18 (£m)

The overall budget reduction, which includes the savings already agreed for 2015-17, amounts to just over **£145.5m**. This is made up of grant reductions and demographic change.

	2015-16	2016-17	2017-18
Annual Gap.	3.8	18.2	51.7
Annual Savings	40.0	31.8	
Total savings reqd	43.8	50.0	51.7
Cumulative	43.8	93.8	145.5

And it goes on - savings required for 2018-20

The Office for Budget Responsibility reports a lower level of public sector savings for the later years, compared to 2016-18. Officers project a savings requirement of just over **£61m**.

	2018-19	2019-20
Annual Gap.	30.4	31.1
Annual Savings		
Total savings reqd	30.4	31.1
Cumulative	30.4	61.5

5

What's it all mean?

- We have to have **bolder solutions**. The past devices cannot deliver the level of reductions we face, over the longer timescale than previously envisaged. For example, service and commissioning provision across the County with the NHS.
- We have to have a **strategic approach** to choice. It has to manage demand across the County, rather than accept unsustainable costs.

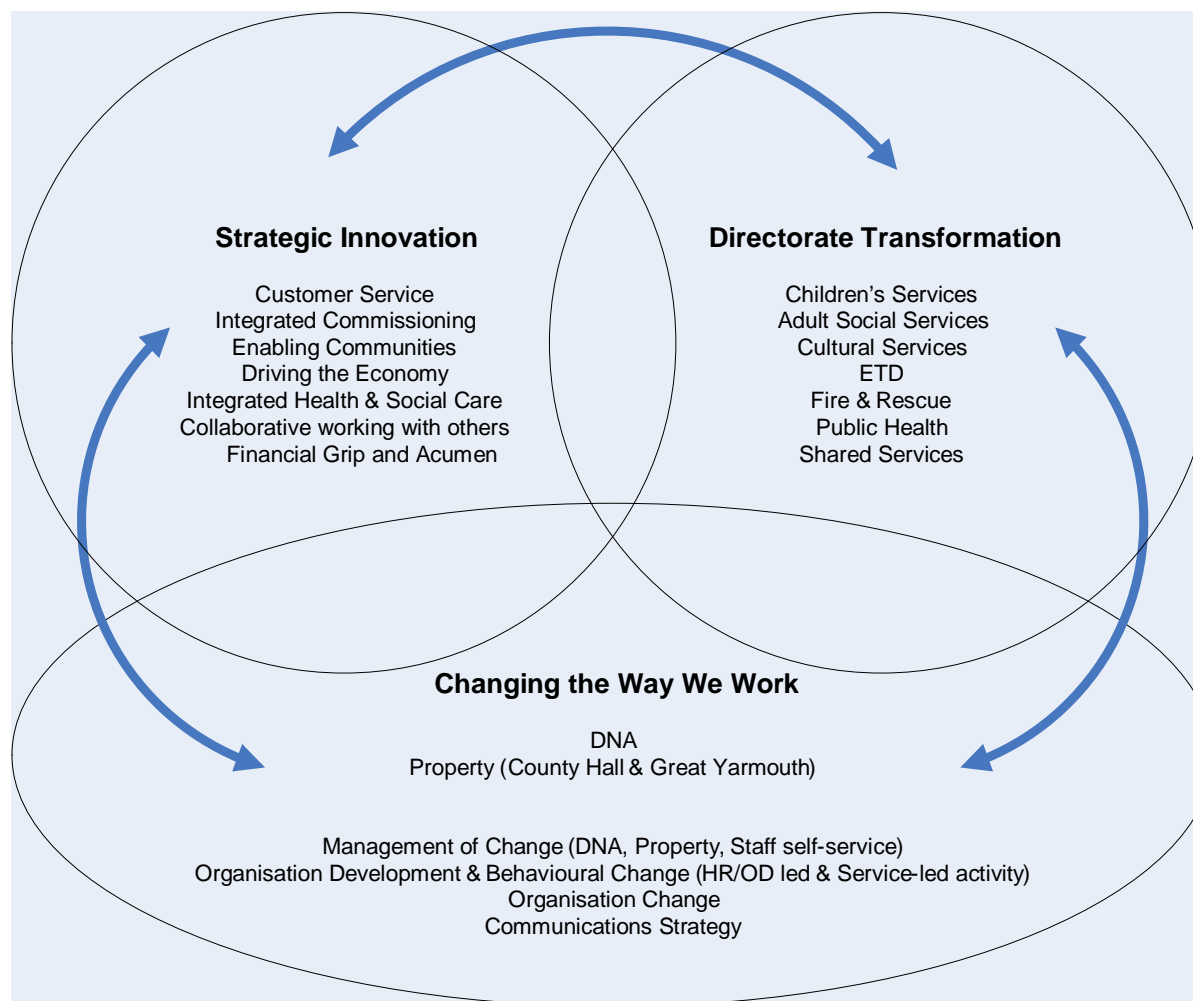
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What next?

The July Committee cycle is ideal to explore the shape of the budget process and the major challenges for each Committee.

7

Norfolk County Council Change Programme



Annex 3 Ten Savings categories

The objective is to create a framework, through which to view the budget process, and ensure a complete approach. The first 8 items do not affect Residents, whilst the last two, directly affect Residents. The objective is to increase the former.

	Type of Saving	Examples	Explanation Measure/baseline/target	Range of saving £k (to be completed)
Not Affecting residents				
1	Organisation	Reduce the number of departments	Brigade like-services, having clarified what is strategic, in preparation for a smaller officer core.	
		Spans of control	Apply a model whereby there is a minimum number reporting to an officer, and there are no 'one-on-ones'. KPMG measure: 1:7 spans of control. Produce structure charts	
		De-layering	The KPMG measure is 4 layers between the CE and the Frontline – apply such a model to the whole Council. Use structure charts.	
		Centralisation/Standardisation of functions	Review common functions, to provide the service to a model, that is consistent and 'light touch' centralised / standardised across Departments exploiting improved technology and templates. Examples include: <ul style="list-style-type: none"> • Administration – KPMG measure 1:8 Admin to Frontline • Customer services, • Policy, • HR, • Finance • Secretaries. 	
		Improved competence	Deal with issues of underperformance allied with better training. Use re-application for jobs to enforce.	

	Type of Saving	Examples	Explanation Measure/baseline/target	Range of saving £k (to be completed)
2	Lean	Improved Processes/Pace (Business process re-engineering)	Do we need to do it, and if we do, can the steps in a process be reduced, or shorten the time taken.	
		Automation	Empower the end user to complete a task without officer intervention. Self help model for customers. Also, eliminate cheques - shift towards electronic	
		IT systems	Not only improve the reach of IT, for example an integrated system for personalised care, but also review existing systems to reduce ongoing running costs (eg SAP) and ensure the sizing is consistent with the smaller Council. This might mean a one off cost for future lower ongoing costs. Invest to save using IT as mechanisms	
		Better ways of working, end to end (Business process re-engineering)	Are there better ways, for example using texts and emails rather than letters. Green initiatives to reduce running costs (spend to save/Green Deal)	
3	Procurement	The way forward	<ul style="list-style-type: none"> • Project initiatives • Contract lettings • Contract performance • Category Management / Sourcing Plan • Specification rationalisation • Supplier management • Registration of existing contracts • Minimise off contract buying 	
		Revisit inflation assumptions	Not only in contracts, but in budgets (also, see 10).	
4	Shared Services	With other organisations, most obviously, neighbouring Councils	Not only the strategic functions, but also services, for example waste collection.	
		Insource	Take back services, re-package and provide cheaper,	

	Type of Saving	Examples	Explanation Measure/baseline/target	Range of saving £k (to be completed)
			maybe by re-outsourcing. Controversially, voluntary organisations!	
		Outsource	Use of trusts/mutual's etc as well as 'private sector'. Try to follow the procurement precepts of 'shaping the market'.	
5	Capital	No unsupported expenditure (USB = unsupported borrowing)	Work to eliminate unsupported borrowing, unless it has a recognised payback period. That is, distinguish between good and bad USB.	
		Become debt free	Use reserves, which get little interest to pay off debt and minimise the exposure to interest variations. Another variant is to buy out PFI schemes	
		Gating process & Project /Programme Management	Introduce to ensure closer control and, usually, lower revenue costs, through a better view of output.	
6	Terms and Conditions	Avoid costs	Eliminate overtime, shift, performance payments etc	
		Leave	Remove the local discretionary days; consider changes to national T&C's, for example, if staff want more leave than 15 days, they can 'buy it'. Look at other T&C's.	
		Sickness	Robust approach, which might include no pay on sick days (eg first 3 days).	
7	Sweat the assets	Asset sales	Timing may be important, but divesting the Council of assets, eliminating running costs and repaying debt is a virtuous circle. Controversial sales idea – parks.	
		Re-negotiation of leases	Is there a backlog on renegotiations, which results in assets that produces a poor return	

	Type of Saving	Examples	Explanation Measure/baseline/target	Range of saving £k (to be completed)
		Fees & Charges	Strategy for ensuring market congruence. Deloitte's have a national programme of comparison and examples.	
		Money/Cash Management	Improve collection performance (speed and total percentage), reduce debt and free up debt provisions; Improve investment performance	
8	Change Assumptions	Inflation Demographics Income (RSG/Govt/DSG) Risk	No general inflation, but specific contractual Revise, review Autumn Govt announcement incl CSR's and OBR Challenge risk appetite; reduce recurrent budget by having adequate reserves.	
		Blue sky thinking	Example: to reduce maintenance costs, convert several parks into woods/forests, which is also a green initiative.	
Affecting residents				
9	Change Standards	Reduce the standards to which a service is provided	Examples include, Social Service provision going to 'critical', free provision being means-tested, winter gritting applied to a reduced mileage of roads, removal of 'Green Flags' standards for Parks, fortnightly bin collection.	
		Price performance	Use price performance comparisons with other local authorities to discover areas of underperformance	
10	Stop doing things	Decide what to stop providing	For example, provide Adults, Children, Fire, Schools, waste collection and roads/pavements. Consider the remainder carefully	

Annex 4 - the Demand Framework

There are five types of change, including inflation. The failure to track these accurately over the Medium Term (MT) planning period, results in the phenomena called “pressures”, whereby the spending is greater than the budget, for inadequately explained reasons. Underlying all types of change are the twin matters of pace and range, that is, how fast is the change happening, and how far will it go in the planning period.

