



Norfolk County Council
at your service

Children's Services Overview and Scrutiny Panel

Date: **Thursday 5 July 2012**

Time: **2pm**

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

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

Membership

Mrs J Chamberlin (Chairman)

Mr R Bearman
Dr A Boswell
Mr J Carswell
Miss C Casimir
Mr B Collins
Mrs S Gurney
Mr R Hanton
Mr M Kiddle-Morris

Mrs J Leggett
Mr J Mooney
Mr P Morse
Mr W Nunn
Mr M Scutter
Miss J Virgo
Mr P Wells
Ms S Whitaker

Parent Governor Representatives

Mr P East
Dr L Poliakoff

Church Representatives

Mrs J O'Connor
Mr A Mash

Non-Voting Schools Forum Representative

Dr B Carrington

Non-Voting Cabinet Member

Mrs A Thomas

Non-Voting Deputy Cabinet Member

Mr T Garrod
Mr P Hardy

Vulnerable Children
Education

Non-Voting Co-opted Advisors

Mr S Adamson	Norfolk Governors Network
Ms J Butler	Special Needs Education
Mrs S Cooke	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:**

Catherine Wilkinson on 01603 223230
or email committees@norfolk.gov.uk

A g e n d a

1. To receive apologies and details of any substitute members attending

2. Minutes

(Page **1**)

To receive the minutes of the meeting of the Children's Services Overview & Scrutiny Panel held on 10 May 2012.

3. Members to Declare any Interests

Please indicate whether the interest is a personal one only or one which is prejudicial. A declaration of a personal interest should indicate the nature of the interest and the agenda item to which it relates. In the case of a personal interest, the member may speak and vote on the matter. Please note that if you are exempt from declaring a personal interest because it arises solely from your position on a body to which you were nominated by the County Council or a body exercising functions of a public nature (e.g. another local authority), you need only declare your interest if and when you intend to speak on a matter.

If a prejudicial interest is declared, the member should withdraw from the room whilst the matter is discussed unless members of the public are allowed to make representations, give evidence or answer questions about the matter, in which case you may attend the meeting for that purpose. You must immediately leave the room when you have finished or the meeting decides you have finished, if earlier.

These declarations apply to all those members present, whether the member is part of the meeting, attending to speak as a local member on an item or simply observing the meeting from the public seating area.

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

5. Public Question Time

Fifteen minutes for questions from members of the public 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 223230) by **5pm on Monday 2 July 2012**. For guidance on submitting public questions, please view the Council Constitution, Appendix 10.

6. 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 223230) by **5pm on Monday 2 July 2012**.

- 7. Cabinet Member Feedback**
- 8. Forward Work Programme: Scrutiny** (Page **11**)
Report by the Director of Children's Services
- 9. Children's Services Finance Outturn Report for 2011-2012 & Performance Monitoring Report** (Page **15**)
Report by the Director of Children's Services
- 10. The Forward Planning of Sufficient 0-19 Learner Places** (Page **43**)
Report by the Director of Children's Services
- 11. The Troubled Families Initiative** (Page **A1**)
Report by the Director of Children's Services
- 12. Small Schools Working Group Final Report** (Page **53**)
Report by the Director of Children's Services
- 13. Annual Approval of the Statement of Purpose of Norfolk's Residential Children's Homes and a Summary Review of the year** (Page **67**)
Report by the Director of Children's Services
- 14. Statement of Purpose: Norfolk County Council Adoption Agency Annual Review** (Page **77**)
Report by the Director of Children's Services
- 15. Statement of Purpose of Norfolk's Fostering Services Annual Review** (Page **101**)
Report by the Director of Children's Services
- 16. Health of Looked After Children** (Page **135**)
Report by the Director of Children's Services
- 17. Regular Day and Time of Meeting**

Group Meetings

Conservative
Liberal Democrats

1:00 pm
1:00 pm

Colman Room
Room 504

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

Date Agenda Published: 27 June 2012



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Children's Services
Overview and Scrutiny Panel
Minutes of the Meeting Held on Thursday 10 May 2012

Present:

Mrs J Chamberlin (Chairman)

Mr R Bearman	Mr M Kiddle-Morris
Dr A Boswell	Mrs J Leggett
Mr B Bremner	Mr J Mooney
Mr M Brindle	Mr W Nunn
Mr J Carswell (Vice Chairman)	Mr J Perry-Warnes
Mrs M Chapman-Allen	Mr M Scutter
Mr B Collins	Miss J Virgo
Mrs S Gurney	Mr P Wells

Church Representative:

Mr A Mash

Non-voting Schools Forum Representative:

Dr B Carrington

Non-Voting Deputy Cabinet Members:

Mr T Garrod	Vulnerable Children
Mr P Hardy	Education

Non-Voting Co-Opted Advisors:

Mrs S Cooke	Primary Education
Ms C Smith	Secondary Education
Mrs Jacqueline Westrop	Norfolk Governors Network

Other Members in attendance:

Dr M Strong	Local Member for Wells
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1. Election of Chairman

1.1 Mrs Chamberlin was elected as Chairman of the Panel for the ensuing year.

2. Election of Vice Chairman

2.1 Mr Carswell was elected as Vice Chairman of the Panel for the ensuing year.

3. Apologies and substitutions

- 3.1 Apologies were received from Miss Casimir (Mrs M Chapman-Allen substituting), Mr R Hanton (Mr Perry-Warnes substituting), Ms S Whitaker (Mr B Bremner substituting), Mr P East, Dr L Poliakoff, Mrs J O'Connor, Mrs A Thomas, Mr S Adamson (Mrs J Westrop substituting), and Ms J Butler.

4. Minutes

- 4.1 The minutes of the meeting held on 8 March 2012 were considered and the following amendment made:

- Item 11.2 bullet point line 1 to read 'Norfolk Community Health and Care (NCH&C) were the ~~the~~ current provider'

With this amendment, the minutes were agreed by the Panel and signed as an accurate record of the meeting.

5. Declarations of Interests

- 5.1 Mr Mash declared a personal interest in item 12 as a representative of the Church of England Schools.
- 5.2 Mrs Leggett declared a personal interest in item 12 as Chair of Governors at White Woman Lane School.

6. Items of Urgent Business

- 6.1 There were no items of urgent business.

7. Public Question Time

- 7.1 There were no public questions.

8. Local Member Issues/Member Questions

- 8.1 Dr Strong spoke in relation to item 12, reporting that she had discussed the proposals with the governors of the schools who were enthusiastic about the changes. Concern had been expressed regarding parental involvement and it was noted that they would be encouraged to participate in the consultation. Issues involved in handing over to churches would be fully explored.
- 8.2 Mr Perry-Warnes also spoke in relation to item 12, reporting that as a governor of Kelling Primary School he supported the proposals, suggesting that it would further improve standards of education.

9. Cabinet Member Feedback

- 9.1 The Deputy Cabinet Member for Vulnerable Children reported that the Cabinet Member for Children's Services was away visiting schools in China.
- 9.2 Mr Stone, previously Deputy Cabinet Member for Education, was congratulated on his elevation to Cabinet Member for Culture, Customer Service and Communication, and was thanked for his contribution to the Children's Services

department. Mr Hardy was welcomed as the new Deputy Cabinet Member for Education.

- 9.3 Mr Garrod reported that 12 Innovation Zones had been set up which would commission an external independent evaluation of the approach to ensure that it was the most effective use of resources. The Youth Advisory Board capacity would be developed to participate in peer evaluation and support.
- 9.4 Mr Hardy reported that he was working with officers in relation to attainment, funding challenges and support available. Visits to schools were planned, and part of this programme would include encouraging schools to reduce their carbon footprint. A report on fair funding for small schools would be presented at the next meeting.

10. Forward Work Programme: Scrutiny

- 10.1 The annexed report (10) by the Director of Children's Services was received. The report asked Members to review and develop the programme for scrutiny.
- 10.2 It was noted that at the previous meeting it had been agreed to appoint a working group to look at the health care provision of looked after children. In the light of progress made in this area, the Panel agreed that it would in the first instance like to consider a paper on this subject at its next meeting.
- 10.3 It was agreed that Mr Carswell would speak with Miss Casimir regarding membership of the OFSTED improvement working group, with a view to retaining Miss Casimir's knowledge within that group. It was noted that the work of that group had almost been completed.

RESOLVED:

- 10.5 To agree that the Panel had considered the Outline Programme at Appendix A of the report and the scrutiny topics and reporting dates.

11. School Funding Reform: Next Steps Towards a Fairer System

- 11.1 Prior to discussion of the item, it was reported that Paul Fisher, Assistant Director, Business and Compliance, would be retiring at the end of the month. Mr Fisher was thanked by all members of the Panel for his tireless work within Children's Services.
- 11.2 The annexed report (11) by the Director of Children's Services was received. The report outlined the Government's intentions for school funding for the period 2013 onwards. It highlighted the main proposals; the impact on Norfolk schools; the impact on Norfolk Schools Forum; and the proposed timeline for responding to the required changes. It was noted that there was a great deal of work to be undertaken in relation to this including consultation with schools.
- 11.3 During the discussion the following points were noted:

- It was clarified that in relation to funding for the maintenance and operation of swimming pools, there had previously been concerns regarding local management arrangements. The arrangement had been that local schools used pools at no cost and that the host received funding for maintenance.

In future it was expected that all schools would receive funding and would 'buy-in' to the use of the pool. This issue would be considered at the Schools Forum, with potential for a working group to explore this in more depth.

- It was anticipated that the report from the Small Schools Working Group would be presented at the July Panel meeting.
- It was confirmed that the funding for schools that are not free schools or academies should remain broadly unchanged. Responsibility and funding for the local authority would remain unchanged, however more responsibility would be delegated to schools. Changes could be made to the way that funding was given to schools. There would be significant restrictions placed on top slicing of the dedicated schools grant.
- The changes in Special Educational Needs (SEN) provision within clusters would be significant, with the local authority acting as commissioner. Work was underway to see whether clusters could be commissioned, which was consistent with current objectives.
- There was no further information available in relation to SEN funding. Proposals were aligned to the SEN Green Paper 2014 legislation, however a clearer view of impact on the service was required. SEN funding would continue to appear within the budget but would be calculated differently, with no change in the impact that this could have on staff.
- It was confirmed that a 'small high school' was defined as below 600 students, and a 'small primary school' was defined as below 50 pupils.

RESOLVED:

- 11.4
- To note the proposed reforms on the school funding system and the likely impact these would have on the funding for Norfolk schools;
 - To note the changes to the Norfolk Schools Forum membership;
 - To note the proposed timeline for the production, consultation and approval of the proposed revised funding formulae for implementation in April 2013.

12. Consultations on proposals to change the current pattern of school organisation in 4 separate locations

12.1 The annexed report (12) by the Director of Children's Services was received. The report provided background to four separate statutory consultations which were being undertaken on school organisation issues.

12.2 During the discussion the following points were noted:

- The Panel welcomed the proposed changes to Eaton Hall School, and the future plans for provision for girls at a satellite site. It was confirmed that students from across Norfolk attended Eaton Hall School.
- It was noted that the affected schools had expressed a preference for church status, together with federation with similar schools. It was confirmed that federated schools needed to follow a common model to

ensure that the federation worked.

- Governors had studied the proposals and responded to local enquiries. There was a desire to remove obstacles and streamline effectiveness. The two non-church schools had expressed an interest in becoming voluntary controlled but had been informed that they would have to become academies instead. If they became voluntary aided there would be sufficient autonomy and independence. The schools did not wish to become academies and wished to be allied to the diocese but remain within the local authority. It was noted that Church of England schools were inclusive of all faiths and those with no faith.
- It was noted that assets would be handed over to the diocese to be put into trust and would be handed back to the public purse (but not necessarily the local authority) if the school was discontinued. It was agreed that a written response would be circulated giving further information regarding handing back of assets if a school was discontinued.
- It was noted that from the local authority perspective it was irrelevant what type of school was provided as long as children received a good education. Academies were not cut off from the local authority and did form parts of clusters.
- Consultation was being undertaken locally so there were no results that could be shared, however it was confirmed that results would be circulated once they were available.
- Concern was expressed regarding the lack of education provision for girls at Eaton Hall School. A suitable site to establish a facility for girls was urgently being sought. Plans for a satellite facility in the Thetford area were being formulated.
- It was noted that the element of choice of school provision that parents had in urban areas was not reflected in rural areas, therefore those who would prefer a community school to a Church of England school may not have that choice. It was noted that the governors of the affected schools had expressed a preference for the type of school proposed within the changes.
- Loss of the Specialist Resource Base at Eaton Hall School was discussed, and the Panel were reassured that the department were mindful of what was required in relation to facilities overall, and more specialist facilities for girls.

RESOLVED:

12.3 To consider and comment (above) upon the four proposals as presented.

13. Adoption of the New Norfolk Agreed Syllabus for Religious Education

13.1 The annexed report (13) by the Director of Children's Services was received. This report outlined the new syllabus which was required to be reviewed and updated every five years. The new syllabus would be implemented in schools in September 2012.

13.2 Dr Strong spoke on behalf the Standing Advisory Council for Religious Education (SACRE). SACRE had been impressed by the professional support and comprehensive Member involvement in the review process. SACRE was currently considering parent comments in relation to the new syllabus.

13.3 During the discussion the following points were noted:

- Teaching around Creationism was not directly provided within the syllabus however it was dealt with by looking at religious and non-religious approaches and theories.
- It was noted that the syllabus was a great help to teachers, with a credible benefit for pupils. It was noted that if the subject was well taught, all ages of pupils would be engaged. Enquiry-based teaching was a key basis of the syllabus.

RESOLVED:

13.4 To recommend to Cabinet the 2012 Norfolk Agreed Syllabus.

14. Participation of Young People in Education, Training and Employment in Norfolk

14.1 The annexed report (14) by the Director of Children's Services was received. The report highlighted Norfolk's performance in comparison to national figures and statistical neighbours on the participation of 16 and 17 year olds in education, training and employment, and provided an analysis of those young people (16-19) not in education, employment and training.

14.2 During the discussion the following points were noted:

- It was noted that apprenticeships were oversubscribed, and that there could be benefit in increasing provision for these.
- It was confirmed that the £75k of government funding was targeted for young people who were no longer in learning and specifically for young people in employment without training, to identify and encourage them to undertake an accredited training qualification.
- An update report in January would give an early indication of the impact of the strategies.

RESOLVED:

14.3 To comment on the strategies and to receive a further paper on the outcomes of these strategies in January 2013.

15. Children's Services Performance Management Framework Report

15.1 The annexed report (15) by the Director of Children's Services was received. The report explained how performance on the delivery of Children's Services objectives and priorities was monitored and reported based on the performance

framework agreed by Cabinet in 2011.

15.2 During the discussion the following points were noted:

- Work on the Eastern Safeguarding Project Peer Challenge programme self-assessment would be carried out in-year and would be based on OFSTED information, peer review and own evaluation.

RESOLVED:

15.3 To consider and comment on the information in the report.

16. Children's Services Performance Management Framework Report

16.1 The annexed report (16) by the Director of Children's Services was received. The report set out how Children's Services was performing against the top-level activities set out in the Service Plan and provided up-to-date integrated performance and finance monitoring information for the 2011/2012 financial year. It was confirmed that the year end figure given was a close reflection of the expected final outturn and that no significant changes were expected. The Director of Children's Services thanked the finance team for achieving all savings targets, together with improvements in performance targets.

16.2 During the discussion the following points were noted:

- It was confirmed that a report would be brought to the Panel specifically focussing on the Troubled Parents Programme. The first 500 participants were being identified, and funding would be given in the 2012/13 financial year. This programme involved intensive work with other agencies.
- It was confirmed that workloads and referrals for social care were closely monitored and that figures were reviewed on a weekly basis. Workloads were well managed and performance had improved, especially with the implementation of the Multi Agency Safeguarding Hub (MASH).
- Clarity was requested on the performance figures in relation to children killed or seriously injured on the roads.

RESOLVED:

16.3 To note the report.

It was suggested that the regular day or of the meeting could be changed as afternoons were not always convenient for members. It was agreed that this would be explored.

The meeting closed at 3.50pm.

CHAIRMAN



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Children's Services Overview and Scrutiny Panel Action Log

Agenda Item Number/ Minute Number	Report Title	Action
12	Consultations on proposals to change the current pattern of school organisation in 4 separate locations	Further clarification relating to handing back of assets to the 'public purse' if a school is discontinued.

RESPONSE:

The relevant legislation requires the 'site' (= buildings and hard play areas) of a school changing from Community to VA status to be transferred to trustees. That transfer ('vesting') is not a transfer of the value of the 'site' to the future trustees. These sites will still be 'public value'; if they were ever disposed of, for instance on statutory discontinuance of the school, the public value would go back to the public purse in one form or another.

We cannot assume that the value would automatically go back to the County Council in the case of such discontinuance. The Secretary of State at the time may have powers over the use of the value. At present, for instance, if a Community school closes and the site becomes redundant, the Secretary of State may, under powers recently granted, direct it to be used as an academy or a free school. Indeed before he will grant a S77 order to allow the disposal of a former school site, NCC has to confirm to him that we have had no expression of interest for a free school.

In summary, reversion of the value of the site from trustees to the 'public purse' is no guarantee that the value will be available within the County Council's purse.

Agenda Item Number/ Minute Number	Report Title	Action
16	Children's Services Performance Management Framework Report	Clarity on the performance figures in relation to children killed or seriously injured on the roads.

RESPONSE:

The statistics for Children (under 16) Killed and seriously injured are based on accidents reported to the police. An injured casualty is recorded as seriously injured by the police on the basis of information available within a short time of the accident. This generally will not reflect the results of a medical examination, but may be influenced on local practice according to whether the casualty is hospitalised or not. The definition of seriously injured is wide ranging and includes any which resulted in a hospital stay or any injuries whether or

not they are detained in hospital which includes fractures, concussion, internal injuries, crushings, burns (excluding friction burns), severe cuts and severe general shock requiring medical treatment.

Within the last twelve months there has been a marked increase in the number of children recorded as being seriously injured to the Police and 1 fatality. Work is being undertaken to overlay partner information with business intelligence and best practice research to explore causes and identify any further interventions.

Forward Work Programme: Scrutiny

Report by the Director of Children's Services

Summary

This report asks Members to review and develop the programme for scrutiny

1. The Programme

- 1.1. The Outline Programme for Scrutiny has been updated to show progress since the 10 May 2012 Overview and Scrutiny Panel.
- 1.2. Members of the Overview and Scrutiny Panel can add new topics to the scrutiny programme in line with the criteria below: -
 - (i) **High profile** – as identified by:
 - Members (through constituents, surgeries, etc)
 - Public (through surveys, Citizen's Panel, etc)
 - Media
 - External inspection (Audit Commission, Ombudsman, Internal Audit, Inspection Bodies)
 - (ii) **Impact** – this might be significant because of:
 - The scale of the issue
 - The budget that it has
 - The impact that it has on members of the public (this could be either a small issue that affects a large number of people or a big issue that affects a small number of people)
 - (iii) **Quality** – for instance, is it:
 - Significantly under performing
 - An example of good practice
 - Overspending
 - (iv) It is a Corporate Priority
- 1.3. All Overview & Scrutiny Panel members may put forward considered proposals for a future scrutiny review. Such proposals will need to include supporting information and an outline of the objectives that may be achieved. The Scrutiny Planning Group will consider all proposals in the light of the guidance contained in paragraph 1.2 above and seek further information where necessary. The Group will then report back to the Panel recommending approval to add items to the scrutiny forward programme on the basis of their relative priorities.

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

2.1 The crime and disorder implications of the various scrutiny topics will be considered when the scrutiny takes place.

3 **Equality Impact Assessment**

3.1 This report is not directly relevant to equality, in that it is not making proposals that will have a direct impact on equality of access or outcomes for diverse groups.

4 **Any Other implications**

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

Action Required

- (1) To consider the attached Outline Programme and agree the scrutiny topics listed and reporting dates.
- (2) The Overview and Scrutiny Panel is invited to consider whether there are any further new topics for inclusion on the scrutiny programme in line with the criteria at para 1.2.

Officer Contact

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

Name	Telephone Number	Email address
Mick Sabec	01603 223499	mick.sabec@norfolk.gov.uk



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Children's Services Overview & Scrutiny Panel

ACTION REQUIRED

Members are asked to consider the current forward work programme (table 1) and agree:-

- whether there are topics to be added or deleted, postponed or brought forward;
- the briefings, scrutiny topics and dates below.

Table 1: Current Forward Work Programme

Item 1a	Looked After Children: being healthy
Outline Objective	To ensure that the issues identified in the OFSTED inspections are addressed and improvements are made.
Requested by	Overview & Scrutiny Panel September 2011
Update	Working with colleagues from Health, significant progress has been made in addressing the key issues identified in the OFSTED inspection relating to health care for Looked after Children. A separate paper will be considered by the Panel today outlining the work undertaken and the progress made (agenda item no.16). In the light of this the Panel is asked to consider whether it still wishes to proceed with the appointment of a scrutiny working group to review this item.
Item 1b	Looked After Children: economic well being
Outline Objective	To ensure that the issues identified in the OFSTED inspections are addressed and improvements are made.
Requested by	Overview & Scrutiny Panel September 2011
Update	Further work to scope this topic will be undertaken in the light of progress made in implementing the OFSTED Improvement Action Plan.
Item 1c	The take up of school meals & free school meals
Outline Objective	Highlight the reasons why young people are not taking school meals. Identify any key factors where improvements will result in a significant increase in the number of meals taken.
Requested by	Overview & Scrutiny Panel March 2010
Update	A report was made to the Panel at its meeting on 7 October 2010 on work completed by a cross departmental project examining all aspects of school catering. Changes in legislation will have an impact on the eligibility for free school meals. However, the date for the changes in legislation is not yet known. The need for a scrutiny review will be considered by the Panel after changes in eligibility have been implemented.

The Scrutiny Planning Group is reviewing the forward programme and will recommend amendments to the next meeting of the Panel in September.

Table 2: Current reviews being undertaken by working groups of Children's Services Overview & Scrutiny Panel

Item 2a	OFSTED Improvement Action Plan
Objective	To support the delivery of the improvements required by the OFSTED improvement action plan ensuring it is implemented effectively in a timely manner.
Membership	Charlotte Casimir (Chairman), Jenny Chamberlin, Sue Whitaker, Richard Bearman, Mike Brindle.
Update	Significant progress has been made in the implementation of the improvement action plan. The working group met on 29 June and a brief update will be provided at today's Panel meeting.
Reporting Date	September 2012

**Children's Services Finance Outturn Report for 2011-2012
& Performance Monitoring Report**

Report by Director of Children's Services

Summary

This report sets out how Children's Services is performing against the top-level activities set out in the Service Plan and provides up to date integrated performance and finance monitoring information.

The report uses the dashboard approach – presenting information on managing change, managing our resources, service performance, and delivering improved outcomes. The report also sets out the variations between the approved budget for 2012/13 and the actual spending during the year. The paper comments on the Children's Services Revenue Budget, Capital Budget, School Balances and Children's Services Reserves and Provisions.

Continuing to improve the pace of improvement through the implementation of the transformation programme and remains the key priority. Some key performance points within the paper are:

- Progress on the Children's Services transformation programme projects is currently rated as Amber in recognition of resourcing and capacity issues across a number of projects
- Close working with private and voluntary and internal providers has seen the average cost of looked after children placements reduce

The main financial points within the paper are:

- The Children's Services revenue budget shows a £0.799 million or 0.5% underspend for the year.
- The Schools Budget variations are contained within the approved contingency fund.
- The Children's Services capital budget shows a £15.782 million or 20.0% slippage into the following year.
- The level of school balances at 31 March 2012 is £33.430 million.
- The level of balances and provisions at 31 March 2012 is £15.721 million.

Recommendation

Children's Services Overview and Scrutiny Panel is asked to note and comment on the information contained in this report.

1. Background

Children's Services has an overall budget of £154.583m. This paper sets out the variations between the approved budget for 2012/13 and the actual spending during the year. The paper comments on the Children's Services Revenue Budget, Capital Budget, School Balances and Children's Services Reserves and Provisions.

The Quarter 1 report to panel in September will summarise progress for the quarter. The Children's Services Performance dashboard provides a high level view of performance of the department. This dashboard draws the performance information from three other service dashboards which focus on Safeguarding; Corporate Parenting; Educational Achievement, Improvement and Additional Needs and these all form the basis for monthly departmental management discussions. A cross section of the information from the departmental dashboards informs discussion at Chief Officer Group of the Council-wide dashboard.

2. Delivering the transformation and improvement programme

2.1 The Children's Services Transformation Programme consists of a number of projects delivering key organisational change within the service to deliver the savings of £17.426m required from the 2011 Big Conversation proposals.

2.2 Children's Services has radically reshaped its services by strengthening commissioning and integrating frontline delivery in three operating areas. The 2011/12 target for the Children's Services Transformation and Efficiency programme was to achieve a savings target of £17.315m. This target has been exceeded by £0.759m, with delivery of the following achievements:

- The reorganisation of the entire Children's Services service structure was completed in two stages
- The closure of the Youth Service and integration of frontline children's services
- The implementation of a new Multi-Agency Safeguarding Hub (MASH) with Police went live in a co-located office
- Completion of three refurbished Community Hubs at Woodside, Bowthorpe and South Harford
- The Children & Adolescent Mental Health Services (CAMHS) Tier 2 re-tendering project has secured the section 75 agreement (an agreement made the National Health Services Act 2006 delegating certain NHS and local authority health related functions to the other partner) involving the County Council, NHS Norfolk & NHS Great Yarmouth & Waveney and a pooled fund is now formally in place
- Changes to school transport arrangements were delivered and exceeded the financial savings target
- Services provided by the Integrated Education Advisory Service (IEAS) are now bookable through Norfolk Schools website
- Educational Psychology and Specialist Support Traded services established a web-based Information and Guidance Service;
- New systems and procedures have been developed with Partners to support Young Runaways which emphasises the importance of young runaways being offered a return interview and stresses the importance of information sharing and using common assessment.

- 2.3 Progress on the Children's Services transformation programme projects is currently rated as Amber in recognition of resourcing and capacity issues across a number of projects. There are currently twenty-one live projects within the Children's Services programme. The key projects are running to timescale although resources remain the main risk for the programme delivery with both project management resources and Children's Services staff working on workstreams.
- 2.4 Looking ahead, the Children's Services programme for 2012/13 will see continued transformation of services, particularly in Special Educational Needs. Overall the programme of change may result in 30 staff reductions and an additional 140 staff transferring to new providers of children's centres between April and July 2012. We are looking at the capacity and capability of teams delivering this transformational work and will be developing systems, processes and staff to ensure the right skills are available to sustain this level of activity. The 2012/13 programme will achieve efficiency savings of £10.173m, which are currently on target to be achieved through the actions planned within each of the projects. The key risk is with the Looked After Children (LAC) Project where we need to achieve £4.17m of savings next year. This will be achieved mainly through changing the mix of our LAC care profile through better placements by the operations teams.

3. Managing our Resources

3.1 Revenue – Local Authority Budget

The 2011/12 Children's Services revenue budget was £154.583 million. There is no Local Authority funding of schools as they are funded completely by the Dedicated Schools Grant.

This year end outturn report shows a £0.799 million or 0.5% revenue budget underspend for the year.

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	Outturn £m	+Over/ Underspend £m	+Over/ Underspend as % of budget	Variance in forecast since last report £m
Budget increases					
LAC Service Level Agreements	4.963	5.283	+0.320	+6	
LAC Agency	26.272	26.642	+0.370	+1	
In –House Fostering Services	6.219	6.769	+0.550	+36	
Adoption Services	2.485	2.685	+0.200	+8	
Enhancement of Child Protection	0.000	0.150	+0.150	n/a	
Southwark Judgement	0.000	0.082	+0.082	n/a	
Spending Reductions					
School Pension /Redundancy costs	5.128	4.798	-0.330	-6	
LAC transport	1.001	0.821	-0.180	-18	
Home to School / College transport	24.457	23.457	-1.000	-4	
LAC Legal costs	4.815	4.215	-0.600	-12	
January Guarantee for NEETS	0.086	0.000	-0.086	-12	
Recruitment of Social Workers	0.133	0.033	-0.100	-75	
School Crossing Patrols	0.401	0.351	-0.050	-12	
Early Years Operations	1.443	1.318	-0.125	-9	
Total			-0.799		-0.000

3.2 Revenue – Schools Budget

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

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

Variations on Dedicated Schools Grant Funded Budgets

The variations are presented in the same way variations within the budget for Local Authority services are being reported. The following summary table therefore shows for budgets with an in year variance, 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. The table also shows movements in the variations since the last report.

Revenue – Schools Budget

Division of service	Approved budget £m	Outturn £m	+Over/- Underspend £m	+Over/ Underspend as % of budget	Variance in forecast since last report £m
Suspended school staff costs	0.269	0.599	+0.330	+123	
Speech Therapy for pupils	0.524	0.549	+0.025	+5	+0.025
Services to Home Educators	0.093	0.043	-0.050	-54	
Supply Staff Special Circumstances	0.266	0.333	+0.067	+25	
Write off of Pupil Referral Unit overspends	5.309	5.509	+0.200	+4	
E-Learning Service	0.207	0.107	-0.100	-48	
Sensory Support Service	1.566	1.537	-0.029	-2	+0.016
School staff redeployment costs	0.176	0.402	+0.226	+128	
School maternity staff costs	1.773	1.487	-0.285	-16	
Non-maintained school placements	12.207	12.427	+0.220	+2	
SEN Invest to Save	0.259	0.117	-0.142	-55	-0.042
School Pupil Specific Funding	29.596	29.283	-0.313	-1	
Schools in Financial Difficulty	0.500	0.100	-0.400	-80	
3 and 4 year old Early Years places	15.812	16.222	+0.410	+3	
LAC school IT funds	0.252	0.102	-0.150	-60	
Newly Qualified Teachers	1.000	0.804	-0.196	-20	+0.104
Alternative Education	1.670	1.495	-0.175	-10	-0.175

Dedicated Schools Grant	-483.511	-484.031	(+)0.520	n/a	
Schools Contingency Fund	1.032	0.032	-1.000	-97	
Contribution to schools contingency reserve	0.000	1.882	+1.882	n/a	+0.072
Total			0		0

3.3 Capital Programme

	2011/12	Future Years
	£m	£m
Approved Budget	78.824	112.242
Outturn	63.042	128.020
Variation from Approved Budget	-15.782	15.778

The approved capital budget contained £87.282

million of estimated payments in 2011/12. Since approval the approved budget has decreased by £8.452 million to £78.824 million. This is due to re-profiling funding to future years.

The 2011/12 outturn is £63.042 million. This year end outturn represents a £15.782 million or 20.0% capital budget slippage into the following year.

All funding has been committed to individual schemes and programmes of work. The reasons for the variance is analysed in the following table.

Capital Programme - Variances

Scheme or programme of work	Approved 2011-12 capital budget £m	2011-12 capital outturn £m	Slippage since the previous report	Reasons
Primary Capital Programme – Phase 2	9.831	8.979	-0.852	Variations in cost profiles on Bure Valley, St German's and Bishops schools
Community Hubs	1.767	1.368	-0.399	Movement in years is due to the extended time needed to plan, prepare, cost and commission the projects
Cringleford Primary	1.127	0.382	-0.745	Start date on site later than expected
Reorganised schools	1.628	1.271	-0.357	Movement in years is due to the extended time

				needed to plan, prepare, cost and commission the projects
Developer Contribution	0.416	0.038	-0.378	Delay in planning due to historic interest at Carbrooke St Peter and Paul Primary school
School Access Initiative	0.780	0.230	-0.550	Movement between years is due to the need to hold over funding as contributions towards other schemes, including Specialist Resource Bases
Temporary Classroom Movements	0.363	0.190	-0.173	Movement between years is due to the need to hold over funding as linked to other schemes
Academies	26.339	18.778	-7.561	Variations to cost profile of stage payments
Condition	3.675	3.437	-0.238	Contributions to other schemes were lower than expected.
School ICT projects	5.460	4.386	-1.074	Movement in years is due to the extended time needed to plan, prepare, cost and commission the projects
School Based projects	11.164	9.090	-2.074	These budgets are devolved to schools, who manage these projects
SEN Specialist Resource Base (SRB)	1.869	1.689	-0.180	Movement in years is due to the extended time needed to plan, prepare, cost and commission the projects.
Norwich Free School	0.711	0.696	-0.015	Savings on project costs
Old projects	2.719	2.073	-0.646	Final accounts and fees were not received as expected at year end
Other Projects	10.975	10.435	-0.540	Minor variances under 0.100m
Total	78.824	63.042	-15.782	

3.4 School Balances

The Scheme for Financing Schools in Norfolk sets out the local framework within which delegated financial management is undertaken.

Schools accounts have been closed and balances reconciled. This paragraph sets out in summary terms the position of Norfolk schools balances at 31 March 2012 and compares them with balances at 31 March 2011.

Table 1 compares the value of school balances at 31 March 2012 with 31 March 2011.

Table 1 – School balances – Value of balances

School type	As at 31 March 11			As at 31 March 12			Change between years	
	Balance £000	Overspend £000	Total £000	Balance £000	Overspend £000	Total £000	Balance £000	Overspend £000
Nurseries	114	0	114	82	9	73	-33	9
Primary	17,912	193	17,719	18,380	206	18,174	468	13
Secondary	12,919	1,002	11,917	11,366	679	10,687	-1,553	-323
Special	1,496	2	1,494	1,737	0	1,737	241	-2
School Clusters	2,218	0	2,218	3,638	0	3,638	1,420	0
Partnerships	2,142	0	2,142	619	0	619	-1,523	0
Short Stay Schools	95	868	-773	196	80	116	101	-788
Totals	36,898	2,065	34,833	36,018	974	35,043	-880	-1,091

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

Table 2 – School balances – Average value of balances at 31 March 2012

Type of school	Balance £000	Overspend £000	Total £000
Nursery	40.900	9.181	31.719
Primary	52.665	20.595	32.066
Secondary	315.720	226.464	89.256
Special	157.911	0.000	157.911
School Clusters	77.399	0.000	77.399
Partnerships	154.812	0.000	154.812
Short Stay Schools	65.205	79.563	-14.358
Total	79.6850	64.942	75.040

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

Table 3 – School balances – Average value of balances at 31 March 2012

Type of School	Percentage of budget share at 31 March 2012
	(%)
Nursery	8.45
Primary	7.82
Secondary	6.61
Special	8.33
School Clusters	n/a
Partnerships	n/a
Short Stay Schools	3.82
All Schools	7.53

Table 4 compares the number of schools with surplus and deficit balances at 31 March 2012 with 31 March 2011.

Table 4 – School balances – Number of schools

School type	As at 31 March 11			As at 31 March 12			Change between years	
	Balance	Overspend	Total	Balance	Overspend	Total	Balance	Overspend
Nurseries	3	0	3	2	1	3	-1	1
Primary	351	13	364	349	10	359	-2	-3
Secondary*	42	3	45	36	3	39	-6	0
Special	10	1	11	11	0	11	1	-1
School Clusters	44	0	44	47	0	47	3	0
Partnerships	3	0	3	3	0	3	0	0
Short Stay Schools	2	3	5	1	4	5	-1	1
Totals	454	21	475	452	15	467	-2	-6

* Includes Dereham 6th Form Centre

Schools with negative balances have received advice and support to help them recover the overspend in 2012/13.

Balance Redistribution Mechanism

Schools are able to hold revenue balances for:-

- School contingency funding, not exceeding 8% of the final budget share or £20,000 whichever is the greater.
- An exception based on a school by school justification.
- Surpluses derived from sources other than the budget share e.g. YPLA sixth form funding, contributions from parents for school trips where expenditure will

not be incurred until the following year or surpluses arising from providing community facilities.

- Unspent cluster funding activities.
- In exceptional circumstances, with the authorisation of the Head of Schools Finance, where an individual allocation amounting to more than 1% of the final budget share was allocated after 1st February.
- Voluntary Aided schools are allowed to hold revenue monies to fund governors' liabilities towards DFE grant aided capital work.

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

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

[Click here to view school by school analysis of year end balances.](#)

3.5 Children's Services Reserves and Provisions

A number of Reserves and Provisions exist within Children's Services. The following table sets out the balances on the reserve and provision in the Children's Services accounts at 1 April 2011 and the balances at 31 March 2012.

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

Children's Services Reserves and Provisions

Title/description	Balance at 01-04-11 £m	Balance at 31-03-12 £m	Variance £m	Reason for variance
Schools				
Transport Days Equalisation Fund	0.113	0.332	+0.219	Reduced number of home to school/college transport days in the 2011/12 financial year as a result of the timing of Easter.
Schools Contingency Fund	4.080	5.918	+1.882	Part of the School Budget and used to fund Dedicated Schools Grant variances
Schools Non-Teaching Activities	0.321	0.147	-0.174	Reserve used by school non teaching activities
Building Maintenance Partnership Pool	0.565	0.000	-0.565	Used for large school building and engineering maintenance projects
School Sickness Insurance Scheme	1.460	1.559	+0.099	Reduced school sickness claims
School Playing surface sinking fund	0.284	0.442	+0.158	Additional annual school contributions to the reserve
Education Provision for Holiday Pay	0.022	0.022	0.000	Frozen holiday pay entitlement paid to former Education staff now employed by Norse Ltd on their retirement.
Non BMPP Building Maintenance Fund	1.085	1.564	+0.479	Schools additional contribution to the reserve
Norfolk PFI Sinking Fund	1.766	1.506	-0.260	Reduced contribution to the reserve
Schools total	9.696	11.490	+1.794	

Title/description	Balance at 31-03-11 £m	Balance at 31-03-12 £m	Variance £m	Reason for variance
Children's Services				
IT Earmarked Reserves	0.290	0.478	+0.188	Use of the reserve to support IT projects within Children's Services
Repairs and Renewals Fund	0.200	0.302	+0.102	Use of fund to replace assets
Grants and Contributions	2.664	3.451	+0.787	Increased unrestricted government grants and contributions
Children's Services total	3.154	4.231	+1.077	
Total	12.850	15.721	+2.871	

3.6 Organisational Productivity

3.6.1 Sickiness levels for staff working in both schools and non schools have reduced again in 2011/12 and we continue to look at reasons for staff sickness and take appropriate actions as early as is possible.

Around half of our staff in Children's Services participated in the employee survey and we currently have three grievances being handled in a formal procedure. We have been doing a great deal of work to re-engage with remaining staff many of whom have been and continue to be unsettled in the current climate.

Despite the economic environment, we are still seeing a large turnover of staff and experiencing difficulty in attracting high quality staff to deliver our frontline services. Whilst we know anecdotally from staff and other colleagues that the process of managing change in the service is vastly improving, the overall unsettling climate and the massive increase in demand for our services is having an affect on turnover and internal churn. At the moment we have over thirty vacancies and are needing to rely on agency staff to meet the demand in frontline teams.

3.7 Reducing our energy consumption

3.7.1 Data for the dashboard is currently available annually in August although progress against the actions outlined in the Children's work stream of the Carbon Reduction Project is monitored monthly by the Children's transformation programme. Working with schools, ICT services and NPS a variety of strategies to achieve carbon reduction are being put in place as well as providing schools with tools to change culture and behaviours by providing key information via E-sight for those schools with automatic readers and through the work of the Energy Busters team. Behaviour change pilots in schools have had encouraging results and the Schools Forum has agreed to continue funding Energy Busters. A new training programme for school staff and teachers has started with e initial feedback.

3.8 Risk Management

3.8.1 The risk register is reviewed quarterly by the Children's Services Leadership Team and the dashboard reflects those risks which are on the Corporate Risk register. There are four risks assessed as amber which means that there are some concerns that targets may not be met. Mitigating actions have been put in place to manage the risk for these.

4. Quality and Performance of Services

In this section a summary of the latest information on service performance and quality for Children's Services is provided based on the objectives of the service plan and the performance dashboard which is attached as Appendix 1.

4.1 Supporting Parents and Early Years

4.1.1 Governance arrangements for the **Troubled Families programme** has been agreed, the programme will report to the Children's Trust Joint Commissioning Group. Work continues on our high level plan to support new ways of working with the 1,700 families, the Government's estimated figure of the "Troubled Families" programme, for Norfolk. We are also in the final stages of the process of identifying the families using specified criteria for partner data. To develop new ways of supporting families we will use a multi agency project approach, reflecting on evidence and best practice of what works well to inform commissioning. We can work with families in a phased way across the three years of the programme that meet the Troubled Family criteria. This will be bottom up with families and communities being co designers where ever appropriate.

4.1.2 Delivery of the programme will be outcome focussed with detailed targets based on the following outcomes:

- Parents into work
- Children attending school
- Reducing crime and anti-social behaviour
- Cutting costs for the state

4.1.3 We are committed to raising the quality of Early Years provision in Norfolk which is why we have prioritised funding for Early Years services through the Early Intervention Grant. In total the Council has committed £21 million to supporting the work of Early Years services in 2012-2013, with the aim of:

- Improving outcomes for all 0-5's and reducing inequalities between them through the delivery of integrated early childhood services
- Improving outcomes for all children and narrowing the gap between the 20% lowest achieving children and the rest for all children under five.
- Reducing the proportion of children living in households where no-one is working and increase the take up of tax credits
- Maintaining universal services in every community, including children's centres and early years and childcare places for 3 and 4 year olds, whilst ensuring they reach those in greatest need.

4.1.4 Children's centres remain a key priority for Children's Services. During 2011-2012 we re-commissioned our portfolio of children's centres to ensure we had sufficient high quality provision to meet local need and that provided value for money. To ensure greater consistency of approach we developed a new single service specification to

meet the future needs of Norfolk's children and families. The new service specifications enhanced the role of the Children's Centres as local parenting hubs, in addition to their 0 – 5 years core work.

- 4.1.5 A key priority for 2012-2013 will be preparing for the new Statutory Duty from September 2013 to provide 2000 childcare places for disadvantaged 2 year olds. Lack of capacity in areas of deprivation remains an issue, particularly in Norwich, with very few available places for 2 year olds to attend. A project team has been set up to support the development of new places which is part of the new transformation project looking at the sufficiency of places for all children aged 0-19 across the County.
- 4.1.6 Continuing to focus on improving the quality of services provided will help to improve outcomes. In line with the 'team around' the setting approach, the early years service offers advice and guidance to Early Years and childcare settings including Private and Voluntary providers, Children's Centres, child-minders and schools to support them in providing high quality, sustainable early years provision which promotes the involvement of parents in their children's learning. All Early Years settings are part of the Towards Excellence in Early Years programme which means that they receive at least a termly visit at which quality is assessed and an annual assessment.
- 4.1.7 Our data at 1st April 2012 shows that there are a total of 1059 early years providers in Norfolk, which includes day care nurseries, pre-schools and child-minders, of which 100 or 9.4% are rated Outstanding, 593 or 56% are rated Good, 204 or 19.3% are rated satisfactory, 3 or 0.3 % are rated inadequate by Ofsted (child-minders) and 159 or 15% are providers awaiting an inspection.
- 4.1.8 There are 15,000 Early Years Practitioners in Norfolk and developing this workforce is a key priority. To support the building blocks of quality improvement in early years settings we are investing £1.5 million from the Early Intervention Grant funding in 2012-2013 to provide a comprehensive Continuous Professional Development and a qualification programme.