The five types of change are Economic, Demographic, Policy, Technological and Climate; they are considered in detail below. The consistent theme that runs through the analysis is that data on volumes and price are a requirement to undertake the modelling necessary for a proper MT Financial Strategy (MTFS):

1. Economic

The level of economic activity will affect the demand for services; for example, a rising level of unemployment would increase welfare demand (rebates). It could also cause switching behaviour, such as increased bus or cycle usage together with less parking revenue. The issue of inflation would be addressed here.

2. Demographic

Changes in population, household formation and the provision of accommodation, will bring changes in demand, as well as alterations to Government grant. The analysis of population change should differentiate over age categories, which should be broadly aligned across four ages, pre-school, learning, working and retirement.

3. Policy

External examples from Government include the requirement to move to individualised care packages, subsidy for a nil Council Tax change, and the cessation of specific grants. The Government can also signal changes via an alteration to resource arrangements; NHB or CIL are examples. A change in standards – eg, safeguarding – as opposed to new policies, can increase or reduce demand for resources. Internal examples are excluded for it is suggested they are responses to change.

4. Technology

Citizen enablement has brought about increases in demand (FOI requests) and decreases (online information gathering) as well as changing economic activity (home working). Internal improvements to processes are, again, regarded as a response to change.

5. Climate

At a mundane level, colder winters, increased rain and/or hotter summers require changed responses from the Council. At an ecological level, the carbon and waste responses are examples of world-wide requirements.

Annex 5 - The 2015-16 savings, already agreed

Children's Services Committee

		2015-16	2016-17
		£m	£m
Ref	BUDGET SAVINGS		
4	Reducing the costs of business travel	-0.115	-0.105
8	Review senior management and commissioning structures	-0.090	-0.090
12	Reduced retirement costs for teachers		-0.400
21	Increase the number of services we have to prevent children and young people from coming into our care and reducing the cost of looking after children	-7.215	-7.559
21	Children's Services Review – use of one off reserves to delay savings to 2015-16	2.000	
22	Change services for children and young people with Special Educational Needs and Disabilities in response to the Children and Families Bill		-1.912
24	Stop our contribution to the Schools Wellbeing Service, Teacher Recruitment Service, Norfolk Music Service and Healthy Norfolk Schools Programme and explore if we could sell these services to schools	-0.215	
26	Reduce the cost of transport for children with Special Educational Needs		-1.000
27	Reduce the transport subsidy provided to students aged 16-19	-1.000	-1.000
28	Reduce the amount of funding we contribute to the partnerships that support young people who misuse substances and young people at risk of offending		-0.250
29	Reduce funding for school crossing patrols	-0.150	-0.150
	Increased Looked After Children savings	-0.925	-0.925
	TOTAL	-7.710	-13.391

Adult Social Care Committee

		2015-16 £m	2016-17 £m
Ref	BUDGET SAVINGS		
4	Reducing the costs of business travel	-0.099	-0.090
4	Renegotiate the Norse bulk recharge	-0.106	
4	Renegotiate contracts with residential providers, to include a day service as part of the contract, or at least to transport to another day service	-0.100	
6	Electronic Monitoring of Home Care providers		-0.500
6	Review block home care contracts	-0.100	
6	Review of Norse Care agreement for the provision of residential care	-1.000	-1.500
8	Decommission offices, consolidate business support	-0.150	
14	Further Savings from PCSS (Personal Community Support Service)	-0.250	
14	Review Care Arranging Service	-0.140	
18	Integrated occupational therapist posts with Health	-0.100	
18	Assistant grade posts working across both health and social care	-0.050	
20	Trading Assessment and Care Management support for people who fund their own care		-0.050
20	Economic Development securing more funding for key care services	-0.750	-0.750
30	Change the type of social care support that people receive to help them live at home	-0.200	
31	Reduce funding for wellbeing activities for people receiving support from Adult Social Care through a personal budget	-6.000	-3.000
33	Changing how we provide care for people with learning disabilities or physical disabilities	-2.000	-3.000
34	Work better with the NHS to deliver the Reablement and Swifts Services and look to share costs equitably.	-3.000	
35	Scale back housing-related services and focus on the most vulnerable people	-1.200	
36	Reduce the number of Adult Care service users we provide transport for	-0.150	-0.150
	Increased NHS Social Care Funding	-15.000	
	Total Savings	-30.395	-9.040

Policy and Resources Committee

		2015-16	2016-17
Ref	BUDGET SAVINGS	£m	£m
1	Restructure staff management in Procurement		-0.050
1	Reduce staff in Procurement by introducing automated document assembly	-0.050	
1	Continued efficiencies in tendering and contract management in Procurement		-0.083
2	Savings in ICT (one off)	0.010	
4	Reducing the costs of business travel	-0.017	-0.016
4	Reducing the costs of employment	-0.440	-0.860
8	Reduce staff in the Corporate Programme Office	-0.100	
8	Reduce staff in the HR Reward team	-0.018	-0.018
8	Restructure and reduce staff across HR	-0.296	-0.308
8	Reduce spend on properties with 3rd parties	-0.200	-0.100
8	Office moves for some HR teams	-0.015	
8	Consolidate support services into a reduced number of service groups	-1.000	
9	Reduce staff supporting organisational development and learning and development	-0.039	
10	Restructure the Corporate Resources department to reflect a smaller council	-0.400	
10	Reduce staff in Finance by increasing use of technology and changing business processes	-0.160	
10	Reduce printed marketing materials		-0.054
11	Restructure the Planning, Performance & Partnerships service, creating a new Business Intelligence function	-0.188	-0.115
20	Increase income from Nplaw	-0.058	-0.051
	New Homes Bonus	-0.905	-1.529
	Cross cutting savings	0.194	
	Use of second homes money	-1.200	-1.200
	Reduction in redundancy	-1.500	
	Reduced cost of borrowing	-0.479	-0.825
	Use of organisational reserves (one-off)	1.000	
	Use of Icelandic Bank Reserve (one-off)	1.453	
	Use of Modern Reward Strategy reserve (one-off)	0.547	
	Interest receivable/payable – change to risk appetite (one-off)	4.164	
	New Homes Bonus adjustment grant	0.477	
	New Homes Bonus adjustment grant	-1.214	
	Council tax freeze grant	-3.559	
	County Hall refurbishment savings	-0.279	-0.751
	Use of organisational change reserves (one-off)	3.000	
	Total	-1.272	-5.960

Environment, Development and Transport Committee

		2015-16	2016-17
Ref	BUDGET SAVINGS	£m	£m
2	Replacement of BusNet system with SMART ticket machines	-0.100	
2	Use of alternative existing technology to provide transport monitoring data and changes to how the council procures traffic surveys		-0.135
4	Reduction in the number of hired highway vehicles	-0.150	
4	Reducing the costs of business travel	-0.034	-0.031
8	Review budget allocations for economic development projects	-0.147	-0.090
16	Collaboration with peer authorities for delivery of specialist minerals and waste services		-0.005
17	Renegotiate concessionary travel schemes with bus operators	-0.350	-0.350
20	Attract and generate new income for Environment services with a view to service becoming cost neutral in the long term.	-0.041	-0.072
20	Attract and generate new income for Historic Environment services with a view to service becoming cost neutral in the long term.	-0.026	-0.046
20	Full cost recovery for staff in Smart ticketing project	-0.250	
20	Full cost recovery for delivery of travel plans with developers	-0.050	-0.052
20	Reduce NCC subsidy for park and ride service by ongoing commercialisation.	-0.075	-0.075
20	Increased income from delivery of specialist highway services to 3rd parties	-0.050	-0.100
20	Generation of external funding and grant programme management efficiencies		-0.100
	Improving processes and working arrangements in ETD	1.000	
49	Charge people for the advice they receive from us prior to submitting a planning application	-0.010	
49	Charge people for the advice they receive from us prior to submitting a planning application - pre-application services	-0.125	-0.150
51	Scale back planning enforcement	-0.037	
52	Charge for site inspection reports for operators of mineral and waste sites	-0.005	
53	Reduce our subsidy for the Coasthopper bus service	-0.075	
54	Reduce highway maintenance for one year	1.000	
59	Cut the cost of providing school transport	-0.060	-0.020
62	Charge at some recycling centres		-0.280
63	Reduce opening hours at some recycling centres	-0.167	
16	Harmonisation of statutory recycling credit payments	-0.166	
	Total	0.082	-1.506

Children's Services Committee

Item No 8

Report title:	Update on Pathway Planning for Care Leavers
Date of meeting:	15 July 2014
Responsible Chief Officer:	Sheila Lock

Strategic impact

Effective care planning is key to achieving the best outcomes for children, young people and their families. Norfolk has a high proportion of 15+ young people in its LAC population and as such, pathway planning needs to be seen as an operational priority if these young people are to experience the best possible outcomes.

In addition to its importance around overall outcomes, pathway planning is enshrined in the Norfolk Promise to Children & Care Leavers 16+ and was identified by Ofsted as a specific area requiring improvement.

Executive summary

This report highlights progress to date against the action plan approved at the April O&S Panel

Recommendations: The Panel are asked to note progress to date

1. Action plan update

Action	Lead	Timescale for completion	Update
The QA team will conduct an audit in partnership with young people to review the impact of improvement work on pathway planning.	Bramwell Chapman	September 2014	This action will be completed in line within the projected timescale
<p>DNA will reflect the need to ensure Looked After Children Teams have access to up-to-date mobile IT technology – specific actions to include</p> <ul style="list-style-type: none"> Windows phones being provided to 250 frontline staff, an up-to-date smartphone with access to email A 3-month pilot of Microsoft Lync for 100 managers, team managers and some specific sites follows on from the Enabling Social Care trial in North Norfolk. This technology provides instant messaging and personal calls and video calls. 	Andrew Moll	June 2014	<p>Windows Phones have been issued to 125 staff at Carrow House, Priory House, Cromer, County Hall, and Breckland Business Centre. Lakeside and Great Yarmouth phones have been delivered and are planned to be issued by early July. Some issues with operation and connections of the phones have been encountered and are being addressed with the supplier Vodafone and through redrafted user guides.</p> <p>The pilot is in progress with 248 users across NCC, and a number of business processes improved by being able to run live on-line sessions and reduce travel time and cost. This includes the Children's Case Advisory Service conference. Overall 6,058 instant messages and 2,257 minutes of peer-to-peer sessions took place in the first month.</p>

<ul style="list-style-type: none"> CareMobile is being tested as a solution to download cases from CareFirst into a virtual “briefcase” to use offline and then upload back to the main system. Alternative technologies which allow real-time access via 3G to CareFirst and other systems will be considered if they can be proven to be secure. 			<p>A plan to pilot the financial assessment module is in progress to start in September 2014. This will subsequently inform feasibility for social care assessments.</p> <p>This activity will be scheduled in the DNA programme.</p>
An audit of current staff will be conducted to highlight any who have not completed the pathway planning training and all those highlighted will be required to complete the training.	Elly Starling	June 2014	Action completed - all staff who were employed prior to the introduction of the training have completed it.
Pathway planning training will be included in the core training offer for new staff.	Elly Starling	June 2014	Action completed - The Children’s Services training plan will include pathway planning for new staff and any existing staff who would benefit from a refresher.
The practice standards will be reviewed and amended to emphasise the importance of starting the conversation about pathway planning with care leavers at an early stage.	Andrea Brown	June 2014	Action completed.
The practice standards will be reviewed to emphasise the need to clearly document where a young person is not engaged with the process and the action being taken to	Andrea Brown	June 2014	Action completed.

encourage them to think about their future			
An information pack for care leavers will be developed in partnership with young people.	Stewart Betts	June 2014	<p>A review has been conducted of current NCC literature and relevant examples from other authorities. A small number of members of the NiCC have been engaged to both contribute to and evaluate any materials before they are collated into a final pack. A front-line LAC practitioner is also contributing to this process.</p> <p>The initial intention is to pull together a "basic" pack that can be put in place quickly, and then to continue to work on/refine materials which are currently under review (e.g. the Leaving Care Finance procedures) so that they can be included when ready. It is likely that the initial pack will be an on-line resource, but we are also considering whether / how a hard-copy pack can be made available.</p> <p>We also plan to keep the pack under review (initially every six months) to make sure that it remains current.</p>
A quality monitoring programme for pathway plans will be embedded in to overall case management for both social workers and IROs.	Ali MacPhail/ Wendy Dyde	June 2014	An initial themed audit has been carried out for pathway plans, the findings of which will be taken back to individual teams to assist in improving practice. This process will be repeated regularly and cross-referenced to the planned audits within the QA team processes.
A pathway planning training programme will be introduced for foster carers and other key professionals	Peter Ronan	September 2014	This action will be completed in line within the projected timescale
Clear communication with providers to ensure they understand their role in the pathway planning process.	Don Evans	June 2014	<p>Specific reference to the provider's role in pathway planning has been built in to the service specification for the new 16+ service (Linden House) which has recently gone to tender. This approach will be repeated going forward for all relevant contracts.</p> <p>Understanding of/engagement with pathway planning will be included in the monitoring and evaluation reviews for all relevant providers.</p>

<p>A specialist leaving care service will be created.</p>	<p>Ali MacPhail</p>	<p>June 2014</p>	<p>A project manager and a manager from the corporate parenting team have been identified to lead on the development of this service. A briefing session has been held with family support workers and team managers to discuss day to day operational issues for the new service. The first project meeting is scheduled for the 9th July to scope out key tasks. Fortnightly meetings will follow to manage and monitor progress.</p>
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2. Financial Implications

- 2.1 Any costs will be met from within existing budgets

3. Issues, risks and innovation

Resource Implications

- 3.1 **Staff:** There are no proposed substantive increases in staffing compliment, although specific roles and responsibilities may change for existing staff
- 3.2 **Property:** There are currently no identified property-related issues
- 3.3 **IT:** IT resources are scheduled to be met from within existing plans (e.g. DNA)

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

- 3.4 Every care leaver must have their needs assessed (including financial needs) and included in a pathway plan, together with actions that will support their choices around education, employment, accommodation and personal support (health, development and taking their place in the community). Making sure that every care leaver has the right support and guidance in place through the pathway planning process should enhance the equality of opportunity for all the young people who have been in our care.

Any Other implications

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

4. Background

- 4.1 The O&S pathway planning working group was established to examine why there is a low rate of completion in Norfolk and to establish how arrangements to support pathway planning can be improved, to ensure their timeliness and quality.
- 4.2 The group reported its findings to the O&S panel in March 2014 and that report included a number of recommendations which were accepted by the O&S panel.
- 4.3 An action plan to address the key issues was presented to the O&S panel in April and was subsequently approved.

Background Papers

- 4.4 Report from the Chairman of the Members' Working Group – Pathway Planning for Care Leavers. As tabled at O&S panel on 13th March 2014
- 4.5 O&S report - Response to the O&S pathway planning group recommendations

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

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Children's Services

Item No 9

Report title:	Norfolk's Sustainable School Travel Strategy
Date of meeting:	15 July 2014
Responsible Chief Officer:	Sheila Lock
Strategic impact <p>Connecting Norfolk is the county's Local Transport Plan (LTP). This sets out how we wish to achieve a transport system that allows residents and visitors a range of low carbon options to meet their transport needs and attracts and retains business investment in the county.</p> <p>Norfolk's Sustainable School Travel Strategy (SSTS) sits beneath the LTP, and focuses on enabling more children to walk, cycle or use public transport to get to school. It provides direction for achieving key outcomes to fulfil our duties under the Education and Inspections Act 2006 ensuring the journey to school promotes positive behaviour, supports healthy and active lifestyles and does not become a barrier to taking up education opportunities.</p> <p>This paper will also be presented to Children's Services Committee on 10 July, for information only as EDT are the determining committee.</p>	

Executive summary

The council is required to publish a revised SSTS by 31 August 2014.

We spend £25m each year providing free school transport to eligible children, around 15% of all school children in Norfolk. The strategy describes our approach to school transport and how we will encourage more children to travel sustainably to and from school, including walking and cycling, particularly the 85% of children for who we do not provide transport.

Key priorities identified in the strategy include:

- Providing safe and accessible transport to pupils in receipt of free school travel
- Providing support to post 16 students
- Providing appropriate infrastructure to enable children and their families to walk or cycle to school
- Supporting local bus services by planning an integrated transport network, including working with bus operators to secure travel discounts for students
- Working with schools and communities to enhance safety for children travelling to school independently
- Securing funding through the planning process to promote sustainable and healthy travel options

£2m a year is spent on providing free transport to children who live within the qualifying distance to schools (2 or 3 miles depending on age) but do not have an available walking route. We are progressing a number of route reviews to re-assess their suitability and deliver small scale improvements where needed, as a result of the Putting People First consultation that showed broad support for this approach. This would reduce the number of children eligible for free school transport, leading to financial savings.

Recommendations

Members are asked to consider and endorse the Sustainable School Travel Strategy

1. Proposal (or options)

To **publish the revised Sustainable School Travel Strategy** (attached) by 31 August as per the Department for Education requirements, taking into account any member feedback.

2. Evidence

Patterns of school travel are complex with issues often unique to an individual school and according to local circumstances, including location, catchment area, attractiveness of the school and demographics.

Data on mode of travel to school was captured in the school census up to 2011. At this time walking was the most prominent mode of travel to school (45%) followed by car (29%). Around 3% of pupil's cycled to school, with this highest among those in year 11 (5.1%).

Fifteen per cent of pupils in Norfolk are eligible for free school transport. We currently spend £25m per year doing this, including £2m on pupils who live within the statutory minimum distance of their school but are unable to walk because there is no available walking route. The amount of money spent on transporting mainstream pupils to their nearest or catchment school (£12.2m) compares favourably with other large, rural counties as the table below shows:

Local authority	Average cost per student per year
Essex	£865
Suffolk	£739
Norfolk	£774
Buckinghamshire	£926
Somerset	£931
Devon	£937
Worcestershire	£983

Parents are responsible for getting the remaining 85% or 92,000 children to school and the strategy aims to address a range of issues identified from analysis of school travel patterns, including:

- Children living within 2-3 miles of their school may not have an available walking route for them to use
- A third of children do not attend their local or catchment school and transport availability is not considered by all parents when making this choice
- There are low levels of cycling to school, but potential to increase this
- There is a high incidence of children travelling to school by car, which can cause congestion and safety problems outside the school gates
- All schools have a travel plan, but many are no longer active and many need refreshing.

Active children are healthier and more productive in the classroom, having a long term positive impact on academic attainment and mental health. The level of activity by school-age children in Norfolk is below the national average and as little as 2.5 hours of exercise a week can help reduce obesity and keep children healthy. It also means fewer cars on the road, reducing congestion particularly around the school gates. There is little evidence of the direct financial benefits of this approach to build an economic case for investment however the effects are realised in long-term health benefits, rather than immediate cashable savings.

Broad support was received from the public when we consulted on changes to school transport as part of Putting People First. The majority of people in favour of measures to encourage more children to walk, cycle or use public buses felt changes would have a positive impact on the community as a whole and would lead to health improvements. Some were in favour of making budget savings as they felt parents should have greater responsibility for getting their children to school.

3. Financial Implications

We spend £25m each year on school transport for eligible pupils, £12.2m of which is for transporting mainstream pupils to their nearest or catchment school.

As a result of Putting People First we are encouraging more pupils to walk, cycle or use public transport to get to school. This includes actions to:

- Reassess and improve walking routes to school, reducing the number of pupils within the statutory minimum distance who receive free school transport
- Increase the number of pupils travelling to school on public bus and train services rather than dedicated school buses
- Encourage more children of high school age who are entitled to free transport to voluntarily give up their seat on the bus in exchange for a cycle allowance

This will save up to £330k over 2014-17 as we divert capital investment into making appropriate routes to school available for walking or cycling.

We also spend a relatively small amount of money on helping children to travel to school independently – approximately £120k on travel training for students to achieve more independence and £75k on road safety and cycling training.

4. Issues, risks and innovation

There is now less engagement with schools to encourage sustainable travel and make active travel options both safe and attractive for children and families. As a result of the budget cuts in 2010, we stopped investing in school travel planning. Whilst some activity has continued in more proactive schools, overall the impetus has gone as it requires a driving force.

Our enhanced programme to review school walking routes for those children living within the qualifying distance of school is underway. Routes are assessed in accordance with national road safety guidance and where routes are identified as being available for walking we will withdraw free school transport. This may cause difficulties for some families who rely on free school transport and who would need to find an alternative. Some vulnerable families could be adversely affected by the withdrawal of free school transport following a walking route review. There is a low risk that this could

impact upon children's attendance at school and Impact Assessments have been completed.