4.2 Supporting good educational outcomes

- 4.2.1 In January 2012, a new **national framework for school inspection** came into effect. The new arrangements take account of the four key judgements of achievement of pupils, quality of teaching, behaviour and safety of pupils and quality of leadership and management. Inspectors also consider the spiritual, moral, social and cultural development of pupils, and the extent to which the education provided meets the needs of the range of pupils and, in particular, the needs of disabled pupils and those who have special educational needs.
- 4.2.2 There is a sharper focus on reading, writing and mathematics; progress of pupils; the achievement of pupils with disabilities and special educational needs; how well gaps are narrowing between the performance of different groups of pupils; a range of specific issues related to the quality of teaching; particular aspects of pupil behaviour and safety, and how well these are managed by the school; and how well the leadership and management at all levels (including governors) demonstrate an ambitious vision and high expectations for what every pupil and teacher can achieve, and specific activities to put these into practice.

- 4.2.3 Since the beginning of January, 44 primary phase schools have been **inspected** with one judged outstanding, 22 good and 17 satisfactory. One school has been given notice to improve and 3 placed in special measures. Three secondary schools have been inspected with one satisfactory, one given notice to improve and one placed in special measures. Both the special school and the early years centre that have been inspected were judged as outstanding.
- 4.2.4 Whilst Ofsted has very recently released internal management information regarding the published results for the first three months of this framework. The Ofsted figures whilst not official statistics indicate that of the 2075 schools inspected to date 32% were rated satisfactory and 13% inadequate.
- 4.2.5 Our **Intervention and Achievement Team** works with identified schools of concern, all schools below the floor standards and those in or vulnerable to an adverse Ofsted category. Approximately 130 schools are supported and challenged by an Intervention Adviser in order that they improve rapidly. The Local Authority makes use of warning and advice notices to schools of concern. Within the Spring Term, 4 advice notices and 1 warning notice have been issued to primary schools. No advice or warning notices have been issued to secondary schools.
- 4.2.6 **Improving leadership and governance** is a key area for improvement and there is a strong partnership between the Local Authority and the Norfolk Governors' Network. As part of the succession planning for school leadership, the Local Authority has an identified Talent Pool of primary teachers ready for senior leadership in schools as well as a secondary leadership Academy. The Local Authority continues to support governors in the appointment process of all Headteachers of maintained schools.
- 4.2.7 A traded services team made up of experienced advisers provide training, advice and support to schools. They offer customised packages of professional development across all the phases. They work in partnership with the Achievement and Intervention team to provide targeted school improvement intervention and support to schools.
- 4.2.8 The Local Authority has 2 Teaching Schools and works in partnership with them to support **school improvement**. Funding has been provided by the Local Authority and the Schools Forum to enable the Teaching School and their partners to deliver school to school support for improvement through Local Leaders of Education and the Improving Teacher Programme. So far 82 primary teachers have participated in the programme to raise the quality of teaching from satisfactory to good or better and approximately 12 secondary teachers. Ofsted and Headteachers are recognising the rapid improvement in classroom practice as a result of this programme. The Schools Forum is funding places for a similar number of teachers for a further year.
- 4.2.9 The Local Authority uses a range of strategies to promote and broker school improvement including: Local, National, Specialist and other System Leaders; Good and Outstanding Schools; Leading Practitioners; Advanced Skills Teachers and Specialist Maths Teachers. We are developing a group of Advanced Skills Governors. We continue to support schools through the Ofsted process with a helpline to a senior or Lead Adviser once the school has been notified, reading the pre-inspection briefing and attending feedbacks. Schools with low Key Stage 1 outcomes in reading and mathematics are targeted for Every Child A Reader and Every Child Counts and the Reading Café Programme is a Norfolk funded school improvement programme.

- 4.2.10 The Local Authority is recognised nationally because of its strategic work to improve **assessment and moderation**. Led by a Senior Adviser and Chief Marker, the strategy to engage all Norfolk maintained schools in assessment for learning and rigorous moderation of assessments is a real strength. Within the service there are a number of trained and qualified moderators ratified by the London Institute.
- 4.2.11 Norfolk County Council Policy supports schools that wish to pursue the option of becoming **Academies**. We work with schools in partnership to identify new alliances and new sponsors in order to strengthen the Norfolk educational landscape. We are especially encouraging Norfolk organisations to consider developing relevant capacity, particularly to support the primary sector. As nationally, around half of Norfolk's secondary schools are already Academies or are at some stage of becoming an Academy. There are only two existing primary Academies with a small number in the process of converting or seeking to convert with a sponsor. Additionally, there is one Free School in Norwich with several other projects in development including for various forms of alternative educational provision and for a 16-19 Maths/Science Free School. A University Technical College (UTC) for 14-19 year olds has recently been approved for Norfolk with City College Norwich as the lead sponsor. As Champions for the children and families in Norfolk the Local Authority retains an important role in ensuring all Norfolk children and young people receive a high quality education. We maintain strong relationships with Academies and their sponsors as our strategic partners.
- 4.2.12 **Permanent exclusion** rates have increased in both primary and secondary phases. Norfolk has for a number of years been considered by the DfE as a low excluding authority, but we have a changeable trend from 2007. In 2011 there has been an increase in Permanent Exclusions but a decrease in Fixed-term Exclusions (possibly due to the number of Academies that no longer have to report Fixed-term Exclusions to the Local Authority). The 2009 – 2010 validated data shows that both permanent and fixed term exclusions are very similar to the national for primary schools, very slightly above the national for permanent exclusions (0.17%, compared to 0.15% nationally) and below the national for fixed term, (8.3% in Norfolk compared with 8.59% nationally). A report on Permanent Exclusions is has very recently been reviewed at the Performance and Quality Board. Further information will be reported to Children's Services Overview & Scrutiny Panel at the next Panel.
- 4.2.13 Following approval at the February Council meeting, work has been proceeding on delivery of **apprenticeships**. The scheme will help more than 500 young people into employment. This will be achieved through wage subsidies for employers, encouraging preparation for apprenticeship programmes and reducing barriers for care leavers. An additional £500,000 has been set aside to work closely with schools, sixth form colleges and further education colleges to ensure that young people and businesses realise the potential that apprenticeships provide and to improve the perception of apprenticeships amongst young people.
- 4.2.14 As previously reported to this panel, an investment of £891,000 to fund 81 new apprenticeship positions within the Norse Group has also been made. The scheme is being directly aimed at young people not in education, employment or training (NEET) and those at the greatest risk of falling into this bracket. By 8 May 2012 Norse had

received 1,500 applications for the first 28 jobs, reflecting the level of interest in the scheme.

- 4.2.15 Unemployed graduates are also being offered the opportunity to get some work experience to improve their employment prospects. The placements are between two and eight weeks and will provide hands on experience and opportunities for individuals to develop their skills and gain valuable exposure to the routine of the working environment. The programme will also assist existing staff in developing their own skills around mentoring and supervision. The placements are being provided under the Government's **Get Britain Working Initiative**, open to individuals 24 years of age or under claiming Jobseeker's Allowance. Candidates continue to receive their benefits while on the scheme. Ten placements have been created within the Environment Transport and Development Department and at the time of reporting 6 people had been appointed.

4.3 Safeguarding the vulnerable

- 4.3.1 There are a number of transformation projects that are redesigning and refocusing the services that protect children from harm. This also remains an area of focus for our continuous improvement.

- 4.3.2 The implementation of our MASH, multi-agency safeguarding hub brings key professionals together, co-locating them physically and virtually, to facilitate early, better quality information sharing, analysis and decision-making, to safeguard vulnerable children, young people and adults more effectively. The MASH went live in September 2011, handling police C39d notifications and in March 2012, also started to process:

- NSCB1 forms (referrals that are completed when an agency or organisation has concern for a child's well-being and safety)
- Police referrals and intelligence reports
- E-safety alerts (from security structures in laptops we supply to specific groups of children and young people)

This summer the MASH will also take on the full safeguarding enquiry/referral service for Children's Services, with implementation of the triage work area where MASH workers will deal with phone calls, letters and emails from the public. Later in 2012 we will start dealing with adult safeguarding provision.

- 4.3.3 In April 2011 only 43% of Initial Assessments were completed within 10 working days whereas by March 2012 the in-month figure had improved to 81%. This improvement has been achieved against a backdrop of increasing demand of referrals to Children's Services.
- 4.3.4 Not only has significant effort been put in to increasing the timeliness of assessments, but also to improving the quality of assessments. This has included whole team training days on assessment, operational division risk-management training and regular best-practice sessions for team managers set up in partnership with the school of social work from the University of East Anglia. Front-line staff also attended Equality & Diversity training delivered by Callander Associates in autumn 2011 to improve our awareness of, and response to factors involving cultural differences among service

users. Regular systemic audit has evidenced an improvement in quality to match the increased timeliness.

- 4.3.5 There has been a rise in the number of public law applications of 11% between the years 2010/11 and 2011/12, from 138 applications involving 197 children to 153 applications involving 224 children. The approach to Public Law was reviewed at a joint summit hosted jointly by the local Family Justice Council and Children's Services. Norfolk has reduced its reliance on "expert witnesses" and Residential Assessments in Public Law over the last year, delivering savings of over £650, 000. The enhanced quality of Core Assessments placed before the court has contributed to a reduction in the number of directions made for "expert" reports or orders for residential assessments.
- 4.3.6 In 2011/12 Norfolk County Council received over 12,000 contacts relating to concerns around the safety of over 9,500 children and young people. Of the 12,000 initial contacts, almost 3,000 resulted in advice or guidance being given, or signposting on to another organisation in order for services to be provided where appropriate. A further 1,500 resulted in no further action being taken. Over 8,000 were accepted as referrals to children's social care for further investigation into the child or young person's safety.
- 4.3.7 Of those contacts accepted as referrals, the vast majority (over three quarters) went on to initial assessment, with further advice and guidance given, or onward referral to an external agency.
- 4.3.8 In total, there were around 7,000 initial assessments carried out between April 2011 and March 2012. Over 100 children and young people were the subject of more than one (between 2 and 6) initial assessments during the year. Outcomes of initial assessments show that around 20% result in no further action being taken where no concerns around the safety of the child or young person are found. A further fifth result in guidance or advice, or onward referral to another agency and around one in ten at this stage are passed to the Child in Need teams for further family support.

4.4 Supporting disabled children, children with additional needs and young carers

- 4.4.1 The Additional Needs Project, which seeks to redesign the **Special Educational Needs (SEN)** services and delegate the funding to schools, is continuing with its programme of work. Staff have been consulted, adjustments are taking place and the new structure will be implemented on 1 June 2012.
- 4.4.2 The web-based information and guidance system website went live on 2 April 2012 and was very well received. Website hits for the month of April were 12,649. A marketing strategy is underway to promote this website to key partners and the ongoing site will be maintained by the Strategy and Commissioning Team.
- 4.4.3 Norfolk has a range of services which support **young carers** and young adult carers. A county-wide one-to-one service is jointly commissioned by NHS Norfolk and NCC Children's Services, a number of young carers group services are commissioned by Children's Services and there are a number of services provided and supported by a variety of organisations.

- 4.4.4 An annual action plan is produced by Norfolk's multi-agency Young Carers Projects Advisory Group (the PAG). The voices of young carers are represented by the creation of area and county young carers forums, hosted by Crossroads Care East Anglia. The PAG works closely with the young carers forum to ensure that the action plan and other activity reflects the views of our young carers.
- 4.4.5 A key focus in the current year is to progress the implementation of the national "Memorandum of Understanding" between the Association of Directors of Adult Services and the Association of Directors of Children's Services. The memorandum seeks to ensure that young carers are not expected to provide inappropriate levels of care for an adult with a long-term illness or disability.
- 4.4.6 Children and young people who need **specialist equipment** have various routes to access what they need following occupational therapists referrals which include:
- Specialist equipment for children in mainstream schools to assist with access to the curriculum via the 'access initiative fund'
 - Specialist equipment for children in special schools via individual special school budgets and/or via the 'Joint Equipment Group' fund
 - Specialist equipment to assist children and young people with disabilities in their home
 - 'Access through technology (ATT)' equipment of a specialist / technology type to assist with communication via the ATT Team, within Children's Services.
- 4.4.7 During the course of 2011 two initiatives were progressed that have led to changes and/or pending changes to the way specialist equipment operates. Firstly, the access initiative fund from government ceased in March 2011 and locally we have secured £100k of funding via the Schools' Forum to ensure that we can continue to purchase equipment for schools. Work is ongoing to develop the protocol regarding the detailed working of this new fund. Children continue to receive equipment based upon the occupational therapists recommendations and NPS continue to provide a 'recycling' scheme to ensure that equipment that children have 'grown out of' can be used for others. Secondly, a joint procurement exercise across Health, Community Services and Children's Services (ICES) is underway to ensure that equipment that has joint purpose across NCC and Health can be procured jointly in the future.
- 4.4.8 Anecdotal evidence suggests that all elements of specialist equipment provision is highly regarded by parents and schools, as it is from a direct recommendation of occupational therapists and Specialist Teachers.
- 4.4.9 The Norfolk County Council (NCC) led joint **Child and Adolescent Mental Health Services (CAMHS) procurement exercise** remains on track to achieve its targets. Applicants for the new CAMH Targeted (Tier 2) Service submitted their Draft Final Tenders on 31 May. The next stages of the process will involve the Evaluation Panel reviewing the Draft Final Tenders and producing written feedback for Applicants. Brief dialogue sessions will be held with Applicants to discuss the Evaluation Panel's feedback and to explore key areas in more detail. Final Tenders are due to be submitted by 5 July. Later in July, the Evaluation Panel will review the Final Tenders. After that NCC (as the lead commissioner) will, if possible, notify all Tenderers of its provisional award decision and enter a voluntary 'standstill' period (until 29 July). NCC intends to formally award the contract during August, with the new contract becoming operational in October 2012.

4.5 Being a good and prudent parent to the children in our care

- 4.5.1 There are a number of transformation projects which are redesigning the delivery and procurement of services for children in our formal care to ensure value for money for the council and to achieve a sufficient supply of places for looked after children within the County.
- 4.5.2 The number of Norfolk looked-after children continued to rise to around 1020 at the end of March 2012. The proportion of looked-after children placed within Norfolk also increased to 80% by the end of the year. Close working with private and voluntary and internal providers has seen the average cost of placements fall to around £48,000 per year from the previous year's figure of over £52,000.
- 4.5.3 In May 2012, the Government published the new Adoption Action Plan, aimed at reducing both the time taken to assess and approve prospective adopters and reduce the time it takes to place a child or young person with approved adopters. In order to inform performance in these areas, the first national adoption scorecards were published in May 2012 which were based on outturn data from 2010/11. The national scorecard for Norfolk shows that compared to all 154 local authorities nationally, Norfolk is middle-ranking.
- 4.5.4 In respect of specific measure such as for looked-after children missing school sessions and looked-after children attending schools that are below the floor targets, Norfolk is ranked 74th & 89th respectively.
- 4.5.5 For 2010/13 Norfolk achieved the national thresholds for the targets in relation to the average time taken when a child enters care and then moves in with its adoptive family, for children who have been adopted and for the average time taken between the local authority receiving court authority to place a child and the local authority deciding on a match to an adoptive family.
- 4.5.6 Norfolk needs to sustain performance in a number of measures where it currently performs better than the England average. These include:
- Average time between a child entering care & moving in with its adoptive family, for children who have been adopted (Norfolk 579 days compared with 625 days England).
 - Children who wait less than 21 months between entering care and moving in with their adoptive family (Norfolk 65%, 58% England).
 - Number & Percentage of children for whom the permanence decision has changed away from adoption (Norfolk 5%, 7% England)
 - Average length of care proceedings (Norfolk 46 weeks, 52 weeks England).
- 4.5.7 Norfolk is not complacent though as the National Adoption Action Plan has set some challenging targets and some areas where Norfolk needs to improve are:
- The average time between local authority receiving court authority to place a child and the local authority deciding on a match to an adoptive family (Norfolk 197 days, 171 days England).
 - The number of adoptions of children aged 5 or over (Norfolk 4%, 5% England).

- 4.5.8 During the last year, 77 children were approved as needing a plan of adoption, 40 prospective adopters were approved, 7 foster carers became adopters, 65 matches were made and 59 adoption orders granted. Further activities and future plans are listed in the paper presented to the panel "Adoption Service Annual Review". The adoption service also provided support and counselling to 43 children who were adopted in addition to providing support and counselling to a number of adopted adults.
- 4.5.9 Norfolk Adoption Service volunteered to take part in a National Adoption Survey, conducted by Ofsted in late 2011. From the resulting report "Right on time - Exploring delays in adoption", two of the seven areas of best practice highlighted from across the country were from Norfolk.
- 4.5.10 The Ofsted inspection regime of residential units was revised in 2011, with more stringent criteria introduced than had previously been in place. All seven of Norfolk's in-house residential units were inspected during the last year; five were graded as good with outstanding areas of practice and two – Marshfields and Well Green, Frettenham – were graded outstanding in all areas of the inspection. A Residential Service Improvement Plan has been implemented to further improve both operational performance and outcomes for service users.
- 4.5.11 During the year, the Residential Service has trained all staff in the use of restorative approaches and facilitated a Restorative Approaches Conference; set up a supported flat system for young people to move on from residential accommodation to help prepare them for independent living and re-written all policies and procedures to ensure they are in line with the new National Minimum Standards for children's residential care. Further activities and future plans are listed in the paper presented to the panel "Residential Service Annual Review".
- 4.5.12 Norfolk Fostering Service currently provides around 410 children and young people with long-term foster care placements, with a further 30 placed in friends and family (kinship) care. A further 49 children with disabilities are placed in short breaks fostering. During the year, the service has recruited and approved 37 new foster carers, more than twice as many as in the previous year, and the current recruitment campaign "My Name is Hope – I am a Foster Carer", in conjunction with the Foster Caring Awareness Week in Norfolk aims to raise further the profile of fostering in Norfolk.
- 4.5.13 Between November 2011 and March 2012, the fostering service has significantly improved performance relating to conducting annual reviews of foster carers; re-written the foster carers handbook; worked with Norfolk In-Care Council to improve our training offer; and reviewed, rewritten and published our children's guides. Further activities and future plans are listed in the paper presented to the panel "Fostering Service Annual Review".

4.6 **Developing capacity in communities**

- 4.6.1 The number of young people of academic age 16 to 18 (year 12-14) **not in education, employment or training (NEET)** continues to fall steadily from a high of 7.44% in November 2011 to 5.65% (1419 young people) in May. This figure is approaching our position at this point last year (5.1%) and work continues to reduce NEET to 5.0% by the end of June. A paper, setting out strategies for raising

participation and reducing NEET was considered at the last panel meeting in May 2012.

- 4.6.2 The outcome of the inspection of Norfolk's Youth Offending Team which was judged as having a clear and recognised focus on quality assurance and improving practice was previously reported to Panel. The Inspection report is now available www.justice.gov.uk/about/hmi-probation/ .
- 4.6.3 **Teenage conceptions** in Norfolk continue to fall, however the speed of improvement is slower than that seen both nationally and among our statistical neighbours. In 2010, there were 487 teenage conceptions in Norfolk, equating to 34.1 conceptions per 1,000 15 – 17 year-old girls, compared to 532 in 2009 (36.7 conceptions per 1,000 15 – 17 year-old girls). In the first quarter of 2011, there were 105 teenage conceptions, equating to 29.8 per 1,000 15 – 17 year-old girls, the second-lowest quarterly performance since these started to be collected in 1998.
- 4.6.4 Norfolk County Council is the lead partner in a multi-agency partnership that aims to establish Norfolk as a restorative county by 2015. There has been significant progress since 2010 and the benefits of **restorative approaches** have been shown in a number of local arenas including criminal justice, children's residential units, schools, communities, training and development. Restorative approaches are about challenging behaviour in a way that puts repairing harm done to relationships and people over and above the need to assign blame and punish. In Norfolk we believe that restorative approaches work by building relationships, maintaining relationships and repairing relationships when harm has been caused.
- 4.6.5 During 2011/12, a key aspect of the project has been the development of a "hub school" initiative where local partnerships are built which share learning and resources whilst reducing cost. 28 schools in East Norfolk have received training and 11 schools in Kings Lynn will be trained as a cluster this academic year. These schools have seen a reduction in school exclusions, improved attendance rates, improved attainment, and a reduction in persistent absentees.
- 4.6.6 Another aspect of Norfolk's restorative approach is community circles which have also proved extremely effective. In Brundall, 82 people attended the community circle, including 25 young people; within four months there was a 55% reduction in anti social behaviour calls to the police. Community circles contribute to improved victim satisfaction rates, a reduction in crime and anti-social behaviour, and empowered communities. 140 staff in Norfolk's short stay schools have been trained in the restorative approach and 82 members of staff from Norfolk County Council's Children's Services Residential Units.
- 4.6.7 A full report on restorative approaches in Norfolk was taken to the Corporate Resources Overview and Scrutiny Panel in May 2012 www.norfolk.gov.uk/Council_and_democracy/Committees/index.htm
- 4.6.8 **Youth Advisory Boards** (YABs) are an example of how NCC is developing capacity in communities - in this case to meet young people's needs. Our approach has recently resulted in Norfolk being recognised as one of twelve new **Youth Innovation Zones** nationally. There are seven YABs, one for each district area and membership is made up of local partners, including a local NCC Member, representatives of the

- 5.2 It is notable that there have been a number of comments received from the courts this year complimenting the quality of children's services reports to the courts and the representation by children's services staff in court.
- 5.3 The shared services team received 760 complaints on behalf of Children's Services, for 2011/12; this was 19% fewer than 2010/11 and of these complaints 25.2% were upheld. The largest reductions were seen in the number of representations from Members of Parliament and complaints about schools.
- 5.4 97.96% of all complaints were dealt with at 'pre stage' or stage 1 of their respective complaints procedures, a slight improvement against the previous year (2010/11). More than 73% of all the complaints received for Children's Services were resolved within an average of 10 days of receipt and before entering the formal complaints process.
- 5.5 A key learning from the complaints in order to improve services is that in future customer expectations need to be better managed through improved communications as 75% of complaints were not upheld, which suggests that service users do not have a clear understanding of what service to expect or what can or will be provided.
- 5.6 In the recent MORI Norfolk Residents' Survey, **user satisfaction levels** were measured for a number of children's services. User satisfaction was highest for Sure Start children's centres, with 91% of those asked saying they were very/fairly satisfied. 87% of people questioned said they were very/fairly satisfied with information services for families with young children. When asked about levels of satisfaction with schools, 84% of people questioned said that they were very/fairly satisfied. 74% of people asked were very/fairly satisfied with school transport.
- 5.7 Get Set is the official **London 2012 education programme**, an online resource where schools can get ideas and opportunities to make the most of the London 2012 Olympic and Paralympic Games. Norfolk currently has 405 Get Set Registered schools joining the country on the journey to 2012. The Get Set network is a special community of schools and colleges which are demonstrating a commitment to the Olympic Values of friendship, excellence and respect, and the Paralympic Values of inspiration, determination, courage and equality. Using the London 2012 Games to inspire learners of all ages to get involved in Values-based projects and activities, schools who become a member of the Get Set network can receive rewards and recognition from London 2012. Norfolk has 217 Get Set Network Schools.
- 5.8 Norfolk school children will be part of a **Guard of Honour for athletes** making their way through the Olympic Park for the London 2012 Olympic Games Opening Ceremony. The Norfolk schools are amongst only 250 schools from across the UK who will take part in this once in a lifetime experience on July 27. Children from the Norwich City Football Club Study Support Centre, run by Norfolk County Council in partnership with the football club, have been chosen to cheer on the Zimbabwe athletes, with children from Brundall Primary cheering on the Finland team, and Cringleford Primary cheering the Switzerland team. St George's Infant and Nursery School in Great Yarmouth was picked as the lead school in Great Yarmouth for a collective schools Olympic project involving: St Nicholas Priory, Alderman Swindell, Greenacre, Northgate, Great Yarmouth High School, North Denes and John Grant. They will be cheering on the Brunei team.

- 5.9 In other Olympic inspired activity: TORCH, a cross-curricular resource pack is being developed and made available online for schools to access.
- 5.10 Imagination, an organisation which revisits pledges made during the original Just Imagine project, has now been to 4 schools with a further 6 schools to take part this Spring term. Other visits will be made as part of the project, such as Norfolk's Flame Celebration event, as part of the paralympic torch relay.
- 5.11 Approximately 800 entries for Norfolk's art competition for London 2012 were received, and the winning and finalist entries from each Key Stage are on display at the Castle Museum. Images of all entries are on the Children's Services web pages and available to view. The winner's prizes had a 2012 or Torch Relay theme, allowing schools to continue their involvement with the 2012 programme. The winning images will be put on to flags to be flown at Norfolk County Council's Norfolk Show tent.
- 5.12 The statistics for Children (under 16) Killed and seriously injured are based on accidents reported to the police. An injured casualty is recorded as seriously injured by the police on the basis of information available within a short time of the accident. This generally will not reflect the results of a medical examination, but may be influenced on local practice according to whether the casualty is hospitalised or not. The definition of seriously injured is wide ranging and includes any which resulted in a hospital stay or any injuries whether or not they are detained in hospital which includes fractures, concussion, internal injuries, crushings, burns (excluding friction burns), severe cuts and severe general shock requiring medical treatment.
- 5.13 Within the last twelve months there has been a marked increase in the number of children recorded as being seriously injured to the Police and 1 fatality. Work is being undertaken to overlay partner information with business intelligence and best practice research to explore causes and identify any further interventions.
- 5.14 The Road Casualty Reduction Partnership, which includes the County Council, Norfolk Constabulary, Norfolk Fire and Rescue Service, Public Health and East of England Ambulance Service, is proposing to invest an additional £315,000 from the Council's road safety reserve to deliver more targeted interventions to help address the recent rise in KSI casualties. This will also include the delivery of more work with schools and colleges by Norfolk Constabulary and Norfolk Fire and Rescue Service over the coming year to help increase children's awareness of the importance of road safety. The Partnership is also set to launch a new Norfolk wide road safety campaign. The campaign will look at how with the public's help we can further reduce the number of people injured on Norfolk's roads.

6. Other Implications

6.1 Equality Impact Assessment (EqIA)

There are no specific implications. The information included in this report represents activity as agreed as part of the Council's wider strategic agenda to address inequality over the medium to long term.

6.2 Impact on Children and Young People in Norfolk

The performance framework reflects the increased emphasis on efficiency and value for money, and the need to balance the demanding change agenda with continuing to

deliver good quality critical services as effectively and efficiently as possible. The financial changes outlined in this report are designed to minimise the impact on children and young people and maximise the allocation of resources to priority areas.

6.3 Any Other implications

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

7. Section 17 – Crime and Disorder Act

There are no specific implications.

8. Risk Implications / Assessment

Risks to achieving our key priorities are contained within the risk registers. These continue to be monitored and reported regularly to Chief Officer Group and to the Audit Committee. Actions to mitigate risks are frequently part of project and other performance management actions and are referred to where relevant throughout this report.

9. Action Required

Children's Services Overview and Scrutiny Panel is asked to note and comment on the information contained in this report.

10. Background Papers

Children's Services Service Plan

11. Officer Contact

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

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

Managing Change – Delivering Norfolk Forward				Managing Resources					
Overall Assessment of Transformation Programme Status - May				Managing the budget					
Overall assessment of programme status		AMBER		Revenue: projected outturn overspend/(underspend) compared to budget (Mar)		Value	Alert		
Transformation Projects - May 2012				Capital: projected outturn overspend/(underspend) compared to budget (Mar)		£-0.799m [0.5%]	GREEN		
Additional Needs		GREEN		Actual cashable efficiency savings (2011/12) (Mar)		£-0.298m [0.5%]	GREEN		
School Transport		GREEN		LAC Unit Costs (Average placement cost per LAC per Year) (Mar)		£48,405	GREEN		
Eastern Safeguarding Project		GREEN		Procurement					
Children's Centres		AMBER		LAC Unit Costs (Average placement cost per LAC per Year) (Mar)					
MASH		GREEN		Sustainability – outturn for measure has been reported					
Norfolk Children's Social Work Reform		GREEN		Workforce					
Capital Schools Programme 2010/11		GREEN		Organisational productivity [reporting sickness absence as actual days per FTE]					
NIEAS – Norfolk Integrated Advisory Service (Traded Service)		GREEN		Children's Services - non school staff [2011/12 result]		8.15	GREEN		
Looked After Children		AMBER		Children's Services - school staff including non teaching [2011/12 result]		6.3	GREEN		
Family Support Service & Safeguarding		GREEN		Staff engagement – composite of resilience; employee advocacy; grievances (under development) employee survey					
ICT File Structure		AMBER		Staff resourcing – composite of recruitment activity; redeployment; redundancy; use of temporary/agency staff; management of change; and culture change					
Employment and Education Training Project		GREEN		Risk Management					
CareFirst (Corporate Project)		GREEN		Risk of looked after children budget being overspent – risk score 16					
Services to Schools (Corporate Project)		GREEN		Schools performing below minimum standard fail to improve – risk score 12					
0-19 Sufficiency Project (includes 33a Capital & Pupil Place Planning)		GREEN		Continued failure to carry out sufficient assessments on time or to the desired quality – risk score 12					
LAC Capital		AMBER		Failure to meet energy reduction targets – risk score 12					
Troubled Families		GREEN		People's view on services					
Journey of Child in Social Care		GREEN		Overall satisfaction with services (year to date)					
Universal Pathways of a Child		GREEN		Complaints - % resolved before formal process (year to date)					
Adoption Action Plan		GREEN		Ombudsman complaints upheld (19 received year to date)					
Carbon Reduction		GREEN		Services to protect young people					
Quality & Performance of Services – Service Performance				Outcomes for Norfolk People					
		Value	DoT	Alert			Value	DoT	Alert
Education					People's view on services				
[Q] Apprenticeships (Q2)		1103	✓		Overall satisfaction with services (year to date)		80%	✓	GREEN
Child Protection					Complaints - % resolved before formal process (year to date)		85.2%	✓	GREEN
No. Initial assessments completed & [% within timescale](in-month figure) Apr		525 [74.5]	✗	AMBER	Ombudsman complaints upheld (19 received year to date)		1	✓	GREEN
No. Core assessments completed & [% within timescale](in-month figure) Apr		206 [41.7]	✗	AMBER	Services to protect young people		Value	DoT	Alert
Corporate Parenting					Children feel Safe		Good (Inspection findings 2011)		
Looked After Children with relevant plans (PEP, Pathway & Care Plan)				AMBER	Children (under 16) killed or seriously injured on the roads (12months to Mar 2012)		35	✗	AMBER
Personal Education Plans (Apr)		65.2%	✗		(Note definition relates to recording & does not generally reflect medical examination)		seriously injured		
Pathway Plans (Mar)		45.8%	✗				1 killed		
Care Plans (Apr)		76.3%			Equalities		Improvement identified		
Adoption within 12 months of best interest decisions being made (Apr)		79.7% (47/59)	✓	AMBER	Adequate consideration of culture and ethnicity in planning based on case audits		✓		
Looked After Children placed in Norfolk (Apr)		80.3%	✓	GREEN	Ethnic composition of young people on youth justice system disposals		No disproportionality	■	AMBER
Vulnerable Young People					Progress in delivery of service plan actions				
[Q] PNC First time entrants to youth justice system aged 10-17 rate per 100,000 population (Oct 210 – Sept 2011)		872	✓	GREEN	Supporting parents to help their children have positive outcomes		GREEN		
[Q] Teenage conceptions per 1,000 15-17 year old girls (Q1 2011)		32.1	✓	GREEN	Providing and commissioning partners to develop high quality Early Years Services		GREEN		
Young People Not in Employment Education and Training (Apr)		5.9% [1483]	✓	AMBER	Creating good learning & educational outcomes for all young people		GREEN		
Quality of Commissioned Services					Making sure vulnerable children and young people are safe in their homes, schools and communities and reducing youth involvement in crime		GREEN		
Children's Residential Homes placements we place in rated outstanding or good		76%	■	GREEN	Supporting disabled children, children with additional needs & young carers to have positive outcomes		GREEN		
Schools in Norfolk rated as good or outstanding (Apr)		61.4%	■	AMBER	Being a good and prudent parent to the children & young people in our care		GREEN		
Children's Early Years settings in Norfolk rated as good or outstanding (Apr)		83.6%	■	GREEN	Developing capacity in communities to work effectively with children and young people				
					Improving organisational effectiveness and driving efficiency through service improvements		GREEN		

Key

Performance		DoT - Direction of travel i.e. better or worse than the previous month.
Red	Performance is worse than the target, action required.	  Performance has got worse.
Amber	Performance is slightly off-track.	  Performance has improved.
Green	Performance is on target, no action required.	 Performance has stayed the same.
Blue	Project Completed	
White	Project has been approved and is in initiation stage	
Reporting period	Most recently available data used; DoT compares to last period, or same time last year. Unless prefixed by either a [Q] or [A] (representing Quarterly or Annually respectively) each measure is monitored monthly. Unless suffixed by a [Month] name (describing to when the data actually relates) each measures' data represents the performance in the month immediately prior to reporting.	

Year end data / Outturn data that has been reported to Panel previously in the dashboard for the financial year 2011-2012
Managing Resources

[A] Carbon dioxide emissions (kg) from property - % change from previous year for Children's Services (non school) & Buildings - reported November 2011

Quality & Performance of Services

[A] Readiness to start school – 6+ in communication, language & literacy – reported January 2012

[A] Achievement at Primary School (Key Stage 2 Level 4 English & Maths) – reported January 2012

[A] Schools below national floor standards (2011) (43 primary + 1 Secondary) - reported January 2012

[A] Achievement of pupils who have a statement (%of L4 KS2 English & Maths 2011) - reported January 2012

[A] Achievement at High School (5 A*-C incl. English & Maths) – reported February 2012

Levels of absence & persistent absence (Secondary) (2010/11 School Year) – reported February 2012

[A] Achievement of pupils who have a statement (%of L4 KS2 Eng & Maths 2011) – reported February 2012

[A] School leavers going on to higher education (2011) – reported March 2012

Analysis of School Balance movement from 2010-11 to 2011-12				Balance 2010/11	Cluster 2010/11	Revised Balance 2010-11	Balance 2011/12	2011/12 final Budget Share	Balance as % of budget share	Movement in Bala	
Loc Code	School Name		Net							Decreases	
4	0004	Emneth Nursery School	Nur	65,639	0	65,639	51,722	280,060	18.47	-13,917	-13,917
7	0007	King's Lynn Nursery School	Nur	27,877	0	27,877	30,083	246,404	12.21	2,206	
10	0010	Earlham Nursery School	Nur	20,899	0	20,899	-9,181	333,357	-2.75	-30,080	-30,080
		Total nurseries		114,416	0	114,416	72,624	859,821	8.45	-41,791	-43,997
21	0021	Acle St Edmund VC Primary School	Pri	46,297	0	46,297	61,712	774,467	7.97	15,415	
27	0027	Alburgh with Denton C of E School	Pri	39,073	0	39,073	30,449	383,976	7.93	-8,624	-8,624
30	0030	Aldborough Primary School	Pri	28,698	0	28,698	44,673	492,910	9.06	15,975	
36	0036	Alpington and Bergh Apton CE VA Primary School	Pri	6,666	0	6,666	31,539	418,839	7.53	24,873	
39	0039	Antingham and Southrepps C Primary School	Pri	-9,008	0	-9,008	10,262	450,187	2.28	19,270	
42	0042	Ashill VC Primary School	Pri	42,579	0	42,579	31,691	419,903	7.55	-10,888	-10,888
45	0045	Ashwicken C of E VA First School	Pri	12,340	0	12,340	38,479	430,417	8.94	26,138	
48	0048	Aslacton Primary School	Pri	60,360	0	60,360	60,014	279,663	21.46	-346	-346
51	0051	Attleborough Infant School	Pri	90,411	0	90,411	78,423	1,000,165	7.84	-11,988	-11,988
54	0054	Attleborough Junior School	Pri	89,949	0	89,949	115,744	1,240,853	9.33	25,794	
60	0060	John of Gaunt Infant and Nursery School	Pri	34,217	0	34,217	42,278	517,499	8.17	8,060	
63	0063	St Michael's C of E VC Nursery and Infant School	Pri	35,418	0	35,418	-9,612	463,616	-2.07	-45,030	-45,030
66	0066	Bure Valley School	Pri	21,296	0	21,296	57,495	805,845	7.13	36,199	
79	0079	Bacton C First School	Pri	-8,317	0	-8,317	8,682	239,652	3.62	16,999	
83	0083	Banham C Primary School	Pri	25,865	11,110	14,755	8,205	421,994	1.94	-17,660	-17,660
85	0085	Barford Primary School	Pri	34,181	0	34,181	29,456	382,073	7.71	-4,725	-4,725
87	0087	Barnham Broom C of E VA Primary School	Pri	20,572	0	20,572	23,355	548,771	4.26	2,783	
92	0092	The Bawburgh School	Pri	-2,889	0	-2,889	15,722	341,696	4.60	18,611	
95	0095	Bawdeswell C Primary School	Pri	24,835	0	24,835	23,804	402,227	5.92	-1,031	-1,031
101	0101	Beeston Primary School	Pri	40,427	0	40,427	31,619	357,993	8.83	-8,808	-8,808
104	0104	St Mary's C Primary School	Pri	32,687	0	32,687	56,536	662,780	8.53	23,848	
115	0115	Moorlands Primary School	Pri	112,133	36,268	75,866	29,533	1,052,305	2.81	-82,600	-82,600
119	0119	The King George VI School	Pri	23,334	0	23,334	13,809	190,923	7.23	-9,525	-9,525
122	0122	Blakeney C of E VA Primary School	Pri	28,062	19,741	8,321	6,807	261,690	2.60	-21,255	-21,255
128	0128	Blofield Primary School	Pri	60,039	0	60,039	53,449	708,384	7.55	-6,591	-6,591
144	0144	Hillside First School	Pri	45,927	34,243	11,684	86,923	1,011,148	8.60	40,996	
147	0147	Homefield VC First School	Pri	24,045	0	24,045	30,792	727,007	4.24	6,746	
150	0150	Woodlands Middle School	Pri	157,726	0	157,726	168,915	1,364,982	12.37	11,189	
156	0156	Brancaaster C of E VA Primary School	Pri	48,656	0	48,656	40,903	245,853	16.64	-7,753	-7,753
165	0165	Bressingham Primary School	Pri	45,038	0	45,038	19,760	421,992	4.68	-25,278	-25,278
171	0171	Brisley C of E Primary School	Pri	32,897	0	32,897	26,649	301,914	8.83	-6,248	-6,248

Analysis of School Balance movement from 2010-11 to 2011-12				Balance 2010/11	Cluster 2010/11	Revised Balance 2010-11	Balance 2011/12	2011/12 final Budget Share	Balance as % of budget share	Movement in Bala	
Loc Code	School Name		Net							Decreases	
177	0177	Brockdish C of E VC Primary School	Pri	11,295	0	11,295	15,083	201,765	7.48	3,788	
180	0180	Brooke VC C of E Primary School	Pri	48,695	10,157	38,538	43,823	516,374	8.49	-4,872	-4,872
186	0186	Brundall School	Pri	-2,468	6,566	-9,034	11,432	822,495	1.39	13,899	
192	0192	Bunwell Primary School	Pri	23,952	1,048	22,904	22,524	306,324	7.35	-1,428	-1,428
198	0198	Burnham Market Primary School	Pri	15,888	0	15,888	19,297	543,098	3.55	3,410	
201	0201	Burston C Primary School	Pri	28,599	0	28,599	20,639	309,312	6.67	-7,960	-7,960
204	0204	Buxton Primary School	Pri	23,598	0	23,598	15,987	560,257	2.85	-7,611	-7,611
210	0210	Caister on Sea First and Nursery School	Pri	27,616	0	27,616	90,346	943,025	9.58	62,730	
216	0216	Caister Middle School	Pri	36,000	0	36,000	83,274	1,255,966	6.63	47,274	
224	0224	Cantley Primary School	Pri	19,834	0	19,834	10,878	388,318	2.80	-8,957	-8,957
227	0227	St Peter and St Paul CE VC Primary School	Pri	80,580	20,735	59,845	75,783	715,185	10.60	-4,797	-4,797
230	0230	Carleton Rode CE VA Primary School	Pri	4,355	0	4,355	32,804	301,879	10.87	28,449	
233	0233	Castle Acre Primary School	Pri	36,144	0	36,144	30,834	302,247	10.20	-5,310	-5,310
236	0236	Caston C of E VA Primary School	Pri	13,845	0	13,845	16,385	277,981	5.89	2,539	
239	0239	Catfield VC C of E Primary School	Pri	30,473	0	30,473	21,443	260,963	8.22	-9,030	-9,030
242	0242	Cawston VC Primary School	Pri	41,866	8,695	33,171	26,710	624,267	4.28	-15,156	-15,156
248	0248	Clenchwarton Primary School	Pri	67,455	0	67,455	63,910	691,454	9.24	-3,545	-3,545
257	0257	Colby School	Pri	36,783	2,116	34,667	27,617	475,178	5.81	-9,165	-9,165
260	0260	Colkirk C of E VA Primary School	Pri	51,895	0	51,895	29,450	276,295	10.66	-22,444	-22,444
271	0271	Coltishall Primary School	Pri	34,065	0	34,065	28,716	587,279	4.89	-5,349	-5,349
274	0274	Corpusty Primary School	Pri	66,583	18,288	48,295	36,267	431,254	8.41	-30,316	-30,316
277	0277	Costessey Infant School	Pri	45,530	0	45,530	71,159	820,615	8.67	25,629	
280	0280	Costessey Junior School	Pri	124,957	0	124,957	95,342	890,647	10.70	-29,615	-29,615
283	0283	Queens Hill Primary	Pri	44,190	0	44,190	58,597	881,340	6.65	14,407	
285	0285	St Augustine's Catholic Primary School	Pri	20,490	0	20,490	55,012	776,937	7.08	34,522	
294	0294	Cringeford CE VA Primary School	Pri	28,237	0	28,237	14,885	649,122	2.29	-13,352	-13,352
303	0303	Suffield Park Infant and Nursery School	Pri	61,634	0	61,634	52,752	795,313	6.63	-8,882	-8,882
306	0306	Cromer Junior School	Pri	95,846	1,461	94,385	68,132	848,659	8.03	-27,714	-27,714
315	0315	Denver VC Primary School	Pri	84,608	0	84,608	77,420	414,756	18.67	-7,189	-7,189
321	0321	Dersingham Infant School	Pri	37,150	0	37,150	35,926	425,254	8.45	-1,224	-1,224
324	0324	Dersingham St George's Junior School	Pri	38,082	0	38,082	58,618	593,169	9.88	20,536	
327	0327	Dickleburgh VC Primary School	Pri	3,663	0	3,663	2,873	374,683	0.77	-790	-790
333	0333	Diss Infants and Nursery School with Children's Centre	Pri	80,591	0	80,591	17,988	632,649	2.84	-62,603	-62,603
336	0336	Diss Church Junior School	Pri	18,808	0	18,808	46,073	700,692	6.58	27,264	
342	0342	Ditchingham C of E Primary School	Pri	19,035	0	19,035	31,011	488,510	6.35	11,976	
345	0345	Docking Primary School	Pri	73,392	0	73,392	41,577	427,771	9.72	-31,815	-31,815

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356	0356	Clackclose C Primary School	Pri	13,913	0	13,913	68,555	1,425,893	4.81	54,642	
362	0362	Hillcrest Primary School	Pri	143,373	0	143,373	131,977	1,258,273	10.49	-11,396	-11,396
366	0366	Drayton Community Infant School	Pri	65,392	0	65,392	84,518	812,620	10.40	19,126	
367	0367	Drayton CE VC Junior School	Pri	33,291	0	33,291	57,129	1,068,616	5.35	23,839	
374	0374	Earsham C of E VA First School	Pri	35,875	2,612	33,263	32,250	397,092	8.12	-3,625	-3,625
380	0380	Dereham C of E Infant School	Pri	83,857	0	83,857	59,669	683,418	8.73	-24,188	-24,188
383	0383	St Nicholas Junior School	Pri	133,310	70,169	63,141	84,700	1,313,880	6.45	-48,611	-48,611
386	0386	The Grove House Nursery and Infant C School	Pri	58,523	28,090	30,433	33,370	428,015	7.80	-25,153	-25,153
392	0392	King's Park Infant School	Pri	25,112	0	25,112	28,016	345,702	8.10	2,904	
395	0395	Toftwood Infant School	Pri	93,010	4,800	88,210	78,145	1,031,468	7.58	-14,865	-14,865
398	0398	Toftwood C Junior School	Pri	86,846	0	86,846	64,456	1,124,706	5.73	-22,390	-22,390
407	0407	East Harling Primary School	Pri	65,407	0	65,407	64,637	725,101	8.91	-769	-769
410	0410	Rudham C of E Primary School	Pri	35,130	0	35,130	29,215	345,789	8.45	-5,915	-5,915
413	0413	East Ruston Area C Infant School	Pri	39,976	0	39,976	22,499	208,354	10.80	-17,478	-17,478
419	0419	St Peter's C of E VC Primary School	Pri	87,926	37,702	50,224	26,105	473,390	5.51	-61,821	-61,821
422	0422	Eccles, Hargham and Wilby CE Primary School	Pri	26,183	0	26,183	24,028	213,594	11.25	-2,155	-2,155
428	0428	Ellingham VC Primary School	Pri	23,092	2,612	20,480	37,021	387,836	9.55	13,929	
434	0434	Emneth Primary School	Pri	67,989	0	67,989	81,943	694,174	11.80	13,954	
437	0437	Erpingham VC Primary School	Pri	34,376	0	34,376	23,742	215,879	11.00	-10,635	-10,635
440	0440	Fakenham Infant and Nursery School	Pri	42,623	0	42,623	52,195	814,937	6.40	9,572	
443	0443	Fakenham Junior School	Pri	77,903	3,477	74,426	90,938	1,084,643	8.38	13,034	
453	0453	Edmund de Moundeford VC Primary School	Pri	9,069	0	9,069	21,745	672,929	3.23	12,675	
462	0462	Filby Primary School	Pri	26,657	0	26,657	33,649	360,331	9.34	6,992	
468	0468	Fleggburgh C of E VC Primary School	Pri	31,481	0	31,481	31,212	230,290	13.55	-269	-269
472	0472	Flitcham VA C of E Primary School	Pri	43,224	23,748	19,476	20,709	408,279	5.07	-22,515	-22,515
475	0475	Forngett St Peter C of E School	Pri	30,457	0	30,457	42,784	418,514	10.22	12,327	
478	0478	Foulsham Primary School	Pri	10,263	2,913	7,350	54,054	450,357	12.00	43,791	
481	0481	Freethorpe C Primary School	Pri	33,579	10,374	23,205	18,989	566,412	3.35	-14,590	-14,590
484	0484	Frettenham Primary Partnership School	Pri	62,660	0	62,660	21,073	303,683	6.94	-41,586	-41,586
490	0490	Garboldisham VC Primary School	Pri	24,165	0	24,165	34,446	411,464	8.37	10,281	
493	0493	Garvestone Primary School	Pri	8,326	0	8,326	-1,672	225,585	-0.74	-9,999	-9,999
496	0496	Gayton C of E VC First School	Pri	3,774	0	3,774	2,904	380,602	0.76	-871	-871
499	0499	St Michael's C of E VA First School	Pri	28,565	2,612	25,953	20,450	192,515	10.62	-8,115	-8,115
505	0505	Gooderstone C of E VA Primary School	Pri	38,680	0	38,680	24,842	331,745	7.49	-13,838	-13,838
511	0511	Great Dunham Primary School	Pri	27,289	0	27,289	16,449	367,749	4.47	-10,839	-10,839
514	0514	Great Ellingham Primary School	Pri	40,279	0	40,279	45,770	616,774	7.42	5,491	

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517	0517	Great Massingham VC Primary School	Pri	12,625	0	12,625	8,329	211,673	3.93	-4,297	-4,297
523	0523	All Saints CE VA Primary School	Pri	8,670	0	8,670	14,761	646,002	2.28	6,091	
529	0529	The Great Witchingham CE VA Primary School	Pri	16,715	0	16,715	1,184	243,908	0.49	-15,531	-15,531
532	0532	Alderman Swindell First School	Pri	97,050	54,440	42,610	51,905	1,055,917	4.92	-45,145	-45,145
539	0539	Cliff Park First School	Pri	50,274	0	50,274	60,912	891,984	6.83	10,638	
546	0546	Cliff Park C Middle School	Pri	-46,350	0	-46,350	33,655	1,315,476	2.56	80,005	
551	0551	Cobholm Primary School	Pri	94,009	0	94,009	83,567	1,172,658	7.13	-10,441	-10,441
559	0559	Edward Worledge C Middle School	Pri	101,175	0	101,175	78,793	1,079,467	7.30	-22,382	-22,382
581	0581	Greenacre First and Middle School	Pri	194,688	0	194,688	294,034	2,037,839	14.43	99,346	
599	0599	Hermans Primary School	Pri	96,999	0	96,999	95,737	1,242,965	7.70	-1,263	-1,263
608	0608	North Denes Middle School	Pri	91,016	0	91,016	89,204	823,349	10.83	-1,812	-1,812
614	0614	Northgate St Andrews First School	Pri	151,966	0	151,966	205,626	1,007,982	20.40	53,660	
635	0635	Peterhouse Primary School	Pri	148,202	0	148,202	130,779	1,171,578	11.16	-17,423	-17,423
638	0638	St Nicholas Priory Middle School	Pri	112,184	0	112,184	85,068	1,641,083	5.18	-27,116	-27,116
644	0644	St George's First and Nursery School	Pri	68,945	0	68,945	55,645	1,006,880	5.53	-13,300	-13,300
651	0651	St Mary's Roman Catholic Primary School	Pri	34,706	0	34,706	61,235	846,401	7.23	26,529	
658	0658	Stradbroke C First School	Pri	27,846	0	27,846	55,423	846,081	6.55	27,576	
664	0664	Wroughton First School	Pri	108,153	0	108,153	93,140	865,246	10.76	-15,013	-15,013
671	0671	Wroughton Middle School	Pri	155,928	0	155,928	170,716	1,251,601	13.64	14,788	
675	0675	Southtown First School	Pri	32,268	0	32,268	53,075	897,050	5.92	20,807	
715	0715	Gresham Village School	Pri	53,350	0	53,350	24,627	318,364	7.74	-28,724	-28,724
730	0730	Holy Meadows School, Grimston	Pri		0	0	49,923	395,484	12.62	49,923	
733	0733	Hainford Primary Partnership School	Pri	47,535	0	47,535	32,222	428,282	7.52	-15,313	-15,313
739	0739	Happisburgh Primary School	Pri	57,229	21,506	35,723	30,001	497,491	6.03	-27,227	-27,227
742	0742	Hapton C of E VC Primary School	Pri	25,480	0	25,480	22,836	219,423	10.41	-2,644	-2,644
745	0745	Harpley VC Primary School	Pri	25,551	0	25,551	21,106	245,970	8.58	-4,445	-4,445
748	0748	Heacham Infant & Nursery School	Pri	64,420	0	64,420	51,910	472,991	10.97	-12,510	-12,510
752	0752	Heacham Junior School	Pri	122,499	64,968	57,531	53,066	642,572	8.26	-69,434	-69,434
760	0760	Arden Grove Infant School	Pri	84,708	0	84,708	72,921	714,826	10.20	-11,787	-11,787
765	0765	Firside Junior School	Pri	47,159	0	47,159	66,687	889,092	7.50	19,527	
771	0771	Heather Avenue Infant School	Pri	41,697	0	41,697	39,109	432,718	9.04	-2,589	-2,589
779	0779	Kinsale Infant School	Pri	52,010	0	52,010	36,778	498,132	7.38	-15,232	-15,232
786	0786	Kinsale Junior School	Pri	89,304	5,090	84,214	76,007	846,917	8.97	-13,297	-13,297
798	0798	Hemblington Primary School	Pri	6,712	0	6,712	-23,582	491,191	-4.80	-30,295	-30,295
801	0801	Hempnall School	Pri	51,355	0	51,355	54,705	409,560	13.36	3,350	
804	0804	Hemsby Primary School	Pri	81,165	0	81,165	68,266	632,528	10.79	-12,898	-12,898

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807	0807	Woodside First and Nursery School	Pri	31,482	0	31,482	49,238	706,093	6.97	17,756	
810	0810	Hethersett VC Junior School	Pri	57,765	-40,619	98,384	73,089	884,188	8.27	15,324	
816	0816	Hevingham Primary School	Pri	22,536	0	22,536	37,613	440,726	8.53	15,077	
819	0819	Hickling Infant School	Pri	17,971	0	17,971	23,406	189,088	12.38	5,435	
825	0825	Ten Mile Bank School	Pri	34,699	12,964	21,735	14,537	378,739	3.84	-20,162	-20,162
828	0828	Hilgay Village VC Primary School	Pri	36,194	0	36,194	15,285	255,670	5.98	-20,910	-20,910
834	0834	Hindringham C of E VC Primary School	Pri	10,375	0	10,375	13,652	285,887	4.78	3,277	
837	0837	Hingham Primary School	Pri	21,692	0	21,692	46,631	645,809	7.22	24,939	
846	0846	Hockering C of E VC Primary School	Pri	23,375	0	23,375	32,003	250,594	12.77	8,628	
849	0849	Great Hockham Primary School	Pri	26,215	0	26,215	48,184	353,748	13.62	21,970	
858	0858	Holt C Primary School	Pri	62,953	0	62,953	43,680	637,032	6.86	-19,273	-19,273
871	0871	Hopton Primary School	Pri	38,430	0	38,430	38,093	738,937	5.16	-337	-337
878	0878	Horning C Primary School	Pri	70,641	0	70,641	74,919	275,406	27.20	4,277	
881	0881	Horsford CE Infant School	Pri	33,376	0	33,376	14,408	454,474	3.17	-18,968	-18,968
885	0885	Horsford C OF E Junior School	Pri	62,033	27,657	34,376	44,413	713,389	6.23	-17,620	-17,620
892	0892	St Faiths C of E Primary School	Pri	44,884	2,145	42,739	28,684	390,054	7.35	-16,200	-16,200
904	0904	St Johns C Primary School	Pri	63,964	0	63,964	58,404	701,261	8.33	-5,560	-5,560
907	0907	Hunstanton Infant School	Pri	40,266	0	40,266	39,173	360,684	10.86	-1,093	-1,093
910	0910	Redgate Junior School	Pri	13,312	0	13,312	33,176	442,700	7.49	19,863	
913	0913	Ingoldisthorpe C of E Primary School	Pri	5,321	0	5,321	-12,914	365,707	-3.53	-18,235	-18,235
919	0919	Kelling Primary School	Pri	10,775	0	10,775	32,194	283,200	11.37	21,419	
922	0922	Kenninghall Primary School	Pri	39,231	1,500	37,731	50,356	416,136	12.10	11,125	
932	0932	Fairstead C Primary School	Pri	130,240	0	130,240	106,621	1,129,652	9.44	-23,619	-23,619
951	0951	Howard Infant and Nursery School	Pri	94,290	0	94,290	100,996	756,083	13.36	6,706	
956	0956	The Howard Junior School	Pri	51,345	0	51,345	63,246	770,170	8.21	11,902	
960	0960	Gaywood C Primary School	Pri	100,928	0	100,928	112,751	1,345,708	8.38	11,823	
969	0969	Highgate Infant School	Pri	77,554	1,074	76,480	49,497	408,699	12.11	-28,057	-28,057
974	0974	Reffley Community School	Pri	112,522	0	112,522	104,727	1,349,346	7.76	-7,794	-7,794
981	0981	St Edmund's Community School	Pri	115,196	79,466	35,730	71,832	986,398	7.28	-43,364	-43,364
988	0988	Greyfriars Primary School	Pri	43,112	0	43,112	81,721	1,157,764	7.06	38,609	
997	0997	Eastgate Primary School	Pri	69,242	0	69,242	54,587	1,111,189	4.91	-14,656	-14,656
1004	1004	St Martha's Catholic Primary School	Pri	30,545	0	30,545	41,775	740,257	5.64	11,230	
1008	1008	St Michael's C of E Primary School	Pri	79,378	0	79,378	51,655	908,639	5.68	-27,723	-27,723
1012	1012	Whitefriars C of E Primary School	Pri	154,774	40,764	114,010	131,496	1,386,667	9.48	-23,279	-23,279
1033	1033	Langham Village School	Pri	12,682	0	12,682	25,066	356,941	7.02	12,385	
1048	1048	Lingwood Primary School	Pri		0	0	35,137	482,057	7.29	35,137	

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1050	1050	Litcham Primary School	Pri	-1,485	0	-1,485	29,589	417,815	7.08	31,074	
1053	1053	Little Melton Primary School	Pri	40,299	0	40,299	30,252	353,209	8.56	-10,046	-10,046
1056	1056	Little Plumstead C of E Primary School	Pri	24,072	0	24,072	24,068	561,330	4.29	-4	-4
1059	1059	Little Snoring Primary School	Pri	89,686	34,194	55,492	19,331	299,190	6.46	-70,355	-70,355
1062	1062	Loddon Infant School	Pri	40,376	0	40,376	38,807	599,679	6.47	-1,569	-1,569
1065	1065	Loddon Junior School	Pri	84,782	0	84,782	81,132	642,945	12.62	-3,649	-3,649
1075	1075	Manor Field Infant School	Pri	72,160	5,136	67,024	84,966	817,962	10.39	12,807	
1087	1087	Ludham Primary School	Pri	-516	0	-516	11,842	397,409	2.98	12,358	
1090	1090	Lyng C of E Primary School	Pri	22,457	0	22,457	14,292	355,043	4.03	-8,165	-8,165
1093	1093	Marham Junior School	Pri	20,288	0	20,288	57,954	615,882	9.41	37,666	
1097	1097	Marham Infant School	Pri	3,483	0	3,483	-20,952	524,956	-3.99	-24,434	-24,434
1102	1102	Marsham Primary School	Pri	14,319	0	14,319	20,445	224,659	9.10	6,126	
1105	1105	Marshland St James VC Primary School	Pri	47,956	0	47,956	38,143	438,686	8.69	-9,812	-9,812
1123	1123	Mattishall Primary School	Pri	54,300	0	54,300	17,014	661,899	2.57	-37,286	-37,286
1126	1126	Astley Primary School	Pri	41,076	0	41,076	71,955	791,307	9.09	30,879	
1128	1128	Duchy of Lancaster Methwold CE Primary School	Pri	11,483	0	11,483	22,259	424,499	5.24	10,776	
1131	1131	Middleton VC Primary School	Pri	36,094	0	36,094	30,940	449,990	6.88	-5,154	-5,154
1134	1134	Mileham Primary School	Pri	3,427	0	3,427	4,292	218,694	1.96	865	
1137	1137	Morley C of E VA Primary School	Pri	41,727	0	41,727	55,846	454,643	12.28	14,119	
1140	1140	Mulbarton Community Infant School	Pri	103,806	57,947	45,859	46,363	499,282	9.29	-57,443	-57,443
1145	1145	Mulbarton Junior School	Pri	32,262	7,103	25,159	32,837	619,374	5.30	575	
1149	1149	Mundesley First School	Pri	24,047	0	24,047	68,726	515,687	13.33	44,679	
1152	1152	Mundesley Junior School	Pri	10,506	0	10,506	21,722	527,137	4.12	11,215	
1157	1157	Mundford VC Primary School	Pri	30,411	0	30,411	30,581	525,013	5.82	170	
1160	1160	Narborough Primary School	Pri	34,715	0	34,715	39,257	437,612	8.97	4,542	
1163	1163	Neatishead VC Primary School	Pri	31,621	0	31,621	29,408	220,478	13.34	-2,213	-2,213
1170	1170	Necton VA Primary School	Pri	45,653	0	45,653	65,530	754,322	8.69	19,876	
1172	1172	Newton Flotman C of E VC Primary School	Pri	38,660	0	38,660	36,388	442,836	8.22	-2,272	-2,272
1178	1178	North Elmham VC Primary School	Pri	41,583	0	41,583	25,161	448,465	5.61	-16,422	-16,422
1181	1181	Lopham St Andrew's C of E VA Primary School	Pri	24,087	0	24,087	21,567	235,707	9.15	-2,520	-2,520
1185	1185	North Pickenham Primary School	Pri	-20,035	0	-20,035	-18,195	419,602	-4.34	1,840	
1188	1188	Northrepps Primary School	Pri	16,546	0	16,546	40,061	268,920	14.90	23,516	
1195	1195	North Walsham Infant School	Pri	8,775	0	8,775	12,253	878,550	1.39	3,478	
1197	1197	North Walsham Junior School	Pri	132,995	0	132,995	74,588	852,644	8.75	-58,407	-58,407
1207	1207	Millfield Primary School	Pri	121,404	6,772	114,632	94,248	1,176,623	8.01	-27,155	-27,155
1220	1220	The Norman C of E Primary School	Pri	42,102	0	42,102	29,282	422,945	6.92	-12,820	-12,820

Analysis of School Balance movement from 2010-11 to 2011-12				Balance 2010/11	Cluster 2010/11	Revised Balance 2010-11	Balance 2011/12	2011/12 final Budget Share	Balance as % of budget share	Movement in Bala	
Loc Code	School Name		Pri							Net	Decreases
1222	1222	North Wootton C School	Pri	102,899	0	102,899	117,149	1,015,082	11.54	14,250	
1226	1226	Angel Road Infant School	Pri	16,643	0	16,643	47,109	666,569	7.07	30,466	
1231	1231	Angel Road Junior School	Pri	92,508	1,899	90,609	95,222	1,276,733	7.46	2,713	
1246	1246	Avenue Junior School	Pri	-46,498	0	-46,498	64,460	1,197,984	5.38	110,958	
1250	1250	Recreation Road Infant School	Pri	141,020	0	141,020	87,327	1,024,931	8.52	-53,693	-53,693
1262	1262	Bignold Primary School	Pri	98,062	53,742	44,320	20,585	1,711,792	1.20	-77,477	-77,477
1275	1275	Bluebell Primary School	Pri	187,713	0	187,713	163,250	1,158,840	14.09	-24,463	-24,463
1280	1280	Clover Hill Infant and Nursery School	Pri	-1,949	0	-1,949	28,208	805,262	3.50	30,156	
1286	1286	Chapel Break Infant School	Pri	82,921	0	82,921	67,660	768,996	8.80	-15,261	-15,261
1290	1290	St Michael's VA Junior School	Pri	923	0	923	91,868	1,475,253	6.23	90,946	
1307	1307	Catton Grove Primary School	Pri	189,674	0	189,674	150,257	2,144,812	7.01	-39,417	-39,417
1315	1315	Cavell Primary and Nursery School	Pri	127,373	59,141	68,232	87,473	1,085,464	8.06	-39,900	-39,900
1327	1327	Valley Primary School	Pri	20,091	0	20,091	57,415	826,513	6.95	37,323	
1335	1335	Colman Infant School	Pri	95,099	2,550	92,549	59,664	704,597	8.47	-35,435	-35,435
1340	1340	Colman Junior School	Pri	135,350	59,123	76,227	114,631	1,101,751	10.40	-20,719	-20,719
1353	1353	Mile Cross Primary School	Pri	185,442	99,008	86,434	-33,371	1,891,668	-1.76	-218,813	-218,813
1367	1367	Eaton Primary School	Pri	112,110	0	112,110	125,636	1,102,401	11.40	13,526	
1370	1370	George White Junior School	Pri	73,819	0	73,819	81,028	819,781	9.88	7,210	
1392	1392	Heartsease Primary School	Pri	246,742	0	246,742	196,184	1,687,677	11.62	-50,558	-50,558
1413	1413	Lakenham Primary School	Pri	98,653	0	98,653	90,869	1,365,225	6.66	-7,784	-7,784
1426	1426	Larkman Primary School	Pri	73,361	0	73,361	82,669	1,728,300	4.78	9,308	
1431	1431	Magdalen Gates Primary School	Pri	85,785	0	85,785	73,613	742,890	9.91	-12,172	-12,172
1443	1443	Mousehold Infant and Nursery School	Pri	83,585	0	83,585	98,065	1,048,205	9.36	14,480	
1450	1450	Nelson Infant School	Pri	47,593	0	47,593	43,920	729,503	6.02	-3,673	-3,673
1466	1466	Henderson Green Primary School	Pri	86,791	0	86,791	72,816	793,107	9.18	-13,975	-13,975
1475	1475	Tuckswood C Primary School	Pri	129,494	0	129,494	100,153	882,557	11.35	-29,342	-29,342
1480	1480	St Johns RC Infant School	Pri	38,724	0	38,724	76,726	678,003	11.32	38,002	
1485	1485	St Thomas More RC Junior School	Pri	133,171	0	133,171	124,014	1,104,103	11.23	-9,157	-9,157
1499	1499	Lionwood Junior School	Pri	100,590	22,445	78,145	73,617	977,921	7.53	-26,973	-26,973
1502	1502	Lionwood Infant School and Nursery	Pri	103,122	0	103,122	88,399	775,857	11.39	-14,723	-14,723
1517	1517	Wensum Junior School	Pri	85,468	67,290	18,178	-53,605	559,442	-9.58	-139,073	-139,073
1525	1525	West Earlham Infant School	Pri	111,219	0	111,219	188,391	1,145,380	16.45	77,172	
1530	1530	West Earlham Junior School	Pri	122,647	0	122,647	53,741	985,403	5.45	-68,906	-68,906
1580	1580	Old Buckenham C Primary School	Pri	31,907	1,355	30,552	65,946	566,060	11.65	34,039	
1583	1583	Garrick Green Infant School	Pri	31,211	0	31,211	41,535	497,087	8.36	10,324	
1587	1587	Lodge Lane Infant School	Pri	43,366	0	43,366	24,926	669,129	3.73	-18,439	-18,439

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1591	1591	Old Catton VC Junior School	Pri	62,258	0	62,258	36,156	519,151	6.96	-26,103	-26,103
1608	1608	Ormesby Village Infant School	Pri	2,165	0	2,165	30,045	488,169	6.15	27,880	
1611	1611	Ormesby Village Junior School	Pri	45,178	7,614	37,564	19,186	756,492	2.54	-25,993	-25,993
1616	1616	Overstrand, The Belfry, CE VA Primary School	Pri	-37,305	0	-37,305	11,874	423,272	2.81	49,179	
1622	1622	Poringland Primary School	Pri	58,738	0	58,738	50,356	861,573	5.84	-8,382	-8,382
1631	1631	Pulham C of E Primary School	Pri	43,739	3,202	40,536	48,796	516,884	9.44	5,057	
1637	1637	Rackheath Primary School	Pri	39,688	0	39,688	37,897	555,752	6.82	-1,791	-1,791
1648	1648	Harleston Primary	Pri	99,134	9,479	89,655	84,743	1,253,401	6.76	-14,391	-14,391
1650	1650	Reedham Primary School	Pri	-1,028	0	-1,028	12,365	279,659	4.42	13,394	
1653	1653	Reepham Primary School	Pri	68,077	0	68,077	60,937	701,272	8.69	-7,140	-7,140
1661	1661	Rocklands C Primary School	Pri	4,200	0	4,200	16,188	271,542	5.96	11,988	
1664	1664	Rockland St Mary Primary School	Pri	20,728	0	20,728	27,273	337,844	8.07	6,545	
1667	1667	Rollsby Primary School	Pri	51,833	0	51,833	48,727	418,552	11.64	-3,106	-3,106
1672	1672	St Mary's (Endowed) VA CE Primary School	Pri	21,721	0	21,721	21,615	208,622	10.36	-106	-106
1675	1675	Roydon Primary School	Pri	50,385	0	50,385	63,487	964,851	6.58	13,102	
1678	1678	Runcton Holme C of E Primary School	Pri	20,857	0	20,857	24,782	307,571	8.06	3,925	
1681	1681	Parker's C of E Primary School	Pri	11,154	0	11,154	22,592	388,359	5.82	11,438	
1687	1687	Salhouse VC Primary School	Pri	69,237	0	69,237	43,058	486,691	8.85	-26,179	-26,179
1690	1690	Sandringham and West Newton CE Primary School	Pri	49,984	0	49,984	47,941	357,024	13.43	-2,043	-2,043
1693	1693	Saxlingham Nethergate CE VC Primary School	Pri	26,781	5,543	21,238	30,322	294,652	10.29	3,541	
1696	1696	Scarning VC Primary School	Pri	106,370	0	106,370	94,620	833,554	11.35	-11,750	-11,750
1700	1700	Scole C of E VC Primary School	Pri	38,857	0	38,857	30,697	367,256	8.36	-8,160	-8,160
1706	1706	Sculthorpe C of E Primary School	Pri	12,122	0	12,122	21,151	286,927	7.37	9,029	
1709	1709	Blenheim Park C Primary School	Pri	39,608	0	39,608	37,511	418,513	8.96	-2,097	-2,097
1715	1715	Sedgeford Primary School	Pri	35,957	0	35,957	35,889	252,137	14.23	-68	-68
1718	1718	Seething and Mundham Primary School	Pri	5,759	0	5,759	14,796	357,882	4.13	9,037	
1724	1724	Shelton with Hardwick C School	Pri	52,701	0	52,701	48,940	264,092	18.53	-3,761	-3,761
1727	1727	Sheringham C Primary School	Pri	118,329	0	118,329	190,253	1,734,819	10.97	71,923	
1742	1742	Thomas Bullock C of E VA Primary School	Pri	59,699	0	59,699	60,691	593,881	10.22	992	
1755	1755	St Martin at Shouldham CE VA Primary School	Pri	31,843	0	31,843	44,886	552,038	8.13	13,044	
1763	1763	Snettisham Primary School	Pri	54,198	0	54,198	47,922	501,239	9.56	-6,277	-6,277
1772	1772	Southery Primary School	Pri	29,798	0	29,798	31,039	419,019	7.41	1,241	
1778	1778	Fairhaven C of E VA Primary School	Pri	23,331	0	23,331	25,147	403,390	6.23	1,816	
1781	1781	South Wootton First School	Pri	85,631	0	85,631	59,171	702,087	8.43	-26,459	-26,459
1784	1784	South Wootton Junior School	Pri	13,369	0	13,369	28,993	726,576	3.99	15,624	
1789	1789	Spixworth Infant School	Pri	42,545	0	42,545	44,188	381,778	11.57	1,644	

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1792	1792	Woodland View Junior School	Pri	64,714	0	64,714	71,030	581,509	12.21	6,316	
1799	1799	Sporle Primary School	Pri	74,762	26,640	48,122	31,616	438,516	7.21	-43,146	-43,146
1802	1802	Sprowston Infant School	Pri	7,814	0	7,814	27,763	696,260	3.99	19,949	
1805	1805	Sprowston Junior School	Pri	124,395	78,895	45,500	50,872	811,551	6.27	-73,523	-73,523
1810	1810	Cecil Gowing Infant School	Pri	25,384	0	25,384	37,187	576,559	6.45	11,803	
1814	1814	Falcon Junior School	Pri	71,174	0	71,174	57,331	950,279	6.03	-13,843	-13,843
1818	1818	Sparhawk Infant and Nursery School	Pri	10,994	0	10,994	15,495	481,417	3.22	4,500	
1822	1822	White Woman Lane Junior School	Pri	71,146	0	71,146	80,045	897,794	8.92	8,898	
1828	1828	Stalham Community Infant School	Pri	11,914	0	11,914	8,833	323,543	2.73	-3,080	-3,080
1832	1832	Stalham Junior School	Pri	-15,266	0	-15,266	30,589	967,905	3.16	45,855	
1843	1843	The James Bradfield CE VC Primary School	Pri	31,495	0	31,495	38,731	384,743	10.07	7,237	
1846	1846	Stoke Holy Cross Primary School	Pri	2,386	0	2,386	17,955	648,802	2.77	15,570	
1855	1855	Surlingham C Primary School	Pri	56,654	0	56,654	30,650	385,241	7.96	-26,004	-26,004
1858	1858	Sutton CE Infant School	Pri	42,937	0	42,937	39,225	229,786	17.07	-3,712	-3,712
1861	1861	Swaffham CE VC Infant School	Pri	31,051	0	31,051	-30,879	596,023	-5.18	-61,931	-61,931
1867	1867	Swaffham VC CofE Junior School	Pri	83,801	0	83,801	56,245	633,848	8.87	-27,557	-27,557
1873	1873	Swanton Abbott C Primary School	Pri	4,891	0	4,891	17,154	363,086	4.72	12,263	
1876	1876	Swanton Morley Primary School	Pri	53,403	0	53,403	58,227	672,582	8.66	4,824	
1888	1888	Tacolneston C of E Primary School	Pri	51,459	0	51,459	40,370	355,213	11.37	-11,089	-11,089
1891	1891	Preston C of E VC Primary School	Pri	45,665	20,437	25,228	21,800	414,430	5.26	-23,866	-23,866
1894	1894	Ghost Hill Infant and Nursery School	Pri	50,785	0	50,785	58,367	617,449	9.45	7,582	
1897	1897	Nightingale Infant School	Pri	71,127	38,972	32,155	37,661	660,285	5.70	-33,466	-33,466
1900	1900	Taverham Junior School	Pri	100,058	0	100,058	110,891	1,378,295	8.05	10,833	
1910	1910	Terrington St Clement Primary School	Pri	153,892	44,622	109,270	134,800	1,172,613	11.50	-19,091	-19,091
1919	1919	Terrington St John Primary School	Pri	18,005	0	18,005	29,146	327,438	8.90	11,141	
1930	1930	Bishops C of E VA School	Pri	360,782	0	360,782	245,039	1,276,752	19.19	-115,743	-115,743
1932	1932	Drake Infant School and Nursery	Pri	72,389	0	72,389	66,807	798,339	8.37	-5,582	-5,582
1942	1942	Norwich Road School	Pri	263,324	66,636	196,688	145,620	1,950,937	7.46	-117,704	-117,704
1947	1947	Queensway Infant School and Nursery	Pri	72,338	0	72,338	67,812	868,760	7.81	-4,526	-4,526
1952	1952	Queensway C Junior School	Pri	43,287	0	43,287	9,339	821,504	1.14	-33,948	-33,948
1962	1962	Raleigh Infant and Nursery School	Pri	91,273	0	91,273	86,904	770,739	11.28	-4,368	-4,368
1967	1967	The Admiral's Junior School	Pri	130,706	0	130,706	185,692	1,317,585	14.09	54,987	
1972	1972	Redcastle Furze Primary School	Pri	83,928	0	83,928	52,881	836,345	6.32	-31,047	-31,047
1985	1985	Thompson Primary School	Pri	33,157	0	33,157	32,504	417,000	7.79	-653	-653
1992	1992	Hillside Avenue Primary School	Pri	101,976	0	101,976	110,882	1,546,041	7.17	8,906	
1995	1995	Dussindale Primary School	Pri	57,288	0	57,288	74,371	811,495	9.16	17,083	

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Loc Code	School Name		Pri							Net	Decreases
2001	2001	St William's Primary School	Pri	254,975	89,902	165,073	249,127	1,395,602	17.85	-5,848	-5,848
2010	2010	Thurton Primary School	Pri	24,543	3,892	20,651	24,918	460,111	5.42	375	
2013	2013	Thurton Primary School	Pri	23,415	0	23,415	26,245	397,554	6.60	2,830	
2019	2019	Tilney All Saints VC Primary School	Pri	59,200	0	59,200	46,890	242,045	19.37	-12,309	-12,309
2022	2022	Tilney St Lawrence C Primary School	Pri	98,546	26,845	71,701	34,540	453,504	7.62	-64,005	-64,005
2025	2025	Tivetshall Primary School	Pri	20,857	0	20,857	18,890	190,533	9.91	-1,966	-1,966
2028	2028	Glebeland C Primary School	Pri	17,776	0	17,776	30,778	366,127	8.41	13,003	
2031	2031	Trowse Primary School	Pri	33,231	0	33,231	32,990	418,406	7.88	-241	-241
2034	2034	Tunstead Primary School	Pri	6,166	0	6,166	12,461	400,037	3.11	6,295	
2040	2040	Upwell C Primary School	Pri	77,492	0	77,492	86,269	579,953	14.88	8,776	
2043	2043	Walpole Cross Keys Primary School	Pri	37,796	0	37,796	26,837	267,724	10.02	-10,959	-10,959
2046	2046	Walpole Highway School	Pri	37,429	0	37,429	31,259	244,540	12.78	-6,171	-6,171
2052	2052	Anthony Curton C of E Primary School	Pri	66,461	0	66,461	23,634	566,012	4.18	-42,827	-42,827
2054	2054	Walsingham C Primary School	Pri	12,090	0	12,090	6,964	256,141	2.72	-5,126	-5,126
2056	2056	Watlington Primary School	Pri	10,544	0	10,544	49,487	599,292	8.26	38,943	
2061	2061	Westfield (Watton) Infant and Nursery School	Pri	39,251	0	39,251	16,177	658,522	2.46	-23,073	-23,073
2067	2067	Watton Junior School	Pri	22,369	0	22,369	-1,210	812,547	-0.15	-23,579	-23,579
2073	2073	Weasenham VC Primary School	Pri	13,936	0	13,936	13,191	216,205	6.10	-745	-745
2076	2076	Weeting VC Primary School	Pri	64,345	34,305	30,040	42,484	589,406	7.21	-21,861	-21,861
2079	2079	Wells-next-the-Sea Primary School	Pri	48,979	0	48,979	55,764	571,244	9.76	6,785	
2085	2085	William Marshall C of E Primary School	Pri	38,314	0	38,314	26,447	235,334	11.24	-11,868	-11,868
2100	2100	West Lynn Primary School	Pri	33,918	0	33,918	40,461	428,769	9.44	6,544	
2109	2109	West Raynham VC Primary School	Pri	18,041	0	18,041	158,254	285,443	55.44	140,213	
2112	2112	West Walton C Primary School	Pri	82,745	0	82,745	74,119	911,267	8.13	-8,626	-8,626
2118	2118	West Winch Primary School	Pri	46,561	0	46,561	47,136	627,188	7.52	574	
2130	2130	Wicklewood Primary School	Pri	49,607	0	49,607	49,056	520,793	9.42	-551	-551
2133	2133	St Germans Primary School	Pri	2,085	0	2,085	6,872	392,462	1.75	4,787	
2136	2136	St Mary Magdalen Primary School	Pri	2,466	0	2,466	1,127	283,293	0.40	-1,338	-1,338
2139	2139	Wimbotsham and Stow C School	Pri	29,182	0	29,182	30,207	376,394	8.03	1,024	
2142	2142	All Saints C of E Primary School	Pri	66,174	36,937	29,237	68,521	394,623	17.36	2,346	
2145	2145	Winterton Primary School	Pri	34,163	0	34,163	12,621	340,301	3.71	-21,541	-21,541
2148	2148	Woodton Primary School	Pri	39,506	20,897	18,609	23,977	240,390	9.97	-15,529	-15,529
2151	2151	Wormegay C of E Primary School	Pri	33,583	0	33,583	23,047	220,476	10.45	-10,537	-10,537
2154	2154	Worstead VC Primary School	Pri	38,317	0	38,317	41,039	388,922	10.55	2,722	
2157	2157	Wreningham VC Primary School	Pri	25,248	0	25,248	28,455	370,942	7.67	3,207	
2169	2169	Ashleigh Infant School and Nursery	Pri	66,314	0	66,314	72,676	737,315	9.86	6,362	

Analysis of School Balance movement from 2010-11 to 2011-12				Balance 2010/11	Cluster 2010/11	Revised Balance 2010-11	Balance 2011/12	2011/12 final Budget Share	Balance as % of budget share	Movement in Bala	
Loc Code	School Name		Net							Decreases	
2180	2180	Browick Road Infant School	Pri	48,788	0	48,788	69,579	895,610	7.77	20,792	
2185	2185	Robert Kett Junior School	Pri	131,323	0	131,323	149,160	1,758,924	8.48	17,838	
2194	2194	Spooner Row Primary School	Pri	47,027	0	47,027	30,771	399,798	7.70	-16,256	-16,256
2210	2210	Yaxham C of E VA Primary School	Pri	35,528	0	35,528	30,495	374,454	8.14	-5,033	-5,033
852	0852	Closed School	Pri	41,965	0	41,965					
1078	1078	Closed School	Pri	44,845	0	44,845					
721	0721	Closed School	Pri	5,660	0	5,660					
724	0724	Closed School	Pri	34,104	0	34,104					
727	0727	Closed School	Pri	24,000	0	24,000					
1042	1042	Closed School	Pri	26,285	0	26,285					
1046	1046	Closed School	Pri	29,054	0	29,054					
		Total primary		19,314,527	1,623,016	17,691,511	18,174,246	232,517,790	7.82	-963,423	-4,093,420
2250	2250	Acle High School	Sec	221,321	0	221,321	194,395	3,231,090	6.02	-26,926	-26,926
2255	2255	Attleborough High School	Sec	358,925	36,970	321,955	337,663	4,399,001	7.68	-21,262	-21,262
2260	2260	Aylsham High School	Sec	390,773	0	390,773	468,208	4,746,451	9.86	77,435	
2265	2265	Caister High School	Sec	132,421	0	132,421	363,947	3,934,729	9.25	231,527	
2300	2300	Downham Market High School	Sec	629,837	39,897	589,940	518,285	7,409,865	6.99	-111,553	-111,553
2309	2309	Neatherd C High School	Sec	404,552	65,025	339,527	466,901	5,821,609	8.02	62,350	
2315	2315	Northgate High School	Sec	322,466	0	322,466	405,117	5,500,306	7.37	82,650	
2320	2320	Fakenham High School	Sec	17,903	0	17,903	23,369	5,876,056	0.40	5,466	
2330	2330	Framingham Earl High School	Sec	211,889	72,050	139,839	198,159	3,260,332	6.08	-13,730	-13,730
2345	2345	Cliff Park High School	Sec	754,462	0	754,462	469,956	4,969,305	9.46	-284,506	-284,506
2355	2355	Great Yarmouth VA High School	Sec	467,254	0	467,254	831,553	5,590,242	14.88	364,298	
2385	2385	Hellesdon High School	Sec	398,440	27,655	370,785	214,477	5,774,564	3.71	-183,962	-183,962
2390	2390	Hethersett High School	Sec	159,341	8,821	150,520	170,033	3,383,986	5.02	10,692	
2395	2395	Broadland High School	Sec	198,404	50,749	147,655	265,930	3,183,925	8.35	67,525	
2400	2400	Smithdon High School	Sec	171,494	0	171,494	148,603	4,045,615	3.67	-22,891	-22,891
2415	2415	King Edward VII School	Sec	484,148	0	484,148	670,216	6,480,375	10.34	186,068	
2427	2427	Litcham High School	Sec	311,030	46,873	264,157	253,695	2,784,667	9.11	-57,335	-57,335
2432	2432	Hobart High School	Sec	391,153	0	391,153	282,063	3,730,705	7.56	-109,090	-109,090
2437	2437	Long Stratton High School	Sec	300,804	0	300,804	221,113	2,943,152	7.51	-79,691	-79,691
2442	2442	Flegg High School	Sec	165,693	47,609	118,084	137,171	4,010,301	3.42	-28,522	-28,522
2452	2452	Methwold High School	Sec	-39,473	0	-39,473	44,123	3,748,245	1.18	83,596	
2467	2467	North Walsham High School	Sec	275,377	0	275,377	230,134	3,761,522	6.12	-45,243	-45,243
2472	2472	The Blyth Jex School	Sec	55,884	0	55,884	55,492	5,261,748	1.05	-392	-392

Analysis of School Balance movement from 2010-11 to 2011-12				Balance 2010/11	Cluster 2010/11	Revised Balance 2010-11	Balance 2011/12	2011/12 final Budget Share	Balance as % of budget share	Movement in Bala	
Loc Code	School Name		Sec							Net	Decreases
2489	2489	City of Norwich School	Sec	470,754	0	470,754	597,618	8,056,215	7.42	126,863	
2499	2499	Hewett School	Sec	-384,064	0	-384,064	-368,923	5,201,905	-7.09	15,141	
2520	2520	Old Buckenham High School	Sec	208,203	21,338	186,865	345,000	2,703,641	12.76	136,797	
2525	2525	Archbishop Sancroft C of E High School	Sec	196,633	15,438	181,195	217,216	2,105,705	10.32	20,584	
2530	2530	Reepham High School	Sec	618,906	0	618,906	718,795	4,953,413	14.51	99,889	
2540	2540	Sprowston C High School	Sec	201,333	0	201,333	656,210	7,601,020	8.63	454,877	
2545	2545	Stalham High School	Sec	205,696	11,177	194,519	177,327	2,427,427	7.31	-28,368	-28,368
2550	2550	Hamond's High School	Sec	-578,838	0	-578,838	-299,298	3,216,832	-9.30	279,541	
2555	2555	Taverham High School	Sec	237,663	0	237,663	336,924	5,083,825	6.63	99,260	
2560	2560	St Clement's High School	Sec	199,337	0	199,337	184,485	2,780,131	6.64	-14,852	-14,852
2575	2575	Thorpe St Andrew School	Sec	594,101	0	594,101	613,289	7,647,133	8.02	19,188	
2591	2591	Alderman Peel High School	Sec	326,894	0	326,894	119,427	2,300,346	5.19	-207,467	-207,467
2596	2596	Marshland High School	Sec	252,974	0	252,974	256,423	3,674,173	6.98	3,449	
2323	2323	Extended Rural Norfolk Federation Unit	Sec		0	0	92,279	0		92,279	
2480	2480	Kett Sixth Form College	Sec		0	0	-11,170			-11,170	-11,170
2319	2319	Dereham Sixth Form Centre	Sec	86,890	0	86,890	80,317	0		-6,573	-6,573
		Total Secondary		9,420,582	443,602	8,976,980	10,686,522	161,599,558	6.61	1,265,940	-1,253,535
2650	2650	Chapel Road Special School	Spe	106,572	0	106,572	137,816	1,287,620	10.70	31,243	
2670	2670	John Grant School	Spe	201,399	0	201,399	14,198	2,183,297	0.65	-187,201	-187,201
2675	2675	Sheringham Woodfields School	Spe	232,522	1,626	230,896	393,155	2,006,297	19.60	160,633	
2690	2690	Churchill Park	Spe	190,346	0	190,346	180,396	2,387,758	7.56	-9,950	-9,950
2695	2695	The Clare School	Spe	142,799	0	142,799	222,977	1,971,182	11.31	80,178	
2705	2705	Harford Manor School	Spe	140,843	0	140,843	145,453	1,465,535	9.92	4,610	
2710	2710	The Parkside School	Spe	116,199	0	116,199	145,284	2,175,043	6.68	29,085	
2715	2715	Hall School	Spe	157,956	0	157,956	152,501	1,464,577	10.41	-5,455	-5,455
2720	2720	Sidestrand Hall School	Spe	79,814	0	79,814	61,080	1,746,826	3.50	-18,735	-18,735
2721	2721	Fred Nicholson School	Spe	-1,964	0	-1,964	62,400	2,344,371	2.66	64,363	
2723	2723	Eaton Hall School	Spe	129,634	0	129,634	221,757	1,821,943	12.17	92,123	
		Total Special		1,496,122	1,626	1,494,496	1,737,016	20,854,449	8.33	240,894	-221,341
		Total all schools		30,345,647	2,068,244	28,277,403	30,670,408	415,831,618	7.38	501,620	-5,612,293
EK	2267	Great Yarmouth Excellence Centre	Oth	326,883	0	326,883	11,853	0		-315,030	-315,030

Analysis of School Balance movement from 2010-11 to 2011-12				Balance 2010/11	Cluster 2010/11	Revised Balance 2010-11	Balance 2011/12	2011/12 final Budget Share	Balance as % of budget share	Movement in Bala	
Loc Code	School Name		Net							Decreases	
EK 1288	Norfolk Inclusion-Creative Education	Oth	0	0	90,091	0		90,091			
EK 2486	Closed Centre	Oth	611,095	0	611,095						
EK 2114	West Walton Extended School	Oth	0	0	19,383	0		19,383			
EK 2573	Thetford Education Partnership	Oth	1,204,435	0	1,204,435	497,920	0	-706,515	-706,515		
	Total Parnerships/Excellence centres		2,142,413	0	2,142,413	619,247	0	-912,071	-1,021,545		
ED 4105	Locksley Short stay school	Reorganised		0	-79,563	1,139,226	-6.98	-79,563	-79,563		
ED 4106	Douglas Bader Short stay school	Reorganised		0	65,019	617,732	10.53	65,019			
ED 4107	Brooklands Short stay school	Reorganised		0	61,395	669,756	9.17	61,395			
ED 4108	Roseberry short stay school	Reorganised		0	69,202	612,346	11.30	69,202			
	Total Short Stay Schools		0		116,053	3,039,060	3.82	116,053	-79,563		

nces
Increases
2,206
2,206
15,415
15,975
24,873
19,270
26,138
25,794
8,060
36,199
16,999
2,783
18,611
23,848
40,996
6,746
11,189

nces
Increases
3,788
13,899
3,410
62,730
47,274
28,449
2,539
25,629
14,407
34,522
20,536
27,264
11,976

nces
Increases
54,642
19,126
23,839
2,904
13,929
13,954
9,572
13,034
12,675
6,992
12,327
43,791
10,281
5,491

nces
Increases
6,091
10,638
80,005
99,346
53,660
26,529
27,576
14,788
20,807
49,923
19,527
3,350

nces
Increases
17,756
15,324
15,077
5,435
3,277
24,939
8,628
21,970
4,277
19,863
21,419
11,125
6,706
11,902
11,823
38,609
11,230
12,385
35,137

nces
Increases
31,074
12,807
12,358
37,666
6,126
30,879
10,776
865
14,119
575
44,679
11,215
170
4,542
19,876
1,840
23,516
3,478

nces
Increases
14,250
30,466
2,713
110,958
30,156
90,946
37,323
13,526
7,210
9,308
14,480
38,002
77,172
34,039
10,324

nces
Increases
27,880
49,179
5,057
13,394
11,988
6,545
13,102
3,925
11,438
3,541
9,029
9,037
71,923
992
13,044
1,241
1,816
15,624
1,644

nces
Increases
6,316
19,949
11,803
4,500
8,898
45,855
7,237
15,570
12,263
4,824
7,582
10,833
11,141
54,987
8,906
17,083

nces
Increases
375
2,830
13,003
6,295
8,776
38,943
6,785
6,544
140,213
574
4,787
1,024
2,346
2,722
3,207
6,362

nces
Increases
20,792
17,838
3,129,997
77,435
231,527
62,350
82,650
5,466
364,298
10,692
67,525
186,068
83,596

nces
Increases
126,863
15,141
136,797
20,584
99,889
454,877
279,541
99,260
19,188
3,449
92,279
2,519,475
31,243
160,633
80,178
4,610
29,085
64,363
92,123
462,236
6,113,913

nces
Increases
90,091
19,383
109,474
65,019
61,395
69,202
195,616

Average balance per sector '000		2011-2012	
Type of school	Balance (£)	Overspend (£)	Total (£)
Nursery	41	9	32
Primary	53	21	32
Secondary	316	226	89
special	158	0	158
Partnerships	155	0	155
Clusters	77	0	77
Short stay schools	65	80	-14
Total	80	65	75

Comparison of level of balance with budget share

Type of School	Position at 31 March 2012 (%)
Nursery	8.45
Primary	7.82
Secondary	6.61
Special	8.33
Partnerships	0.00
Clusters	0.00
Short Stay schools	3.82
All Schools	8.37

School balances - value of balances '000

School type	As at 31 March 11			As at 31 March 12			Change between year	
	Balance	Overspend	Total	Balance	Overspend	Total	Balance	Overspend
Nurseries	114	0	114	82	9	73	-33	9
Primary	17,912	193	17,719	18,380	206	18,174	468	13
Secondary	12,919	1,002	11,917	11,366	679	10,687	-1,553	-323
Special	1,496	2	1,494	1,737	0	1,737	241	-2
Partnerships	2,142	0	2,142	619	0	619	-1,523	0
Clusters *	2,218	0	2,218	3,638	0	3,638	1,420	0
Short stay schools	95	868	-773	196	80	116	101	-788
Totals	36,898	2,065	34,833	36,018	974	35,043	-880	-1,091

School balances - number of schools

School type	As at 31 March 11			As at 31 March 12			Change between year	
	Balance	Overspend	Total	Balance	Overspend	Total	Balance	Overspend
Nurseries	3	0	3	2	1	3	-1	1
Primary	351	13	364	349	10	359	-2	-3
Secondary	42	3	45	36	3	39	-6	0
Special	10	1	11	11	0	11	1	-1
Partnerships	3	0	3	4	0	4	1	0
Clusters *	44	0	44	47	0	47	3	0
Short stay schools	1	4	5	3	1	4	2	-3
Totals	454	21	475	452	15	467	-2	-6

* Cluster balances restated for 2010-11 to reflect the monies held for the cluster with the schools balances.