The Council's criteria for the assessment of walking routes uses the Road Safety GB guidance and is included within NCC's Home to School and College Transport Policy. This policy, and the practice of withdrawing free school transport when a route is found to be available for walking, was considered by Cabinet on 6 January 2014. Cabinet reaffirmed that the current school transport policy was fit for purpose and that NCC continue the ongoing programme of route reviews and capital investment so that more children can walk or cycle to school. This was subsequently debated at Full Council on 20 January 2014 and was the subject of Cabinet Scrutiny on 21 January. Cabinet Scrutiny unanimously supported Cabinet on its decision.

We recognise that withdrawal of free school transport can be particularly difficult for local Members when removal of a service occurs in their ward. Our experience shows that where Members are properly briefed and supported, they can help to facilitate the change so that the Council's policy can be applied consistently with fairness and equity across the county. The aim is to keep local Members fully informed both before and during any consultation and communication with schools and parents so that they are fully up to date with how policy is being applied in their area and can take an active part in the process.

5. Background

The Education and Inspections Act 2006 placed a duty on Local Authorities to promote the use of sustainable travel and transport and to publish a Sustainable School Travel Strategy (SSTS). This should set out a vision, objectives and work programme for improving accessibility to schools, which will provide a source of information to parents about the travel options available to them.

We have recently refreshed Norfolk's SSTS published in 2007, to accord with revised Government guidance. The update reflects changes in funding experienced at a local level that have had a significant impact on delivery of infrastructure and support to schools.

The deadline for publishing the revised SSTS is 31 August 2014.

Background papers:

Home to school and college transport policy including the criteria for assessment of walking routes www.norfolk.gov.uk/schooltransport

Minutes of Cabinet 6 January 2014

http://www.norfolk.gov.uk/Council_and_democracy/Your_Council/Committees/Committees_Archive/index.htm?searched=true&SS_Year=2014&SS_PaperType=Minutes&SS_Committee=Cabinet&Submit=Search

Minutes of the County Council 20 January 2014

http://www.norfolk.gov.uk/Council_and_democracy/Your_Council/Committees/Committees_Archive/index.htm?searched=true&SS_Year=2014&SS_PaperType=Minutes&SS_Committee=County+Council&Submit=Search

Minutes of Cabinet Scrutiny 21 January 2014

http://www.norfolk.gov.uk/Council_and_democracy/Your_Council/Committees/Committees_Archive/index.htm?searched=true&SS_Year=2014&SS_PaperType=Minutes&SS_Committee=Cabinet+Scrutiny&Submit=Search

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:

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Norfolk Sustainable School Travel Strategy

Executive Summary

The Education and Inspections Act 2006 placed a duty on Local Authorities to promote the use of sustainable travel and transport and to publish a Sustainable School Travel Strategy (SSTS). This should set out a vision, objectives and work programme for improving accessibility to schools, which will provide a source of information to parents about the travel options available to them.

This strategy describes how we will ensure that the journey to school promotes positive behaviours, supports healthy and active lifestyles and does not become a barrier to taking up education opportunities.

It aims to address a range of issues identified from analysis of school travel patterns, including:

- Children living within 2-3 miles of their school may not have an available walking route for them to use
- A third of children do not attend their local or catchment school and transport availability is not considered by all parents when making this choice
- There are low levels of cycling to school, but potential to increase this
- There is a high incidence of children travelling to school by car, which can cause congestion and safety problems outside the school gates
- All schools have a travel plan, but many are no longer active and need refreshing

Norfolk's School Travel Vision

To enable every child to fulfil their educational potential by ensuring they're able to get to school or college in an **independent, safe and sustainable** manner.

We will achieve this through:

- The provision of safe and accessible transport to school age children who live more than the statutory agreed distance from their nearest catchment or nearest appropriate school
- Provision of support to post 16 students
- The provision of infrastructure to enable children and their families to walk or cycle to school
- Strategic support to the local bus network, including working with bus operators to secure travel discounts for students
- Working with schools and communities to enhance safety for children travelling to school independently
- Securing funding through the planning process to promote sustainable and healthy travel options

Our priorities for the next three years are to make more walking and cycling routes available to school children, work with schools to promote take up of the cycle allowance, and to move students onto regular local bus and train services where this is appropriate rather than transporting them on dedicated school services.

We will work closely with schools and colleges, parents, transport operators and other stakeholders to deliver the strategy and achieve the priorities.

Norfolk Sustainable School Travel Strategy

Introduction and context

The Education and Inspections Act 2006 placed a duty on Local Authorities to promote the use of sustainable travel and transport and to publish a Sustainable School Travel Strategy (SSTS). This should set out a vision, objectives and work programme for improving accessibility to schools, which will provide a source of information to parents about the travel options available to them.

Norfolk's ambition is for there to be, as a minimum, a **good school for every Norfolk learner**. This is because a child or young person in Norfolk is entitled to be educated in a school that is at least good and we expect that our schools will be as good as and then better than schools in any other part of England. We recognise that enabling children to fulfil their educational potential is not just about how good the school is, but about their whole community, school and family environment that surrounds it. Their **journey to school** is part of this. There is also overriding evidence that children who are active are better learners and therefore an active journey to school will add to the child's ability to learn and engage in their education.

Free school transport is provided by Norfolk County Council for 15% of the total school population. It is provided for children who are eligible according to the Council's policy, which reflects national legislation. The general policy is to provide free school transport to children who are attending their nearest catchment or nearest appropriate school who live more than 2 miles away (if they are aged under 8) or more than 3 miles away if they are older. This costs the Council £25m per year. The remaining 85% of school children make their own way to school.

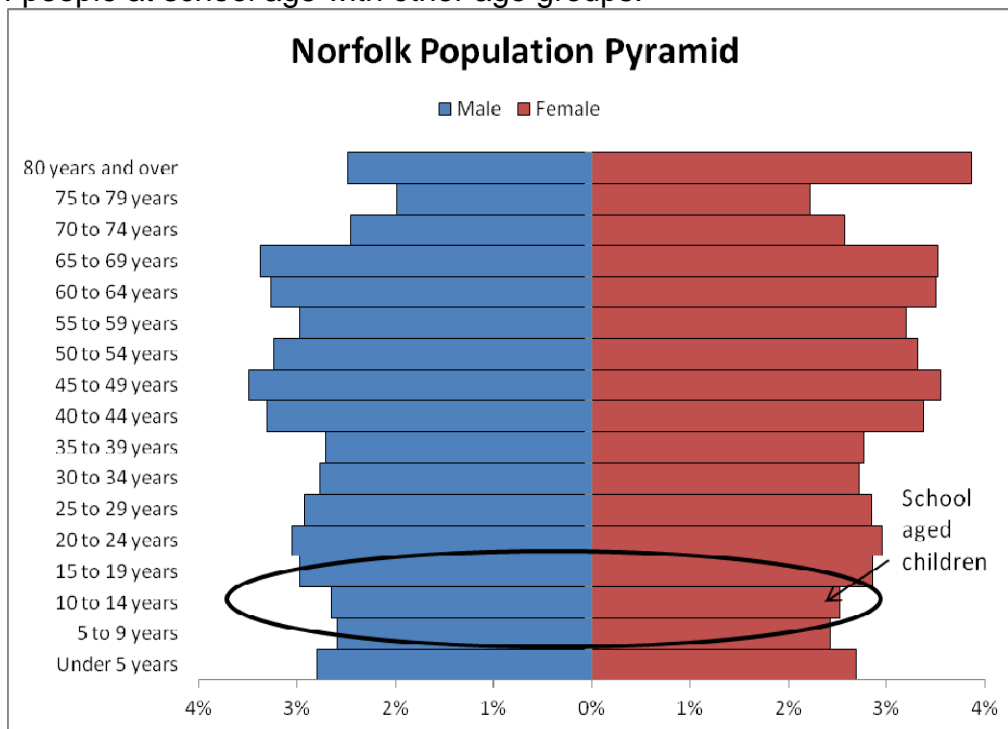
This strategy sets out how we will ensure that each child's journey to school promotes positive behaviours, supports healthy and active lifestyles and does not become a barrier to taking up education opportunities. It dovetails with other strategies and projects including the Local Transport Plan, Children's Services Improvement Plan and delivery of smartcards. This strategy replaces the previous version published in 2007.

Norfolk Sustainable School Travel Strategy

About the journey to school in Norfolk

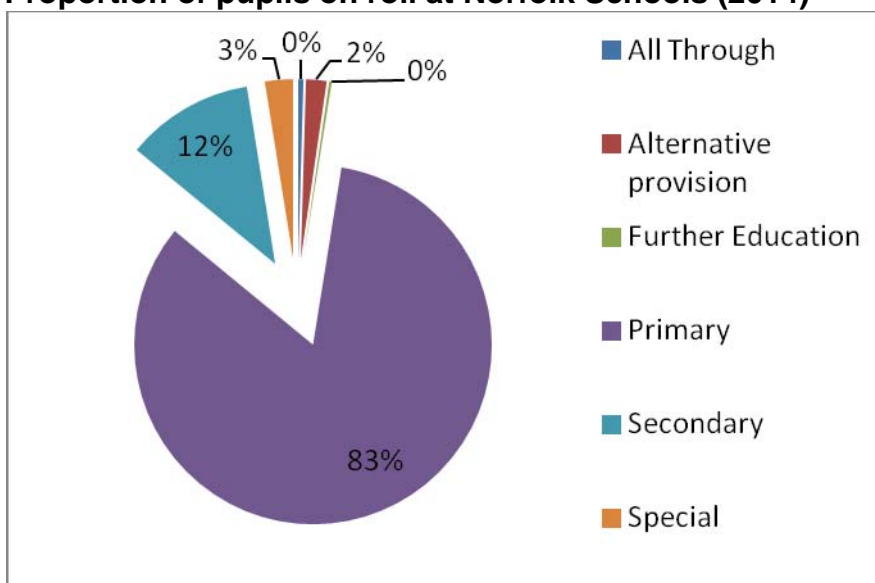
Pupils in Norfolk

According to 2012 mid-year population estimates from the Office of National Statistics there are 108,242 children in Norfolk of mainstream school age, plus an additional 30,365 children aged 17-19 who could attend further education. The population pyramid below compares the proportion of people at school age with other age groups.