The Schools balances have been reduced to reflect this movement for 2010-11

The forward planning of sufficient 0 -19 learner places

Report by the Director of Children's Services

Summary

A report to Panel in January 2012 highlighted the pressures on the supply of places in school and early years settings. This report updates the situation with particular reference to the first admissions rounds, the implementation of the additional childcare sufficiency duty, and the available capital funding able to be prioritised to meet these pressures, just over £15m.

The report proposes that Panel receive a draft Local Growth and Investment Plan in January 2013, setting out a medium-term plan for the provision of additional places and that this Plan be the subject of consultation in local areas prior to adoption by the County Council. A number of policy areas relating to school organisation are identified which should be reviewed before the Plan is adopted.

The report addresses in particular the requirement on the County Council to ensure a supply of sufficient daycare places to meet the extended parental entitlement from September 2013. It sets out options for the provision of these additional places. It also provides information on the approach to supporting the Raising of the Participation age in 2013 and 2015.

This report is an interim statement prior to a further report in January 2013.

Recommendation:

The Panel is asked to:

- Review the proposed developments in the planning of increased levels of provision in schools and other settings
- Endorse the preparation of a Local Growth and Investment Plan along the lines set out in this report.

1. Background

- 1.1. An earlier report to Panel in January 2012 highlighted the emerging pressure nationally and locally on the supply of places in school and early years settings. This pressure was impacting on first admissions to schools and on early years settings as a consequence of an increase in the birth rate. There was particular short-term pressure

on the urban areas in Norfolk and medium to long-term pressure in those areas of the County identified for major housing growth.

- 1.2. Panel agreed to receive a further report in January 2013. This will be in the form of a draft Local Growth and Investment Plan for educational infrastructure. In the interim, today's report addresses in summary form the following matters:
- The way in which admissions pressures were managed in the 2012 First admissions round
 - The overall approach to the 2013 and 2014 First admissions rounds
 - Options to address the need to increase the supply of childcare places for two year olds
 - A summary of the available Basic Need capital for growth areas
 - Key policy areas which will need to be considered as part of the response to medium to long-term growth
 - The capacity available for the Raising of the Participation age in 2013 and 2015
 - The proposal for a Local Investment and Growth Plan.
- 1.3. The report asks Members of the Panel to review the context and proposed developments in these various aspects of planning for increased numbers/participation.

2. The First admissions round – additional places September 2012

- 2.1 The strategy developed with schools was initially to provide necessary additional places by unlocking space which had been previously converted into other uses following a reduction in pupil numbers, either because of demography or because of reorganisation. Where this was not possible, capital-funded support was provided, either for minor adaptations or through for an additional modular classroom.
- 2.2 The list below shows the schools and the number of added places. A note is given on capital-funded support provided:

WEST

- West Lynn Primary (15) – modular classroom for September
- Fairstead Primary, King's Lynn (15) – benefit of recently-completed capital work at school
- Howard Infant, King's Lynn (15)
- St. Edmund's Primary, King's Lynn (30)
- Watton Infant School (30) – double modular classroom

NORWICH AND AREA

- Angel Road Infant (30) – modular classroom for September
- Cringleford Primary (30) – in advance of completion of new school
- Queen's Hill Primary (15) – in advance of expansion of school
- Costessey Infant (10) - modular classroom for October half-term
- Lt. Plumstead Primary (15) - in advance of expansion of school
- Catton Grove Primary (15) – use of modular classroom delivered at Easter 2012
- Tuckswood Primary (15)
- Recreation Road Infant (30) - modular classroom for September

- Lionwood infant (30) – internal remodelling

OTHER

- Scarning Primary (30) – full occupancy of major capital build in 2007/8 to provide 315 places
- Newton Flotman Primary (10)
- Buxton (30) – major remodelling to provide three extra classbases

3. The overall context for the 2013 and 2014 First admissions rounds

- 3.1 The current forecasts indicate a continuation of the short-term rise in Year R admissions in the three urban areas of the County until 2016. A new set of forecasts will be available in September 2012 to cover the period 2013 onwards.

2013 First admissions round – pressures and proposed actions

- 3.2 The response to the pressures in the year to September 2013 will include:
- continuing to identify and bringing back into use classroom accommodation converted into specialist use.
 - identifying schools in infant/junior structures where the extension of age range to form 5-11 primary schools would provide additional places, whilst retaining organisational coherence in the area;
 - minor capital improvements and/or modular classroom provision to accompany increases in admission numbers
 - planning for a major project at Catton Grove Primary School to increase places from 420 to 630
 - additional permanent accommodation at Rackheath (210 places), Queen's Hill Primary (315 to 420 places) and Little Plumstead VA Primary (210 to 315 places)
 - opening of the new Voluntary Aided Primary School at Cringleford (420 places)
 - identifying those schools where current increases are likely to be sustained and preparing permanent accommodation solutions.
- 3.3 Discussions with local Headteachers and Governors will be a key part of this process and local members will be kept informed.
- 3.4 Other than in those areas mentioned above, there will be no significant impact from major new housing in September 2013. However we will over the coming year need to identify long-term solutions for the following areas of current pressure where there will be long-term major growth:
- King's Lynn –the pressure on schools will be exacerbated with the first phases of an additional dwellings being proposed within the town and South Lynn areas.
 - Downham Market – long-term planning of High school site to ensure sufficient places, application of developer contribution and understanding of future capacity pressures at primary level
 - Attleborough – decision on whether to relocate Attleborough Infant School and if so, whether to a new site or to the Junior school site
 - Wymondham – accommodating impact of significant current housing build in the north of the town; relationship of a proposed new primary school to current provision and the overall organisational pattern

- Costessey/Easton (including further growth at Queen's Hill) – decision on whether to build a new school at Lodge Farm or consolidate all primary provision on the existing school sites

3.5 The continuing pressures in the Thorpe St Andrew area will be kept under review. Central to future 'sufficiency' in this area is the decision whether or when to increase the capacity of Dussindale Primary School. Although a number of families did not get a place at the school for 2012, there remain sufficient places in the Thorpe area as a whole to accommodate local children. If the school were to be increased in size from 315 to 420, there would still be no guarantee that all parents in the Thorpe area who expressed a preference for Dussindale would get a place. As a result we may also review the options for a catchment area change, to see whether changes to catchment areas could increase parents' likelihood of securing a place at a school within walking distance, but this would require consultation and could not be brought in until 2014 if supported. We will also need to take into account housing development plans in the area.

2014 First admissions round

3.6 In addition to a continuation of the above approach, 2014 will be the earliest year for statutory reorganisation related to the above areas to be implemented. This avoids a piecemeal approach to reorganisation and allows the capital implications to be planned and accurately budgeted for. We will plan for:

- the provision of permanent solutions in areas which have been addressed by temporary accommodation in 2012 and which are demonstrating sustained growth
- major additional provision becoming available at Catton Grove Primary, Norwich (to 630 places) and Queen's Hill, the latter subject to the availability of additional land.

4. Options to address the need to increase the supply of 2 year old childcare places

4.1 A new statutory duty to be introduced in September 2013 will bring a requirement for the County Council to fund 2,000 childcare places for disadvantaged two year olds across Norfolk. This will be followed with a further 2,000 places to be created by September 2014, to provide 40% of Norfolk's two year olds with their funding entitlement.

4.2 With approximately 400 places on offer currently there is a need to greatly expand childcare provision for this age group within a short period of time. Data is being collected and analysed in order to gain a picture of where development is most needed. No capital funding is being offered by the government at present, although NCC has identified £1m of capital. Revenue funding provided via the Early Intervention Grant (EIG) within this financial year will support the allocation of 470 free childcare places. The arrangements for the EIG 2013/14 have not been determined by the Government.

4.3 Consultation with stakeholders locally has begun and the following options, as suggested by the government, are being explored: -

- Expansion of the Private, Voluntary and Independent (PVI) childcare sector through lower interest rate loans from several banks with whom the government has already negotiated this provision.
- Recruitment of specialist childminders to care for two year olds and to work with maintained nurseries and children's centres to encourage the children to take up their 3-4 year old entitlement.
- Development of the maintained sector, adding settings for two year olds to existing nursery classes through the creation of integrated private or voluntary providers.
- Strengthening the support to the families and to childcare providers by increasing staffing either within settings or through children's centres in deprived areas.

4.4 Guidance from the Department for Education on how they propose this scheme to proceed is expected in the autumn. Progress on the strategy will be reported to Panel in January 2013.

5. The availability of capital to support growth pressures

5.1 The County Council's approved capital budget 2012/13 includes an allocation for Basic need pressures profiled for expenditure as follows:

Year	Unallocated Norwich Basic Need grant	Other unallocated Basic Need grant	Childcare
2011/12		£2.725m	
2012/13		£1m	£1m
2013/14	£1m	£5m	
2014/15		£5.391m	
Total	£1m	£14.116m	£1m

5.2 All the projects referred to in previous sections above are either being funded from previous year's budgets or will need to be funded from the above allocations (with developer contributions where available). All the named projects are under preparation. It is proposed also that any underspend on current and completed projects be reallocated to the Basic Need pot.

5.3 We do not yet know the Government's intentions for the distribution of capital to LAs, Voluntary Aided Schools or Academies in the years 2013/14 or 2014/15.

6. Key policy areas which will need to be considered as part of the response to medium-long-term growth

6.1 Planning for growth in education provision will need to be informed by a range of inter-dependent issues. Several of these are likely to feature within coming policy deliberations within the authority.

6.2 A new funding mechanism is being introduced for all schools, including Academies, from April 2013. This is an interim mechanism as the Government prepares the way for a national schools funding formula, to be introduced during the next spending

review period. The consequence of the new methodology is that Local Authorities will have less discretion in setting a local funding formula. In Norfolk, this means that the benefits that certain types of schools have accrued from a locally tailored formula (eg for small schools or for schools with small infant classes) will disappear. Of particular significance is the need to set a single lump sum that is the same for both primary and secondary schools. This means that the smallest high schools and medium sized primary schools will see a significant budget reduction.

- 6.3 The new funding arrangements link with existing policy work that has already been undertaken on small schools. The working group report and action plan is being separately reported to Panel. The recommendations in the small schools report could address some of the further challenges that will arise as a result of funding changes. The prospect of further partnership and federation arrangements between schools is an important element in our overall approach to planning for growth.
- 6.4 Work is currently underway to ascertain the relative effectiveness of different forms of primary organisation given the significant variation in performance between different types of schools. Recommendations that arise from this work and that are adopted will also have implications for the structure of the school system and therefore for our approach to growth, in particular the content of the commissioning brief we prepare for providers who will be sought to provide new schools.
- 6.5 With an increasingly diverse school system, and the new role of the LA as commissioner of places, it will be important to maintain and build upon relationships with our strategic partners including our Academy sponsors and trusts and with the three Diocesan boards.

7. The approach to securing appropriate provision for the Raising of the Participation age in 2013 and 2015

- 7.1 The Education and Skills Act 2008 legislated to increase the age of compulsory participation in education or training to 17 in 2013 and 18 by 2015 (the 'RPA'). The following eligible routes will be open to young people:
 - Full time education – eg school or college
 - Work based learning – eg an apprenticeship
 - Part-time training alongside working or volunteering for over 20 hours per week.
- 7.2 There is an expectation that all such education/training will lead to nationally recognised qualifications.
- 7.3 The question about whether there are enough funded places to meet the demand for 16-19 year olds and to meet the requirements of RPA is complex. Although it has the responsibility to ensure that young people in their areas participate, the LA is not necessarily the provider of places and needs to work in strategic partnership with a number of direct providers. The 14-19 strategy group is the basis of this partnership.
- 7.4 On a Norfolk- wide basis there appear to be sufficient funded places to meet the current demand. The total number of funded places in Norfolk in 2011/12 is 22,625. The number of 16 and 17 year olds in Norfolk is projected to decrease by about 1,300 to 8,650 between 2013 and 2018. As funding follows the learner, providers may over-recruit to meet the demand, which allows some flexibility in the system. However, in 2012/13 and beyond, with improved participation, more learners taking three years to achieve a Level 3 and RPA there may pressure on places. Additionally, there may be

pressure on places in specific areas, levels or `types of provision. An estimate of future demand can only be made on the basis of assumed participation rates from specific cohorts, as they move from one year to another, and inward learner migration rates, which in Norfolk are currently around 800.

- 7.5 If the targets are to be met, strategic partners and practitioners need to understand the aspirations and skills of progressing learners, provide a varied, suitable and appealing learning offer and ensure the highest quality information, advice and guidance is available to help students choose the best options. Linked with this are strategies to reduce the numbers of young people not in education, employment or training (the NEET group).

8. Developing a strategic Local Growth and Investment Plan.

- 8.1 There are a number of reasons for formalising short and long term plans into a formal Local Growth and Investment Plan:
- The short term pressures identified in earlier paragraphs;
 - The need for joined-up solutions for early years and school settings;
 - The uncertain timescales for the implementation of major housing schemes
 - The limited amount of capital available
 - A consistent means of being able to communicate with local communities, in such a way that they see both local and the County picture
 - The need to articulate the case for and the costs of new provision to District Councils under the Community Infrastructure Levy mechanisms
 - The need to demonstrate to providers that the County Council's commissioning intentions for new schools and new early years provision are clear.
- 8.2 We are therefore proposing that in January 2013, as the major part of the planned report on Sufficiency 0 -19, a draft plan be considered by Panel. It will not at that stage be complete in terms of timing of new provision (because that is ultimately dependent on the housing market), but it will be able to address organisational options in growth areas and allow NCC policy on school organisation to be made clear as the basis for future decisions.
- 8.3 There would then need to be a 'rolling' period of consultation on local aspects of the plan, as the need for new places became clearer in those areas.

9. Resource Implications –

- 9.1 **Finance:** The capital finance available for growth is set out in paragraph 5 above. To these sums can be added some developer contribution already available and, at some stage in the future, further Section 106 or Community Infrastructure Levy funding.

There is no guidance yet from government on the levels of funding available to support the provision of additional free provision for disadvantaged two-year old places. The expectation would be that the Early Intervention Grant would be the source of such funding, if this grant continues in its present form. The possible demand on EIG funding for the two year old funding would be a minimum of £5.5m for 2,000 places and there is only £1.3m available in the current financial year. The roll-out strategy would therefore need to be incremental in line with affordability.

- 9.2 **Property:** Two schools referred to in this report require additional land to secure a suitable site size for future needs – Rackheath and Queen’s Hill. These aspects are being dealt with by NPS Property Consultants on behalf of the County Council.

In a number of major growth areas we will seek land for a new school. Currently new sites are available at Sprowston (Blue Boar Lane) and subject to the finalisation of agreements, Hethersett.

- 9.3 **Staffing:** The Place Planning and Organisation section, which is responsible for the medium and long-term planning and delivery of school places, has held a number of posts vacant to achieve the required level of Big Conversation savings to date and is required to find a further £93k of savings for April 2013.

10. Other Implications

10.1 Equality Impact Assessment (EqIA)

An EqIA is not necessary for the matters covered in this report. The implementation of the early years duties referred to in this report will require an assessment at the appropriate stage.

10.2 Impact on Children and Young People in Norfolk

A positive impact is anticipated from the extension of the two-year old duty given that this will be targeted at the most disadvantaged children and their families, in conjunction with Children’ Centre services.

Effective planning and delivery of new school places close to pupils’ homes has a positive impact on children, families and communities.

The Raising of the Participation age will similarly have a positive impact where learner choices are adequately suited to individual need.

10.3 Any Other implications

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

11. Section 17 – Crime and Disorder Act

The achievement of the positive impacts referred to above will contribute to community well-being.

Action Required

The Panel is asked to:

- review the proposed developments in the planning of increased levels of provision in schools and other settings
- endorse the preparation of a Local Growth and Investment Plan along the lines set out in this report.

Background Papers

Report to Panel January 2012

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The Troubled Families Initiative

Report by the Director of Children's Services

Summary

As one of the ten local authorities with the highest number of troubled families in England, Norfolk County Council has signed up to the Government's Troubled Families programme that plans to turn around the lives of 1,700 problem households in Norfolk by 2015, delivering up to £4,000 per family.

The scheme aims to:

- get children back into school;
- reduce youth crime and anti-social behaviour;
- put adults on a path back to work;
- bring down the £9bn annual costs caused by dealing with them.

Norfolk stands to gain a potential £5,668,000m if it achieves all of its targets in the next three years. £3,400,798m of this can be drawn down as 'attachment fees' for families signing up to the programme and the rest as payment-by-results. This new money will reduce risk to local authorities and their partners by providing up front investment each year to support new ways of working with families.

The payment by results criteria for troubled families we work with will include:

- More than 85% attendance in schools;
- A 60% reduction in anti-social behaviour across the whole family;
- And a 33% reduction in youth offending

= £3,900

Plus

- Progress towards work such as enrolment in the Work Programme

= £100

Or:

- One adult in the family moving off benefits and into work

=£4,000

Local authorities and partner agencies are expected to make up the remaining 60% of the average £10,000 cost of a successful family intervention and this can include in kind resources. We can also add local criteria around the additional needs of our Norfolk families.

The funding provided under the Troubled Families payment by results arrangements will be available for five out of six troubled families in each upper-tier local authority. This is to avoid paying twice for the same outcomes. Government funding has already been provided to support these remaining families. For example, the DWP's £200m+ European Social Fund provision, the Work Programme, Family Intervention Projects and Family Nurse Partnerships.

Currently we are setting in place, with the endorsement of the Health and Well-being Board, partnership governance arrangements to deliver this programme, drafting and consulting on a high level plan, and working with partners to identify support for the families we will work with in year one.

Recommendation:

Members are asked to endorse our approach to delivering the Government's Troubled Families Programme in Norfolk and can support this work by championing the Norfolk Troubled Family project and supporting their constituency communities to work with professionals to co-design support and new ways of working with our most vulnerable families, as appropriate, and to embed the principles of integrated family based services that are jointly commissioned and 'people helping people'. This may include membership of local troubled families partnership and community groups.

1. Background

- 1.1 In June 2011 Norfolk made an application to the Department for Education (DfE) for phase 2 Community Budget for Families with Multiple Problems. This was approved in September 2011 and was linked with a successful bid for the Working Families Everywhere 'exemplar' pilot project funding. Norfolk is also participating in another linked 'exemplar' project from the Department for Work and Pensions (DWP) – the European Social Fund (ESF) Families Programme for families in worklessness.
- 1.2 Following the riots the Prime Minister identified 120,000 families most at risk (the top 2% most vulnerable) and set up the Troubled Families Unit in the Department for Communities and Local Government (DCLG). All work was moved across from DfE and merged into the new Troubled Families Programme that will run until 2015. Six government departments contributed funding to create a budget for the Prime Minister's new policy initiative: DfE, DWP, DCLG, Department of Health (DoH), Home Office (HO), and the Ministry of Justice (MoJ).
- 1.3 It is now mandatory for all local authorities to deliver the Troubled Families Programme; although many of the Community Budget principles remain embedded in this new policy initiative; that is to coordinate and integrate service delivery around these families, to pool resources and make savings, to identify families at risk earlier, and make decisions at a local level. This work also follows on from the Total Place Deep Dive into Vulnerable Families and the Think Family/Parenting Strategy as the next steps.
- 1.4 **What is the Troubled Families Programme about?**

The Prime Minister has confirmed his intention to ensure that 120,000 troubled families are 'turned around'. These families are characterised by a range of key risk factors with the following being the principle factors:

 - No adult in the family working and benefit claiming
 - Children not being in school
 - Family members being involved in crime and anti-social behaviour
 - High costs to the public purse

The positive of these issues form the four key outcomes for the Troubled Families Programme against which payment by results can be claimed, for example 'adults into work'.
- 1.5 Norfolk's share of the 120,000 troubled families is 1700 families. This figure is taken as an average from local statutory data supplied to government during 2011 and is the figure our local payment by results formula is based upon.
- 1.6 We are expected to work with slightly more than 1700 families over the three years of the programme as it is understood that in working with such challenging families we

may not be able to produce fully successful outcomes for every family we support.

- 1.7 We may not find that all 1700 families meet all three of the service criteria (school attendance, crime and anti-social behaviour, adults into work). We are then allowed to choose local criteria from the following menu:
- children on child protection plans or at risk of being looked after children
 - police call outs and other types of adult offending
 - emotional and mental health problems
 - drug and alcohol misuse
 - long term health conditions
 - health problems caused by domestic abuse
 - under 18 conceptions

In Norfolk we will make use of all of these additional criteria, and they can be mixed and matched to create integrated services tailored to family and local priority needs.

2. Strategic Overview

- 2.1 The target families have a range of serious problems, often entrenched and intergenerational, that create a cycle of disadvantage, leading to their children repeating negative behaviours. Research shows that target families are likely to have at least five of the key risk factors to a serious level as well as a number of other problems such as domestic abuse, relationship breakdown, safeguarding, mental and physical health problems and isolation making it incredibly hard for them to start unravelling their problems.
- 2.2 The cost of these families to the public purse is very significant – the Government estimates approximately £9 Billion a year across Local Government, the Police, Health and all agencies, the vast majority spent on reacting to their problems. This breaks down to £75,000 per family; £127,500,000 for Norfolk's 1700 families. And most importantly, most of the money being invested is not providing lasting results or changing lives.
- 2.3 This waste of human potential is not sustainable and therefore government has committed to a renewed drive to deal with troubled families. Government recognises that for local authorities to develop **new ways of working with families that focus on lasting change** there is a need to provide resource to support extra costs this work will incur. As part of the Troubled Families Programme government has provided additional resource to facilitate a shift in the way we work with families in the future, **reducing costs and improving outcomes**. The results based funding scheme attached to this project will provide us with the resource to change the way services are delivered to families in crisis.
- 2.4 Government also wants to learn about changing the trajectory for families and the way services are delivered to them, there will be good practice sharing across local authorities and an independent national evaluation. Norfolk good practice is already highly regarded by the Troubled Families Unit and as a consequence of this we have been selected to pilot the government monitoring process for reward payments against 40 outcome measures. At the time of writing we have not yet received these measures although we are being asked to comment on their suitability in draft format. The Troubled Families Coordinator has also been invited to membership of the national advisory group for monitoring and evaluation. We feel that these opportunities will position Norfolk to have a real influence on the national development of this programme.

- 2.5 Norfolk County Council will be the lead agency and accountable body for this multi-agency initiative and will champion and provide project governance and support. This work has been designated as a major transformation change project meeting five Children's Services objectives and six Norfolk Forward objectives.
- 2.6 There will be a robust governance structure (see appendix 1) that will include a county project Board and overarching strategic layers ensuring a fit with countywide strategies and joint commissioning. However it is very much intended that this work will be led from the community and local partnerships, with recommendations for service design and commissioning coming from the bottom up. Work has been going forward for the last few months to engage partners and communities in developing the priorities and thinking that will underpin the project delivery and determine initial topics for further investigation within partnership work streams. For example:
- A)** Great Yarmouth local partnership has delivered a Family Intervention Project (FIP) workshop to review how the service operates locally and to think about how support could be even better coordinated for families. Findings and suggestions from the workshop will impact on the shape of the service as plans go forward with the partnership to redesign and recommission the county's FIP provision for troubled families.
- B)** Norwich local partnership has been looking at families with children and young people who have Attention Deficit Disorders and the negative impact this can have on families already at risk. A topic for further investigation could be to look at designing a service that supports the family specifically with children with these disorders but that was also tailored to meet their other needs.
- 2.6.1 Families and communities themselves are very much at the heart of how we will do this as full stakeholders – people helping people.

3. **Resource Implications**

3.1 **Finance:**

Total funding available to this three year initiative is as follows:

Service delivery and support infrastructures £5,668,000 broken down as £3,400,798 that can be claimed as advance attachment fees and £2,267,199 as reward payments.

This is allocated proportionately across the three years with a third of the target number of families being supported each year.

- 3.1.2 In addition to the potential total project grant of £5,668,000 there is a separate ring-fenced grant of £525,000 provided as £175,000 per year and detailed under the sub heading 'staff' below.
- 3.1.3 Local partnership matched funding: the government suggested level is 60% to match fund grant allocations. This is to be found from realignment or pooling of existing resources, including in kind. The potential total of local resource at 60% is £8,502,000. As an example of local resource that could be taken into account the current Family Intervention Projects total value, including 11 other partner contributions, is around £1.2 million. Some partners are already offering additional new resource and partner contributions are likely to be a condition of any commissioning or recommissioning specifications. This approach will support longer term sustainability.

3.2 **Staff:**

There is a ring-fenced separate grant to directly fund the salary of the senior officer who has been commissioned to undertake the Troubled Families Coordinator (TFC) responsibilities and to supply a small project team where appropriate. The funding is pro rata for each local authority according to the target number of families. As one of

the ten authorities with the largest number of families Norfolk is receiving the maximum resource of £175,000 each year for the three years of the initiative to fund the TFC and project staff.

3.3 **Property:**

There are no internal property requirements. Project staff can be accommodated within current office space. There may be property/accommodation requirements for co-located partnership teams as service and information sharing plans move forward; however partner agencies are already indicating a willingness to continue existing arrangements within alignment or integration of services and some partners are already offering substantial new accommodation as an in kind contribution, should it be required by the partnership arrangements arising from integrated services.

3.4 **IT:**

There will be a need for partnership systems to be developed around information sharing, identifying families, tracking and monitoring outcomes for families and financial systems for evidencing and claiming payment by results. There is formal government guidance for much of this and indications that a monitoring system will be provided. Internal audit support has already been engaged.

3.4.1 However there will be a project working group to specifically look at the whole area of data systems, collection and analysis, building on learning and good practice taken from linked projects such as Multi Agency Safeguarding Hub (MASH).

3.4.2 An East of England good practice group has already been set up with a first meeting on 25th June and IT systems are already on the agenda as a standing item.

4. **Other Implications**

4.1 **Legal Implications:**

Initial data sharing with partner agencies to identify our troubled families was performed under legal frameworks of certain Acts of Parliament as specified in government guidance. Locally we will need to put in place data sharing protocols in compliance with the Data Protection Act as we develop partnership systems to identify families earlier and more efficiently and to coordinate support. We will also need consent from families themselves to share information for the purpose of coordinating support to meet their needs. Partners are keen to build on learning, good practice and partnership frameworks developed under the MASH, Common Assessment Framework (CAF), and Operational Partnership Team (OPT) projects.

4.1.1 This work will generate commissioning activity as a result of reviewing, designing, capacity building and aligning and integrating services for families. Legal support will be required for procurement activity to ensure compliance, in particular to new European guidelines.

4.2 **Human Rights:**

Human rights will be taken into account both in terms of service approaches and systems that are developed under this initiative. Examples of where this might impact would be information sharing to coordinate services under the Data Protection Act, and services supporting families where there is domestic abuse. Advice will always be sought from expert partners and existing robust risk scoring frameworks will be used. Legal colleagues will be consulted where required. Service approaches to families will always be respectful and there will be full implementation of restorative approaches.

4.3 **Equality Impact Assessment (EqIA)**

Overall this initiative will help us to get better at working with particular groups of individuals and families with very specific access and equality needs. At appropriate points in the delivery, for example when a service has been designed or redesigned, then a full equality impact assessment will be undertaken for that service.

4.4 **Communications:**

A full communications plan will be developed in partnership with all stakeholders once local and district partnerships and forums are established. The plan will include county council project reporting processes through the transformation change programme. Appropriate scripts will be developed to ensure that Customer Services staff remain informed and all partners are being strongly encouraged to keep entries on the Family Information Service up to date, this will also obviate the need for repeated service mapping.

The press have a particular interest in this policy change initiative, and especially in Norfolk as one of the ten local authorities with the highest numbers of families. Examples of this include the Eastern Daily Press (EDP) that is running regular positive features on the work, the Troubled Families Unit using Norfolk case studies to evidence success in national press releases and ministerial reports, and the BBC is looking to do longitudinal case study tracking of a small number of Norfolk families receiving support.

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

Target families almost always have other, often long-standing, problems that can lead to their children repeating the cycle of disadvantage. For example, some estimates show that over a third of troubled families have child protection issues, half of all children who are permanently excluded from school in England come from these families, as do one in five young offenders. This initiative aims to break entrenched and intergenerational negative behaviours by helping families to unravel their problems and change their lives thus helping children and young people to reach their full potential and have positive outcomes; as an example helping a family back to work removes child poverty and raises aspirations. Aspirational approaches are an integral part of services we have and will be developing, as are restorative approaches; and both of these approaches form part of the central ethos underpinning our practice in Norfolk.

4.7 **Health and Safety Implications:** (where appropriate)

Health and safety will be given due consideration within both project and service risk assessments. Where appropriate individual or specialist risk assessments will be completed for example within services; lone working and dangerous dog risk assessments when using outreach approaches.

4.8 **Any Other implications**

This project has a particularly positive fit with the corporate commitment to become a restorative authority, existing FIP commissioning and our commitment shared with partners through the NSCB to promote the use of the CAF.

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

- 5.1 This initiative specifically works with families who are involved in crime and anti-social behaviour as a priority target area for support. Key partners are Norfolk Local Safeguarding Children's Board, police and the Police Commissioner (once in post), Youth Offending Team (YOT), Community Safety, prison, and probation who will work

with all other partners to ensure that all services will be designed to be section 17 compliant.

6. Risk Implications/Assessment

6.1 The following key risks have been initially identified within the project initiation document (PID) and apply to the project overall. These will be rated once the PID has been finalised following partnership consultation and risks agreed by the partnership will form part of the more detailed project risk register.

- Failure to engage partners and stakeholders in systems, process and service change.
- Lack of integration and coordination in local solutions.
- Not being able to develop/agree a partnership monitoring process to enable self evidence achievement of targets and to supply national data sets to enable payment by results (PbR).
- Failure to deliver targets so payments by results funding is not realised.
- As a result of PbR not being realised planned use of funding does not take place due to lack of new resource.
- A change of government could mean that years 2 and 3 could be removed.
- Shared service resources insufficiency, particularly PPP for information and analysis.
- Isolated savings and efficiencies not met.

7. Action Required

7.1 Members are asked to endorse the content of the report and the approach it outlines to implementing the government's Troubled Families Programme.

Background Papers

Project Initiation Document

Draft Governance Framework (attached as Appendix 1)

The Troubled Families Programme: Financial Framework for the Troubled Families programme's payment-by-results scheme for local authorities. DCLG March 2012

Glossary

DfE	Department for Education
DWP	Department of Work and Pensions
ESF	European Social Fund
DCLG	Department of Communities and Local Government
HO	Home Office
DoH	Department of Health
MoJ	Ministry of Justice
MASH	Multi Agency Safeguarding Hub
CAF	Common Assessment Framework
YOT	Youth Offending Team
FIP	Family Intervention Project
PbR	Payment-by-results
PPP	Planning, Performance and Partnership Group
EDP	Eastern Daily Press

BBC British Broadcasting Corporation
OPT Operational Partnership Team
PID Project Initiation Document
NSCB Norfolk Safeguarding Children Board
TFC Troubled Family Coordinator

Officer Contact

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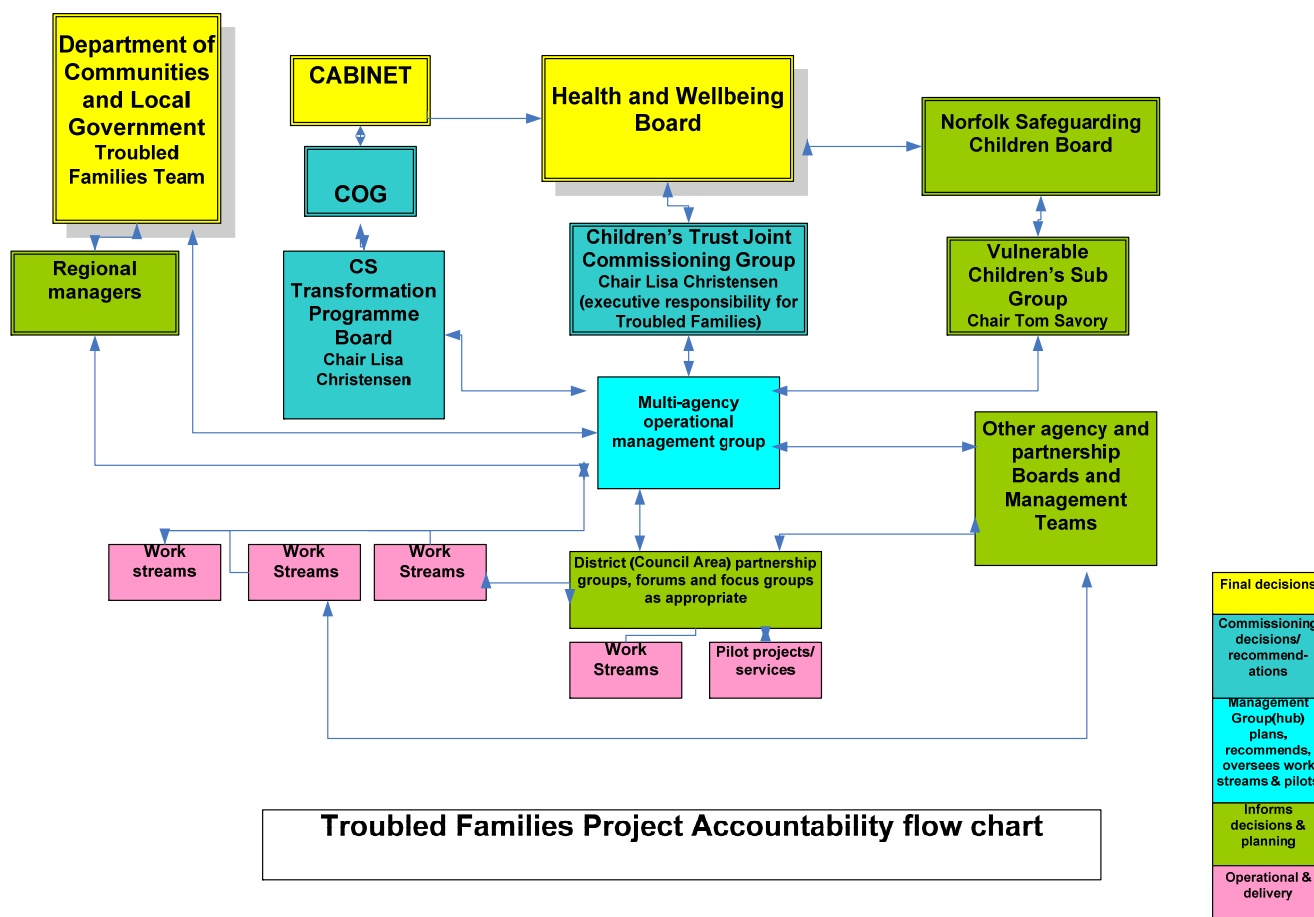
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Appendix 1 – Please note this is still draft until partnership consultation is complete.

Norfolk Troubled Family Programme Governance



Troubled Families Project Accountability flow chart

Small Schools Working Group Final Report

Report by the Director of Children's Services

Summary:

This is the report of the working group established to consider issues relevant to the future of Norfolk's small schools. The process has been thorough and one to which many people and organisations have contributed. Its outcomes are conclusions, recommendations (Appendix B) and an Action Plan (Appendix A) to develop a refreshed policy for small schools.

Key elements from the conclusions include:

- Parents want good local schools, size is not significant in influencing choice of school.
- Leadership from headteachers is a key feature of a successful school. Effective leadership has been seen in schools of all sizes; however the most reliable model of obtaining effective leadership is for a head to be in a non-teaching position.
- Small schools are relatively expensive and require additional financial protection. This doesn't necessarily provide higher level performance, it allows curriculum staffing.
- Headteacher vacancies in small schools has reduced due to collaborative arrangements
- Primary Federation arrangements are increasing and have many beneficial effects. They are seen to have less pressures and added advantages over partnership arrangements
- Governing bodies response to partnership and federated working was mixed.
- Peer research displayed children interviewed preferred small schools.
- Community stakeholders recognised the key values of small schools and accepted they had weaknesses.

From the conclusions the following recommendations were identified:

- The local authority should develop a strategy which supports the creation of federations for all schools with fewer than 100 pupils on roll, where such schools are not already in an existing federation.
- The strategy should ensure that all primary schools with fewer than 50 pupils on roll are actively encouraged to form federations with other schools.
- Partnerships should only be temporary arrangements, lasting for between three and six terms pending a move to formal federations.
- Partnerships and federation have the best chance of success with a non-teaching head and thus should be formed on the presumption that they require 140 pupils to have viable collaborative arrangement.
- An active programme of support should be provided to governing bodies to demonstrate the positive benefits obtained from collaborative arrangements.
- A toolkit of advice for schools on the steps to be taken to achieve a successful federation should be developed. The toolkit should include case studies on the development of successful federations elsewhere in Norfolk.
- School funding arrangements should distinguish between partnerships and federations and provide financial incentives for partnerships to form into federations.
- Federations should be provided with single budgets and be seen as a single financial entity thus increasing the flexibility of heads and governors to allocate resources across the federation and reduce the bureaucracy of setting, controlling and monitoring budgets for each school in the federation.
- Schools with fewer than 30 pupils should be subject to regular formal review to ensure they provide a sound basis for teaching, learning and pupil development.

- A focussed piece of work should be undertaken in relation to small high schools to establish the most appropriate type of collaborative arrangement that they should be encouraged to adopt.

Recommendation

It is recommended that panel members comment upon the Small Schools Report and conclusions and endorse the recommendations and action plan.

1. Background

- 1.1 Cabinet meeting on 24th January 2011 agreed to the establishment of a working group to consider all relevant issues related to small and undersized schools with the view of producing a report. The decision to set up a working group arose from a report on school funding and concerns that were raised (August 2010). As a result of these concerns the Director of Children's Services recommended to cabinet the establishment of the small schools working group.
- 1.2 The membership of the working group was agreed with the cabinet Member for Children's Services. It was also agreed that the Deputy Cabinet Member for Children's services with responsibility for Education should chair the working group.
- 1.3 An update on the activity of the Small Schools Working Group was provided to Cabinet Briefing in August 2011.