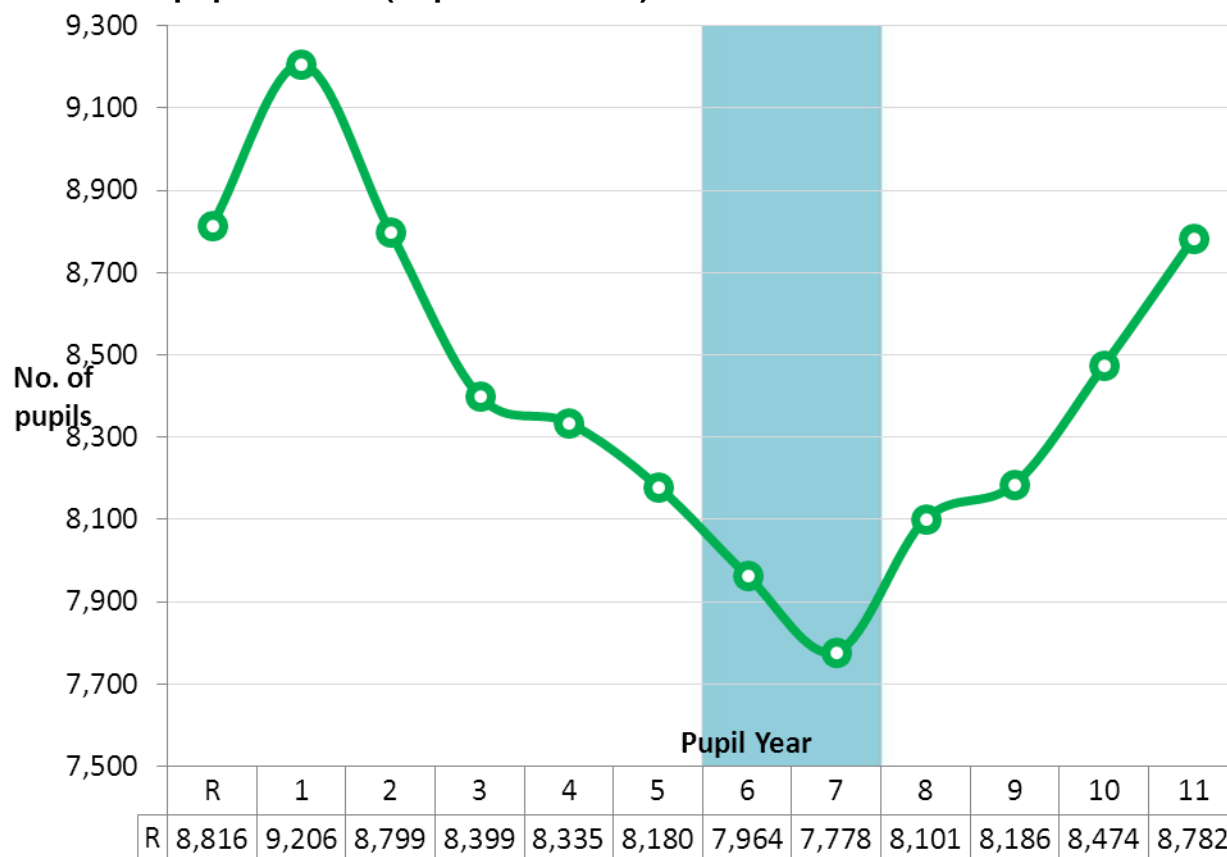
There are currently 434 schools in Norfolk, the majority of which are primary schools. The graph below shows the number of pupils we have on roll attending schools from reception year to year 11, based on their age. There is a slight dip in pupil numbers in years 6 and 7.

Proportion of pupils on roll at Norfolk Schools (2014)



Norfolk Sustainable School Travel Strategy

Number of pupils on roll (September 2013)



Mode of travel to school

Patterns of school travel are complex with issues often unique to an individual school and according to local circumstances, including location, catchment area, attractiveness of the school and demographics. Therefore it is important to consider the need and patterns of each school on an individual level. Every school in Norfolk has a travel plan. These are working documents developed and owned by the school aiming to reduce congestion at the school gates, encourage more sustainable forms of travel on the school journey, promote healthier lifestyles and enable the school to access funding for capital projects on school grounds. Schools continue to engage with their travel plan, and there is a statutory requirement for schools that are expanding or undergoing development works to have one.

Between 2009 and 2011 a question was included on the Annual School Census about how pupils travelled to school. An analysis of this for Norfolk is included below. As the data is no longer collected a more recent Norfolk-wide view is not possible. However travel choice data may still be collected by schools on an individual basis as part of their travel plans.

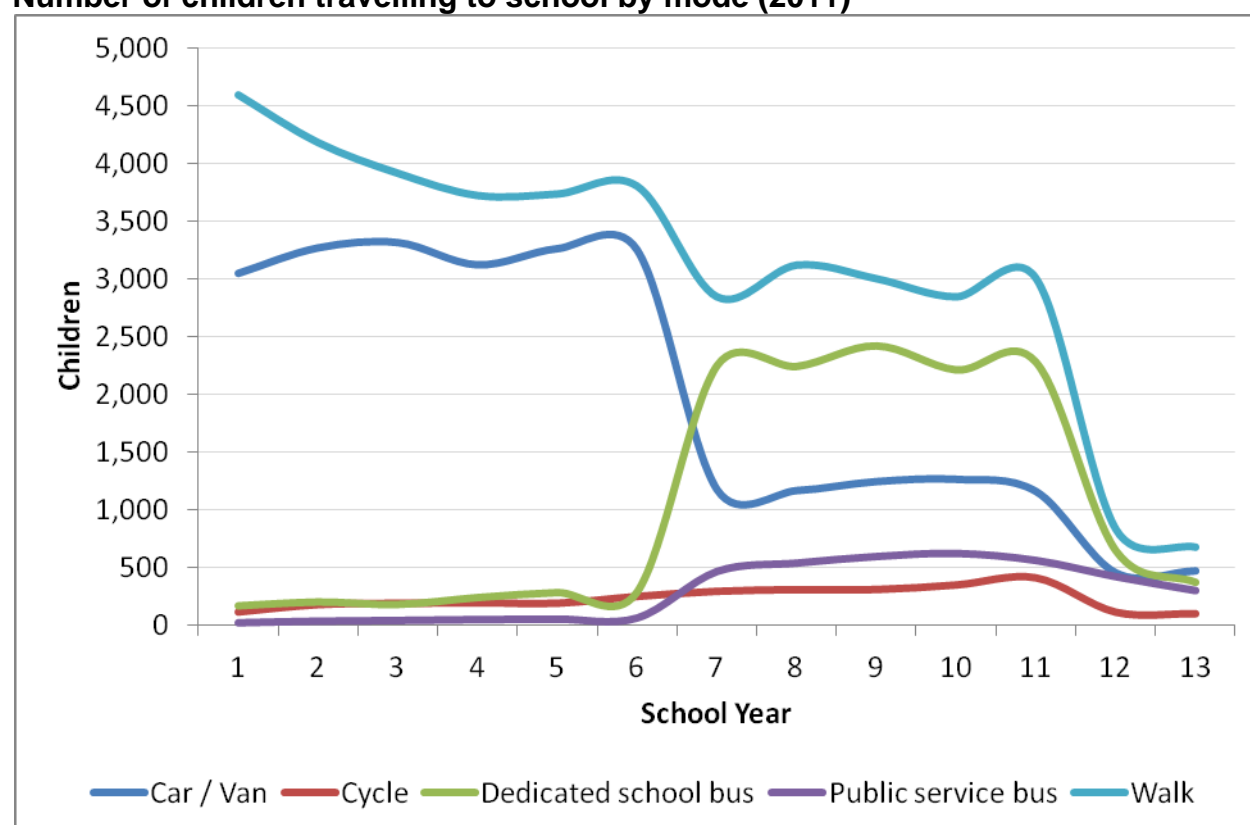
Walking is the most prominent mode of travel to school (45% of children), followed by car (29%) and dedicated school bus (13%). Over the three years data was collected the proportion of children walking to school across all ages increased by 2.51 percentage points, equivalent to around 2,500 more children walking to school. Other modes remained fairly constant.

Norfolk Sustainable School Travel Strategy

Mode Of Travel from January School Census	2009 (%)	2010 (%)	2011 (%)
Car / Van	28.89	28.73	29.04
Car Share (with a child / children from a different household)	2.46	2.13	1.80
Cycle	3.66	3.57	3.02
Dedicated school bus	12.80	13.28	13.34
Public service bus	4.76	4.78	4.71
Taxi	1.45	1.38	1.25
Train	0.25	0.21	0.20
Walk	42.71	44.97	45.22

The graph below highlights changes in travel mode by school year, with clear differences observed when children start high school and enter year 7. At this point there is an increase in the number of children using dedicated and public service buses, and a reduction in car travel and walking. This is because there are fewer high schools and they tend to be located further away from where people live, which means more pupils qualify for free school transport.

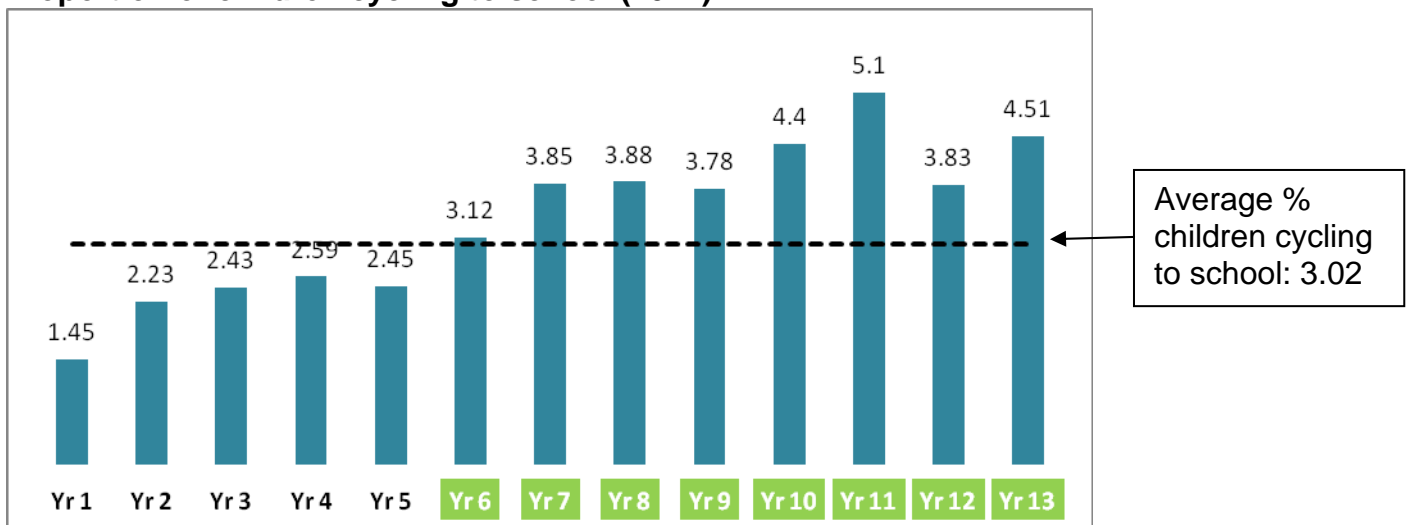
Number of children travelling to school by mode (2011)