2. Contents of Report

- 2.1 [Click here to view Small Schools Working Party Final Report](#)

3. Resource Implications

3.1 Finance:

Small schools are relatively expensive, with primary school funding varying between £2,857 per pupil to £11,748 per pupil, i.e. funding per pupil over four times greater in the smallest school compared to the largest school. For 2012/13 the average level of Primary School funding per pupil in schools with fewer than 50 pupils is £6123; in schools with 51-100 pupils it is £4423 and the local authority overall average is £3846. In secondary schools the average level of funding per pupil in schools fewer than 500 is £5258 and the local authority average is £4514. Small schools are only financially viable because of the addition of small school protection funding to ensure resources sufficient to employ the minimum number of staff required to deliver the curriculum.

Funding for collaborative arrangements – this was fundamentally revised from April 2011 and subsequently reviewed and revised from April 2012. The revised principles for funding collaborative arrangements are now based on an additional cost model which judges the level of additional funding required on a school by school basis.

The level of capital funding now made available to both the local authority and the diocesan boards is such that prioritisation of allocations is more essential than ever. Given this tightness of funding the available resources must be focused on the greatest number of pupils and thus allocation of scarce capital resources to small schools must take very low priority.

3.2 **Staff:** The level of Headteacher vacancies remains high at nearly 12% in schools between 51 and 100 pupils on roll. The number of vacancies in schools with fewer than 50 pupils on roll has reduced because over 50% of schools in this category are now in collaborative arrangements with another school(s). Implementation of the recommendations of the Report would impact positively on the number of Headteacher vacancies.

3.3 **Property / IT:** There are no property or IT implications.

4. **Other Implications**

4.1 **Legal Implications:**

When compiling the report the following legal implications were taken into account:

- 2010 Academies Act with regard to Free Schools and Academies
- 2011 Education Act with regard to sponsored conversion of underachieving schools to Academy status
- Government Spending review 2011-2015 and revised school funding arrangements
- The School Finance (England) Regulations 2012 changed the federated school funding arrangements to say schools federated under the 2002 Act – section 24 the local authority may treat federated schools as a single school with a single budget and this cannot be less than it would have been had budget shares been allocated to each school
- 1998 Government statements in relation to ‘presumption against closure’ of rural schools as ‘villages lose a vital focus, families come under pressure to move and the knock on effect on other services sets up a spiral of decline’.

4.2 **Human Rights:** There are no Human Rights issues associated with this report.

4.3 **Equality Impact Assessment (EqIA)**

All schools have duties under the Equality Act 2010 to promote equality of opportunity and eliminate discrimination for pupils who have ‘protected’ status under the Act – for example, disabled young people and young people from different ethnic groups.

Evidence, such as Ofsted judgements, suggests that the size of a school does not necessarily have a bearing on how well it is able to meet the needs of pupils from different protected groups. Generally, this is influenced by other factors – in particular the skills, knowledge and confidence of teaching staff and the extent to which schools understand and engage with their different local communities.

Following a decision by Members, in implementing any of the recommendations proposed, equality impact assessment/s will be undertaken where appropriate.

4.4 **Health and Safety Implications:**

There are no Health and Safety implications.

4.5 **Environmental Implications**

There are no environmental implications.

Any Other Implications

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

5. Section 17 – Crime and Disorder Act

5.1 There are no implications to take into account.

6. Risk Implications/Assessment

6.1 Adoption of the Small Schools Report is both necessary and timely given the rural nature of Norfolk and the significance of the small school network to our communities, the profound changes introduced into the educational system through new policy imperatives and legislation, and in a period that is experiencing sustained downward pressure on public service finances.

6.2 If the plan was not adopted the concerns discussed at Cabinet on 24th January 2011 would not be addressed in relation to school funding contained within the fair funding arrangements.

6.3 The acceptance of the conclusions and the adoption of the recommendations of the Small Schools Report are required to allow the next stages of the process detailed in the Action Plan (Appendix A) to take place. Without this, the small schools in Norfolk will not be in a position to ensure the best possible outcomes for our children and young people and sustain vibrant Norfolk communities.

7. Alternative Options

7.1 This is the final report and action plan of the working group. The alternative option would be to maintain the existing 2002 policy 'Support for Small Rural Schools'. However, with the changes to school finance/ Fair Funding and the categories of Norfolk schools that now exist the 2002 policy does not meet the strategic needs of schools.

8. Reason for Decision

8.1 Cabinet meeting on the 24th January 2011 agreed to the establishment of a working group to consider all relevant issues related to small and undersized schools with the view of producing a report at the end of the summer term 2011. This report fulfils this brief and provides a detailed set of conclusions and ten recommendations for comment.

9. Recommendation or Action Required

9.1 It is recommended that panel members comment upon the Small Schools Report and conclusions and endorse the recommendations and action plan.

Background Papers

Appendix A – Small Schools Action Plan

Appendix B – Conclusions and Recommendations of the Small Schools Report

Officer Contact

If you have any questions about matters contained in this paper please get in touch with:
Terry Cook Tel No; 01603 223492 email address terry.cook@norfolk.gov.uk



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

Appendix A**Small Schools Action Plan**

Officers with overall responsibility: Chairs of the Effective Schools Group (ESG) and Education Planning & Infrastructure Groups (EPIG)

Report Recommendation	Action/s	When	Who	Milestones
5.1	Identify and convene representative working party (Task and Finish Group) – consisting of reps from Schools (HTs / Governors, including Norfolk Governors Network); Diocesan Boards; Forum; LA Education Strategy and 0-19 Commissioning Team.	Second half of Summer Term 2012	Chairs of the ESG and EPIG Groups and Deputy Lead Member	Task and Finish Group established and ready for initial work at start of Autumn Term 2012
	Review current strategy in light of the 2012 Small Schools report		Adviser School Organisation	To be completed and available for first meeting of the working party
	Develop new strategy building on good practice from past processes and develop new strategy to take account of 2012 recommendations	End of October 2012	Small Schools Task and Finish Group (Chair Deputy Lead Member)	Strategy available and disseminated to schools
	New strategy to provide range effective models for Primary phase schools with less than 100 pupils on roll to utilise. These will include best	End of October 2012	Small Schools Task and Finish Group	Schools are able to access models and frameworks to enable

5.2	practice guides for schools as single entities, partnerships and federations. Provide framework for all Primary Phase schools with less than 50 pupils on roll to follow – to be used by LA and school Governing Bodies.	End of October 2012	Small Schools Task and Finish Group	them to effectively decision make and establish partnerships / federations Models / frameworks enable schools to convert from temporary partnership arrangements to federations within the recommended timescales and funding arrangements
5.3	Establish framework for the operation of partnerships and timelines for conversion to federations	End of Autumn Term 2012	Small Schools Task and Finish Group	
5.4	Establish models for the establishment of viable collaborative arrangements based upon funding formulas, staffing structures, ability to fund a full-time non-teaching HT.	End of Autumn Term 2012	Small Schools Task and Finish Group	
5.9	Establish an agreed formal review structure for all schools below 30 on roll and a regular re-assessment process	End of Spring Term 2013	Chairs of the ESG and EPIG Groups and Adviser School Organisation	Review structures established and understood by small schools
5.5 5.6	Support structures and examples of good practice are developed to enable governors to firstly establish partnership and federation arrangements and then effectively implement the ‘Small Schools Strategy’. These are regularly reviewed in light of national legislation and funding arrangements. Establish briefing sessions / programmes for	End of October 2012 and annual reviews thereafter	Lead Managers Leadership and Governance – Educational Achievement and Improvement / NIEAS	End of summer term 2012 have initial examples of good practice completed and available. Initial support strategies and structures in place – July 2012

	<p>Headteachers and Chairs of Governors – to include school to school sessions and school / cluster sessions</p> <p>Ensure case studies identify examples of good practice in relation to the raising of standards and pupil progress.</p> <p>Produce toolkit to support small schools re governance in partnerships/federations</p> <p>Develop for partnerships/federations small school support and advice structures</p>			<p>End of October 2012 – comprehensive set of good practice case studies completed.</p> <p>Range of support structures in place – both as a core offer and as a traded option</p>
5.7	<p>Review of 2013/2014 funding regulations to ensure where and when possible there are sufficient incentives to support the strategy for ‘Small Schools’.</p> <p>For 2014/15 and onwards ensure small school strategy included in consultation with all schools/Schools Forum – within this process review funding principles for Partnerships and Federations (Appendix 7 of the Report)</p>	<p>End of Autumn Term 2012</p>	<p>Chairs of the ESG and EPIG / Deputy Lead Member</p>	<p>When the Norfolk scheme is confirmed, post October 2012 and in the period up to December 2012, ensure the Small Schools Strategy can be delivered within the set 2013 /2014 budget. Liaise and agree with LA finance and school organisation teams and with Schools Forum, Diocese Boards, Norfolk Governors Network</p>
5.8	<p>Ensure any financial systems established enhance the ‘Small School Strategy’ and do not hinder or constrain the establishment and operation of federations</p> <p>Ensure a review is undertaken year on year to provide sustainability / stability for the strategy</p>	<p>End of Spring Term 2013</p> <p>On-going yearly</p>	<p>Chairs of the ESG and EPIG / Deputy Lead Member</p> <p>Chairs of the ESG and EPIG /</p>	<p>In light of DfE funding regulations / provision</p>

			Deputy Lead Member	ensure the small schools strategy for primary and Secondary phases is fit for purpose
5.10	<p>Identify and convene representative working party to review small High Schools– consisting of reps from Schools (HTs / Governors); Diocesan Boards; Forum; LA Education Strategy and 0-19 Commissioning Team</p> <p>Undertake a rapid review of small High Schools in light of the 2013 / 2014 funding regulation changes</p> <p>Production of Small High School Strategy for Norfolk</p>	<p>End of July 2012</p> <p>End of Autumn Term</p> <p>End of spring Term 2013</p>	<p>Chairs of the ESG and EPIG</p> <p>Small High Schools Task and Finish Group</p> <p>Chairs of the ESG and EPIG / Small High Schools Task and Finish Group</p>	<p>End of July 2012 – working group established with terms of reference</p> <p>End of Autumn Term 2012 initial research / modelling of financial structures / consultation exercises conducted</p> <p>End of Spring Term 2013 final report produced</p> <p>Implementation for Autumn Term 2013</p>

Appendix B

Small Schools Working Group Report

Summary

Conclusions

Parents want good local schools and the size of the school is not a significant factor influencing choice of school.

Small schools in Norfolk are a consequence of the rural nature of the county with its small rural settlements.

The size and number of small schools in Norfolk is not dissimilar to other similar local authorities, although Norfolk has a relative high number of schools with between 51 and 100 pupils.

Small schools are relatively expensive, with primary schools funding varying between £2,857 per pupil to £11,748 per pupil, ie funding per pupil over four times greater in the smallest school compared to the largest school. However, despite this fact stakeholders identified tight budgets as one of the weaknesses of small schools.

Small schools are only financially viable because of the addition of small school protection funding to ensure resources sufficient to employ the minimum number of staff required to deliver the curriculum.

The additional per pupil funding provided to small schools does not produce a higher level of performance by pupils in those schools. This additional funding is provided to ensure each school has sufficient staff to deliver the curriculum.

The size of school is not a significantly important factor when parents are choosing a school. In choosing a primary school, parents rank closeness to home, school reputation and Ofsted rating as significantly more important factors than the size of the school. In the high school sector size of school is of very low relative importance in choosing a school.

The level of head vacancies has reduced during the period of this review for schools with fewer than 50 pupils but still remains high at nearly 12% in schools with between 51 and 100 pupils. The major reason for the reduction in vacancies in schools with fewer than 50 pupils, is that over 50% of that group of schools are now in collaborative arrangements with another school(s).

Leadership from heads is a key feature of a successful school. Effective leadership has been seen in schools of all sizes; however the most reliable model of obtaining effective leadership is for a head to be in a non-teaching position. Funding for non-teaching heads is only provided to schools with more than 140 pupils.

In terms of performance, schools with non-substantive heads are more vulnerable and more likely to attract poorer Ofsted judgements.

In terms of those primary schools deemed 'below the floor standard', whilst one would expect the percentage in areas with high deprivation to be high, the data showed a surprising high level of the smaller schools failing to achieve the floor standard.

Federations are seen to have an important role to play in the education sector in future years. Recent national studies of federations identified positive benefits in terms of leadership, governance, continuous professional development, capacity and transition.

Many of the issues raised in the 2002 paper to Education Review Panel as issues facing small schools continue to exist. The proposals in the 2002 paper to support small rural schools were mainly aimed at increased collaboration between schools. One of the proposals that has been the most successful is the deployment of formal collaborative arrangement in terms of partnership and federations. The current number of collaborative arrangements is 34, these have reduced by 36 the number of heads in the County and this has reduced the pressure on head appointments. Also the increase in collaborative arrangements has reduced the risks associated with schools with non-substantive heads. This in turn can be seen to have improved the teaching and learning experience of pupils within these schools.

Whilst the move to more collaborative arrangements is a positive move partnership arrangements, which 33 schools belong to, are seen to create their own pressures whereas federations have less of these pressures and have added advantages related to single leadership and governance.

Governing bodies' response to partnership and federated working was mixed. Many identified collaborative working as the only solution to obtaining a head whilst others are resistant to the concept of collaborative working on the basis that they believe it conflicted with the freedom of a governing body to make the right choice for their school.

The ideal unit of organisation for a primary school consists of seven classes of between 25-30 pupils. Schools of this size have 190-210 pupils on roll with one complete year group in each class. Only 26% of Norfolk primary schools are over this size thus many schools face pressures on class organisation for heads and governors and parents.

The children that the peer researchers spoke to preferred the smaller school as they received greater attention from the staff and developed closer relationships. Smaller mixed aged class groups were seen as positive features. It was however clear those children in smaller schools had more limited opportunities to form extended friendship groups and found larger schools offered more clubs and activities.

Whilst community stakeholders agreed that education and learning was the central purpose of a school, the key values of small schools were seen as strong links to the local community; safe caring and nurturing environments and quality of teaching and learning, in that order.

The workshops with community stakeholders accepted small schools had weaknesses. Whilst many participants felt small schools did deliver on key areas that outweighed possible negatives, small schools were recognised as being an expensive option with a number of potential limitations for staff and pupils. Collaborative arrangements such as shared heads, cluster working, partnership working and federated governance arrangements were the most often mentioned solutions to counter act the weaknesses of small schools.

The level of capital funding now made available to both the local authority and the diocesan boards is such that prioritisation of allocations is more essential than ever. Given this tightness funding the available resources must be focussed on the greatest number of pupils and thus allocation of scarce capital resources to small schools must take very low priority.

The working group received various data and information in respect of small high schools. Whilst small high schools have similar weaknesses to small primary schools it was seen that they could become catalysts for the formation of federation or all-through schools in their geographic location but further work is required to confirm this direction of travel.

The working group received various different types of evidence that demonstrated the success and benefits achieved from formal federation. However it was recognised that the evolving school landscape is likely to introduce additional risks particularly as a greater percentage of schools become academies.

Some evidence was collected that showed that when schools were being used for extended school and community purposes they could become an effective community facility.

Recommendations

- 5.1 The local authority should develop a strategy which supports the creation of federations for all schools with fewer than 100 pupils on roll, where such schools are not already in an existing federation.
- 5.2 The strategy should ensure that all primary schools with fewer than 50 pupils on roll are actively encouraged to form federations with other schools.
- 5.3 Partnerships should only be temporary arrangements, lasting for between three and six terms pending a move to formal federations.
- 5.4 Partnerships and federation have the best chance of success with a non-teaching head and thus should be formed on the presumption that they require 140 pupils to have viable collaborative arrangement.
- 5.5 An active programme of support should be provided to governing bodies to demonstrate the positive benefits obtained from collaborative arrangements.
- 5.6 A toolkit of advice for schools on the steps to be taken to achieve a successful federation should be developed. The toolkit should include case studies on the development of successful federations elsewhere in Norfolk.
- 5.7 School funding arrangements should distinguish between partnerships and federations and provide financial incentives for partnerships to form into federations.
- 5.8 Federations should be provided with single budgets and be seen as a single financial entity thus increasing the flexibility of heads and governors to allocate resources across the federation and reduce the bureaucracy of setting, controlling and monitoring budgets for each school in the federation.
- 5.9 Schools with fewer than 30 pupils should be subject to regular formal review to ensure they provide a sound basis for teaching, learning and pupil development.
- 5.10 A focussed piece of work should be undertaken in relation to small high schools to establish the most appropriate type of collaborative arrangement that they should be encouraged to adopt.

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Main Report

1. Introduction

- 1.1 Cabinet meeting on the 24 January 2011 agreed to the establishment of a working group to consider all relevant issues related to small and undersized schools with the view of producing a report at the end of the summer term 2011.
- 1.2 The decision to set up a working group arose from a report on school funding. During the autumn 2010 schools were consulted on various proposed changes to school funding arrangements from April 2011. Contained within the Fair Funding consultation proposal was one to change the funding arrangements for school partnerships. This change raised a number of concerns which were reflected in a consultation response from the Norwich Diocesan Board of Education. As a result of these concerns the Director of Children's Services recommended to Cabinet the establishment of the small schools working group.
- 1.3 The following is an extract from the Cabinet report:

The consultation generated a number concerns about the impact the proposed funding changes would have on small schools. The response to the consultation from the Norwich Diocesan Board of Education reflected a number of those concerns.

Norwich Diocesan Board of Education View

The Norwich Diocesan Director of Education expressed concerns about the impact partnership funding changes and implementing full cost recovery for services provided to schools will have on small and undersized schools. In the consultation response he -

- refers to conversations that have begun with NCC, its strategic educational partner, about the future of small or undersized schools in the county; their viability and solvency and the quality of education they are able to provide to their respective pupils.
- indicates the Norwich Diocesan Board of Education would prefer a genuine debate – transparent and conducted openly and fairly - about the future of small schools.
- says some schools are wondering if the current financial moves will have the effect of making them unviable and insolvent anyway, and thus wither on the vine – as opposed to a full debate about their strategic future.

Comment

It is clear that the cumulative effect of changes in funding will put pressure on small schools to access services on the same basis as all schools and the removal of subsidies will be difficult to manage.

- We are keen to support governing bodies in exploring greater collaboration, joint management approaches, federation or

amalgamation of schools and a greater role for school clusters in driving greater efficiency in school procurement.

- However, as the Diocesan Director rightly points out we want to avoid unintended consequences of several decisions impacting one after the other.
- The last Government had a policy of relative inertia in relation to small schools and we agree with the responses to consultation which suggest that this is the right time for Norfolk to have a clear, strategic plan for small schools, schools in rural areas, access to good quality and viable schools for all communities and effective collaborative systems for schools.
- We recommend setting up a working group to look at these issues to report by the end of the summer term 2011.

1.4 The membership of the working group was agreed with the Cabinet Member for Children's Services. It was also agreed that the Deputy Cabinet Member for Children's Services with responsibility for Education should chair the working group.

1.5 Apart from the Deputy Cabinet Member for Children's Services the working group membership includes the Cabinet Member for Waste and Environment, Schools Forum representatives, the Diocesan Director of Education and Children's Services representatives. A full list of the working group membership is set out in Appendix 1.

2. Approach

2.1 We have taken a staged approach to the work. The first step of the work was to collect evidence and views on small schools; this enabled us to identify the type of issues we needed further information on. Secondly we undertook a set of events to collect views from various groups of stakeholders who have an interest in education. Thirdly, we took evidence from a range of 'expert witnesses'. Fourthly, we formed a view of the key issues that needed addressing and then we set out a number of recommendations which address these key issues.

2.2 During the first three meetings of the working group we considered statistical data on numbers, costs, performance, OFSTED outcomes, admission patterns of schools, with particular emphasis on small schools.

2.3 The four sets of events we organised to collect views from various groups of stakeholders were held during late autumn/early winter and focussed on four separate groups of stakeholders, i.e.

- Community – to seek view from stakeholders on the future role of small schools in Norfolk;
- Expert witnesses – to receive evidence from expert witnesses;

- Parents – to seek views from parents on the reasons why they chose a particular school from their child, and
 - Pupils – to seek view from pupil on their experiences in different size schools.
- 2.4 Community engagement was organised via four workshops across the County. Invitations were issued to a variety of community organisations, including schools via cluster chairs. The range of invitation list was an attempt to ensure a good cross section of community voices attended these events. It was not intended that the events engaged only with schools, but school representation was sought through school cluster chairs. The events were held in Norwich on 17 October; Stalham on the 19 October; Long Stratton on the 31 October and Swaffham on the 2 November. Full details of the venues and attendees are shown in Appendix 2.
- 2.5 Additional views from the community were collected by a web questionnaire to which 78 people responded.
- 2.6 Expert witnesses included heads from partnership schools; heads of small schools; two heads from a cluster trust; a head from an all-through school, school governors, and finance staff. Full list appears in Appendix 3.
- 2.7 Parents – a sample of over 5000 parents were contacted by email and asked to complete a survey on the reason why they chose the current school for their child. The sample was drawn from parents who had gone through recent admissions rounds and for whom we already held email addresses.
- 2.8 Pupils views were sought by peer review research undertaken by three peer researchers from Norfolk In Care Council. Eleven schools were visited and the views of groups of pupils were obtained from each of the schools.

3. Findings

- This section of the report covers our findings. The findings are presented over the following main paragraph headings:
 - Existing policy on small schools
 - Categories of Norfolk schools
 - Sizes of schools in Norfolk
 - Sizes of schools in comparable local authorities
 - Levels of funding
 - Funding for collaborative arrangements
 - Small schools funding
 - Class organisation pressures
 - Recruitment of heads
 - Performance
 - Governor vacancies
 - Proximity of alternative schools
 - Property maintenance and capital funding
 - Parental choice
 - Collaborative arrangements
 - Impact of school federations
 - Community Stakeholders views on small schools – workshop
 - Community Stakeholders views on small schools – questionnaire
 - Norwich Diocesan Board of Education view on small schools

3.1 Existing Policy on Small Schools

- We established that the existing policy on small schools was agreed by Education Review Panel in January 2002. Panel considered a paper titled “Support for Small Rural Schools” and supported a strategy to support the development of education in small schools over the next five years.
- The 2002 report identified a small school as one with less than 100 pupils, with a head undertaking a class teaching commitment of at least 50%. In January 2002 it was reported that Norfolk had over 130 schools with fewer than 100 pupils on roll and 43 very small schools with fewer than 50 pupils on roll.
- The report reflected that many small rural schools played a crucial role in their community and often provided one of the few remaining locally accessible services. A school in the village provides an important regular and accessible link which can help support the home-school partnership in the crucial early stages of education. In the respect it is worth recalling the government’s 1998 statements about “presumption against closure” of rural schools as “villages lose a vital focus, families come under pressure to move and the knock on effect on other services sets up a spiral of decline”.

- The report highlighted that many of the characteristics of small schools are functions of their size, while others relate to their generally rural and often remote locations. There are highly successful small rural schools in Norfolk and elsewhere in the country. There are many reasons why they can make a distinct contribution to the pattern of education in the county;
 - they provide a valuable social function in many communities,
 - many provide a high quality of education particularly when measured against broader measures than National Curriculum tests,
 - frequently provide well for mixed age classes especially in terms of personal and social education and can make very good provision for special needs,
 - parental involvement in their children's learning is frequently good,
 - in some rural parishes the school is one of the few public services and can be an important local employer,
 - the school can become a focus for community projects, provide community facilities and promote pride in the local area.

- The report continued by saying that there are particular aspects of small schools in rural areas that, because of size, location and other factors, they have to contend with more than other schools.
 - **Vulnerability**
Even the best of them is vulnerable to the unpredictable impact of change. One teacher leaving can represent nearly a half or a third of the staff and a few pupils leaving the area can make a significant proportional difference to the budget available.
 - **Pressures on teaching heads**
A key feature of the small primary school is the dual role of the head who has to cope with both the ever-increasing managerial and administrative burden (often with only a part-time secretary) and a significant class teaching responsibility. Heads cannot spend as much time on important tasks such as monitoring standards, analysing performance data and planning the school's future development because of their own teaching commitments.
 - **Class and curriculum organisation**
Small age cohorts necessitate the use of mixed age classes, with some small primary schools having just one class for each of the Key Stages of the National Curriculum. This puts greater pressure on teachers in the planning and delivery of teaching. The responsibility for leading all the National Curriculum subjects has to be shared between two or three teachers. Many small schools lack a school hall which can limit opportunities in PE, drama and dance and the accommodation can also inhibit good quality practical activity in science and technology. The small cohorts in these schools frequently mean that very young

children start school straight into mixed KS1 classes and it is more difficult to make high quality provision for the early years.

- **Staff recruitment**

Schools in remoter areas are particularly affected by the current difficulties of recruiting and retaining teachers and heads. Of the 73 primary head vacancies in Norfolk over the period September 2000 to December 2002, 43 have been in small schools. Of these, 22 have needed to be re-advertised and in some cases as many as five times. Potential heads of small schools may be increasingly put off applying by the need to combine teaching with management and administration. One strategy being adopted in a number of Norfolk schools with a vacancy is to share a head from another local small school on at least a temporary basis.

- **Isolation**

Pupils, staff and governors in remote schools may be isolated. Staff and governors may have little interaction with colleagues in other schools, limiting the dissemination of good practice and the building of support networks. Pupils have fewer opportunities to mix with same age peers. The reliance on school transport and longer journeys home may limit opportunities for after-school activities.

- **Standards in Small Schools**

On the issue of standards in small schools the 2002 report reflected that the evidence available gave a mixed picture. Nationally data indicates that at Key Stages 1 and 2 the proportion of pupils reaching the expected levels is higher in small schools than in other schools. However, given that many small schools across the country are in relatively affluent areas, it appears there is little difference in standards between small and larger schools. Ofsted evidence also shows that while there are more small schools in the top performing 100 schools than might be statistically expected, they are also over-represented in the lowest scoring 100 schools. The proportion of small schools that have been judged to require special measures or to have serious weaknesses is slightly below the average for all schools. However, the proportion of very small schools in these categories is much greater than the average.

The report highlighted that the Norfolk data is also inconclusive. Key Stage 2 results in our small schools have tended to be better than other Norfolk primary schools in recent years, mirroring the national trend, although not as high as small schools in our statistical neighbour authorities. Again, this might be expected in view of the social backgrounds of their pupils. In contrast to the national picture, an analysis of the Norfolk School Self-Review data for 2001 shows that 28% of the primary schools causing concern are small, while 34% of higher

performing schools are small. This compares to an expected figure of 39% compared to all primary schools in the county. There is also some evidence to show that in setting their targets for pupil performance small schools are setting their sights low, even in comparison to some of our more disadvantaged areas.

- The strategies referred to in the 2002 report to support small rural schools concentrated on continued collaborative developments. They considered the future pattern of education in some areas and the needs of small rural schools through organisational review.

3.2 Categories of Norfolk schools

- We were provided with background information to clarify the various categories of schools that exist.
- **Maintained School Categories**
Under the School Standards and Framework Act 1998 there are three categories of school:
 - Community
 - Foundation
 - Voluntary (divided into Controlled and Aided)

Schools in all three categories have a lot in common. They work in partnership with other schools and the local authorities, and they receive funding from local authorities and they have to deliver the National Curriculum. However, each category has its own characteristics.

- **Community Schools**
In Community Schools (formerly county schools), the local authority employs the school's staff, owns the school's land and buildings and has primary responsibility for deciding the arrangements for admitting pupils. The local authority is the freehold owner of the property.
- **Foundation Schools**
Foundation Schools are run by a Governing Body which employs the school's staff and has primary responsibility for admission arrangements. The school's land and buildings are owned by the Governing Body or by a charitable foundation. If the latter, the majority of Governors is appointed by that charitable foundation.
- **Voluntary Aided**
In Voluntary Aided schools (many of which are church schools) the Governing Body employs the staff, and decides admission arrangements. The school's land and buildings are normally owned by a charitable foundation. The Governing Body contributes towards the capital costs of running the school.

Most aided schools are linked to either the Church of England or the Catholic Church, but there are schools linked to other faith groups and a few non-denominational schools.

- **Voluntary Controlled**

Voluntary Controlled schools are almost always church schools, and the land and buildings are often owned by a charitable foundation. However, the local authority employs the school's staff and has primary responsibility for admission arrangements.

Other Types of School

- **Trust Schools**

A Trust school is a state funded foundation school supported by a charitable trust. It is made up of the school and partners working together for the benefit of the school. The Trust enables Trust Schools to:

- manage their own assets (including land which is transferred to them on becoming trust bodies)
- employ their own staff
- set their own admissions arrangements.

- **Academies**

Academies are publicly-funded independent schools whose capital costs and recurrent funding is paid by the Department for Education (DfE). They have additional freedoms including

- the ability to set their own pay and conditions for staff
- freedoms around the delivery of the curriculum
- the ability to change the lengths of terms and school days.

There will also be further freedoms for academies in the way they engage in local partnerships and deliver 14 to 19 education.

Academies were initially established in disadvantaged areas, either as new schools or to replace poorly performing schools where other intervention and improvement strategies have failed. Academies were established by sponsors from the business, faith and voluntary sectors (including schools and colleges). The land of these original academies is leased from the local authority, the freeholder, to the Academy Trust for 125 years.

Since the last election, the coalition government has legislated to enable schools that Ofsted judged outstanding, or good with outstanding features (now further relaxed) to apply to "convert" to academy status. Schools rated 'Satisfactory' cannot convert on their own but, the DfE will allow them to convert as part of a federation, or if sponsored by an agreed provider. (The regulations regarding 'Satisfactory' schools will change in September 2012 to 'Requiring Improvement' and schools in this category will be subject to becoming a sponsored academy). Since the implementation of the 2011 Education Act, any school in an Ofsted category or fails to meet the floor standard regulations is required to become an academy in the same way as for a 'Satisfactory' school seeking academy status. In the eventuality of a Trust School converting to academy status it continues to own the land outright, as prior to conversion; in those cases where the land was previously held freehold by the local authority, there is a 125 year lease to the Academy Trust.

- **Free Schools**

Free Schools are a new category of school established by the 2010 Education Act. Free Schools are non-profit making, independent, state-funded schools. They are not defined by size, phase or location. They can be located in traditional school buildings or appropriate community spaces such as office buildings or church halls. They can be set up by a wide range of proposers – including charities, universities, businesses, educational groups, teachers or parents – in response to local demand. Free Schools are expected to be open to pupils of all abilities from the area and cannot be academically selective. Free Schools will have some additional freedoms. For example, teachers in Free Schools will not necessarily need to have Qualified Teacher Status. Like academies, Free Schools will be funded on a comparable basis to other state-funded schools.

- **University Technical Colleges**

These are colleges for students aged 14 to 19 which specialise in technical studies and are sponsored by a university. These colleges are also independent state funded institutions. They offer full time courses which combine practical and academic studies. They are planned to be equipped to the highest standard, sponsored by a university and offer clear progressions routes into higher education or further learning in work. Lord Baker, one of the originators of the scheme envisaged them forging a partnership between vocational education and universities, FE colleges and employers. The vision is for students to combine hand and mind to learn in a very practical way, integrating national curriculum requirements with the technical and vocational elements. The college ethos and curriculum is heavily influenced by local and national employers who also provide support and work experience for students.

- **Studio Schools**

Studio Schools are a new state school model for 14 to 19 year olds of all abilities. They seek to address the “growing gap between what young people require to succeed in life and the skills and knowledge that the current education system provides”. Studio Schools will pioneer a “bold new approach to learning involving enterprise projects and real work which will root students’ learning in the real world and help them to develop the skills they need to succeed”.

- **Norfolk Schools by Category**

The number of publicly funded schools in Norfolk at the 1 April is set out in the following table.

Table showing types of and numbers of schools in Norfolk

Type of school	Number
Community	250
Community special schools	10
Foundation	24
Voluntary Controlled	76
Voluntary Aided	49
Short Stay school	1
Academies	18
Free Schools	1
University Technical Colleges	0
Studio Schools	0

3.3 Sizes of schools in Norfolk

- The current number of Norfolk maintained schools was analysed for us by the number of pupils in schools.
- Primary school numbers were analysed as
 - 39 Schools with fewer than 50 pupils
 - 89 Schools with 51-100 pupils
 - 145 Schools with 101-210 pupils
 - 85 Schools with over 210 pupils
- It was explained to us that using “over 210 pupils” in the analysis was because it was the lowest pupil numbers that produced an economically sized primary school. The number was based on the fact that a primary school has seven year groups – reception to Year 6 and that each year group could have up to 30 pupils. Thus the minimum economic size of a primary school was 7 year groups of 30 pupils, i.e. a total of 210 pupils.
- High school numbers were analysed as
 - 3 Schools with fewer than 500 pupils
 - 10 Schools with 501-750 pupils
 - 10 Schools with 751-1000 pupils
 - 13 Schools with more than 1000 pupils
- The two All-through schools have fewer than 1000 pupils.
- The number of schools excludes academies and free schools. The map included as Appendix 4 shows the location of all primary schools.
- We were told that the number of pupils in small primary schools with fewer than 50 pupil on roll was projected to fall by 30% over the period 2008-2014, compared with a fall in pupils in other primary schools of between 11% and 13%.

3.4 Sizes of Schools in comparable counties

- We wanted to compare Norfolk data with data from other comparable local authorities. We were provided with a set of data on the number and size

of schools of our statistical neighbours. The data was analysed by the size of school showing the number and percentage of schools which fell into each size category.

- Norfolk's ten statistical neighbouring local authorities are:
 - Cornwall UA
 - Cumbria
 - Derbyshire
 - Devon
 - Dorset
 - Herefordshire UA
 - Lincolnshire
 - Shropshire UA
 - Somerset
 - Suffolk
- Details of the data comparison is set out in Appendix 5.
- The primary school data analysed by the size of school shows that Norfolk has a similar school size profile to the average of the entire statistical neighbour group.
- We were particularly interested in the data 0-49; 50-99 and 100-149 pupil sized schools. Norfolk has a similar profile for these three school size groups as Cornwall, Cumbria, Devon and Shropshire.
- Looking at the percentages of 0-49 pupil schools – we found 10.3% of Norfolk primary schools are in this category compared to the all group average of 10.2% and a range across the group of nil (Dorset) to 15.1% (Cumbria). In terms of absolute numbers Norfolk has the third highest number of schools (30) in this group.
- Looking at the percentages of 50-99 pupil schools – we found 29.1% of Norfolk primary schools were in this category compared to the all group average of 25.5% and a range across the group of 18.5% (Dorset) to 35.8% (Herefordshire). In terms of absolute numbers Norfolk has the highest number of schools (85) in this group.
- Looking at the percentages of 100-149 pupil schools - we found 17.8% of Norfolk primary schools were in this category compared to the all group average of 16.4% and a range across the group of 11.0% (Suffolk) to 21.3% (Shropshire). In terms of absolute numbers Norfolk has the highest number of schools (52) in this group.
- Because of the relatively small number of high schools in the statistical neighbour data set and the wide range of pupils numbers further analysis was not been considered worth while.

3.5 Levels of Funding

- We were provided with various data on the levels of funding provided to schools. School funding we were told was allocated in accordance with a local formula formed within national regulations. Changes to local arrangements are subject to consultation with all schools and the Schools Forum. The Government has indicated that over the current Spending Review period, ie 2011/12 to 2014/15, school funding will be “cash flat”. The Government has also consulted on revised school funding arrangements that may be implemented from April 2013.
- We were told that Norfolk school funding was currently made up by a number of factors that could be summarised as pupil related ie Aged Weighted Pupil Allowance, this is an amount of funding based on the age of the pupil and deprivation funding; a fixed sum (different for primary, high and special schools); school specific factors such as swimming pool allowances; special educational needs funding both pupil specific and schools specific. In addition small school protection is provided for those schools with very few pupils.
- Two fixed sums exist for the primary sector which varies depending on the number of year groups in the school. The 2012/13 sums are £76,808 and £77,922.
- The primary and junior school data showed that the level and range of funding per pupil reduced as the school increased in size.
- In 2012/13 the average level of funding per primary pupil, excluding cluster funding and pupil specific groups was £3,846. The range of funding per pupil varied between £2,857 and £11,748. The lowest level of funding of £2,857 per pupil was at a school with greater than 400 pupils whereas the highest level of funding of £11,748 per pupil is at a school with fewer than 50 pupils. Thus in primary the highest funded pupil attracts over four times greater funding than the lowest funded pupil.
- The average level of funding per pupil in schools with fewer than 30 pupils was £7,784; in schools with 31-50 pupils it was £5,770, and in schools with 51-100 pupils it was £4,423.
- The data we reviewed was data based on 2011/12 school budget shares excluding pupil specific special education needs funding but the data has been updated to 2012/13 data for this final report. The following table sets out the funding data for primary schools.

Table - Primary per pupil funding 2012/13 excluding pupil specific special educational needs funding.

Pupil Numbers	Number of Schools	Per-Pupil Funding		
		Average	Lowest	Highest
		£	£	£
<u>Primary</u>				
0-50	39	6,123	4,763	11,748
51-100	89	4,423	3,559	6,590
101-150	61	3,922	3,313	6,209
151-200	68	3,828	3,127	6,872
201-250	41	3,787	3,074	6,050
251-300	26	3,611	2,952	5,255
301-350	11	3,587	2,982	5,560
351-400	9	3,465	3,029	4,052
401-450	10	3,370	2,857	4,416
451-500	1	2,986	2,986	2,986
501+	3	3,298	2,967	3,957
Average		3,846		

- It was explained to us that the gap in funding between small and large high schools is not as dramatic as it is in the primary sector. The highest cost per pupil of £6,238 is at one of the three schools with fewer than 500 pupils compared with the lowest level of funding per pupil of £4,020 at school with between 751 and 1000 pupils.
- It was explained to us that the major reason for these significant variances in funding per pupil was the result of lump sums which are identical in value for each type of school, i.e. the smaller the school the greater the fixed sum funding per pupil. The second major reason for the significant variances was the inclusion of a minimum funding for schools with fewer than a specified number of pupils. In both cases these funding factors were included in the funding methodology to ensure a school has sufficient funds to maintain minimum staffing levels to deliver the curriculum.
- It was explained to us that one of the funding and organisational principles was the break point at which a non-teaching head was funded. Schools with less than 140 pupils are not funded for a non-teaching teaching head, ie heads in these schools are expected to undertake teaching duties. However schools with more than 140 are funded for a non-teaching head.
- The following table sets out the funding data for high schools.

Table – High school per pupil funding 2012/13 excluding pupil specific special educational needs funding.

Pupil Numbers	Number of Schools	Per-Pupil Funding		
		Average	Lowest	Highest
		£	£	£
0-500	3	5,258	4,683	6,238
501-750	10	4,443	4,108	5,009
751-1000	10	4,700	4,020	5,666
1001-1250	5	4,430	4,215	4,742
1251-1500	4	4,451	4,369	4,540
1500+	4	4,320	4,269	4,409
Average		4,514		

- Similar to primary schools the major reason for these significant variances in funding per pupil was the result of lump sum which are identical in value for each type of school, i.e. the smaller the school the greater the fixed sum funding per pupil. The second major reason for the significant variances was the inclusion of a minimum funding for schools with fewer than a specified number of pupils. In both cases these funding factors were included to ensure a school has sufficient funds to maintain minimum staffing levels to deliver the curriculum.
- The following table sets out the funding data for all-through schools.

Table – All-through school per pupil funding 2012/13 excluding pupil specific special educational needs funding.

Pupil Numbers	Number of Schools	Per-Pupil Funding		
		Average	Lowest	Highest
		£	£	£
<u>All-Through Schools</u>				
0-1000	2	4,603	4,501	4,731
Average		4,603		

- The two All-through schools receive funding equivalent to the funding the four previous schools would otherwise have received.

- It was noted that small school funding arrangements may need to change once the outcome of the Government's national review of the school funding arrangements is known.
- Appendix 5 provides details of the level of funding at individual schools.

3.6 Funding for collaborative arrangements.

- We were told that partnerships and federations were funded on the same basis. Each school in a collaborative continues to be funded as a separate school.
- The school collaborative funding arrangement was fundamentally revised from April 2011 and subsequently reviewed and revised from April 2012.
- The revised principles for funding collaborative arrangements are now based on an additional cost model which judges the level of additional funding required on a school by school basis.
- The full details of the funding principles are set out in Appendix 7.
- We were also told that The School Finance (England) Regulations 2012 had introduced a change related to Federated school funding arrangements.
- The regulations now say where two or more schools are federated under section 24 of the 2002 Act; the local authority may treat them as a single school for the purpose of the School Finance Regulations and accordingly allocate them a single budget share to the governing body of the federation. Where a single budget share is allocated the sum allocated cannot be less than it would have been had budget shares been allocated to each school. We were told this removed a major disincentive from federations being allocated a single budget share. Prior to this change a single federation school budget would have contained only one fixed sum, thus schools lost one or more fixed sums. The change in regulation requires an additional allocation to be made to replace the lost fixed sum(s).

3.7 Small School Funding

- We were told that additional funding was provided to very small schools to enable them to function as the standard school funding formula did not provide sufficient funds to make these schools financially viable. This is known as Small School Protection.
- Small School Protection is based on the principle of funding of a minimum number of teaching staff within schools. The recommended benchmarks for the primary schools were developed by a working group of Headteachers, Governors, Advisory and Finance staff in 2004 and accepted as current by the Formula Review Project Board 2011. They are as follows:

School Type/Size (NOR)	Minimum teachers (Inc. head)	Head non-contact time	Teaching assistants
First and Infant <23	1.8	0.2	0.5
Other First and Infant <	2.6	0.4	1.0
Primary/Junior <36	2.4	0.4	1.0

- For primary schools additional funding is provided if the number of pupils on the school roll falls below these agreed levels. These minimum staffing levels are converted to minimum pupils which drive the additional funding. The minimum pupil levels vary by type of school ie

	<u>Minimum Pupils</u>
First and Infant Schools with fewer than 23 pupils	23
Other First and Infant Schools	39
Primary Schools	36

- If a school has fewer than the minimum number of pupils additional 'notional funded pupils' are added to bring the number of funded pupils up to the minimum. For 2012/13 the funding of each notional pupil given to reach the minimum pupil number is £1,604.
- There are 15 primary sector schools that qualify for small school protection in 2012/13, with £191,678 allocated in total. The individual allocations are between £3,208 and £32,080 per school.
- Protection also applies to secondary schools with fewer than 505 pupils in Years 7 to 11. This is considered to be the protection level necessary for delivery of the secondary curriculum. Notional pupils are funded as shown below:

For each notional pupil from 504 down to 460	£2,341
For each notional pupil below 460	£1,506

- There are 3 secondary schools which qualified for small school protection in 2012/13, with £448,429 allocated in total. The allocations to individual schools are between £58,524 and £200,223.

3.8 Class organisation pressures

- We received a paper setting out the pressure points in small primary schools related to class organisation.
- Six pressure points were identified as
 - mixed age classes with 'simple' and 'complex' mixes
 - classes that cross key stage boundaries
 - multiple year groups in a single class
 - marginal organisations
 - whole key stages in a single class

- instability and transition
- We were told that the theoretical ‘ideal unit of organisation’ for a primary school consists of seven classes of between 25 and 30 pupils. Schools of this size have 190-210 pupils with one complete year group in each class. Larger primary schools of 14 classes (380-420 pupils) or 21 classes (570-630 pupils) simply take this basic unit and scale it up.
- In primary schools of these ‘ideal’ sizes, pupils are taught in single age-group classes (i.e. with children of their own age) and, subject to the normal changes that occur when staff change jobs, a pupil’s progress through the school is straightforward. (i.e. They spend a year in Class 1 with Teacher 1, a year in Class 2 with Teacher 2 etc.). Small schools (i.e. schools that don’t have enough pupils to fund 7 classes) experience a number of pressure points.

Pressure Point 1: Mixed age classes with ‘simple’ and ‘complex’ mixes

- Where schools don’t have 25-30 pupils in a year group, heads and governors are faced with the necessity of creating ‘mixed-age’ classes (i.e. classes containing more than one year group). Schools of 14 or 21 classes have more flexibility than schools of 7 classes in this respect, but all can be affected.
- The precise mix of classes and ages depends on the age-mix of the pupils, and this can lead to a ‘simple’ or ‘complex’ mix patterns. (Simple mixes are where an age group is kept together in one class.) Complex mixes are where an age-group is split into two or more classes.) Complex mixes can be extremely difficult to organise and manage. (E.g. Which children should go in which class? How does a school ensure that the Year 1 children, split between two classes – get the same opportunities for learning?)

For example

Year	Yr R	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6	Total
2007	28	29	29	28	29	30	30	203
2008	22	26	27	27	26	27	28	183
2009	18	20	24	25	25	24	25	161

- By 2009, this school can no longer sustain seven classes and must mix age-groups. The resulting mix is ‘complex’ in all year groups except Year R and Year 6.

Year	Yr R	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
	18	20	24	25	25	24	25
Class 1	18	10					
Class 2		10	16				
Class 3			8	18			
Class 4				7	21		
Class 5					4	24	
Class 6							25

- The difference in numbers that triggers a ‘complex’ mix is often small. In this school, for example, a more dramatic fall in intake in Year R, with numbers sustained in other age-groups would have made internal organisation simpler, with no need for ‘complex’ mixes.

Year	Yr R	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
	14	16	24	27	27	26	27
Class 1	14	16					
Others			24	27	27	26	27

Pressure Point 2: Classes that cross key stage boundaries

Year	Yr R	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6	Total	
2007		12	14	16	15	16	15	14	102
2008		16	12	14	12	15	16	15	100
2009		15	16	12	14	12	15	16	100

- The Year R and Year 1 mix crosses a key stage boundary, as does the mixed Yr 2 and 3 class. The Year 5 mix is complex; some Year 5 pupils are in a class with Year 4 pupils and some with Year 6 pupils.

Year	Yr R	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
	12	14	16	15	16	15	14
Class 1	12	14					
Class 2			16	15			
Class 3					16	7	
Class 4						8	14

- The relatively small change in numbers by 2009 results in a different and even more difficult organisational pattern. Year R and Year 1 can no longer simply be combined as this would result in a class larger than 30 so Year 1, Year 3 and Year 5 are involved in complex mixes.

Year	Yr R	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
	15	16	12	14	12	15	16
Class 1	15	8					
Class 2		8	12	10			
Class 3				4	12	7	
Class 4						8	16

- Pupils often benefit from working in mixed-age classes, especially where this enables them to mix and work with children working at a similar level to themselves. Classes that mix more two age-groups, however, can be a particular challenge for both pupils and teachers.

Pressure Point 3: Multiple year groups in a single class

Year	Yr R	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6	Total	
2007		10	9	10	12	11	15	14	81
2008		8	10	9	10	12	15	16	80
2009		9	8	10	9	10	12	15	73

- No 'complex' mixes are required, but the Year R, 1 and 2 mix required in 2007 is challenging for both children and teacher.

Year	Yr R	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
	10	9	10	12	11	15	14
Class 1	10	9	10				
Class 2				12	11		
Class 3						15	14

- By 2009, the need to balance numbers in the three classes leads to multiple age groups and a 'complex' mix in Year 5.

Year	Yr R	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
	9	8	10	9	10	12	15
Class 1	9	8	10				
Class 2				9	10	6	
Class 3						6	15

Pressure Point 4: Marginal organisation

Year	Yr R	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6	Total
2007	18	14	16	15	18	15	16	112
2008	12	18	14	16	15	18	15	108
2009	16	12	18	14	16	15	18	109

- No 'complex' mixes are required but key stage two classes are all over 30. The school bears the cost of a small Year R class to avoid 'complex' mixes throughout the school. Similar characteristics would occur in subsequent years and there is very little 'room for manoeuvre'.

Year	Yr R	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
	18	14	16	15	18	15	16
Class 1	18						
Class 2		14	16				
Class 3				15	18		
Class 4						15	16

Pressure Point 5: Whole key stages in a single class

Year	Yr R	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6	Total
2007	6	7	6	5	6	7	6	43
2008	5	6	7	6	5	6	7	42
2009	5	5	6	7	6	5	6	40

- The Year R, 1 and 2 mix and the Year 3, 4, 5 and 6 mix, although not 'complex' are very challenging for children and teacher for educational and social reasons. In the most difficult cases, children can have to form friendships and working relationships in new classes and new age-group mixes every year or have to deal with the same difficult relationships – whether with teacher or other pupils – for several years at a time, with only limited options for their resolution.

Year	Yr R	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
	6	7	6	5	6	7	6
Class 1	6	7	6				
Class 2				5	6	7	6

Pressure Point 6: Instability and transition

- The boundaries at which schools reduce (or increase) the number of classes are critical. This is particularly important at the point of transition from 7 to 6 classes, from 4 to 3 classes and from 3 to 2 classes. The smaller the school, the bigger is the potential impact of such changes.
- We noted that only 95 of Norfolk's 364 primary schools had 210 or more pupils on roll.

Recruitment of heads

- We received data that showed the difficulties of recruiting and retaining Heads in small primary schools.
- The April 2011 data showed that 12% of schools with under 50 pupils and 10.5% of schools with between 51 and 100 pupils did not have a substantive head in April 2011. By contrast, only 5.7% of school with more than 100 pupils were without a substantive head. Of those schools without substantive heads 5 were in schools with fewer than 50 pupils, 10 were in schools with between 51 and 100 pupils and 13 were in schools with greater than 100 pupils.
- Of the five schools with fewer than 50 pupils without a substantive head three vacancies had existed for more than two terms. Five of the vacancies in schools with between 51 and 100 pupils extended for over two terms.
- The data for January 2012 showed that 4.9% of schools with fewer than 50 pupils on roll; 11.7% of schools with 51-100 pupils on roll, and 5.7% of schools with over 100 pupils on roll were without substantive heads. Interestingly in September 2011 and January 2012 four of the nine appointments of heads in schools with fewer than 50 pupils on roll were achieved by schools entering into partnerships.
- We were told that the local authority experience on such matters is that a school without a substantive head is vulnerable. Without strong leadership, a school can coast, resulting in a drop in standards and subsequent loss of confidence from the local community.
- We were told that only one high school was without a substantive head in April 2011.

3.9 Performance

- We were provided with varying data on the performance of various size schools.

- The first data we looked at was the percentage of schools below the floor standard. We were told that a primary school is deemed to be below the floor if fewer than 60 per cent of pupils achieve the 'basics' standard of level four in English and mathematics and fewer pupils than median make the expected levels of progress between key stage one and key stage two. We were told that one would expect the percentage of such schools to be higher in urban areas because of the relationship between performance and deprivation which is higher in urban areas of the County.
- In primary the percentage of schools below the floor standard was lowest in schools with between 101 and 200 pupils; the percentage increased in schools with between 51 and 100 pupils and increased further in fewer than 50 pupil schools. The percentage below the floor standard was highest in schools with more than 210 pupils.
- In secondary those schools with between 751 and 1000 pupils had the largest percentage below the floor standard. Those with between 501 and 750 pupils and 1000+ pupils had significantly fewer.
- We also considered four Ofsted judgements, ie
 - overall judgement
 - how effective is the provision – quality of teaching judgement
 - the effectiveness of leadership and management in embedding ambition and driving improvement
 - the effectiveness of the governing body in challenging and supporting the school so the weaknesses are tackled decisively and statutory responsibilities
- The judgements were classified by Ofsted categories, i.e. outstanding, good, satisfactory and unsatisfactory.
- The pattern in the primary was a greater number of 'good' schools with between 51 and 100 pupils and between 101 and 210 pupils than both the schools with under 50 pupil schools and schools with 210+ pupil schools. However the schools with more than 210 pupils had more outstanding schools.
- The pattern for overall judgement was similar for the judgement on the quality of teaching judgement.
- The judgements regarding the effectiveness of the governing body in primary schools were similar across all four size groupings of schools.
- The primary school judgements on the effectiveness of leadership and management again showed a similar pattern to the overall school judgements.

- In all four judgements we looked at, schools in the fewer than 50 pupils had more 'satisfactory' judgements than the other three categories of schools.
- In the secondary sector the categories for overall judgements are similar across all school size groups. It was noticeable that in terms of quality of teaching the larger the school the greater the percentage of 'good' judgements. The judgements on the effectiveness of the governing body for schools with between 501 and 750 pupils and schools with between 751 and 1000 pupils had a higher percentage of 'good' judgements than both the smallest and largest category of school. In terms of effective leadership the judgement indicates increasing effectiveness as the size of the school increases.

3.10 Governor vacancies

- We looked at the level of governance vacancies at all schools and found that throughout the primary sector, ie regardless of the size of school there were significant problems with the appointment of governors. Schools with 51-100 pupils had on average more than 30% of governor vacancies whereas schools with more than 100 pupils on roll had on average just under 20% of governor vacancies. The position in schools with below 50 pupils on roll had on average 25% of governor vacancies.
- We found the position was similar in the secondary sector with most schools having governor vacancies.

3.11 Proximity of alternative schools

- We also looked at the proximity of schools to each other. We looked at the number of schools within two, three miles and five mile radius of their nearest school.
- In terms of primary schools, over 90% of larger primary schools, many of which are in urban settings, have another school within a 2 mile radius. This compares to just over 40% of schools with under 50 pupils that have another school within two miles.
- When we looked at primary schools within a 3 miles radius we found that over 90% of all primary schools were within 3 miles of their nearest school. All but a very few small schools had another school within five miles.
- The high school data showed a different pattern, in that less than 50% of such schools had other high schools within a five mile radius. None of the three high schools with fewer than 500 pupils had another high school within the five mile radius.

3.12 Property maintenance and capital funding

- A review of condition data held on schools with fewer than 50 pupils was undertaken. Data is collected on the basis of five-yearly surveys to indicate the amount of condition-related maintenance required over the next 5 years. The data is sorted into three primary categories ie urgent, essential and desirable.
- A sample of data from 11 of these 41 schools with fewer than 50 pupils was extrapolated to all 41 schools and shows the following level of property maintenance falling into the three categories ie
 - urgent £93,000
 - essential within 2 years £350,000
 - desirable between 3-5 years. £770,000
- The level of outstanding work was considered low with urgent work only amounting to an average of £2,275 per school.
- We were told that Norfolk County Council currently receives annual capital grant allocation for schools. The 2012/13 allocation totalled £28.6 million and was allocated over three main elements ie capital maintenance, devolved formula capital and basic need.
 - Capital maintenance £19.2 million
 - Devolved formula capital £14.6 million
 - Basic need £9.4 million
- The basic need allocation is provided to fund additional school places; the devolved formula capital sum is allocated to schools on a DfE formula and the capital maintenance allocation enable the highest priority maintenance need to be funded. Voluntary Aided schools, of which there are several among the 41 schools with fewer than 50 pupils, receive capital funding through a separate government mechanism.
- The Children's Services Capital Priorities Group has delegated responsibility to determine the allocation of the basic need and non-Voluntary Aided maintenance capital grant allocations. The Voluntary Aided grant is allocated on an agreed basis by the Voluntary Aided school authorities, ie mainly Dioceses.
- We were told the level of capital funding had been significantly reduced following the change of Government both in the initial In-Year funding reductions in 2010/11 and subsequently the Spending Review.
- It is anticipated the funding arrangements will change as part of the Government response to the James Review (which reviewed school capital funding and capital provision arrangements). The government is also introducing a national condition survey regime covering all schools. In addition, the number of schools becoming academies will influence the amount of capital available to local authorities within the Spending Review totals.

3.13 Parental Choice

- We were surprised the impact of parental choice has on pupil numbers at individual schools. We were told that only 66% of pupils attended their catchment school. It was explained to us that each school has a catchment area, a geographical area around the school which the school serves. Parents are entitled to state three preferences when applying for a place during admission rounds. Whilst a place at the catchment school, if included as one of the preferences, is not guaranteed, living within the area the school serves is afforded high priority when schools places are allocated. We looked at two specific examples in rural areas to understand the impact of parental choice in more detail.
- We looked at primary schools within the Swaffham High school catchment area. Each primary school within the high school catchment area has its own catchment area. We found that 49% of primary pupils attended a school other than their catchment school. The Swaffham high school catchment area has nine primary schools. Those nine schools had 1102 pupils on roll. The total numbers of pupils in the high school catchment is 1266.
- Each primary school had an intake from outside their catchment area and each had pupils from their catchment area attending other schools. The percentage of pupils attending other than their catchment school varied between 17% and 44%. The average for the four schools with fewer than 100 pupils on roll was 38%, whereas the average for the five schools with over 100 pupils on roll was 22%
- In overall terms 19% of pupil on rolls of the Swaffham primary schools attended from outside their natural catchment areas. On average 33% of pupils on the roll in the four schools with fewer than 100 pupils on roll attended from out of catchment compared with 14% of pupils in areas served by schools with more than 100 pupils on roll.
- Dereham was the second high school catchment area we looked at. This catchment area covered both high schools in Dereham. The data from the Dereham catchment showed significant movement of pupils across all 14 primary schools in the Dereham high school catchment area. Only four of the schools in the catchment had fewer than 100 pupils; the largest school had 408 pupils. In total 2430 pupils attended the 14 schools, of which 1062 attended from outside the primary catchment area and 955 attended other than their catchment school.
- The school that attracted the largest percentage (72%) of pupils from outside its catchment area was the largest school. However 42% of pupils from that school's catchment area attended another school. The other example of significant pupil movement related to a school with fewer than 100 pupil schools which lost 67% of its catchment pupils to other schools and only gained 33%, a net loss of 81 pupils at this 78 pupil school.

- Apart from the two examples quoted above, no different trends were identified in the Dereham area between different size schools.
- To try and understand the reasons for parent's choice of school we carried out a survey of 5455 parents who had applied online for a school place in the 2011 admissions round.
- The short survey listed 13 factors that might have influenced the school choice and parents were asked to pick the three that were most important to them. The percentages quoted are related to the number of times the factor was chosen as one of the three most important factors.
- The thirteen factors on the pick list were –
 - Close to home
 - Good reputation
 - The school was small
 - The school was large
 - Where your child's friends were going
 - Where your child's brothers/sisters were going
 - Your child's preference
 - Feeder school to your preferred high school/ from primary school
 - Easy to get to
 - Convenient for your childcare arrangements
 - Good Ofsted rating
 - Faith school
 - The school's ethos
- 455 parents completed the primary school survey and 376 parents completed the high school survey.
- In addition to these 13 factors parents also identified another 63 as important in choosing a primary school and 81 as important in choosing a high school
- For parents of primary aged children, the top three factors were:
 - Closeness to home (70%)
 - Good reputation (69%)
 - Good Ofsted rating (38%)
- The most important factor for primary aged pupils was closeness to home.
- In addition, 14% of parents applying for primary places for their children said that small school and convenience for childcare were important factors compared with just 3% of parents applying for high school places.
- For parents of high school aged children, the top three factors were:
 - Good reputation (66%)
 - Closeness to home (42%)
 - Child's preference (37%)

- The most important factor for parents applying for high places was good reputation.
- In addition, 70% of parents applying for high places for their children said that their child's preference and where siblings/friends were attending were important factors, compared with 34% of parents applying for primary places.
- Small schools were more of a factor in primary school (18%) choice than high (8%).
- Small schools are also more of a factor for parents in the customer groups of 'rural communities' and 'professionals living in semi-rural homes'.
- Small schools are more of a factor for parents living in South Norfolk and Broadland.
- Factors listed by parents, that were not included in the list provided, included:
 - Choosing the same school that the parents had attended
 - Recommendation from other parents/professionals
 - Good Head
 - Good experience at open evenings (high schools)
- Appendix 7 shows the comparable results from the survey.

3.14 Pupils views on small schools

- We asked three peer researchers from the Norfolk in Care Council to find out the experience of children in small schools. Names of the peer researchers appear in Appendix 8. We particularly wanted to find out if experiences of children from small schools differed to that of children in larger primary schools. We also wanted to find out what it is like for children from small primary schools when they transfer from primary to secondary school.
- The peer researchers visited eleven schools, six primaries and three high schools, of various sizes. Four of the primary schools had fewer than 50 pupils, another was a medium sized school and one was a very large primary school. All three of the high schools were small, the largest having 556 pupils. A list of the eleven schools appears in Appendix 9.
- The methodology used depended upon the age of the children involved, but included the use of focus groups; activities such as agree/disagree games, and drawing a picture of their schools or community. Each school provided between three and seven children of very mixed ages to take part in the research.

- The researchers provided feedback from primary children over a number of areas including classes, friendships, lessons, sports, activities, school trips, teachers, travel.
- The researchers reported that class sizes varied significantly between 13 to 25 pupils in a class depending in the size of school. In the smallest schools classes were mixed with up to four different year groups in a class compared to more than one class per year group at the largest primary school. In the mixed year group classes it was reported children worked in ability groups rather than age groups.
- The friendship groups reflected the type of class groups; with mixed classes forming friendships with other children in their class regardless of age; whereas in the larger schools the friendship groups were the class groups and thus age group friendships. Children in small schools had nothing negative to say about working with younger pupils in the classroom.
- The feedback from the children to the researchers suggested the range of lessons being taught in different size schools were very similar. In the smaller schools lessons were taught in mixed aged group classes with some support to the younger children being provided by the older children in the class.
- The level of sport activities was found to be greater in larger schools. Smaller schools had less team sports and the practice of involvement in inter schools sport was found to vary significantly.
- Children's feedback to the researchers suggested that school break and lunchtime activities were similar in all sizes of schools the main difference reflected the friendship groups. In terms of after school clubs and breakfast clubs the larger schools offered children a greater variety of choice.
- Children from all sizes of school mentioned a vast range of trips and no noticeable difference between the different types of schools was identified.
- Children in the small schools identified closely with all the teaching staff and they talked about close relationships with teachers, a feature that was not mentioned by children from larger schools.
- Travel to school was generally very similar in nature. The researchers found that a similar proportion of pupils travel by car, walking or cycling at all schools. Generally pupils lived near to the school they attended.
- In the visit to the three high schools the peer researchers sought to establish relative experiences from the children who were in their first year at the high school.

- The children in the sample told the researchers that the main differences between high school and primary school were the fact they had more freedom; lots of different teachers; more variety of lessons; varied teaching sets; lots of moving between classrooms; more clubs and activities; more resources and more mixing between age groups. In addition those children that had previously attended small primary schools identified the larger number of children in class; the greater choice of friends; a massive school, and less one to one time with teachers.
- The children from smaller primary schools highlighted more freedom; greater choice of friends; more clubs and activities as being the most significant differences at high schools. But they also highlighted as a negative the fact that in a smaller school the teacher knew you better and gave you more attention.
- The children from smaller schools were unanimous that they preferred small schools because they trusted the teachers and could talk to them more; they experienced less bullying in the small school; people behaved better as the teachers were liked; no swearing; people were more friendly; it was less crowded; everyone in the school knew each other and helped each other.

3.15 Collaboration and Partnership Arrangements

- As well as needing to understand the different type of schools we wanted to understand the different models of collaboration. We were informed about partnerships; federations; school clusters and trusts
- **Federations** of schools share a single governing body across two or more schools, whilst retaining separate legal status, budget allocations, individual admissions and performance tables, and Ofsted inspections for each school. This arrangement is sometimes known as a “hard” federation. There are currently 20 federated schools in Norfolk
- **“Management Partnership”** is the name given in Norfolk to the arrangement by which two or more schools are under the leadership of a single head. There are now over 60 Norfolk schools in such partnerships. The first of these were established ten years ago, and while they have mostly involved small rural primary schools, some larger schools have also been involved, including high schools in partnership with feeder primaries.
- **School Clusters** are the long-standing arrangement by which schools in Norfolk serving the same communities liaise and collaborate to increase their effectiveness and ensure that learning across the age-range from early years to sixth form is co-ordinated. There are formal arrangements by which heads of each high school and their feeder primary schools meet to plan liaison activities, in-service training and development and curriculum co-ordination. Funding is made available to each cluster to support these activities.

- The idea of schools working together through clusters and networks is not new, but a range of more formal partnerships is beginning to emerge. The most important factor in the success of any partnership appears to be how well the structure of the partnership has been tailored to meet the needs of the individual schools involved.
- We were advised that there is no one-size fits all, but there are some factors which contribute to the success of any collaborative partnership:
 - A sense of shared identity between schools, which could be through physical proximity or a sense of belonging to an inclusive community
 - A sense of common purpose and a joint vision for improving the attainment, achievement and progression of ALL the young people served by the partnership
 - Strong cohesive leadership which looks to develop and sustaining leadership at all levels in all the partnership schools
 - A strong management structure
 - Trust – schools need to share a sense of openness and a willingness to operate in a joined-up way
 - A system of review to monitor the effectiveness of the partnership
 - Commitment to the partnership, which may at times be in conflict with loyalty to individual school
- Below is a guide to the characteristics of each of the differing levels of partnership:
- **Collaborations**

A collaboration is a governance partnership model that may use collaborative regulations to establish a partnership. In Norfolk, Management Partnerships are collaborations that permit a head to lead more than one school.

 - Good practice to consult with parents before agreeing to a management partnership but not statutory
 - Each school retains its separate governing body, although not a joint committee may be established
 - Each school retains its separate budget and admissions arrangements
 - Relatively easy to establish and therefore a handy “emergency” measure to provide a school with leadership
 - Appointments need to be underpinned by a service level agreement
 - Partnerships can include academies and free schools but a formal collaboration which makes use of the Collaboration Arrangements regulations, only applies to maintained schools and FE colleges
 - Each school in the collaboration/partnership retains a separate DfE number and is subject to separate Ofsted inspections

- **Federations**

Two or more schools agree to operate under a single governing body

- Governors must follow a statutory consultation process before federating, but the decision is made by individual governors, not the local authority
- Each school retains its separate budget and admissions arrangements
- Single governing body has a strategic view across the schools in the federation
- The federation can be under the leadership of a single head, but it is also possible for each school to retain its head
- Can help bring about consistency and cohesion across the federation
- Opportunities for common management positions across the federation and shared staff (often Special Education Needs Co-ordinator (SENCO) or School Business Manager)
- Greater buying power of pooled budgets brings about better value for money, and greater opportunities for buying in professional support and development
- The degree of integration in staffing and finance is a matter for the federation leadership to decide
- Academies cannot be part of federations, but it is possible for a church school and non-church school to federate
- Each school in the federation retains a separate DfE number and is subject to separate Ofsted inspections

- **Trusts**

A trust school remains a local authority maintained school, supported by a charitable trust made up of the school and partners (such as businesses, universities or community groups) working together to raise standards for the whole community. Schools can set up a trust in a collaborative group whereby the schools acquire foundation status and adopt the same trust.

- Governors must follow a statutory consultation process before becoming a Trust school, but the decision is made by individual governors, not the local authority
- Each school within the Trust retains its individual governing body but contributes to the strategic direction of the Trust
- A Trust enjoys more flexibility – it can set its own admissions criteria (in accordance with the admissions code), employ its own staff and have responsibility for school land and buildings
- Involvement of non-school partners helps develop new and more effective approaches to learning
- Co-operative Trust Schools have a membership structure that enables parents, learners, staff and community to be directly involved in the Trust in the belief that it is only through the active engagement of communities that aspirations and expectations of educational achievement can be transformed
- Time consuming to set up because of the statutory process which must be followed. A maintained school must apply to become a Foundation School before it can become a Trust school, although the consultations can run concurrently

- Each school in the trust retains a separate DfE number and is subject to separate Ofsted inspections

- **Federated and Partnership Schools in Norfolk**

We were provided with a list of federated and partnership schools which is included as Appendix 10.

The appendix shows details of 34 such collaborative arrangements involving 72 Norfolk schools.

- The next table shows the number and size of schools which have entered into partnerships or federations. It highlights that over 50% of schools with fewer than 50 on the school roll are in a collaborative arrangement.

Table – number and size of schools in partnership or federated collaborative arrangements

Size of school	Partnerships	Federations	Total Number of schools	Percentage of schools
Primary schools				
Under 50 pupils	11	10	21	51%
51-100 pupils	10	18	28	30%
101-150 pupils	5	5	10	17%
151-200 pupils	3	3	6	9%
Over 200 pupils	4	2	6	6%
High schools				
All	0	1	1	2%
Total	33	39	72	18%

- The following table shows the number of pupils covered by partnership or federated arrangements. Of the 34 collaborative arrangements 12 have less than 140 pupils on roll.

Table – number of pupils in schools in partnership or federated collaborative arrangements

Size of collaboration	Number of collaborations	Number of pupils
Fewer than 100 pupils	3	252
100 - 199 pupils	18	2,532
200 - 349 pupils	6	1,286
350 + pupils	7	3,201
Total	34	7,271

- A number of expert witnesses explained the benefits of collaborative arrangements. However, they also explained the pressures partnerships cause with the need to manage two or more legal entities including boards

of governors. It was suggested to use that Partnerships were often a stepping stone to more formal federated governance arrangements.

- The map at Appendix 4 not only shows details of all infant, junior and primary schools identified by size of school but also federation, partnerships and all-through schools.

3.16 Impact of School Federations

- We considered two national studies on federated schools that were published during 2011. The first report was issued by OFSTED on the “leadership of more than one school”. The second was issued by the National College of School Leadership on the impact of school federation on student outcomes.

Ofsted

- The Ofsted report on Leadership of more than one school evaluates the impact on provision and outcomes for pupils where leadership responsibility is shared between federated schools. It looks in particular at a sample of schools that are in federations which have one governing body and in the majority of cases, share a head or an executive head. It also considers the path taken by schools that make the decision to federate and to share leadership in this way.
- The schools taking part in the survey had federated for one of three main reasons:
 - In 10 of the federations visited, high performing schools had been approached, often by the local authority, to federate with a school causing concern.
 - Thirteen federations consisted of a number of small schools that had been in danger of closure or were unable to recruit high-quality staff. The aim of federation in these cases was to increase capacity and protect the quality of education available across the schools.
 - A further six federations combined schools across different phases in an attempt to strengthen the overall education of pupils in the community.
- Her Majesty’s Chief Inspector, Miriam Rosen, said:

‘School federations clearly play an important role in our education sector, with effective leadership being the single most critical feature in helping generate and sustain improvement. The best leaders we saw had a vision and drive focused on raising expectations and providing benefits to pupils. They all had rigorous procedures for holding staff accountable and assessing and improving the quality of teaching and learning.

The characteristics of effective leadership of federations are no different from those expected in any school. But what we found noteworthy was the success leaders had when transferring these skills to federations which

are larger and more complex to run in single schools. I hope the best practice revealed in this report can provide inspiration and support for those schools considering a move towards federation’.

- The federations visited used their pool of shared resources and flexibly across the schools to improve and maintain good quality teaching and learning. Thanks to greater opportunities open to pupils, federations increased pupils’ curriculum opportunities, enjoyment and confidence.
- The leaders and governors interviewed were positive about the benefits of federation. They saw professional development, staff retention, greater availability of resources and the ability to attract high-quality leaders as the key reasons why federation led to improvements to provision.
- School leaders gave three main reasons for forming federations. Some had been approached by a local authority to help a school that was struggling. Others were small schools in danger of closure or unable to recruit high quality staff. Another group were seeking to strengthen the overall education of pupils in their community.
- Federations set up to improve the capacity of small schools were successful in broadening and enriching the curriculum and care, guidance and support for pupils. These also resulted in better achievement for groups of pupils such as the vulnerable and those with special educational needs and /or disabilities.
- In schools where the federation bridged primary and secondary age groups, there was better transition between schools and less disruption to pupils’ progress. In all cases, a single system of assessing and tracking pupils’ progress was used.
- In good federations, leaders made the most of increased resources and opportunities for professional development and used these to achieve their priorities. Crucially, training and development were carefully tailored to meet the needs of the school.

National College for School Leadership

- The second report by the National College for School Leadership had an overarching aim to determine the impact of federations and collaborate arrangements on student outcomes, leadership, management and efficiency.
- Whilst the report covered a variety of types of federations it was felt its’ key outcomes were relevant to most federations. The key findings were set out under four heading ie impact on student outcomes; leadership; economic impact and continued professional development.
 - **Impact on student outcomes**
Performance and academy federations have a positive impact on student outcomes. However, there is a timelag of two to four years

between formation of the federation and when their performance overtakes their non-federated counterparts. Secondary school federations outperform collaboratives.

- **Leadership**

Strong leadership is a key feature of successful federations. There is considerable variation in the leadership and management structures found in federations. This study found secondary federations with executive leadership outperform federations with traditional leadership structures (one head leading one school).

This study provides further evidence to support our argument that resistance to federation (see Lindsay et al, 2007) is decreasing and leaders increasingly view federation and collaboration as an opportunity to embrace change rather than a threat to their power and autonomy. It is worthy of mention the National Association of Head Teachers (NAHT) has recently changed its policy position of 'one head, one school; this may be another indicator in a shift of mindset.

- **Economic impact**

Becoming a federation has an economic impact on schools. By definition, the size of a federation requires a larger budget than for an individual school. However, the increased costs are offset by greater resources and capacity for change.

This additional capacity provides opportunities for income generation and provision of additional services to schools within and beyond the federation. Economies of scale provide opportunities for joint continuing professional development (CPD), enabling a group of schools to engage in CPD activity that would have been problematic as a single school. Federations can also streamline their structures to offer other services for less cost.

- **Continuing professional development**

Federating provides more opportunities for CPD, often at reduced cost, across the federation and at times beyond the federation. Federal structures promote opportunities for collaboration.

In summary, we conclude that this study provides further evidence suggesting federations are an important mechanism to support systematic change and improvement. Furthermore, it would seem executive leadership combined with effective co-ordination and movement of resources and practice are key levers for change.

3.17 Community Stakeholders views on small schools - workshop

- We held four facilitated workshops with people involved with small schools to understand more about how small schools are perceived.

- We invited a range of people to these workshops including
 - parents of children who use / have used small schools
 - members of the community who have small schools in their area
 - school staff / teachers / heads
 - Governors
 - Town and Parish Councillors
 - voluntary organisations
 - elected members

- Details of the venues and those community stakeholders who attended these workshops are shown in Appendix 2.

- As an introduction to the purpose of the workshop, it was explained that
 - these workshops were part of an ongoing consultation process, and at this stage a listening and information gathering exercise, to talk to people who have an interest in small schools and the value of small schools in the local community.
 - Norfolk County Council wants all children to have access to good quality education wherever they live. The current policy is to secure and strengthen small schools in rural communities. This has been done by supporting school collaborations and partnerships
 - the education landscape is changing fast. Radical policy changes from the Government will, over time, see a much wider range of education providers with more choice, more independent providers and different models of learning. On top of this, more and more parents are choosing to send their children to schools further away from their home.
 - the council must look at what the consequences of these changes may be for Norfolk's schools and for the services and kind of support they need and that NCC have traditionally have offered.

- The three things which were valued most about small schools by all types of participants were:
 - Strong links to the local community
 - Safe, caring and nurturing environment
 - Quality of teaching and learning

- The role of the school in the local community was consistently the most highly valued element of small schools and considered vital to the wellbeing and cohesion of the whole community. This was very closely followed by the safe nurturing environment small schools are uniquely able to provide, and the quality of teaching and learning, which in small schools can be tailored to individual needs.

- The overall views from the workshops were summarised as
 - All types of participants had very strong perceptions of the strengths and weaknesses of small schools, and the value they offer to pupils and the wider community:

- Small schools are considered a key part of the Norfolk landscape and a function of the rural nature of the County. They are very highly rated and considered to offer both exceptional learning opportunities for children and hub for the local community;
- The key strengths of small schools, above and beyond what schools in general offer, include:
 - The quality of interaction in mixed age classes, and the caring and nurturing skills this engenders among children of all ages;
 - The level of personalisation that can be brought to the learning process, and the awareness of individual needs, bringing out the potential in each child:
 - A safe, nurturing environment, and a warm friendly atmosphere, with a human scale, in which all kinds of children thrive.
- These key strengths of small schools make for confident, respectful and well rounded pupils who interact well with adults and other children, feel a part of their community and achieve their academic potential:
- While the quality of teaching and learning and the outcomes of this for the child dominate perceptions of the strengths of small schools, their wider value to the community is consistently the thing that people most value about small schools;
- Small schools are seen as at the very heart of rural communities and enhance the quality of life for all those involved with the school, both directly and indirectly. These views are strong and emphasise that for many, small schools are more than the sum of their parts and go way beyond the provision of education to provide a highly valued service for rural communities:
- A number of weaker points or threats to small schools were identified, in particular
 - Compulsory Professional Development (CPD) for staff and teachers;
 - the difficulty attracting head teachers;
 - the lack of specific expertise;
 - the challenge in planning for a model based on larger schools;
 - accommodating SEN pupils;
- Many participants suggested that small schools are innovative and adaptable, being able to instil change more quickly than within a larger organisation, and with the skills and abilities to adapt to future challenges and changes in the education landscape.
- The opportunities for small schools, and the way they can best meet future challenges, centre around partnership and collaboration – working with other schools, with a focussed, pragmatic purpose, and with guidance and support from the local authority.
- Partnerships were said to have their own challenges, requiring time, commitment and cooperation that not always come

naturally in the context of clusters that are effectively in competition for the same pupils and parents.

- It was identified that there is a risk that by default, some small schools will choose to continue working in isolation. This means practical support and encouragement is needed from Norfolk County Council, along with time saving tools such as the small schools website, to enable knowledge sharing and reduce the duplication of the same work across small schools.
 - Overall, many participants saw a wealth of opportunities to strengthen small schools through focussed partnerships with a pragmatic purpose, with the potential for this model of working to become the standard across the County.
- Management and governance were identified as key priorities. Many participants suggested that strong leadership and especially a strong head teacher provide the foundation of any good school upon which all other factors are reliant. The discussion around these points suggested the factors are inter-dependent and the head teacher of a small school could only succeed with a strong teaching team.
 - Another key finding from the workshop was that the community does not necessarily make a good school, but a good school is definitely perceived to make for a good community. This is seen as a strength of small schools and a priority for supporting them across the county.
 - The workshops identified the following features most associated with small schools
 - Community – community spirit/cohesion, supportive parents
 - Environment – pastoral care/nurturing, recognising individual needs of the child a place where everyone feels safe
 - Teaching/ethos – embracing change, rich/creative curriculum, strong cluster/inter-school links, good teamwork, holistic approach, committed staff
 - Pupils – pupils who try their best, happy pupils, mutual respect, good standards of behaviour, good discipline, pupils have a voice, pupils with a positive attitude.
 - The workshops identified features least associated with small schools:
 - Broad range of opportunities
 - CPD for all staff
 - Good work / life balance
 - Specialist knowledge / expertise
 - Succession planning
 - Own Head
 - Value for money
 - Buildings fit for purpose
 - Green space / outdoor facilities
 - Extended school activities
 - Adequate resources
 - Good facilities

- In summary, the workshops feedback was that small schools do deliver on key areas that outweigh possible negatives. They are recognised as being an expensive option with a number of potential limitations for staff and pupils.
- The workshops also identified a number of threats and weaknesses to small schools, these included
 - **Education and Learning**
 - Negative Ofsted Report can be misleading due to small cohort and create a negative impression on prospective and current parents.
 - Mixed year groups in one class can be a challenge for teaching and learning when too many year groups BUT also a benefit in developing nurturing skills among children.
 - Higher levels of SEN: parents of children with specific needs can feel a smaller school will service their child better, but this puts pressure on already limited resources.
 - **Management and Governance**
 - Recruitment of Head Teachers: a significant challenge with major implications. The feeling is that small rural schools are not part of the career progression and a head teacher could find their future options limited on taking such a post.
 - Recruitment of Governors: from a small pool of potential candidates.
 - **Teachers and Staff**
 - Poor CPD and progression for teachers: a lack of aspiration and opportunities for staff within small schools / staff can stay too long.
 - Teaching Head / Workload for Head and Staff: too many responsibilities and limited resource put staff under pressure and discourage head teachers applicants.
 - Lack of specialist knowledge / opportunities for expertise can impact on pupil transition to High School.
 - Female dominated staff resulting in a lack of male role models for pupils.
 - Lack of throughput / turnover can lead to lack of variation / innovation (although continuity can be a strength).
 - **Pupils**
 - Pupil group isolation can be a problem with pupils limited in their peer group options.

- Lack of cultural diversity among the pupil cohort (especially small rural schools).
 - **Parents**
 - Playground mafia: In a small school some parents can cause a significant problem, spread discord and undermine a schools reputation.
 - Small numbers of parents which results in limited volunteers and support for the school.
 - Parental choice: moving children between schools with major impact for small schools.
 - **Resources and Facilities**
 - Fluctuating School Numbers have a critical impact on funding and future planning.
 - General financial constraints: under resourced for national requirements based on urban model with 200 pupils.
 - Lack of consistent local authority support
 - Limited facilities (especially for sports)
 - Lack of pre-school facilities
 - Transport: limiting access to external events / school trips
- Many potential solutions to the weaknesses / threats focussed on improved partnership working within clusters, or other ideas within this theme:
 - Satellite schools around a central hub
 - Partnerships and federations
 - Cross-county links, beyond just clusters
 - Moving teachers between schools
 - Greater use of technology to increase connectivity between rural schools
 - Informal networking between heads / staff to reduce sense of isolation and share ideas and innovation
 - Sharing expertise and planning tools
- A number of observations were made by the participants about partnership working, including
 - partnerships are not without challenges and require a means of working together and level of cooperation that may not come naturally. Cluster schools are often in competition for the same parents / children.
 - partnerships will need to be led by the local authority or incentivised to avoid some small schools defaulting to the status quo.
 - Support and guidance from the local authority is essential, although those who had entered partnerships had received support and found it excellent.
 - The key is for partnership working to have a specific, pragmatic purpose, shared across the cluster.

3.18 Stakeholders – questionnaire

- In addition to the stakeholder workshops a web questionnaire was created which set out to seek views:
 - What do you think the strengths of small schools are?
 - What do you think the weaknesses of small schools are?
 - What opportunities are there for small schools? What are your ideas for how small schools should change/develop?
 - Is there anything else you would like to tell us about small schools in Norfolk?
- Seventy eight people posted views of whom 45% were parents; 34% members of the school staff and 27% governors.
- The three strengths identified most, were the family atmosphere of small schools; the ability to provide personalised learning to meet the individual needs and the point that small schools were often the heart of the community.
- As far as weaknesses were concerned, many of those who responded indicated small schools had no weaknesses. Weaknesses mentioned were the tightness of budgets and lack of resources.
- In terms of opportunities for small schools, some mentioned that no change to currently arrangements were needed, many referred to the opportunities for collaborative arrangements such as shared heads, cluster working, partnership working and federated governance arrangements.

3.19 Norwich Diocesan Board of Education view on small schools

- We sought to establish the Diocesan point of view on small schools given the large number of small schools which are voluntary aided.
- Andy Mash the Norwich Diocesan Director of Education, who is a member of the Working Group agreed to act as an expert witness and provide a view from the Norwich Diocesan Board of Education (DBE).
- The input identified 8 factors that the Norwich Diocesan believes a policy on small schools should address, ie
 - How 'small' is 'small'?
 - What about undersized schools?
 - Alternative models of school leadership
 - Localism, 'ownership', accountability.
 - Quality, quality, quality
 - Relative costs.
 - 'Health Warning'!
- How 'small' is 'small'?
The Government definition of small is 200 pupils on roll. So 100 pupils (or less) could be considered to be "very small". So if the principle of no very

small schools was adopted as a policy it would decimate the pattern and provision of schooling in Norfolk and the Diocese. Of the 135 small schools in Norfolk (i.e. less than 100 pupils); 65 are church schools. So should the local authority (and Diocese) determine a figure of pupils on roll in a school below which would trigger a review about viability, solvency, sustainability and quality of education it's possible to deliver? Or should the local authority say it will no longer support, in principle, eg the recruitment of heads to schools with less than 'x' number of pupils?

- What about undersized schools?
Is it just small schools? What about undersized schools? For example, those half-full schools eg a Junior School with 120 pupils on roll but with capacity for 300+ pupils. So should there be a percentage figure of surplus places which would trigger review?
- Alternative models of school leadership.
What proactive encouragement or direction should the local authority (and Diocese Board of Education) give governing bodies of small schools for seriously considering alternative models of leadership? For example, in particular adopting partnerships or federations? Numerous examples already exist across the county/Diocese. These groupings are largely considered a success. So far, there have been few 'failures, break-ups or disasters. But too many governing bodies are still reluctant or resistant to any consideration of alternative models. Therefore, should a stronger strategic steer be given to schools/governing bodies to pursue and adopt strategic collaboration? Through partnership in first instance, in the first year (to allow for bedding down, testing, growing familiarity and unity) followed). Followed by an expectation that federation will follow the following year – or certainly within three years. Or should guidance be more targeted – eg towards schools/governing bodies with heads known to be approaching normal retirement age in next few years? This would necessitate supporting governing bodies to create boldness, vision, integrity especially in relation to and understanding the difference between "Classroom in the village" verses the concept/understanding of a traditional school.
- Localism, 'ownership', accountability.
What support can governing bodies be given to seek pragmatic solutions of the schools their own choosing. Shaping and controlling of their own destiny. Localism. Additional resources or increased capacity can be achieved from strategic rearrangement/realignment which is the only place or likely source of additional resources for the foreseeable future given the prevailing economic climate. Releasing or generating savings, thence capacity (or ability to balance books or avoid yet further staffing cuts) is then a possibility. Likely restrictions/limits on funding available will require strategic prioritisation and tough choices, by schools and authorities. Harsh financial realities are starting to set in e.g. the need for three-way strategic arrangements (federations) simply to balance budget. A key question will be, Are there ways we can better facilitate arrangements in the future?

- **Morality of funding.**
 We all live, work, exist and educate in a rural county and an essentially rural context. The pattern and provision of schooling reflects the rural nature of the County. The County has many villages – and thus many village schools and these are often small. There is a valid question about how small is small. But we can't herd children into a limited series of large primaries in a few selected market towns spotted around the County. We must ask others to accept that context and reality; especially and including High School heads (who rely on these smaller primaries to feed their own schools each year) and heads of other large or larger schools. But there has to be a balance – so perhaps we have to ask others to accept a limit to the funding differentials or average sum per pupil across the whole county. Should there, therefore, be a maximum percentage differential between respective funding levels per pupil before review is triggered?
- **Quality, quality, quality.**
 The discussion should be about, the quality of education we offer and a child receives in Norfolk. Quality of education covers not only teaching but also learning environment, facilities, resourcing and opportunity. How content are we in Norfolk that all pupils receive a quality teaching and learning experience? Are we proud of the fact that 9,000 pupils are in a very small schools or which 1,500 are in schools with less than 50 pupils on roll? Is that the best we can do? Is it the best we can or should be doing? Should we be looking for more or different in 21st century education?
- **Relative costs.**
 However, it all very well saying 'close small schools' because they cost a lot or too much (or do they, relatively?). But there are other costs: to children themselves – very young children commuting for long hours; adding to the local authorities transport bill through statutory obligation to provide pupils' transport; the 'green' cost – to the environment, through increased journey times, distances, frequencies; to local communities, through potential loss of village amenity; to local or regional morale, self esteem, 'hope'. The question remains who are we keeping schools open for; children or adults? And at what cost and for what purpose?
- **'Health Warning'!**
 These views should not be seen as a campaign by the Diocese or Church against small schools or to mount or lobby for a closure campaign. There are understandable local and political sensitivities when considering this issue. However, quality is the watchword; quality of provision and experience, educational opportunity and life chances. Consideration needs to be taken of the financial realities but also the comparative morality of funding differentials verses local need. If retaining a school is the objective, then: pragmatism, localism, ownership by the community; innovative, pioneering, responsible responsiveness; especially linked to academies and new educational landscape. Need to consider different ways of using school premises and sites as part of the process of looking for opportunities for community support. More opportunities or invitations for strategic 'vision' conversations with governing bodies.