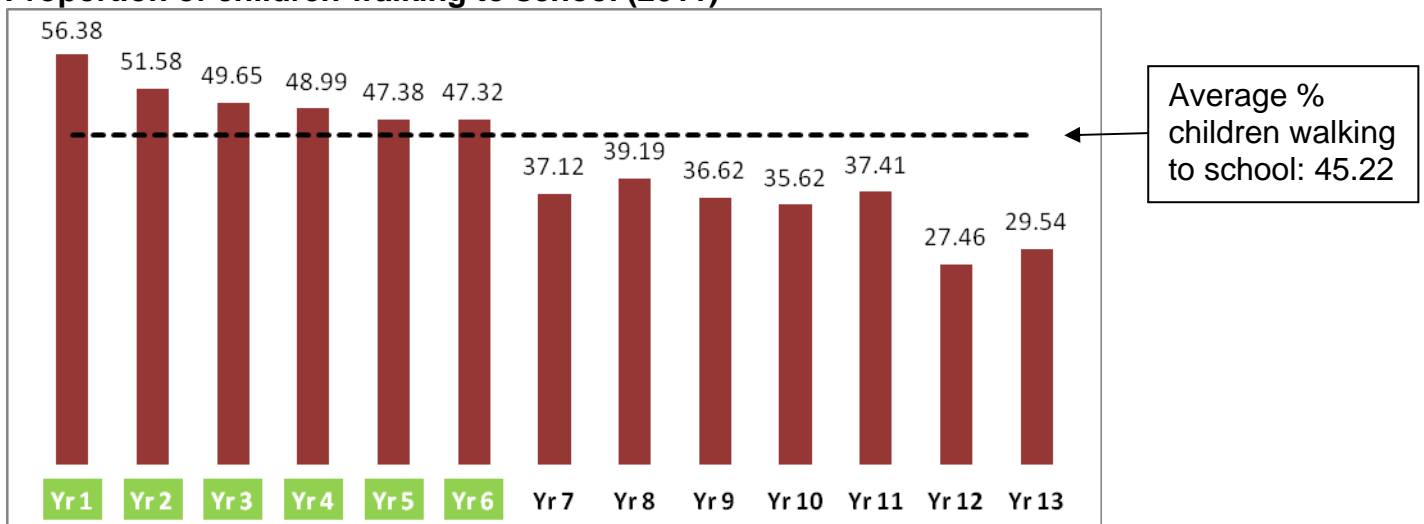
The charts below compare the proportion of children cycling and walking to school with the average across all years. They show that children in year 11 are significantly more likely than other age groups to cycle to school, and that primary aged children are most likely to walk.

Norfolk Sustainable School Travel Strategy

Proportion of children cycling to school (2011)



Proportion of children walking to school (2011)



Provision of free school transport

We currently (April 2014) provide **free transport to 15%** of children who are of mainstream school age, around 16,000 students. They travel on either dedicated school vehicles (82%), which may include bus or taxi, or public bus and train services (18%).

Children who do not qualify for free school transport are required to travel to school independently or under the supervision of their parents. Around a third of school children do not qualify because they attend a school of their choice rather than their local or catchment school. Transport availability is not considered by all parents when making this choice.

Around 15% of children qualify for free transport because although they live within the statutory minimum distance of school there isn't an available walking route for them to use.

Norfolk Sustainable School Travel Strategy

Key issues to address

Based on the analysis above the following key issues have been identified that we want to address with this strategy.

- Children living within 2-3 miles of their school may not have an available walking route for them to use
- A third of children do not attend their local or catchment school and transport availability is not considered by all parents when making this choice
- There are low levels of cycling to school, but potential to increase this
- There is a high incidence of children travelling to school by car, which can cause congestion and safety problems outside the school gates
- All schools have a travel plan, but many are no longer active and need refreshing

Vision

Norfolk's overarching transport vision is set out in Connecting Norfolk – the county's Local Transport Plan. This is to achieve a transport system that allows residents and visitors a range of low carbon options to meet their transport needs and attracts and retains business investment in the county.

Our vision for school transport is to enable every child to fulfil their educational potential by ensuring they're able to get to school or college in an **independent, safe and sustainable** manner.

We will achieve this through:

- The provision of safe and accessible transport to school age children who live more than the statutory agreed distance from their nearest catchment or nearest appropriate school
- Provision of support to post 16 students
- The provision of infrastructure to enable children and their families to walk or cycle to school
- Strategic support to the local bus network, including working with bus operators to secure travel discounts for students
- Working with schools and communities to enhance safety for children travelling to school independently
- Securing funding through the planning process to promote sustainable and healthy travel options

Provision of free transport to school age children

The County Council's general policy for school travel is to provide free home to school transport for eligible children of statutory school age (5 to 16 years) and eligible children aged 4 if they will be 5 before 31 August of that school year.

Free transport is provided for children of statutory school age who attend the nearest catchment school or nearest appropriate school for their age and educational needs, provided they meet the distance and age criteria. The specific details are set out in our Home to School and College Transport Policy, which is available here: <http://www.norfolk.gov.uk/view/NCC111273>

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The Council supports cycling to school as a healthy and green alternative to motorised vehicle travel and a cycling allowance of £200 per year is available for any pupil or student who is eligible. We will promote this to students eligible for free school transport. In particular we will target secondary school students who live between 2 and 3.5 miles from school and where we know there are good cycle facilities in place and opportunity to remove dedicated school bus services. We may work with schools and provide additional support for students who choose to do this. Studies show that encouraging students to cycle will provide both them and their families with health benefits – as children are more likely to encourage their parents to cycle too. It may also save the Council money if a significant number of students decide to take the cycle allowance as it allows us to alter or reduce the number of school travel services. **This is a priority during 2014-17.**

A number of successful initiatives have been delivered in Norfolk schools to influence mode of travel and encourage sustainable transport. Project Bob, run by ActivatingCIC in Great Yarmouth, identified that although 90% of children and 80% of their parents own a bike, around 70% fail to regularly cycle because of a perceived fear of traffic safety, a broken bike or concerns about their fitness levels. The project engaged with pupils at 8 primary schools achieving an average 11% cycling to school.

Support to Post 16 students

Transport is a key consideration for students aged 15-16 when choosing an establishment for further education. Our aim will be to ensure students fully understand the travel options available to them prior to making a decision. We understand that cost is an important factor, so we currently provide a subsidised travel scheme for students aged 16-19 to travel on local bus, train or education specific services. All schools with a sixth form, and further education colleges, are accessible via a network of core transport routes. Students will receive support when they travel on these routes – they can live anywhere in the county and attend any establishment and still receive financial support if they can get themselves to a point on a core route that serves their chosen establishment. The core routes, and other bus services linking with education establishments, can be viewed using an interactive map on our website. We will look to further promote this and ensure a link is provided on the Connexions website.

We understand the cost of travel can be a barrier for some students, which is why we provide the travel scheme. However we are currently reviewing the level of subsidy provided as part of our scheme and this may reduce in 2016/17. In some cases local bus and train operators are able to offer greater discounts for students if they deal with them directly. We will encourage students to check this, and provide information about travel discounts operators offer on our website. Any travel passes obtained from the operator are also likely to offer greater travel flexibility, enabling students to travel at times outside of their usual journey to school or college.

Provision of infrastructure

Our priority is to provide sustainable travel options for people's regular journeys, including the journey to school and college. We will look to provide safe, accessible and well maintained walking and cycling networks to encourage active travel on short journeys. We already have

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some 4,500km of footway and 113km of cycleway across the county, but it's important that these are linked together to create viable routes for people.

We currently provide free school transport to around 2,500 children who live closer to their school than the eligible distance, but for whom a walking or cycling route has been assessed as being unavailable. This may be because the road is narrow, there is no verge to walk on or high levels of traffic. We will target investment to create or upgrade footways and cycleways so that we can provide more routes that are available for children when travelling to and from school.

This is a priority during 2014-17.

This will enable more children to travel independently and in an active way to school, promoting healthy lifestyles. In doing this we will work with local schools and parents to support changes in transport provision this may result in. This may involve facilitating walking initiatives that provide parents with confidence their child will be safe when travelling to school independently.

Our annual Highways Capital Programme sets out how we will allocate funding for maintaining and improving transport infrastructure in Norfolk in accordance with our transport strategies and Transport Asset Management Plan. Improvements to walking and cycling routes that link with schools and colleges will be included in this programme of works.

Strategic support to the local bus network

The County Council plays a key role in enabling accessibility for residents and visitors by supporting the local bus network. We provide funding for over 140 bus services, publicise the network, and work with operators to influence service availability and make it easier for people to connect between different bus services.

Our analysis shows that a significant number of children travel on local bus services, rather than school specific buses, to get to school. This includes both primary and secondary age children, but is especially common among college students – there are around 100 bus services going to further education establishments that are part of the local bus network. This provides a number of benefits – firstly it can offer students greater flexibility over when they travel and secondly it helps maintain accessibility for rural communities who otherwise may be without a bus service. Our strategy is to continue to **move students onto regular local bus services where this is appropriate.**

In 2012 young people in Norfolk told us through the 'Make Your Mark' ballot that transport was a key concern for them. Follow up work we have undertaken with the Norfolk Youth Parliament tells us that the key things that matter to young people in relation to transport include:

- Price
- Flexibility of travel options
- Journey experience, including how to find out about travel options and interaction with the driver

We have worked with bus operators to address these key concerns and continue to do so.

As set out above we provide a subsidised travel scheme for Post 16 students to get to school or college, and the main bus operators provide up to a 30% discount on fares for young people

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aged 16-19. These discounted fares were introduced as part of Norwich's Better Bus Area project in 2012.

In April 2014 we launched the 'holdall' smartcard, technology that will help revolutionise the way people pay for their public transport journeys. It will act as a place to keep money or credit to redeem against travel. Initially holdall can be used on the Norwich Park & Ride service, but it will soon be possible to pay for journeys with other bus operators. We will work with operators to ensure that 16-19 discounted fares are available on holdall.