4. Conclusions

- 4.1 Parents want good local schools and the size of the school is not a significant factor influencing choice of school.**
- 4.2 Small schools in Norfolk are a consequence of the rural nature of the county with its small rural settlements.**
- 4.3 The size and number of small schools in Norfolk is not dissimilar to other similar local authorities, although Norfolk has a relative high number of schools with between 51 and 100 pupils.**
- 4.4 Small schools are relatively expensive, with primary schools funding varying between £2,857 per pupil to £11,748 per pupil, ie funding per pupil over four times greater in the smallest school compared to the largest school. However, despite this fact stakeholders identified tight budgets as one of the weaknesses of small schools.**
- 4.5 Small school are only financially viable because of the addition of small school protection funding to ensure resources sufficient to employ the minimum number of staff required to deliver the curriculum.**
- 4.6 The additional per pupil funding provided to small schools does not produce a higher level of performance by pupils in those schools. This additional funding is provided to ensure each school has sufficient staff to deliver the curriculum.**
- 4.7 The size of school is not a significantly important factor when parents are choosing a school. In choosing a primary school, parents rank closeness to home, school reputation and Ofsted rating as significantly more important factors than the size of the school. In the high school sector size of school is of very low relative importance in choosing a school.**
- 4.8 The level of head vacancies has reduced during the period of this review for schools with fewer than 50 pupils but still remains high at nearly 12% in schools with between 51 and 100 pupils. The major reason for the reduction in vacancies in schools with fewer than 50 pupils, is that over 50% of that group of schools are now in collaborative arrangements with another school(s).**
- 4.9 Leadership from heads is a key feature of a successful school. Effective leadership has been seen in schools of all sizes; however the most reliable model of obtaining effective leadership is for a head to be in a non-teaching position. Funding for non-teaching heads is only provided to schools with more than 140 pupils.**
- 4.10 In terms of performance, schools with non-substantive heads are more vulnerable and more likely to attract poorer Ofsted judgements.**

- 4.11** In terms of those primary schools deemed ‘below the floor standard’, whilst one would expect the percentage in areas with high deprivation to be high, the data showed a surprising high level of the smaller schools failing to achieve the floor standard.
- 4.12** Federations are seen to have an important role to play in the education sector in future years. Recent national studies of federations identified positive benefits in terms of leadership, governance, continuous professional development, capacity and transition.
- 4.13** Many of the issues raised in the 2002 paper to Education Review Panel as issues facing small schools continue to exist. The proposals in the 2002 paper to support small rural schools were mainly aimed at increased collaboration between schools. One of the proposals that has been the most successful is the deployment of formal collaborative arrangement in terms of partnership and federations. The current number of collaborative arrangements is 34, these have reduced by 36 the number of heads in the County and this has reduced the pressure on head appointments. Also the increase in collaborative arrangements has reduced the risks associated with schools with non-substantive heads. This in turn can be seen to have improved the teaching and learning experience of pupils within these schools.
- 4.14** Whilst the move to more collaborative arrangements is a positive move, partnership arrangements, which 33 schools belong to, are seen to create their own pressures whereas federations have less of these pressures and have added advantages related to single leadership and governance.
- 4.15** Governing bodies’ response to partnership and federated working was mixed. Many identified collaborative working as the only solution to obtaining a head whilst others are resistant to the concept of collaborative working on the basis that they believe it conflicted with the freedom of a governing body to make the right choice for their school.
- 4.16** The ideal unit of organisation for a primary school consists of seven classes of between 25-30 pupils. Schools of this size have 190-210 pupils on roll with one complete year group in each class. Only 26% of Norfolk primary schools are over this size thus many schools face pressures on class organisation for heads and governors and parents
- 4.17** The children that the peer researchers spoke to preferred the smaller school as they received greater attention from the staff and developed closer relationships. Smaller mixed aged class groups were seen as positive features. It was however clear those children in smaller schools had more limited opportunities to form extended

friendship groups and found larger schools offered more clubs and activities.

- 4.18 Whilst community stakeholders agreed that education and learning the central purpose of a school, the key values of small schools were seen as strong links to the local community; safe caring and nurturing environments and quality of teaching and learning, in that order.
- 4.19 The workshops with community stakeholders accepted small schools had weaknesses. Whilst many participants felt small schools did deliver on key areas that outweighed possible negatives, small schools were recognised as being an expensive option with a number of potential limitations for staff and pupils. Collaborative arrangements such as shared heads, cluster working, partnership working and federated governance arrangements were the most often mentioned solutions to counter act the weaknesses of small schools.
- 4.20 The level of capital funding now made available to both the local authority and the diocesan boards is such that prioritisation of allocations is more essential than ever. Given this tightness funding the available resources must be focussed on the greatest number of pupils and thus allocation of scarce capital resources to small schools must take very low priority.
- 4.21 The working group received various data and information in respect of small high schools. Whilst small high schools have similar weaknesses to small primary schools it was seen that they could become catalysts for the formation of federation or all-through schools in their geographic location but further work is required to confirm this direction of travel.
- 4.22 The working group received various different types of evidence that demonstrated the success and benefits achieved from formal federation. However it was recognised that the evolving school landscape is likely to introduce additional risks particularly as a greater percentage of schools become academies.
- 4.23 Some evidence was collected that showed that when schools were being used for extended school and community purposes they could become an effective community facility.

5. Recommendations

- 5.1 The local authority should develop a strategy which supports the creation of federations for all schools with fewer than 100 pupils on roll, where such schools are not already in an existing federation.**
- 5.2 The strategy should ensure that all primary schools with fewer than 50 pupils on roll are actively encouraged to form federations with other schools.**
- 5.3 Partnerships should only be temporary arrangements, lasting for between three and six terms pending a move to formal federations.**
- 5.4 Partnerships and federation have the best chance of success with a non-teaching head and thus should be formed on the presumption that they require 140 pupils to have viable collaborative arrangement.**
- 5.5 An active programme of support should be provided to governing bodies to demonstrate the positive benefits obtained from collaborative arrangements.**
- 5.6 A toolkit of advice for schools on the steps to be taken to achieve a successful federation should be developed. The toolkit should include case studies on the development of successful federations elsewhere in Norfolk.**
- 5.7 School funding arrangements should distinguish between partnerships and federations and provide financial incentives for partnerships to form into federations.**
- 5.8 Federations should be provided with single budgets and be seen as a single financial entity thus increasing the flexibility of heads and governors to allocate resources across the federation and reduce the bureaucracy of setting, controlling and monitoring budgets for each school in the federation.**
- 5.9 Schools with fewer than 30 pupils should be subject to regular formal review to ensure they provide a sound basis for teaching, learning and pupil development.**
- 5.10A focussed piece of work should be undertaken in relation to small high schools to establish the most appropriate type of collaborative arrangement that they should be encouraged to adopt.**

Appendices

1. Membership of the Small Schools Working Group and meeting dates
2. Stakeholder events
3. Expert witnesses
4. Map of Infant, Junior and Primary schools by number on roll as at January 2012 showing federation, partnerships and all through schools.
5. Comparison of number and size of schools in Norfolk with statistical neighbours
6. 2012/13 per pupil funding amounts excluding special education needs pupil specific funding
7. Funding principles for partnerships and federations
8. Parent survey results
9. Peer research
10. Schools in partnerships or federations at 1 April 2012.

Membership of Small Schools Working Group and meeting dates

Membership

- | | |
|--------------------|---|
| Bill Borrett | - Cabinet Member for Efficiency - to 8 May 2011
Cabinet member for Environment and Waste – from 9 May 2011 |
| Bridget Carrington | - Schools Forum, JCE Teachers Panel – primary representative |
| Sue Cook | - Small Schools Partnership Headteacher Group |
| Terry Cook | - Head of Educational Achievement, Improvement, Leadership and Governance |
| Martin Dutton | - Schools Forum, Norfolk Governors Network – high representative |
| Paul Fisher | - Assistant Director of Children’s Services |
| Andy Mash | - Diocesan Director of Education
Member |
| Janet Murphy | - Deputy Cabinet Member for Education – to May 2011
Deputy Cabinet Member for Efficiency – from June 2011 |
| David Osborne | - Head of Integrated Advisory Service |
| Barry Stone | - Deputy Cabinet Member for Education – from June 2011 |
| Martin White | - Schools Forum, Schools in Norfolk at Primary Phase (SNAPP)
- primary representative |

Chair

Janet Murphy – to 23 June meeting
Barry Stone – from 11 July meeting

Meeting Dates

10 May 2011
23 June 2011
11 July 2011
8 September 2011
9 December 2011
16 January 2012
29 February 2012

Stakeholder Events

Venues

- 17 October 2011 - Professional Development Centre, Norwich
- 19 October 2011 - Stalham Junior School, Stalham
- 31 October 2011 - Long Stratton High School, Long Stratton
- 2 November 2011 - Ecotech Centre, Swaffham

Participants

Schools with less than 50 on roll (33 people)

- 12 Governors
- 13 Heads
- 1 Support staff
- 4 parents
- 3 teachers

Schools with over 50 but less than 100 on roll (30 people)

- 16 Governors
- 13 Heads
- 1 teacher

Schools with over 100 on roll (9 people) maximum school NOR was 615

- 3 Governors
- 5 Heads
- 1 Support staff

Schools in partnerships (7 people) (Schools in partnerships – (37 and 76 on roll), (86 and 35 on roll) (79 and 121 on roll)

- 3 Governors
- 4 Heads

Other delegates (34 people)

- 3 professional associations
- 10 parish councillors
- 4 governors
- 5 parents
- 3 elected members
- 2 voluntary organisations
- 7 not known

Expert witnesses

Pauline McGowan, Head, Ellingham and Woodton Primary Partnership Schools

Judith Elliot-Hunter, Head, Frettenham and Hainford Primary Partnership Schools

Linda Cullum, Head, Holly Meadows School, former County Head

Jeremy Nicholls, Head, Litcham High School (all-through school 1 September 2012) Litcham Learning Community

Duncan Spalding, Head, Aylsham High School, Aylsham Trust

Deborah Leahy, Head, Buxton Primary School, Aylsham Trust.

Mike Dwyer, Chairman of Governors, Castle Acre CE VC Primary School

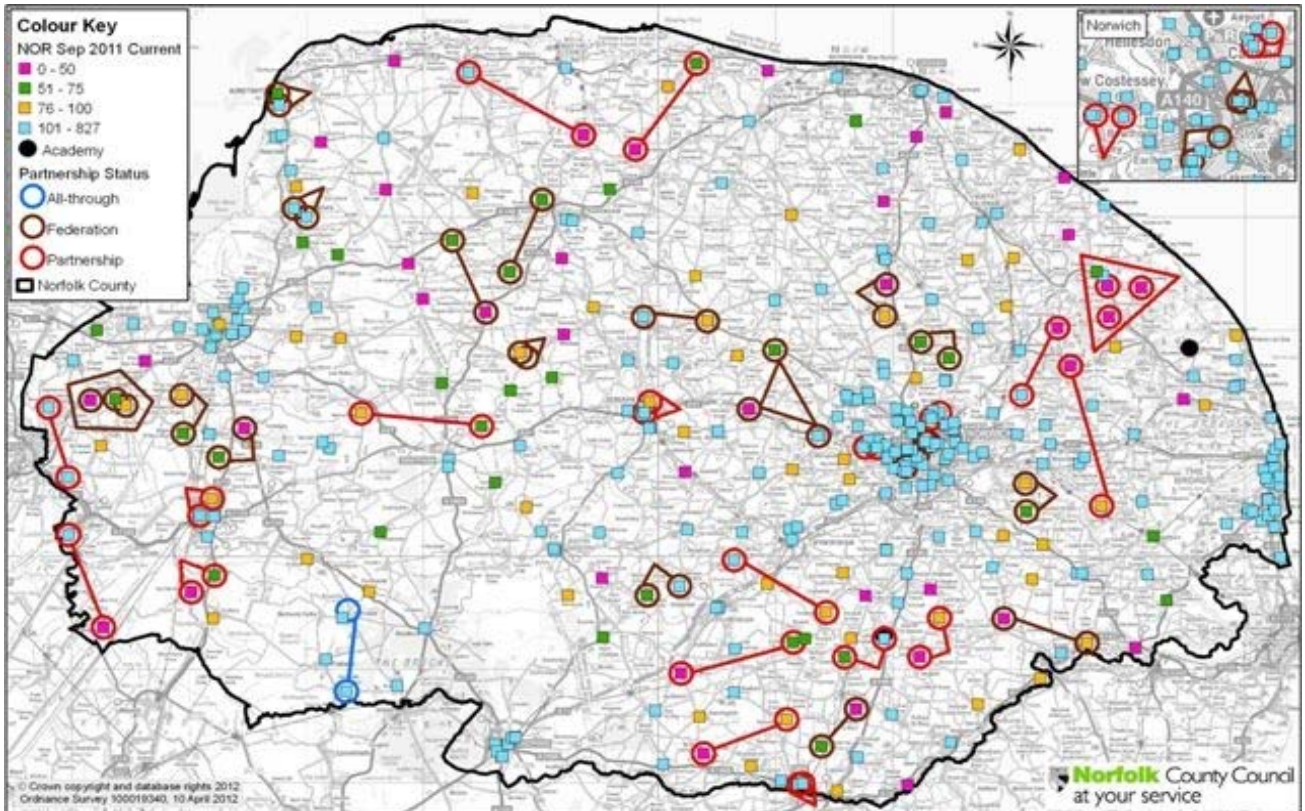
Kevin Blogg, Chairman of Governors, Bawdeswell Community Primary School and North Elmham VC Primary School

Greg Spencer, Governor, Hapton CE VC Primary School

Hilary Bradshaw, Schools Finance

Martin Brock, Schools Finance

Map of all primary schools showing partnerships, federations and all-through schools



Comparison of number and size of schools in Norfolk with statistical neighbours.

Statistical neighbours and population density.

The following table shows the local authorities in Norfolk's statistical neighbouring group together with areas, population of under 18 year olds, total population together with the density per person and the density per under 18 year old.

Area and Population data for Statistical Neighbours

	Hectares	Population below 18	Total population	Density - per person	Density - below 18
Cornwall UA	354,618	103,900	538,300	1.52	5.18
Cumbria	676,657	96,500	494,400	0.73	5.12
Derbyshire	254,674	156,300	783,700	3.08	5.01
Devon	656,422	143,100	749,900	1.14	5.24
Dorset	254,170	80,100	404,800	1.59	5.05
Herefordshire UA	217,973	35,200	179,300	0.82	5.09
Lincolnshire	592,063	139,300	703,000	1.19	5.05
Norfolk	537,067	163,200	862,300	1.61	5.28
Shropshire UA	319,730	59,900	293,400	0.92	4.90
Somerset	345,055	110,200	525,200	1.52	4.77
Suffolk	380,018	150,100	719,500	1.89	4.79

The table show that whilst physical areas and populations vary widely the density per hectare of young people below 18 years is surprisingly consistent.

Number and percent of Primary Schools by number of roll as at school census January 2011 (Excludes special schools)

Total Pupils	Cornwall	Cumbria	Derbyshire	Devon	Dorset	Hertfordshire	Lincolnshire	Norfolk	Shropshire	Somerset	Suffolk	Total
0-49	27	37	27	42		7	18	30	13	21	9	231
50-99	67	73	64	82	17	29	65	85	38	28	29	577
100-149	34	41	46	47	16	15	38	52	27	37	19	372
150-199	27	38	42	36	15	11	47	39	14	19	14	302
200-249	27	29	53	27	10	8	27	33	13	27	21	275
250-299	18	14	23	18	5		21	15	7	13	15	149
300-349	10	5	15	24	9	5	12	14	8	9	18	129
350-399	6	2	8	12	5	1	10	9	4	5	12	74
400-449	8	4	7	8	5	2	13	8	2	7	17	81
450-499	1	2	1	5	3		3	4		2	9	30
500-549	1				2	1		1		1	2	8
550-599				1	1	1	3	2	1		3	12
600-649					3	1	3			3	2	12
650-699					1					1	1	3
700-749											1	1
750-799			1									1
850-899							1					1
950-999	1			1						2		4
Total	227	245	287	303	92	81	261	292	127	175	172	2262

Total Pupils	Cornwall	Cumbria	Derbyshire	Devon	Dorset	Hertfordshire	Lincolnshire	Norfolk	Shropshire	Somerset	Suffolk	Average
0-49	11.9%	15.1%	9.4%	13.9%		8.6%	6.9%	10.3%	10.2%	12.0%	5.2%	10.2%
50-99	29.5%	29.8%	22.3%	27.1%	18.5%	35.8%	24.9%	29.1%	29.9%	16.0%	16.9%	25.5%
100-149	15.0%	16.7%	16.0%	15.5%	17.4%	18.5%	14.6%	17.8%	21.3%	21.1%	11.0%	16.4%
150-199	11.9%	15.5%	14.6%	11.9%	16.3%	13.6%	18.0%	13.4%	11.0%	10.9%	8.1%	13.4%
200-249	11.9%	11.8%	18.5%	8.9%	10.9%	9.9%	10.3%	11.3%	10.2%	15.4%	12.2%	12.2%
250-299	7.9%	5.7%	8.0%	5.9%	5.4%		8.0%	5.1%	5.5%	7.4%	8.7%	6.6%
300-349	4.4%	2.0%	5.2%	7.9%	9.8%	6.2%	4.6%	4.8%	6.3%	5.1%	10.5%	5.7%
350-399	2.6%	0.8%	2.8%	4.0%	5.4%	1.2%	3.8%	3.1%	3.1%	2.9%	7.0%	3.3%
400-449	3.5%	1.6%	2.4%	2.6^	5.4%	2.5%	5.0%	2.7%	1.6%	4.0%	9.9%	3.6%
450-499	0.4%	0.8%	0.3%	1.7%	3.3%		1.1%	1.4%		1.1%	5.2%	1.3%

500-549	0.4%				2.2%	1.2%		0.3%		0.6%	1.2%	0.4%
550-599				0.3%	1.1%	1.2%	1.1%	0.7%	0.8%		1.7%	0.5%
600-649					3.3%	1.2%	1.1%			1.7%	1.2%	0.5%
650-699					1.1%					0.6%	0.6%	0.1%
700-749											0.6%	0.0%
750-799			0.3%									0.0%
850-899							0.4%					0.0%
950-999	0.4%			0.3%						1.1%		0.2%

Number and percent of High schools by number of roll as at school census January 2011 (Excludes special schools)

Total Pupils	Cornwall	Cumbria	Derbyshire	Devon	Dorset	Hertfordshire	Lincolnshire	Norfolk	Shropshire	Somerset	Suffolk	Total
0-99							1					1
100-199		4								1		5
200-299		1				1	1			1		4
300-399		1	2	1		2	4	1	1		1	13
400-499	1	1	3			3	5	2	3			18
500-599	2	2	1	2	1		7	3	3	3	5	29
600-699	3	6	5	2	1	3	8	5	2	5	3	43
700-799	3	1	4	3	2	2	6	11	2	1	5	40
800-899	3	2	4	5	1	2	6	4	4	5	6	42
900-999	2	2	5	3	2		7	7	3	3	7	41
1000-1099	2	5	1	3	4		4	3	1		3	26
1100-1199	3	1	4	2	1	1	3	4		3	1	23
1200-1299	4		3	2	1	1	2	3	1	5	1	23
1300-1399	5	4	6	6			1	2	2	2	1	29
1400-1499		4	3	1	2		2	1		1	1	15
1500-1599	2		3	1	3		1	1				11
1600-1699	1	1		2				2				6
1700-1799		1		1	1		1	3			2	9
1800-1899		1	2	1							1	5
1900-1999											1	1
2000-2099			1									1

2200-2299				1	1							2
2300-2399							1					1
2600-2699				1								1
9900-9999			1	1			2	4		1		9
Total	31	37	48	38	20	15	62	56	22	31	38	398

Total Pupils	Cornwall	Cumbria	Derbyshire	Devon	Dorset	Hertfordshire	Lincolnshire	Norfolk	Shropshire	Somerset	Suffolk	Average
0-99							1.6%					0.3%
100-199		10.8%								3.2%		1.3%
200-299		2.7%				6.7%	1.6%			3.2%		1.0%
300-399		2.7%	4.2%	2.6%		13.3%	6.5%	1.8%	4.5%		2.6%	3.3%
400-499	3.2%	2.7%	6.3%			20.0%	8.1%	3.6%	13.6%			4.5%
500-599	6.5%	5.4%	2.1%	5.3%	5.0%		11.3%	5.4%	13.6%	9.7%	13.2%	7.3%
600-699	9.7%	16.2%	10.4%	5.3%	5.0%	20.0%	12.9%	8.9%	9.1%	16.1%	7.9%	10.8%
700-799	9.7%	2.7%	8.3%	7.9%	10.0%	13.3%	9.7%	19.6%	9.1%	3.2%	13.2%	10.1%
800-899	9.7%	5.4%	8.3%	13.2%	5.0%	13.3%	9.7%	7.1%	18.2%	16.1%	15.8%	10.6%
900-999	6.5%	5.4%	10.4%	7.9%	10.0%		11.3%	12.5%	13.6%	9.7%	18.4%	10.3%
1000-1099	6.5%	13.5%	2.1%	7.9%	20.0%		6.5%	5.4%	4.5%		7.9%	6.5%
1100-1199	9.7%	2.7%	8.3%	5.3%	5.0%	6.7%	4.8%	7.1%		9.7%	2.6%	5.8%
1200-1299	12.9%		6.3%	5.3%	5.0%	6.7%	3.2%	5.4%	4.5%	16.1%	2.6%	5.8%
1300-1399	16.1%	10.8%	12.5%	15.8%			1.6%	3.6%	9.1%	6.5%	2.6%	7.3%
1400-1499		10.8%	6.3%	2.6%	10.0%		3.2%	1.8%		3.2%	2.6%	3.8%
1500-1599	6.5%		6.3%	2.6%	15.0%		1.6%	1.8%				2.8%
1600-1699	3.2%	2.7%		5.3%				3.6%				1.5%
1700-1799		2.7%		2.6%	5.0%		1.6%	5.4%			5.3%	2.3%
1800-1899		2.7%	4.2%	2.6%							2.6%	1.3%
1900-1999											2.6%	0.3%
2000-2099			2.1%									0.3%
2200-2299				2.6%	5.0%							0.5%
2300-2399							1.6%					0.3%
2600-2699				2.6%								0.3%
9900-9999			2.1%	2.6%			3.2%	7.1%		3.2%		2.3%

2012/13 Per Pupil Funding Amounts excluding Special Education Needs pupil specific funding

School	DfE No.	Budget Share 2012/13 exc. SEN PSF £	Pupils F.T.E	2012/13 Per-Pupil Amount exc. SEN PSF £
Primary				
0-50 pupils				
The King George VI School, Great Bircham	3099	187,975	16	11,748
Hickling Infant School	3045	152,714	21	7,272
Tivetshall Primary School	2164	183,025	23	7,958
Brockdish C of E VC Primary	3013	197,415	26	7,593
Eccles, Hargham and Wilby C of E Primary School	3320	188,962	26	7,268
Erpingham VC Primary School	3028	209,552	26	8,060
East Ruston Area Community Infant School	2414	187,672	27	6,951
Northrepps Primary School	2119	229,763	28	8,206
Marsham Primary School	2107	209,872	29	7,237
Neatishead VC Primary	3131	206,756	29	7,130
Mileham Primary School	2113	207,527	30	6,918
Fleggburgh C of E VC Primary School	3119	204,734	31	6,604
Ten Mile Bank	2198	339,907	32	10,622
Hapton C of E VC Primary School	3038	205,047	33	6,214
Woodton Primary School	2180	226,247	34	6,754
St. Mary's (Endowed) VA C of E Primary School, Roughton	3354	182,340	36	5,065
Shelton with Hardwick Community School	2141	243,815	36	6,773
Wormegay C of E Primary School	3116	185,526	36	5,154

Bacton Primary	2007	227,981	37	6,162
Brancaster C of E VA Primary School	3377	220,947	37	5,972
Great Massingham VC Primary	3127	203,304	37	5,495
William Marshall C of E Primary School	3110	212,018	37	5,730
Kelling Primary School	2092	214,448	39	5,499
St. Michael's Primary School, Gillingham	3396	199,901	41	4,876
Walpole Highway	2228	230,072	43	5,351
Hindringham C of E VC Primary	3126	261,262	44	5,938
Horning Community Primary School	2089	244,563	44	5,558
St. Andrew's C of E VA Primary School, Lopham	3408	222,456	44	5,056
Sutton C of E Infant School	3079	219,839	44	4,996
Tilney All Saints VC Primary School	3114	212,936	44	4,839
Catfield VC C of E Primary School	3146	239,882	45	5,331
Hockering C of E VC Primary School	3137	234,420	46	5,096
Sedgeford Primary School	2210	233,354	46	5,073
Walsingham Community Primary	2103	261,258	46	5,680
Colkirk C of E VA Primary School	3312	223,875	47	4,763
Weasenham VC Primary	3089	233,728	47	4,973
Garvestone Primary	2067	242,168	48	5,045
Saxlingham Nethergate C of E VC Primary School	3067	292,589	48	6,096
Fritcham VA C of E Primary	3380	390,976	50	7,820

51-100 pupils

Caston C of E VA Primary School	3310	249,492	51	4,892
Harpley VC Primary	3133	247,292	51	4,849
Burston Community Primary School	2031	274,121	52	5,272
Hilgay Village VC Primary School	3107	270,924	52	5,210
Wiggenhall, St. Mary Magdalen Primary	2235	280,711	52	5,398
Terrington St. John Primary School	2220	257,474	53	4,858

Aslacton Primary School	2003	256,601	54	4,752
Blakeney C of E VA Primary School	3306	271,189	54	5,022
Castle Acre Primary	3015	273,299	54	5,061
Walpole Cross Keys Primary School	2226	253,017	54	4,686
Sculthorpe C of E Primary	3359	270,186	57	4,740
Rocklands Community Primary School	2135	266,747	58	4,599
Runcton Holme C of E Primary	3389	295,866	58	5,101
Reedham Primary School	2131	280,144	60	4,669
West Raynham VC Primary School	3063	288,565	60	4,809
North Pickenham, St. Andrew's C of E VC Primary School	3128	321,023	61	5,263
Carleton Rode C of E VA Primary School	3309	273,944	62	4,418
The Great Witchingham C of E VA Primary School	3407	311,804	63	4,949
Gresham Village School	5203	292,327	64	4,568
Gooderstone C of E VA Primary School	3327	297,753	65	4,581
Little Snoring Primary School	2102	302,416	65	4,653
Rockland St. Mary Primary School	2134	281,868	66	4,271
Frettenham Primary Partnership School	2065	344,361	67	5,140
Hainford Primary Partnership School	3041	441,544	67	6,590
Sporle Primary School	3075	398,177	68	5,856
Glebeland Community Primary School	2412	303,263	70	4,332
Great Hockham Primary School	2084	286,302	71	4,032
Great Dunham Primary School	2069	331,941	72	4,610
Beeston Primary School	2015	358,048	74	4,838
Rudham C of E Primary School	3123	346,579	75	4,621
Stalham Community Infant School	2148	319,039	75	4,254
Bunwell Primary School	2025	343,942	76	4,526
Winfarthing, All Saints C of E Primary	3369	440,136	76	5,791
Hunstanton Infant School	2208	355,977	78	4,564
Sandringham & West Newton C of E Primary	3390	345,074	78	4,424
Yaxham C of E VA Primary	3373	336,517	78	4,314

Tattersett, Blenheim Park Community Primary	2258	336,063	79	4,254
Brisley C of E Primary School	3307	310,136	80	3,877
Ellingham VC Primary	3027	383,518	80	4,794
The James Bradfield C of E VC Community Primary School	3078	366,170	81	4,521
Swanton Abbott Community Primary School	2153	349,224	81	4,311
Seething and Mundham Primary School	2140	360,432	82	4,396
Tilney St. Lawrence Community Primary	2223	419,890	82	5,121
Barford Primary School	2010	349,677	83	4,213
King's Park Infant School	2358	328,318	83	3,956
Lyng C of E Primary School	3145	360,589	83	4,344
Tacolneston VC Primary School	3083	355,405	83	4,282
Highgate Infant School	2202	368,160	84	4,383
Alburgh with Denton C of E Primary School	3001	388,815	86	4,521
Ingoldisthorpe C of E VA Primary School	3383	306,081	86	3,559
Little Melton Primary	2101	341,308	86	3,969
Foulsham Primary School	2062	359,111	87	4,128
Cantley Primary School	2035	369,393	88	4,198
Filby Primary School	2061	357,356	88	4,061
Gayton Primary	3106	419,115	88	4,763
Southery Primary	2214	383,870	88	4,362
Bressingham Primary School	2021	377,885	89	4,246
Langham Village School	2096	370,681	89	4,165
Scole C of E VC Primary School	3068	362,079	89	4,068
Hempnall Primary School	2078	408,297	90	4,537
St. Germans Primary School	2234	393,570	90	4,373
The Bawburgh School	2012	354,874	91	3,900
Fornsett St. Peter C of E VA Primary	3322	414,991	91	4,560
Narborough Primary School	3147	416,118	91	4,573
Wreningham V.C. Primary School	3138	367,434	91	4,038
Ludham Primary School	2105	416,964	92	4,557

Mundesley Infant	2115	424,669	92	4,616
Wimbotsham and Stow Community School	2236	366,994	92	3,989
Thompson Primary School	5218	376,207	93	4,067
Earsham Primary	3315	413,641	93	4,448
The Norman C of E Primary & Nursery School	3346	374,127	93	4,023
Worstead VC Primary	3094	371,508	93	3,995
Winterton Primary & Nursery School	5210	382,346	94	4,089
Kenninghall Primary School	2093	362,060	95	3,811
Ashwicken Primary	3385	392,501	96	4,089
Surlingham Community Primary School	2152	402,773	96	4,196
Hevingham Primary School	2081	400,790	97	4,153
Marshland St. James VC Primary School	3108	383,263	97	3,972
Ditchingham C of E Primary School	3022	422,051	97	4,351
St. Faiths C of E Primary School	3120	388,625	97	4,006
Spooner Row Primary School	2186	371,992	97	3,835
Alpington & Bergh Apton C of E VA Primary School	3406	390,288	98	3,983
Bawdeswell Community Primary School	2013	391,679	98	3,997
Dickleburgh VC Primary	3125	358,765	98	3,661
Thurton Primary School	3088	378,824	98	3,866
Tunstead Primary School	2168	446,980	98	4,561
Duchy of Lancaster Methwold C of E Primary School	3054	422,279	99	4,265
Ashill VC Primary	3003	462,939	100	4,629
John of Gaunt Infant and Nursery School	2368	470,383	100	4,704

101-150 pupils

Corpusty Primary	2041	421,158	102	4,129
Dersingham St. George's C of E Junior School	5211	504,643	102	4,947
The Grove House Nursery and Infant Community School	2051	436,634	104	4,219
Happisburgh (C of E) Primary	3037	497,260	104	4,781

South Walsham, Fairhaven C of E VA Primary School	3409	405,945	104	3,903
Parker's C of E Primary School	3144	390,011	105	3,714
Sparhawk Infant School & Nursery	2382	444,117	105	4,230
Trowse Primary School	2167	448,110	105	4,268
Banham Community Primary School	2009	402,115	106	3,794
Heather Avenue Infant School	2271	427,905	106	4,037
Salhouse VC Primary School	3066	432,204	106	4,077
Middleton VC Primary School	3109	400,226	107	3,740
Spixworth Infant School	2240	384,984	107	3,598
Garboldisham VC Primary	3032	417,246	108	3,863
Redgate Junior School, Hunstanton	5200	445,003	108	4,120
Overstrand, The Belfry, C of E VA Primary School	3349	394,957	108	3,657
Preston (C of E) VC Primary School	3084	399,361	108	3,698
West Lynn Primary School	2232	445,038	108	4,121
Docking Primary School (C of E)	5217	427,640	109	3,923
St. Peter's C of E VC Primary School	3026	437,458	109	4,013
Thurlton Primary School	2162	421,039	109	3,863
Rollesby Primary and Nursery School	5212	421,656	110	3,851
Antingham & Southrepps Community Primary School	2002	409,618	110	3,724
Denver VC Primary	3100	396,934	110	3,608
Dersingham Infant & Nursery School	5214	452,813	112	4,061
Ormesby Infant School	2124	407,357	112	3,637
Heacham Infant School & Nursery	2196	431,747	113	3,838
North Elmham VC Primary	3059	432,349	115	3,760
Barnham Broom C of E VA Primary School	5209	420,274	119	3,532
Morley C of E VA Primary	3339	451,776	119	3,796
Newton Flotman C of E (VC) Primary School	3058	446,357	119	3,751
Snettisham Primary School	2212	440,720	121	3,642
Burnham Market Primary School	2029	472,631	122	3,874
St. Michael's School, Aylsham C of E VC Nursery and Infant	3004	469,195	123	3,815

School				
Horsford C of E Infant School	3049	457,429	126	3,630
Wells-next-the-Sea Primary & Nursery School	2171	529,950	127	4,189
Kinsale Infant School	2361	444,519	127	3,500
Wensum Junior School	2316	525,463	127	4,138
Brooke VC C of E Primary	3139	499,440	131	3,813
Loddon Infant School	5213	569,551	131	4,348
Clover Hill Infant School & Nursery	2374	816,538	132	6,209
Henderson Green Primary School	2311	741,620	132	5,618
Buxton Primary School	2032	474,894	133	3,584
Hingham Primary School	2083	541,400	133	4,071
Pulham C of E Primary School	3061	504,716	135	3,739
Aldborough Primary School	2000	615,808	138	4,462
Colby School	2038	459,520	138	3,330
Heacham Junior School	5201	581,071	140	4,151
The Howard Junior School	2204	678,092	140	4,844
Freethorpe Community Primary School	2064	563,758	142	3,970
St. Martin at Shouldham C of E VA Primary School	2426	501,122	142	3,529
Marham Junior School	2239	542,135	144	3,765
Old Catton CE Junior School	3060	483,566	144	3,358
Weeting VC Primary School	3090	493,031	145	3,400
Mulbarton Community Infant School	2371	488,106	146	3,343
Hemblington Primary	2077	517,680	147	3,522
Mundesley Junior	2383	538,294	147	3,662
Mundford VC Primary	3056	506,460	148	3,422
Garrick Green Infant School	2384	493,577	149	3,313
Swanton Morley Primary School	3121	594,595	150	3,964
Upwell Community Primary School	2224	520,393	150	3,469

151-200 pupils

Coltishall Primary	2415	534,473	151	3,540
Rackheath Primary School	2130	544,758	151	3,608
Howard Infant & Nursery School	2237	707,330	153	4,638
Anthony Curton C of E Primary School	3393	531,592	153	3,474
Wicklewood Primary School	5215	524,539	154	3,406
Cawston VC Primary School	3016	640,244	160	4,002
Thomas Bullock C of E VA Primary	3361	552,154	160	3,451
St. Edmund's Community School	2201	857,849	161	5,328
St. Michael's C of E Primary School	3112	850,547	161	5,283
Woodland View Junior School	2265	538,243	162	3,322
Sprowston Infant School	2147	663,911	164	4,048
Ormesby Junior School	2272	697,906	165	4,230
Nelson Infant School	2309	674,510	167	4,039
Theftord Queensway Community Junior School	2248	741,543	167	4,440
Cecil Gowing Infant School	2251	578,959	169	3,426
Taverham, Ghost Hill Infant & Nursery	2395	554,018	169	3,278
St. Mary's Community Primary School	2409	559,258	170	3,290
Great Ellingham Primary	2070	574,005	170	3,377
Arden Grove Infant School	2289	637,969	171	3,742
St. Peter & St. Paul C of E VC Primary School	3014	615,418	171	3,599
Necton C of E Primary School	2001	660,385	171	3,862
Mulbarton Junior School	2372	578,298	172	3,362
Swaffham Infant and Nursery School	3081	599,263	172	3,484
Lionwood Junior	2318	873,485	173	5,049
West Winch Primary School	2245	578,543	173	3,344
Manor Field Infant & Nursery School	2275	702,480	174	4,037
Swaffham VC C of E Junior School	3130	614,123	174	3,529
Marham Infant School	2246	547,241	175	3,127
Chapel Break Infant	2416	739,816	175	4,228

Southtown Infant School	2406	791,842	176	4,499
Cobholm Primary School	2340	1,216,286	177	6,872
Holt Community Primary School	2087	721,048	177	4,074
Loddon Junior School	5202	586,796	177	3,315
South Wootton Infant School	2249	569,206	177	3,216
Diss Infants & Nursery Community School	2049	653,982	178	3,684
Holly Meadows School, Grimston	3433	595,053	178	3,343
Little Plumstead C of E Primary School	3329	558,411	178	3,137
Lingwood Primary School	3434	724,668	179	4,048
Watlington Primary School	2229	581,821	179	3,250
Angel Road Infant School	2320	644,494	180	3,581
St. John's Catholic Infant School	3400	642,205	180	3,568
Colman Infant School	2301	680,516	181	3,760
Nightingale First School, Taverham	2283	668,456	181	3,693
Valley Primary School	3420	786,353	183	4,297
George White Junior School	2303	747,292	183	4,084
Stibbard, All Saints CE VA Primary	3404	619,204	184	3,365
Old Buckenham Community Primary School	2123	607,330	184	3,301
Hemsby Primary School	2079	627,634	185	3,393
Dereham C of E Infant School	5205	664,786	187	3,565
Queensway Infant School & Nursery	2241	831,813	187	4,448
Redcastle Family School	2252	813,002	187	4,348
Emneth Primary School	2192	640,962	189	3,391
Kinsale Junior School	2362	717,156	190	3,775
Lionwood Infant	3422	784,228	191	4,117
Raleigh Infant School	2375	753,814	191	3,957
Diss Church Junior School	3021	640,876	192	3,338
Alderman Swindell Infant School	2347	1,049,044	192	5,464
Tuckswood Community Primary School	3427	824,752	193	4,284
Wroughton Infant School	2338	760,826	193	3,942

Magdalen Gates Primary School	2295	725,009	194	3,737
Stoke Holy Cross Primary School	2263	608,962	194	3,139
Westfield (Watton) Infant and Nursery School	2379	667,709	194	3,442
East Harling Primary School & Nursery	2417	642,579	195	3,304
Edmund de Moundeford VC Primary School	3030	681,647	195	3,496
Hopton C of E Primary	3141	682,394	195	3,499
North Denes Junior School	2346	785,540	196	4,008
Mattishall Primary School	2425	652,332	197	3,311
St. Mary's Roman Catholic Primary School	3403	776,985	198	3,934

201-250 pupils

Thetford, Drake Infant School and Nursery	2377	780,763	202	3,875
Horsford C of E Junior School	3132	758,148	202	3,753
Ashleigh Infant School and Nursery	2281	683,555	202	3,384
St. George's Infant & Nursery School	2344	933,185	203	4,597
Stradbroke Community Primary School	2336	772,440	204	3,796
West Earlham Community Infant School	2317	1,080,244	204	5,308
St. John's Community Primary School	2279	675,393	204	3,314
St. Martha's Catholic Primary School	3395	667,388	205	3,256
Watton Junior School	2170	740,847	205	3,614
Woodside Infant and Nursery School	2274	669,598	206	3,258
Clenchwarton Primary School	2187	682,605	207	3,298
Cringleford VA Primary School	3313	686,699	207	3,317
West Earlham Junior School	2321	949,655	207	4,588
Lodge Lane Infant School	2364	654,378	209	3,131
Reepham Primary School	2132	642,408	209	3,074
Bluebell Primary School	3418	1,162,534	210	5,531
Suffield Park Infant & Nursery School	2259	789,546	211	3,751
Homefield VC Primary School	3140	752,884	212	3,560

Colman Junior School	2300	1,059,353	216	4,904
Astley Primary School	2413	724,834	217	3,340
West Walton Community Primary	2233	847,041	218	3,894
Edward Worlledge Community Junior School	2350	982,573	218	4,507
Blofield Primary School	2017	788,366	219	3,600
Sprowston Junior School	2146	726,787	221	3,289
Costessey Infant School	2042	850,069	223	3,812
Costessey Junior School	2043	838,242	223	3,759
St. Augustine's Catholic Primary School	3376	863,251	230	3,761
Fakenham Infant & Nursery School	2393	795,750	231	3,445
Hethersett VC Junior School	3043	809,319	231	3,504
Acle St Edmunds VC Primary	3000	758,633	232	3,270
Cromer Junior School	2045	857,048	234	3,663
South Wootton Junior School	5207	727,078	235	3,094
Stalham Junior School	2369	757,634	235	3,224
North Walsham Junior School	2402	772,204	238	3,245
Scarning VC Primary School	3096	803,764	238	3,377
Peterhouse Primary	2016	1,084,469	239	4,538
The Bishop's Cof E VA Primary	3432	1,455,008	241	6,050
Brundall School	2261	753,133	243	3,099
Hillside Primary School	2357	877,030	248	3,536
Northgate St. Andrews Infant School	2354	993,858	248	4,007
Cavell Primary & Nursery School	2298	998,623	249	4,011

251-300 pupils

Drayton Community Infant School	2424	777,276	252	3,084
Cliff Park Infant School, Gorleston	2353	894,029	252	3,548
Browick Road Infant School	2184	846,295	252	3,358
Bure Valley School Aylsham	2264	784,457	258	3,041

Dussindale Primary School	3430	870,627	258	3,375
Angel Road Junior	2312	1,168,282	259	4,511
Caister on Sea Infant & Nursery School	2034	886,472	261	3,396
Terrington St. Clement Primary	2420	1,061,047	262	4,050
St. Michael's VA Junior School	3405	1,387,445	264	5,255
Mousehold Infant & Nursery School	2308	974,690	265	3,685
Queen's Hill Primary	3431	996,269	269	3,704
North Walsham Infant School & Nursery	2120	900,792	272	3,318
Roydon Primary School	2138	802,822	272	2,952
White Woman Lane Junior School	2267	844,408	272	3,104
Eastgate Primary	2418	1,059,267	273	3,880
Poringland Primary School	2127	849,576	274	3,101
Herman Primary School	2011	1,179,767	276	4,275
Fairstead Community Primary	2253	1,105,207	276	4,004
Attleborough Infant School	2004	891,968	278	3,209
Firside Junior School	2247	851,849	279	3,053
Toftwood Infant School	5216	1,025,677	281	3,650
Fakenham Junior	2058	1,072,058	283	3,788
Greyfriars Primary School	2419	1,017,047	284	3,581
Millfield Primary School	2121	1,073,831	286	3,755
Falcon Junior School	2266	898,404	298	3,015
Lakenham Primary School	3429	1,257,013	300	4,190

301-350 pupils

Larkman Community Primary School	3419	1,690,331	304	5,560
Wroughton Junior School	2337	1,121,355	306	3,665
North Wootton Community School	2280	936,684	312	3,002
Whitefriars C of E Primary	3397	1,270,467	314	4,046
Moorlands C of E Primary	2005	1,084,671	322	3,369