We plan to issue all students eligible for school transport with a holdall rather than a paper pass. This will be phased in from September 2014. It will have significant benefits as passes will not need to be replaced annually and students will have the opportunity to load credit that can be used to travel outside of the journey to school, providing them with greater journey flexibility. We hope this will encourage more young people to use the bus.

Enhancing safety for children travelling to school

We want to ensure that all children are safe when they travel to and from school whether this is on the school bus, walking or cycling. We know that safety can be a key concern for parents, and in some cases a perceived lack of safety can be a barrier to children travelling independently or choosing sustainable travel modes.

Walking or cycling to school

There are around 110 school crossing patrols in Norfolk that help children walking to school to cross the road safely. Most of these are on a direct route to a primary school. We use nationally recommended criteria for determining whether a school crossing patrol is warranted. We take into consideration the number of children crossing, the road layout and speed of vehicles, traffic volumes and other safety measures, like signs and speed humps that are available. In some cases signage or other traffic calming measures are more appropriate for slowing traffic speeds and or encouraging safer walking routes around schools. We are currently reviewing the need for school crossing patrols and looking at the way they are funded and managed. This may lead to fewer patrols and a greater role for the community in running crossing patrols.

We also work with schools to provide a range of initiatives that teaches safer travel practices to children, but also aim to make sustainable travel fun. At present this includes:

- The Step On it Scheme for young pedestrians
- Level 1 cycling training for cyclists aged 7+ years to practise the basics of balance, control, signalling and observation in a safe off-road setting
- Level 2 cycling training for students aged 9+ to begin learning techniques and strategies so they can interact safely with other public road users when cycling
- The Dims presentation teaching children that they must always wear their seat belt when travelling in a vehicle
- Red Lights, Green Lights, a fun and competitive game show which deals with issues around safe independent travel in the transition to secondary school
- The Grim Reaper designed for children aged 11-13 again to help with the transition from primary to secondary school

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In addition we will continue to deliver our **Travel Independence Training across the Nation** (TITAN) initiative which encourages young people to become safe independent travellers. The initiative specifically works with children who might find it more difficult to travel independently, because for example they have a learning difficulty. The course can be started at any age and practical skills include road safety, stranger danger, reading a timetable and simple map reading. We will continue to adapt the initiative to meet the needs of our young people – it was recently expanded to include train travel, resulting in a short video filmed at Norwich Rail Station.

On the bus

Ensuring that children are safe whilst on the bus to school is a key priority. Our framework agreement for buying transport ensures that only operators who meet our minimum standards for safeguarding are used for school journeys, and all drivers will have been checked by the Disclosure and Barring Service. We recently published a short safeguarding leaflet for transport drivers and passenger assistants providing them with information on how to protect children and spot someone who may be at risk. We take action immediately if safeguarding issues or inappropriate behaviour is detected on the school bus, and will remove operators from school services should they breach our conditions.

We think it's important that parents are fully aware of what they can expect from their children's transport to school, so we will also develop and send a short leaflet to them. This will enable parents to identify if transport operators or drivers are acting appropriately.

We know that parents can become concerned if the school bus is delayed and their child does not return home at the time expected. Our Travel Information Strategy sets out how we will inform parents when this happens. We are aiming to become more proactive and consistent in our messaging and will develop an automated messaging system that parents can opt-in to.

Likewise, whilst travelling on home to school transport, young people must behave in an appropriate manner. We expect young people to comply with instructions from vehicle drivers or passenger assistants, particularly in the event of a breakdown or road incidence. Non-compliance within instructions will be regarded as unacceptable behaviour.

Any unacceptable or dangerous behaviour may result in a temporary withdrawal of transport arrangements, for up to two months, during which time it will be the responsibility of parents / carers to ensure that their children access their place of learning.

CCTV is now in operation on many school transport vehicles and we require drivers and passenger assistants to have 'emergency aid' training.

Securing funding through the planning process

As the highway authority we have a role in the planning process as a statutory consultee, providing advice to the planning authority on all new development proposals. Where relevant and proportionate to the development we will aim to secure measures that will improve walking, cycling and public transport links to schools. As we are not able to influence when development comes forward, it is not possible to plan to make improvements through this process, however

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we will take opportunities when they arise. In particular we will look for opportunities to connect new developments to existing walking and cycling networks and complete missing links in existing infrastructure.

Statutory travel plans are required for larger new developments, including schools, residential and business development. These can be a useful tool for influencing people's travel habits as they provide targeted initiatives to encourage people to switch to more sustainable transport options. We will provide support and guidance to ensure these effectively promote walking, cycling and public transport options to school and college. We will provide clearer messages around the health benefits of active travel, and tailoring messages to specific population groups to take account of their priorities and specific barriers they face.

We will influence developers to contribute towards area or community wide travel plans where significant development comes forward in a particular location. We have just negotiated an area wide travel plan for Thetford. An area based plan provides the opportunity to influence the whole community – including existing residents, and by doing so has the opportunity to deliver greater modal shift.

We will expand our in-house residential travel planning advice and provide travel planning on behalf of developers.

Conclusion

Focus of this Sustainable School Travel Strategy is to ensure that the journey to school promotes positive behaviours, supports healthy and active lifestyles and does not become a barrier to taking up education opportunities. It does this by putting measures in place to enable all children to get to school in a safe and sustainable manner.

The strategy focuses on:

- Providing safe and accessible transport to pupils in receipt of free school travel
- Providing support to post 16 students
- Providing infrastructure to enable children and their families to walk or cycle to school
- Supporting the local bus network, including working with bus operators to secure travel discounts for students
- Working with schools and communities to enhance safety for children travelling to school independently
- Securing funding through the planning process to promote sustainable and healthy travel options

We will work closely with schools and colleges, parents, transport operators and other stakeholders to deliver the strategy and achieve the priorities.

Performance will be monitored using key performance indicators. It will be reported to the Environment, Development and Transport Committee and Children's Services Committee using regular reporting channels.

Children's Services Committee

Item No 10

Report title:	Process for proposing and deciding significant changes to School Organisation
Date of meeting:	15 July 2014
Responsible Chief Officer:	Director of Children's Services
Strategic impact <p>Changes to the organisation of schools are made as part of our overall strategy for there to be 'A Good School for Every Norfolk Learner'.</p> <p>The Local Authority is a named Proposer and Decision-maker for school organisation changes and, following the change from a Cabinet to a Committee structure for the County Council, the process that is followed needs to be revised.</p> <p>Relevant regulations - School Organisation (Prescribed Alterations to Maintained Schools) (England) Regulations 2013 and School Organisation (Establishment and Discontinuance of Schools) (England) Regulations 2013 came into force on 28 January 2014.</p>	

Executive summary

<p>Any proposed change to the organisation of schools, such as ceasing to maintain a school, changing the age range, significant expansion, change of status from Voluntary Controlled to Voluntary Aided, is subject to a statutory process. The Local Authority is the proposer and decision maker for the majority of these organisational proposals.</p> <p>The regulations do not prescribe the exact process by which a Local Authority carries out their decision-making function, seeing it as a "<i>matter for the Local Authority to determine</i>", as long as the individual or body has regard to the statutory guidance.</p> <p>This paper suggests a process which allows the function of both proposer and decision maker to be delegated to the Director of Children's Services, with varying degrees of support and guidance from the Committee Chairman, the Vice-Chairman and Members.</p> <p>Recommendations:</p> <p>Children's Services Committee is asked to agree the process for fulfilling the Local Authority role as Proposer and Decision-maker on School Organisation Changes</p>

1. Proposal (or options)

The table at Appendix A sets out the proposed process.

2. Evidence

2.1 One aim of the new regulatory framework is to give individual schools more freedom over their size and composition, therefore allowing governors of community schools to make certain changes (e.g. enlargement of premises), **without** following a statutory process.

2.2 Statutory proposals are still required for:

- Changing category of school (e.g. Voluntary Controlled to Voluntary Aided)
- Adding or removing a sixth form
- Adding or removing specialist SEN provision within mainstream schools or significant changes to special schools
- Altering single sex/coeducational status
- Major site changes
- Ending or decreasing boarding provision
- Ceasing to maintain a school.

2.3 The statutory process has been slimmed down. In some cases the requirement to hold a statutory consultation has been removed (e.g. when proposing to extend the age range of a school by more than 3 years), and in all cases, the statutory representation period following publication of proposals has been reduced from 6 to 4 weeks.

The proposed model (Appendix A) reflects the intention to streamline decisions on school organisation changes.

2.4 The majority of significant changes to the way schools are organised are rooted in well-established practice. For example, the current informal consultation on a plan to reorganise the primary phase schools in Great Yarmouth into all-through primary schools brings together the Local Authority's duty to provide places in a growth area, and the County Council's preference for all-through primary schools in the drive for school improvement. It would therefore seem unnecessary to seek Committee's approval before publication of a formal proposal.

2.5 The 4 week period following publication of the Local Authority's intent gives an opportunity for stakeholders to make representation. A representation should offer a valid alternative to the proposal and must be considered by the Decision-maker against a number of factors set out in the formal guidance for Decision-makers. The model allows the Director of Children's Services to refer to the Committee should s/he deem it necessary.

2.6 It is only where the Local Authority is considering closure of a school that a Statutory Consultation is required. Sometimes, school closures are to enable amalgamations which see infant and junior schools brought together (e.g. Dersingham and Hunstanton). These are in line with policy and usually instigated by governors. There is seldom any controversy or negative response to the proposal.

2.7 The potential closure of small schools is set out clearly in the paper presented to and discussed at the Children's Services Committee on 17 June. ("Sustaining high quality leadership in Norfolk schools – progress report").

2.8 Recent consultations over closure have been at the request of governors. Once the statutory consultation period is concluded, a report is prepared that sets out the number of responses for and against the proposal, and summarises the main points of discussion. A formal proposal indicates a clear intent on the part of the Local Authority to proceed and the Director of Children's Services needs therefore to be absolutely clear about the reasons behind the proposal. It may be appropriate at this stage of the process, for the Director of Children's Services to call upon the support and guidance of the Committee. As set out above in 2.5, any representations must be considered

against a set of criteria set out in the formal guidance before a final decision can be made.

The proposed model allows for school organisation decisions to be made efficiently and effectively ensuring that advice can be sought in a wider arena if required.

3. Financial Implications

There are no financial implications to this decision

4. Issues, risks and innovation

Legal implications

The suggested process is in line with the recommendations of the Department for Education's guidance for proposer and decision-makers issued in January 2014

5. Background

"Sustaining high quality leadership in Norfolk Schools" (report to Children's Services Overview and Scrutiny Panel 13/04/14

http://www.norfolk.gov.uk/Council_and_democracy/Your_Council/Committees/Committees_Archive/index.htm?searched=true&SS_Year=2014&SS_PaperType=0&SS_Committee=Childrens+Services+Overview+and+Scrutiny+Panel&Submit=Search

"Sustaining high quality leadership in Norfolk schools – progress report (report to Children's Services Service Committee 17/06/14

<http://norfolkcc.cmis.uk.com/NorfolkCC/Document.ashx?czJKcaeAi5tUFL1DTL2UE4zNRBcoShgo=j37DmJOVK8ogXQQR7J8nggjhZgWpCytLFD6TBsEMhjvwn6D7fryQcw%3d%3d&rUzwRPf%2bZ3zd4E7lkn8Lyw%3d%3d=pwRE6AGJFLDNIh225F5QMaQWCtPHwdhUfCZ%2fLUQzgA2uL5jNRG4jdQ%3d%3d&mCTIbCubSFfXsDGW9IXnlg%3d%3d=hFflUdN3100%3d&kCx1AnS9%2fpWZQ40DXFvdEw%3d%3d=hFflUdN3100%3d&uJovDxwdjMPoYv%2bAJvYtyA%3d%3d=ctNJFf55vVA%3d&FgPIIEJYlotS%2bYGoBi5olA%3d%3d=NHdURQburHA%3d&d9Qjj0ag1Pd993jsyOJqFvmyB7X0CSQK=ctNJFf55vVA%3d&WGewmoAfeNR9xqBux0r1Q8Za60lavYmz=ctNJFf55vVA%3d&WGewmoAfeNQ16B2MHuCPMRKZMwaG1PaO=ctNJFf55vVA%3d>

School Organisation (Maintained School) January 2014 – Guidance for proposers and decision-makers – Department for Education

<https://www.gov.uk/government/collections/school-organisation>

Insert link for appendix B so that we don't have to add it as a physical appendix.

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:

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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.

Process for making changes to School Organisation

Type of proposal	Who can make proposals?	Approval to consult	Informal or statutory consultation?	Decision to proceed to publish formal proposal	Final determination Decision maker
Significant changes e.g Enlargement of premises, transfer to a new site, addition, removal or change of SEN provision, addition/removal of sixth form	Local Authority or Governors where permitted	Education Planning and Infrastructure Group	Informal	Director	Director
Change of status (VC to VA)	Governors of Voluntary schools	Governors of the school	Informal	Governors of the school	Director
Alteration of upper/lower age limit by 3 years or more	Local Authority or Governors where permitted	Education Planning and Infrastructure Group (or governors)	Informal	Director (or governors)	Director in consultation with Chair / Vice Chair of Committee
School closure *	Local Authority or Governors where permitted	Education Planning and Infrastructure Group	Statutory	Director (following discussion at Committee where he/she considers it appropriate)	Director in consultation with Chair / Vice Chair of Committee

At any stage of the process, the Director of Children's Services can refer to Committee

* During the statutory consultation period, Committee may be invited to comment on any proposal before the Director of Children's Services gives consent to proceed to public notice.

Annex A.5: 'Who can do what?' table

Proposer	Type of proposal	Decision-maker	Right of appeal to the Adjudicator?
Local Authority	Community Schools (following a statutory process): <ul style="list-style-type: none"> - Expansion (enlargement of premises) - Alteration of upper or lower age limit including the addition or removal of a nursery or sixth-form - Addition, removal or change of SEN provision - Co-ed or single sex provision - Addition, removal or change of boarding provision - Transfer to a new site - Closure of one of multiple sites - Closure 	LA (Schools Adjudicator ¹³)	CofE Diocese RC Diocese
	Community Special Schools (following a statutory process): <ul style="list-style-type: none"> - Alteration of upper or lower age limit - Increase or decrease in the number of pupils - Change in the types of SEN - Addition, removal or change of boarding provision - Co-ed or single sex provision - Transfer to a new site - Closure 	LA (Schools Adjudicator ¹³)	CofE Diocese RC Diocese
	Foundation and Voluntary Schools (following a statutory process): <ul style="list-style-type: none"> - Expansion (enlargement of premises) - Addition of a sixth-form - Addition and removal of SEN provision - Closure 	LA (Schools Adjudicator ¹³)	CofE Diocese RC Diocese GB Trustees
	Foundation Special Schools (following a statutory process): <ul style="list-style-type: none"> - Change in the types of SEN - Increase in the number of pupils - Closure 	LA (Schools Adjudicator ¹³)	CofE Diocese RC Diocese GB Trustees
	Maintained Nursery Schools (following a statutory process): <ul style="list-style-type: none"> - Transfer to a new site - Closure 	LA (Schools Adjudicator ¹³)	CofE Diocese RC Diocese

¹³ Only where it relates to a proposal to be decided by them or where the LA has not made a decision within 2 months of the end of the representation period.

Proposer	Type of proposal	Decision-maker	Right of appeal to the Adjudicator?
Governors of Voluntary Schools	(without a statutory process): <ul style="list-style-type: none"> - Expansion (enlargement of premises) - Alteration of upper or lower age limit by up to 2 years (excluding the addition/removal of a sixth-form) - Addition of boarding provision 	n/a	n/a
	(following a statutory process): <ul style="list-style-type: none"> - Alteration of upper or lower age limit by 3 years or more - Addition or removal of a sixth-form - Addition, removal or change of SEN provision - Removal of selection (grammar schools) - Co-ed or single sex provision - Removal or alteration of boarding provision - Transfer to a new site - Closure of one of multiple sites - Change of category (VC to VA and VA to VC) - Closure 	LA (Schools Adjudicator ¹³)	CofE Diocese RC Diocese GB Trustees
	Foundation Proposals: <ul style="list-style-type: none"> - VC or VA to foundation - VC or VA to foundation and acquire a Foundation (Trust) - VC or VA to foundation and acquire a Foundation (Trust) and acquire a majority of Foundation governors on the governing body 	GB (Schools Adjudicator ¹⁴)	For proposals at a VA school when decided by the GB: LA CofE Diocese RC Diocese
Governors of Foundat. Schools	(without a statutory process): <ul style="list-style-type: none"> - Expansion (enlargement of premises) - Alteration of upper or lower age limit by up to 2 years (excluding the addition/removal of a sixth-form) - Addition of boarding provision 	n/a	n/a
	(following a statutory process): <ul style="list-style-type: none"> - Alteration of upper or lower age limit by 3 years or more - Addition or removal of a sixth-form - Addition, removal or change of SEN provision - Removal of selection (grammar schools) - Co-ed or single sex provision - Removal or alteration of boarding provision - Transfer to a new site - Closure of one of multiple sites - Change of category (Foundation to VC or VA) - Closure 	LA (Schools Adjudicator ¹³)	CofE Diocese RC Diocese GB Trustees
	Foundation Proposals: <ul style="list-style-type: none"> - Acquire a Foundation (Trust) - Acquire a majority of Foundation governors on the governing body 	GB (Schools Adjudicator ¹⁴)	n/a

¹⁴ Under certain circumstances set out in paragraph 8 of Schedule 1 to the Prescribed Alterations Regulations, the LA may require that the proposal to acquire a Trust or majority of foundation governors is referred to the Schools Adjudicator during the representation period.

Proposer	Type of proposal	Decision-maker	Right of appeal to the Adjudicator?
	Removal Proposals¹⁵: - Removal of a Foundation and/or reduction in a majority of Foundation governors on the governing body	GB	n/a
Governors of Comm. Schools	(without a statutory process): - Expansion (enlargement of premises) - Alteration of upper or lower age limit by up to 2 years (excluding the addition/removal of a sixth-form) - Addition of boarding provision	n/a	n/a
	(following a statutory process): - Addition of a sixth-form - Removal of selection (grammar schools) - Change of category from community to VC or VA	LA (Schools Adjudicator ¹³)	CofE Diocese RC Diocese
	Foundation Proposals: - Community to foundation - Community to foundation and acquire a Foundation (Trust) - Community to foundation and acquire a Foundation (Trust) and acquire a majority of Foundation governors on the governing body	GB (Schools Adjudicator ¹⁴)	n/a
Governors of Foundat. Special Schools	(following a statutory process): - Alteration of upper or lower age limit by 1 year or more - Increase or decrease in the number of pupils - Change in the types of SEN - Co-ed or single sex provision - Addition, removal or change of boarding provision - Transfer to a new site	LA (Schools Adjudicator ¹³)	CofE Diocese RC Diocese GB Trustees
	Removal Proposals: - Removal of a Foundation and/or reduce a majority of Foundation governors on the governing body	GB	n/a
Governors of Comm. Special Schools	(following a statutory process): - Alteration of upper or lower age limit by 1 year or more - Increase or decrease in the number of pupils - Change in the types of SEN - Co-ed or single sex provision - Addition, removal or change of boarding provision - Transfer to a new site	LA (Schools Adjudicator ¹³)	CofE Diocese RC Diocese

¹⁵ Under section 25 of the EIA 2006 and the School Organisation (Removal of Foundation, Reduction in Numbers of Foundation Governors and Ability of Foundation to Pay Debts) (England) Regulations 2007.

APPENDIX B

Proposer	Type of proposal	Decision-maker	Right of appeal to the Adjudicator?
Other Proposers	- Establish a new school under section 7 (in a competition)	<u>1. Academy proposals</u>	n/a
	(Following the approval of the Secretary of State where academy presumption has gained no suitable proposals).	Secretary of State	
		<u>2. Non-academy proposals by proposers other than the LA</u> (where no academy bid is deemed suitable) LA (Schools Adjudicator ¹⁶) Where no suitable bid is received at this stage the LA may propose a new foundation or community school (inc. special school) under section 11. It does not need further consent from the Secretary of State to do so. See below.	n/a
	Establish a new school under section 10 or 11	Schools Adjudicator decides LA proposals and where the LA is involved in the Trust of a Foundation school. The LA decides proposals from other proposers.	CofE Diocese RC Diocese The proposers (where the LA is the decision-maker) ¹⁷

¹⁶ Only where the LA is involved in the Trust of a proposed foundation school, or where the LA is required to refer proposals to them.

¹⁷ See paragraph 14 of Schedule 2 to the EIA 2006.