Clackclose Community Primary School	2410	1,312,449	322	4,076
Drayton VC Junior School	3152	996,408	323	3,085
St. Thomas More Roman Catholic Junior School	3401	1,015,989	323	3,145
The Admiral's Junior School	2376	1,135,378	326	3,483
Recreation Road Infant	3428	1,053,130	330	3,191
Toftwood Community Junior School	2367	1,007,790	338	2,982

351-400 pupils

Cliff Park Community Junior	2352	1,184,208	355	3,336
Eaton Primary	3426	1,078,232	356	3,029
Harleston Cof E VA Primary School	2008	1,096,684	360	3,051
Attleborough Junior School	2287	1,147,469	362	3,170
Caister Junior School	2033	1,192,546	362	3,294
St. Nicholas Priory Junior School (C of E VC)	3136	1,502,337	383	3,923
Woodlands Primary School	2380	1,271,696	391	3,252
Bignold Community Primary School	3421	1,596,616	394	4,052
Heartsease Primary	3423	1,561,070	395	3,957

401-450 pupils

Hillcrest Primary School	2411	1,171,466	401	2,921
Greenacre Primary School	2421	1,773,008	402	4,416
Dereham, St. Nicholas Junior School	3316	1,236,544	403	3,068
Reffley Community School	2285	1,271,623	404	3,148
Avenue Junior School	2291	1,215,303	409	2,971
Gaywood Community Primary School	2427	1,285,113	410	3,134
Norwich Road School	5204	1,619,820	413	3,927
Mile Cross Primary	3424	1,783,499	419	4,262
St. William's Primary School	2161	1,281,384	423	3,029
Taverham Junior School	3085	1,262,886	442	2,857

451-500 pupils

Hillside Avenue Primary School	2160	1,391,691	466	2,986
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500+ pupils

Catton Grove Community Primary School	3425	2,057,684	520	3,957
Sheringham Community Primary	2142	1,748,854	573	3,052
Robert Kett Junior School	5206	1,806,981	609	2,967

Secondary**0-500 pupils**

Alderman Peel High School	4056	2,476,420	397	6,238
Archbishop Sancroft C of E High School	4602	2,010,496	404	4,976
Stalham High School	4010	2,247,999	480	4,683

501-750 pupils

Hamond's High School	4086	2,754,152	556	4,954
Old Buckenham High	4054	2,605,452	598	4,357
St. Clement's High School	5408	2,653,812	614	4,322
Long Stratton High School	4040	2,836,419	645	4,398
Caister High School	5412	3,461,008	691	5,009
Broadland High School	4037	2,999,661	696	4,310
Wayland Community School	4031	3,177,910	708	4,489
Acle High School	5405	2,962,098	721	4,108
Hethersett High School	4082	3,268,759	738	4,429
Framingham Earl High School	4044	3,081,947	740	4,165

751-1000 pupils

Smithdon High, Hunstanton	4021	3,470,800	773	4,490
North Walsham High School	4008	3,400,151	774	4,393
Marshland High School	5404	3,522,598	801	4,398
Hobart High School	4006	3,593,072	846	4,247
Sewell Park College	4070	4,684,623	869	5,391
Hewett School, Norwich	4066	4,671,945	893	5,232
Great Yarmouth VA High School	5411	5,128,088	905	5,666
Attleborough High School	4052	4,196,849	945	4,441
Flegg High School	5410	3,858,784	960	4,020
Cliff Park High School	5409	4,622,465	990	4,669

1001-1250 pupils

Reepham High School	4042	4,539,047	1,015	4,472
Aylsham High School	4046	4,422,280	1,021	4,331
Fakenham High School	4091	5,174,062	1,091	4,742
Taverham High School	4084	4,960,483	1,177	4,215
Northgate High School	4002	5,311,016	1,206	4,404

1251-1500 pupils

Neatherd Community High	4085	5,571,611	1,257	4,432
Hellesdon High School	4005	5,522,131	1,264	4,369
Notre Dame High School, Norwich	4605	6,255,444	1,378	4,540
King Edward VII School	4504	6,147,606	1,380	4,455

1500+ pupils

Downham Market High School - Technology College	5402	6,654,807	1,559	4,269
Sprowston Community High School	4043	6,909,411	1,610	4,292
City of Norwich School	4065	7,565,619	1,716	4,409

Thorpe St. Andrew School	4083	7,527,132	1,749	4,304
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All-through Schools

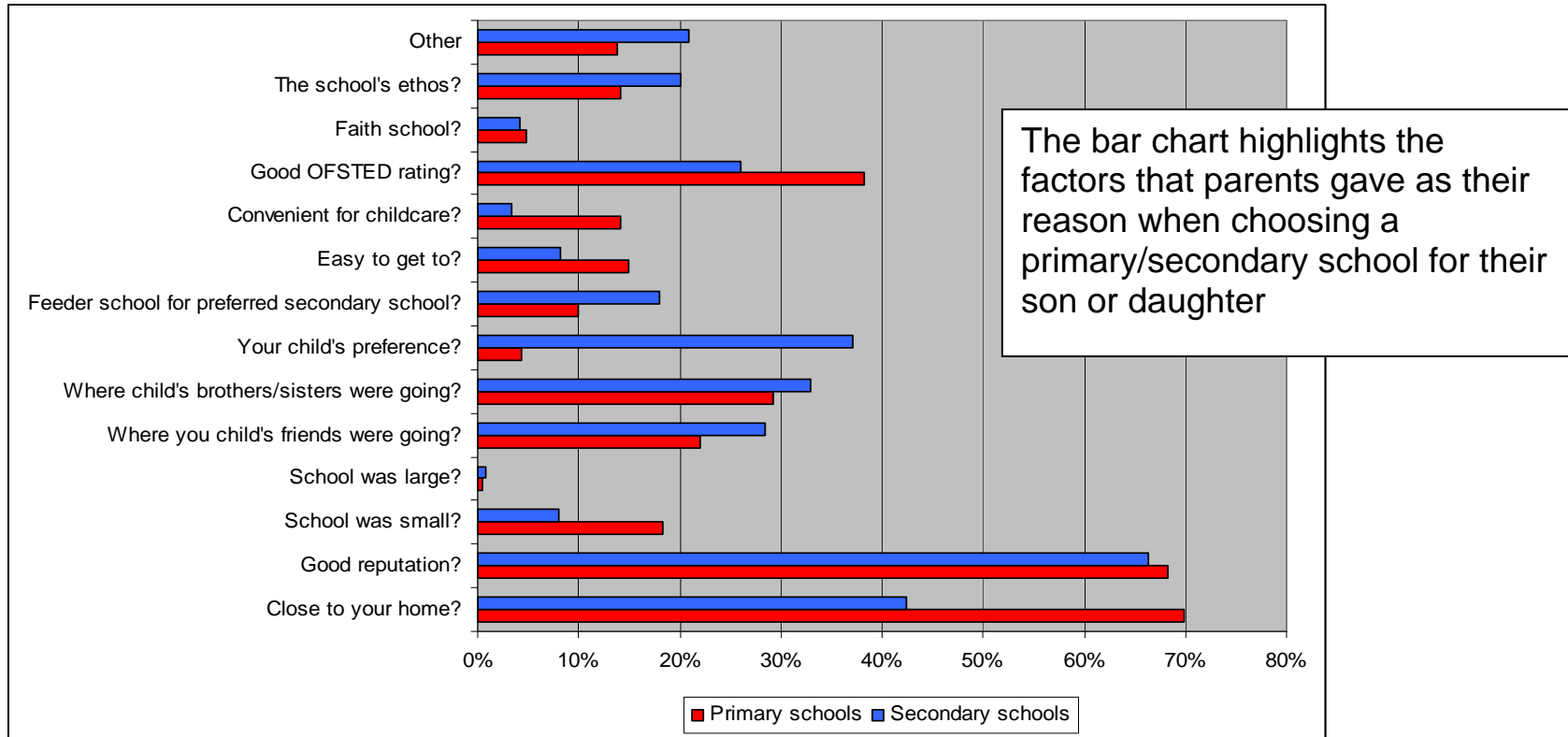
Litcham School	4053	3,098,626	655	4,731
Methwold and Hockwold Community School	4047	3,718,023	826	4,501

Funding principles for Partnerships and Federations

The Formula Review Project Board of the Schools Forum agreed the following principles for a 'partnership model' that could be used for calculating whether or not additional funding is required in the case of each partnership. Schools were consulting on these principles in the autumn 2011 and they were implemented in April 2011. One subsequent change was made and implemented in April 2012.

- A saving of one Headteacher salary per partnership, based on unit scores.
- A Headteacher's salary one group higher than any individual school in the partnership.
- For each school with a Deputy Headteacher, an added incentive of 2 leadership points for the DHT for providing cover in the Headteacher's absence.
- For each school with no Deputy Headteacher, a salary upgrade of one Teacher to Assistant HT (from UPS1 to L3), to provide cover in the Headteacher's absence.
- Additional teaching to cover all Headteacher teaching commitments, based on benchmark contact ratios.
- For each school in the partnership with a Deputy Headteacher, additional teaching cover of 2.5 days per week.
- For each school in the partnership with no Deputy Headteacher, additional teaching cover of 0.5 (increase to 1 from April 2012) day per week (to allow the appointed AHT some time away from the classroom).
- Travel expenses between schools within the partnership once per day, one-way.
- The cost of a mobile phone contract.

Parent survey results



- The analysis highlights that parents consider different factors when choosing a primary school (red bars) than when choosing a high school (blue bars)

Peer research

Peer Researchers

Andie Wooltorton
Danielle Bullock
Shaunna Warren

Schools Visited

Litcham High
Necton Primary
Mileham Primary
Great Massingham Primary
Archbishop Sancroft High
Tivetshall Primary
St Michael's Primary, Gillingham
Stalham High
Sheringham Primary
Erpingham Primary
Northrepps Primary

Schools in Partnerships or Federations as at April 2012

	SCHOOLS	HEAD TEACHER
FEDERATED SCHOOLS		
Burston and Tivetshall Federation	Burston Primary and Tivetshall Primary	David Simington
Dersingham Learning Community	Dersingham Infants and St Georges Junior	Gayle Platt and Ann Pope
Hevingham Primary and Marsham Primary	Hevingham Primary and Marsham Primary	Karin Hutchison
Hunstanton Primary Schools Federation	Hunstanton Infants and Redgate Junior	Nigel Harvey
The Angel Road Federation	Angel Road Infant and Angel Road Junior	Len Holman
The Litcham Schools Federation	Litcham High and Litcham Primary	Christine Watts and Jeremy Nicholls
The Three Schools Federation	Terrington St John Primary, Tilney St Lawrence Primary and Walpole Highway Primary	Richard Chamberlain
Sculthorpe and West Raynham Church of England Federation	Sculthorpe Primary and West Raynham Primary (plus now in partnership with Colkirk CE VA Primary)	Chris Allen
The Wiggshall Schools Federation	St Germans Primary and Wiggshall and St Mary Magdalen Primary	Alison Hughes
	Great Ellingham Primary and Rocklands Primary	Heather Ware
	Bawdeswell Primary and North Elmham Primary	Annabelle Rose
Frettenham and Hainford Governing Body Federation	Hainford Primary and Frettenham Primary	Judith Elliott-Hunter
	Rockland St Mary and Surlingham Primary	Marion Murphy
	Rudham Primary and Weasenham Primary	Sue Lunnun
	Ellingham Primary and Woodton Primary	Pauline McGowan
	St John's RC infant and St Thomas More Junior	Kim Payne
Trinity Church of England Federation	St Peters Primary and Great Witchingham Primary, Hockering Primary	Christine Livings
Holy Cross Federation Schools	Runton Holme CE VA and Wormegay CE VA Primary	Helen Bates
PARTNERSHIP SCHOOLS		
	Aslacton Primary and Manor Field Infant	Alex Lightbown
	Blakeney Primary and Hindringham Primary	John Marshall-Grint (CHS)
	Clackclose Primary and Wimbotsham and Stow primary	Louise Ward

	Salhouse and Neatishead Primary	Karen Dukes
	St Michael's VA Junior Bowthorpe and Cloverhill Infants	Helen Newell
	Talcolneston and Morley Primary	Lisa Blowfield
	Upwell Primary and William Marshall Primary (Welney)	James McBurney
	Walsingham Primary and Burnham Market Primary	Steven Hales
	White Woman Lane and Old Catton Junior	Ashley Best-White
	Winfarthing All Saints Primary and St Andrew's North Lopham	Louise Norgate
	Shelton with Hardwick and Hempnall Schools	Miriam Elston
	Eccles, Hargham and Wilby and Carleton Rode Primary	Julie Sandford
	Narborough CE VC and Sporle CE VC Primary Schools	Malcolm Brockway
	Hickling CE VC Infant, Sutton CE VC Infant, Catfield CE VC Primary	Mary Blackie
	Ten Mile Bank Community and Hilgay Village VC Primary Schools	John Ward
	Diss Infant & Nursery School and Diss CE VC Junior School	Sue Youngs
<i>Temporary arrangement from Jan 2012 as Emneth Primary will advertise for their own head shortly (head covering both schools)</i>	<i>West Walton Primary and Emneth Primary</i>	<i>Jill Davies</i>

NB – North Walsham Junior/North Walsham Infants to federate from June 2012

Annual Approval of the Statement of Purpose of Norfolk's Residential Children's Homes and a Summary Review of the Year

Report by the Director of Children's Services

Summary

To comply with the Children's Home Regulations 2001 and meet the requirements prescribed in the Care Standards Act 2000, each children's homes Statement of Purpose and Functions must be approved annually by the registered provider.

In the case of Local Authority's children's homes the registered providers are elected Members.

Recommendation:

The Panel are asked to recommend the Statements of Purpose and Functions for all the Local Authority children's homes to Cabinet and Full Council for approval so that they comply with the Children's Homes Regulations 2001 and the Care Standard Act 2002.

1. Background

1.1 As outlined above, legislation requires that there is a clear Statement of Purpose for each of our children's homes. The Statement of Purpose must detail the aims and objectives of the home and how a number of standards (as set out below) will be met.

Standards include:

- Planning for Care
- Quality of Care
- Complaints and Protection
- Care and Control
- Environment
- Staffing arrangements
- Management and administration

In addition each home must provide a children's guide, which explains the purpose of the home and explains how a child can complain and access advocacy. Each unit's statement of purpose is available in the members room in hard copy form.

2. Range of Provision

2.1 Norfolk County Council runs 7 children's homes:

Foxwood (Sprowston)

A home to provide short-term breaks for 9 children and young people aged between 5 – 17 years with severe learning, physical or sensory disability with complex health needs. At present there are 35 children accessing this service.

Marshfields (King's Lynn)

A home to provide short-term breaks for 4 children and young people aged between 5 – 18 years with a severe learning, physical or sensory disability, multiple disabilities or complex health needs. At present there are 30 children accessing this service.

Hall Farm (Blofield)

A 1 or 2 bedded crisis intervention unit for children and young people aged between 8 – 17 years.

Well Green (Frettenham)

A 1 or 2 bedded crisis intervention unit for children and young people aged between 8 – 17 years.

Waterworks Road (Norwich)

A 2 bedded crisis intervention unit for children and young people aged between 8 – 17 years.

Easthills (Costessey)

A long-term residential home for 6 children and young people aged between 11 – 17 years.

Norwich Road (Dereham)

This provides emergency accommodation for 4 children & young people aged 12 - 17

A copy of each children's home Statement of Purpose and children's guides are available in the Members room. The Statements of Purpose are on the Children's Services intranet. To go to them click on the 'Children and Families' link, and then select the 'Looked After Children and Families' link, then select 'Looked After Children'.

2.2 Norfolk's range of residential provision is enhanced through several Service Level Agreements (SLAs) with voluntary providers. These providers must maintain their own Statements of Purpose for their own children's homes, and Norfolk County Council routinely monitors their compliance to care standards. These SLAs are with:

Earthsea House – 8 bedded therapeutic unit for children aged 5 – 12 years.
Run by Childhood First

Merrywood – 5 bedded unit for children aged 11 and upwards
Run by Childhood First

Break Units

North Street Children's Home 5 bedded unit for 8 – 17 years

Tennyson Avenue 4 bedded unit for 8 – 18 years

Yarmouth Road 4 bedded unit for 8 – 13 years

Rosedale 4 bedded unit for 10 – 18 years

Cromer Road 4 bedded unit for 8 – 18 years

As can be seen Norfolk's overall range of residential provision covers a wide spectrum in order to meet the diverse needs of our children. We have a total of 63 beds available, 29 in-house and 34 purchased via SLA's.

2.3 Children's Services Residential Strategy is based on providing a wide range of high quality, value for money provision within the county to meet the needs of the children who require residential placement.

The County Council's strategic ambitions and key roles are about making Norfolk:

- An inspirational place with a clear sense of identity
- A vibrant, strong and sustainable economy
- A county with aspirational people with high levels of achievement and skills

The aim of the authority is that no Norfolk Looked After Child leaves Norfolk unless their needs are exceptionally complex. It is about spending Norfolk money in Norfolk and giving our children aspiration, achievement and a clear identity.

Norfolk County Council's key roles include being a safety net for the most vulnerable people in our county and protecting the public.

The following extracts are from the paper agreed by Cabinet on 23/01/12.

Norfolk currently has 1034 children in care (01/01/12); an increase of 64 on the start of the financial year. An increase of 100 from 01/04/11 to 01/04/13 has been built into financial planning assumptions. This significant increase in bed numbers means we have to review the changes we made for staffing structures as a result of the Big Conversation.

Norfolk is currently a 'net exporter' with more Looked After Children from Norfolk placed outside Norfolk than placed in Norfolk by other Authorities. Actions identified in the Corporate Parenting Placement Strategy 2011-14 presented to Children's Services Overview and Scrutiny Panel in October 2011 are currently being delivered. This Strategy will see an increase of 30 agency residential placements and a minimum of 60 agency fostering placements available in Norfolk. The Strategy is also driving forward a decrease in the unit cost of accommodation for children in care from

£52k/year to £46k/year and so achieving the savings of £10m required by April 2014.

The Strategy is largely focused on stimulating the independent market place to support the Local Authority in providing Norfolk solutions for Norfolk children. This approach has been highly successful and Norfolk has seen voluntary and private sector investment on a scale not seen previously. However some critical tasks, particularly emergency and care planning beds have remained in house and an expansion will allow us to achieve our target of most children living in Norfolk.

Wherever possible we try to ensure that children and young people looked after can be done so as close to their home of origin as possible. In order to achieve this, the County Council has announced a major investment into children's homes in Norfolk of £5.4m, some of which will be used to create a new 6-bedded emergency unit, enhance & increase the capacity of Blofield by 1 bed & establish a new 3-bedded care planning unit. These developments are in order to achieve the target of 80 out of county placements reducing to 20.

Norfolk Residential Service has also been commissioned to develop leaving-care flats for up to 20 young people following a presentation made to full council by the Norfolk In-Care Council.

3. Summary of the Office of Standards in Education (Ofsted) of Norfolk County Council Children's Homes

3.1 Ofsted undertakes an unannounced 2 day visit to each children's home once a year. The purpose of this inspection is to assure children and young people, parents, the public, local authorities and government of the quality and standards of the service provided. The inspection is carried out under the Care Standards Act 2000. Their subsequent reports detail the main strengths of provision inspected, and any areas for improvement identified during the inspection. The judgements in the report are made in relation to the outcomes for children set out in the Children Act 2004 and the relevant National Minimum Standards for the service. Reports of their findings are published. There is a requirement of the home to produce and action a reply to the 'notice of requirements' identified by Ofsted in relation to their findings.

3.2 The attached table (Appendix 1) shows the inspection judgements in relation to the most recent inspections of each Local Authority home which indicates that of our 7 children's homes, 2 were judged as being outstanding, and 5 as good. Definitions of judgements are found on Appendix 1.

3.3 There are no serious concerns raised in any of the inspections. The County Council has commissioned a systemic piece of work to improve our gradings from Good to Outstanding, it should be noted that currently Ofsted are significantly tightening the criteria around residential inspections. To this end, a snapshot survey was undertaken of all children placed in our

residential units in November 2011, and an internal audit team from Planning, Performance & Partnerships & Children's Services Quality Assurance have visited each home and there is now a sector-wide performance improvement plan.

3.4 We continue to achieve positive improvements in the occupancy levels across both our own children's homes and within our purchased SLA placements as can be seen in Appendix 2. This has continued to improve the cost effectiveness of our services and at the same time has preserved the high quality of the residential provision for our looked after children.

4. Developments in the residential system over the last year

4.1 We have undertaken a systematic audit of all our homes lead by colleagues from PPP and quality assurance. At the same time the officer for Norfolk in care council met and interviewed all residents in our homes. These two activities have informed the development of our improvement plan which we are implementing.

4.2 We have convened a Performance & Quality Assurance Board, chaired by the Assistant Director for Operations, to drive service improvement.

4.3 All staff have been trained in Restorative Approaches and the Residential Sector facilitated a Restorative Conference.

4.4 Equality and Diversity training has been provided for all staff.

4.5 The Policy and Procedures have been re-written inline with National Minimum Standards being updated by Legislation.

4.6 A new monitoring report has been designed (Regulation 34) in line with Ofsted changes.

4.7 Cabinet members Alison Thomas, Cliff Jordan and Janet Murphy visited the Residential Homes.

4.8 We have undertaken a cultural audit of all units lead by Cultural to Young people's opportunities. We have implemented a cultural action plan and designated a lead manager on cultural issues.

4.9 We successfully re-opened Garfield House as the emergency provision with minimal disruption to the young people we look after. Within 3 months of re opening the unit combining two teams OFSTED rated the new unit as good with two outstanding aspects.

4.10 Conducted a successful visit of the Kosovan Delegation, recent visitors to Norfolk County Council, to one of our residential homes.

4.11 Setting up a supported Flat system for young people to move on from Residential.

4.12 Developed a Performance Plan for the Residential Sector to improve the service.

5. Next year's planned developments.

5.1 Our ambitions for 2012/13 are to achieve the following:

- Provide CareFirst Access & Training to all residential staff. Introduce CareFirst "Champion" in each unit
- Develop a service-standard core induction package across all units
Involve young people in induction training
- Review and develop lone worker training for residential staff
- Attend NICC meetings quarterly
- Review paperwork across all units to reach standardisation
- Introduce standard templates for Statements of Purpose & Children's Guides
- Upgrade ICT equipment & access to units where required (no network access 1st floor office Easthills; no internet access sleeping room Frettenham)
- Create centralised NMS file in each unit, including mechanisms to keep up-to-date.
- Each unit to develop record of achievement to evidence positive outcomes for residents.
- Implement audit tool for managers to address any anomalies / errors in recording across all units
- Roll-out the extended placement plan health needs section used at Norwich Road across all units
- Scope opportunities to seek to promote funding for individual residents' interests, aptitudes & abilities.
- Proactively manage sickness to reduce sickness across the service
- Complete a workshop with all relevant education partners to create action plan for residential service
- Hold one Education themed RUMS meeting on a quarterly basis. Representatives from Short Stay School, Virtual School, Attendance, Guidance Advisors, Children Missing Education, & others.
- Work with operational teams to improve recording of pathway plans, PEPs & Health assessments
- Our young people tell us they want to see their social worker regularly – establish a monitoring & reporting system to ensure young people are visited regularly in each unit
- Findings from consultation with In Care Council stated that residential staff could always introduce them to new residents and help them find ways to start getting along. They felt also that current residents need attention when there is a new admission.
- Findings from consultation with In Care Council stated that all homes should provide computers with broadband for access to young people.
- Identify funding arrangements for residential unit maintenance & decoration

6. Resource Implications

6.1 Property:

- Sparrow Hall Farm (Blofield) will re locate or have extra bedrooms added to increase the permanent occupancy level from 1 to 3
- New 6 bedded emergency unit and a three-bedded care planning unit are to be opened

7. Other Implications

7.1 Equality Impact Assessment (EqIA)

As can be seen in the purpose and functions document, all our homes are committed to policy, procedures and practice that enforce equality and address the poor outcomes for this group.

7.2 Impact on Children and Young People in Norfolk

Children's Services deliver a range of residential homes to meet the needs of young people who require residential care. As can be seen from the quality of care as judged by Ofsted, and our own quality assurance checks, our children's homes are having very positive effects on the outcomes of our young people.

7.3 Any Other Implications

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

8. Section 17 – Crime and Disorder Act

8.1 As mentioned above all our residential children's homes are using restorative approaches in order to reduce children and young people being criminalised.

9. Risk Implications/Assessment

9.1 There are no implications.

10. Action Required

10.1 Members are asked to recommend the approval of Statements of Purpose and Functions for all the Local Authority children's homes to Full Council to comply with the Care Standard Act 2002.

Background Papers

The statement of purpose for each unit is available in the Members' room in hard copy form.

Officer Contact

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

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

Appendix 1 – Outcomes of Ofsted Inspections

Unit / Home	Overall Inspection Findings	Outcomes for Children & Young People	Quality of Care	Safeguarding	Leadership & Management	Equality & Diversity Practice
Foxwood	Good	Good	Outstanding	Good	Good	Good
Marshfields	Outstanding	Outstanding	Outstanding	Outstanding	Outstanding	Outstanding
Waterworks Road	Good	Good	Good	Outstanding	Good	Good
Well Green, Frettenham	Outstanding	Outstanding	Outstanding	Outstanding	Outstanding	Outstanding
Sparrow Hall, Blofield	Good	Good	Good	Outstanding	Good	Good
Garfield House	Good	Good	Outstanding	Outstanding	Good	Good
Easthills	Good	Good	Good	Outstanding	Good	Good

Key:

Not Judged Quality in previous inspection meant inspection this year not necessary.

Outstanding This aspect of the provision is of exceptionally high quality.

Good This aspect of the provision is strong.

Satisfactory This aspect of the provision is sound.

Inadequate This aspect of the provision is not good enough.

Statement of Purpose
Norfolk County Council Adoption Agency Annual Review

Report by the Director of Children's Services

Summary

Every adoption agency has a statutory requirement to publish, and regularly update, a document which describes the ethos and goals of the adoption service, its management and oversight arrangements and the experience of its staff.

This **Statement of Purpose** is a public document, approved by the County Council each year before being made available to adoptive families, adopted children, their birth parents and guardians, adopted parents and staff working in the field of adoption. It is also inspected by OFSTED.

Recommendation:

That the Overview and Scrutiny Panel considers the Statement of Purpose and recommends it for approval to Cabinet and the full Council

1. Executive Summary

1.1 The content of the Statement of Purpose is specified in some detail in the Adoption Agencies Regulations 2005, amended in 2011. In summary, the document contains:

- The aims & objectives of Norfolk County Council's adoption agency
- A profile of the skills which adoptive families should have
- Procedures for the recruitment & approval of prospective adopters
- The Agency's management arrangements & key personnel
- The organisational structure of the adoption service
- A description of the services provided by the adoption agency
- The Quality Assurance Mechanisms
- How to complain about or challenge the agency's decisions
- Contact details of other important, relevant agencies
- A synopsis of the qualifications & experience of the adoption staff group.

2. Aims and Objectives within the Adoption Statement of Purpose 2012

2.1 The Norfolk Adoption Service was inspected by OfSTED in August 2010. Its performance was judged to be 'Outstanding' in every category measured. Norfolk Adoption Service took part in national research undertaken by Ofsted in November 2011. In the final published paper Norfolk was cited for two examples of good practice: our relationship with the courts and our new policy of matching adopters.

2.2 During 2011/12 the adoption service has radically re-designed its business processes creating one adoption list, streamlining assessments of adopters and removing unnecessary bureaucracy

2.3 It is recognised that toddlers and slightly older children are the primary groups waiting for adoptive families but there has been a significant increase in the numbers of younger children being referred over the past year. The adoption service will continue to provide high quality adoptive placements for children with as little delay as possible.

2.4 In order to improve the knowledge and understanding of adoption of newly qualified social workers and colleagues less experienced in this work, an early consultation process is available to them when considering an adoption plan for a child. This is accompanied by adoption managers providing a mentoring role for child care social workers in preparing and writing reports for the Adoption and Permanence Panel.

2.5 Many adopted children come from very damaging backgrounds so the adoption service prioritises the use of therapeutic intervention to build attachments between children and their families, using in-house staff or commissioning through Health, voluntary and independent adoption support agencies.

2.6 The Government's recent publication "An Action Plan for Adoption: Tackling Delay" outlines the measures to be taken to eliminate delays in the adoption process. In Norfolk we currently meet the thresholds that have been set, however like all other authorities we will need to work hard to meet the challenging thresholds that Government have set for future years. Norfolk's position in relation to the Government's Adoption Action Plan Proposals are outlined below:

2.61 Reduce the number of adoption delays to achieve a perfect or near perfect ethnic match.

In Norfolk we immediately seek adopters within Norfolk and also nationally profile children from ethnic minority background. Ethnic match is a factor in matching. We fast-track prospective adopters that offer an ethnic match to children awaiting adoption. All of this is prior to Placement Order.

2.62 Require swifter use of the national adoption register in order to find the right adopters for a child wherever they live.

We have one adoption list. All unmatched children are immediately placed on the adoption register and nationally profiled. We use the adoption register court search aggressively. We always attend adoption register exchange days and have a stand.

2.63 Encourage all local authorities to seek to place children with their potential adopters in anticipation of the court's placement order.

We potentially match prospective adopters to children in proceedings after initial visits. We are currently exploring a concurrent placement of a child in proceedings being placed with the adopters of their siblings. We are awaiting research findings from Coram regarding concurrent planning pilot.

2.64 Radically speed up the adopters process so that two months are spent training and information gathering followed by four months of full assessment.

We are confident this year that four month assessments will be achieved in straightforward applications. The process of information meetings, initial visit, and preparation group will require complete business re-design. In the next 3 months we will completely review and re-design initial visits. We will review training ahead of the publication of government e-learning.

2.65 Introduce a fast track process for those who have adopted before or are foster carers waiting to adopt a child in their care.

We already have a fast track for previous adopters and foster carers in initial and training stage. We await government guidance with regard to assessments. Timely allocations of Prospective Adopter's Reports remains an issue for us.

2.66 Develop the concept of a “national gateway to adoption” as a consistent source of advice and information for those thinking of adoption.

When introduced we will engage with partners in communicating to match our publicity material and gateway. We need to develop our publicity plan with colleagues in communication.

2.67 We are organising a Norfolk Adoption Seminar involving key agencies including the judiciary. We have produced a Project Initiation Document with a detailed timeline and resources required to implement the Adoption Action Plan

2.7 More specifically, the adoption service aims to achieve the following targets during the next twelve months:

- To host at least 6 information meetings for adoption enquirers
- To undertake up to 70 initial visits to prospective adopters
- To deliver at least 3 preparation groups for prospective adopters
- To complete approximately 45 home studies
- To action plan speedily for the recruitment of foster carers as adopters within the Adoption and Fostering Recruitment Team
- To work to achieving adopters' approval within 6 months of receiving their application

3. Resource Implications

3.1 The complexity of need and increasing demand from families for adoption support services will undoubtedly impact on budgets as more and more children with special needs are adopted. It must be remembered that expenditure on the same children, if they remained in care, would be considerably higher.

3.2 Research is clear that children adopted are less likely to experience placement breakdown and achieve better outcomes. Local research clearly indicates that the whole-life costs of adoption are significantly less than long-term care.

3.3 Last year 77 children were approved as needing a plan of adoption, 40 prospective adopters were approved, 7 foster carers became adopters, 65 matches were made and 59 adoption orders granted. There were 3 disruptions at the early stage of adoption placement, a complete review of the last 5 years disruptions has been commissioned, and training will be rolled-out.

4. Other Implications

4.1 Equality Impact Assessment (EqIA)

An equality impact assessment is not necessary here as this report does not refer to a new project, strategy or decision. However, the adoption service policies and practice are underpinned by anti-discriminatory principles, equality of access regardless of age, disability, gender, faith, race or sexuality.

4.2 Impact on Children and Young People in Norfolk

The provision of this service has a highly beneficial impact on Norfolk children and young people who need a permanent substitute family.

4.3 Any Other Implications

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

5. Section 17 – Crime and Disorder Act

5.1 The Act requires local authorities to consider crime and disorder reduction in the exercise of all their duties and activities. The direct implications have been considered and the impact on crime and disorder is not judged to be significant in this instance.

6. Action Required

6.1 That the Overview and Scrutiny Panel considers and scrutinises the Adoption Agency Statement of Purpose 2011 and passes consequent comments on to Cabinet.

Officer Contact

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

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Email: Lesley.whitney@norfolk.gov.uk



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

Appendix A – Department for Education Adoption Scorecard

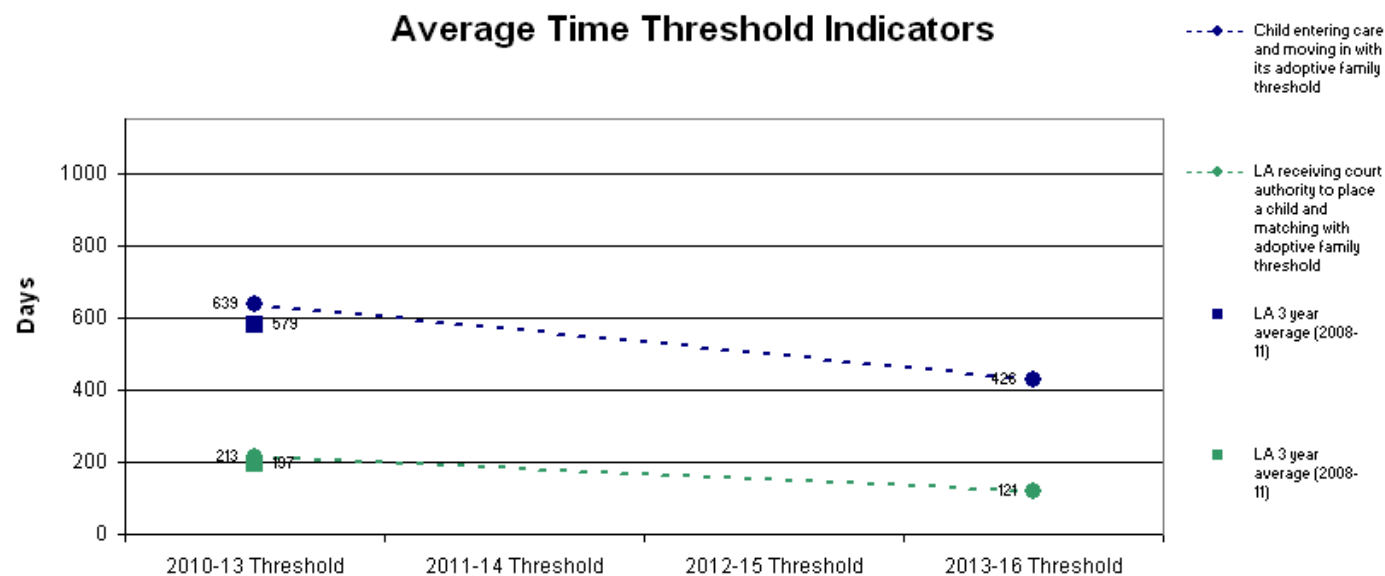


Adoption Scorecard

Norfolk

Children

	Average time between a child entering care and moving in with its adoptive family, for children who have been adopted (days)	Average time between a local authority receiving court authority to place a child and the local authority deciding on a match to an adoptive family (days)	Children who wait less than 21 months between entering care and moving in with their adoptive family (number and %)
LA 3 year average (2008-11)	579	197	190 (65%)
Trend - Improvement from previous year (2010)	↑	↑	n/a
England 3 year average (2008-11)	625	171	9440 (58%)
Distance from 2010-13 performance threshold	Threshold met	Threshold met	n/a



Prospective Adopters

	The time taken from registration of interest to decision of suitability to adopt (days)	The time taken from receipt of application form to decision of suitability to adopt (days)	The time taken from decision of suitability to adopt to matching with child (days)
LA 3 year average (2008-11)	Data not available until 2014		
England 3 year average (2008-11)			

Related Information

Adoptions from care (number adopted and % leaving care who are adopted)	Number and % of children for whom the permanence decision has changed away from adoption	Adoptions of children from ethnic minority backgrounds (number adopted and % of BME children leaving care who are adopted)	Adoptions of children aged five or over (number adopted and % of children aged 5 or over leaving care who are adopted)	Average length of care proceedings locally (weeks)	Number of children awaiting adoption (as at 31 March 2011)	Number of approved prospective adopters (as at 31 March 2011)
145 (13%)	15 (5%)	5 (7%)	30 (4%)	46	100	Data not available
9570 (12%)	1030 (7%)	1590 (7%)	2560 (5%)	52	4290	Data not available

Norfolk County Council Adoption Service

Statement of Purpose 2012-13



LOCAL AUTHORITY ADOPTION SERVICE REGULATIONS 2003



Foreword from the Director of Children's Services

Welcome

Adoption is of critical importance to Norfolk County Council. We are working hard to implement the government's action plan for adoption. The Adoption Action Plan Proposals and Norfolk's Position are outlined below

- **Reduce the number of adoption delays to achieve a perfect or near perfect ethnic match.**

In Norfolk we immediately seek adopters within Norfolk and also nationally profile children from ethnic minority background. Ethnic match is a factor in matching. We fast-track prospective adopters that offer an ethnic match to children awaiting adoption. All of this is prior to Placement Order.

- **Require swifter use of the national adoption register in order to find the right adopters for a child wherever they live.**

We have one adoption list. All unmatched children are immediately placed on the adoption register and nationally profiled. We use the adoption register court search aggressively. We always attend adoption register exchange days and have a stand.

- **Encourage all local authorities to seek to place children with their potential adopters in anticipation of the court's placement order.**

We potentially match prospective adopters to children in proceedings after initial visits. We are currently exploring a concurrent placement of a child in proceedings being placed with the adopters of their siblings.

We are awaiting research findings from Coram regarding concurrent planning pilot.

- **Radically speed up the adopters process so that two months are spent training and information gathering followed by four months of full assessment.**

We are confident this year that four month assessments will be achieved in straightforward applications. The process of information meetings, initial visit, and preparation group will require complete business re-design. In the next 3 months we will completely review and re-design initial visits. We will review training ahead of the publication of government e-learning.

- **Introduce a fast track process for those who have adopted before or are foster carers waiting to adopt a child in their care.**

We already have a fast track for previous adopters and foster carers in initial and training stage. We await government guidance with regard to assessments. Timely allocations of PAR's remains an issue for us.

- **Develop the concept of a "national gateway to adoption" as a consistent source of advice and information for those thinking of adoption.**

When introduced we will engage with partners in communicating to match our publicity material and gateway. We need to develop our publicity plan with colleagues in communication.

We are organising a Norfolk Adoption Seminar involving key agencies including the judiciary. We have produced a Project Initiation Document with a detailed timeline and resources required to implement the Adoption Action Plan

We are continuously improving our practice and are striving to have no adoption breakdowns by developing our adoption support team. We always need more potential adopters particularly for older children sibling groups and children with a disability.

Thank you for taking the time to find out more about adopting in Norfolk.

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The Norfolk Children's Services Vision:

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

Norfolk's Adoption Service was rated by OfSTED as 'Outstanding' in every category of their most-recent inspection of the service in August 2010

The aims and objectives of Norfolk County Council Adoption Service are:

- ✓ Whatever their cultural background or disability, to identify and prepare children who need, and can benefit from, a permanent and legal attachment to an adoptive family.
- ✓ To implement effective strategies for the recruitment of sufficient adopters able to meet the needs of children waiting for adoption.
- ✓ To aspire to achieving a successful outcome for each child placed with a new family, minimising the number of placement disruptions.
- ✓ To provide a comprehensive adoption support service to adopted children and their families and also to birth families.
- ✓ To provide intermediary services to adopted adults and to birth families.
- ✓ To maintain high standards of practice within the adoption service by, wherever possible, exceeding the National Adoption Minimum Standards.
- ✓ To promote opportunities for professional development of adoption workers, both social care and administrative staff, to increase their knowledge of good practice and personal development to strive constantly for service improvement.



Norfolk Adoption Service Statement of Purpose 2012-13

Specific aims for 2012 are to:

- ✓ Implement the adoption action plan creating a project board
- ✓ Organise an adoption summit in Norfolk for key partners
- ✓ Aim to complete assessments of applicants within 4 months.
- ✓ Proactively match potential adopters to children at the earliest opportunity
- ✓ Continue to provide high quality adoptive placements for children with as little delay as possible
- ✓ Undertake a systematic review of all disruptions in the last 5 years and disseminate learning to all relevant parties
- ✓ Improve the knowledge and understanding of adoption of newly qualified social workers and colleagues less experienced in this work through an early consultation process when considering an adoption plan for a child
- ✓ Provide a mentoring role for divisional social workers in preparing and writing reports for the Adoption & Permanence Panel
- ✓ Expand the therapeutic attachment service for adopted children and their families, using in-house staff and resources commissioned through Health, voluntary and independent adoption support agencies. Host 11 information meetings for those inquiring about adoption.
- ✓ Continue to work with Family Justice Council partners to ensure that the legal process of considering children's care plans for permanence is robust and timely
- ✓ Continuously review our business processes to ensure matches & adoptions are achieved in a timely manner
- ✓ Review and develop our adoption recruitment strategy
- ✓ Achieve the following targets during the next twelve months
 - To increase the number of information meetings for adoption enquiries from 6 to 10
 - To undertake up to 50 initial visits to prospective adopters
 - Continue to deliver training for prospective adopters
 - To complete home studies within 4 months of formal application
 - To speedily action plan for the recruitment of foster carers as adopters

Who are we looking for?

All sorts of people can make successful adoptive parents. Norfolk adoption service welcomes enquiries from people of any ethnic background, age, religion or sexual orientation and from people with disabilities. Applicants may be single, married or living with a partner and may or may not already have children in their family.

The important thing is that adopters have the potential to meet the needs of the children who are waiting for secure and trusting families.



What skills do adopters need?

- ✓ As can be seen from the flowchart which follows, Norfolk adoption service prepares and trains prospective adopters for the task of looking after, and claiming, children born to another family. The process helps applicants think about their strengths and skills and any areas where they may need more information or experience.
- ✓ Adoptive applicants don't have to be perfect. Nobody is. Often people who have had difficulties in their lives and have worked through them are stronger as a result.

By the time applicants are ready to adopt, we trust that they will be able to:

- ✓ *Provide a safe, stable, loving family life*
- ✓ *Have plenty of time and energy to spare*
- ✓ *'Stand in the shoes' of a child and understand how he or she may be feeling*
- ✓ *Help children feel good about themselves*
- ✓ *Encourage a child's education, hobbies and interests*
- ✓ *Keep a child safe and promote a healthy lifestyle*
- ✓ *Help a child feel a positive sense of who they are and where they have come from*
- ✓ *Tell their child about their background and sometimes keep in contact with important birth family members*
- ✓ *Be firm sometimes but also be able to negotiate and compromise*
- ✓ *Cope with the unexpected*
- ✓ *Stay calm and positive when things are not going according to plan*
- ✓ *Ask for help if they need it.*

The procedures for recruiting, preparing, assessing, approving and supporting prospective adopters

The Adoption Service aims to recruit a wide range of families to meet the differing needs of children requiring adoptive homes. The agency will welcome all enquiries without prejudice. Anyone who uses the adoption service will be treated with respect and honesty.

The agency's strategy for recruiting prospective adopters is to prioritise applicants for that most accurately reflect the needs of looked after children waiting for adoption at any one time.

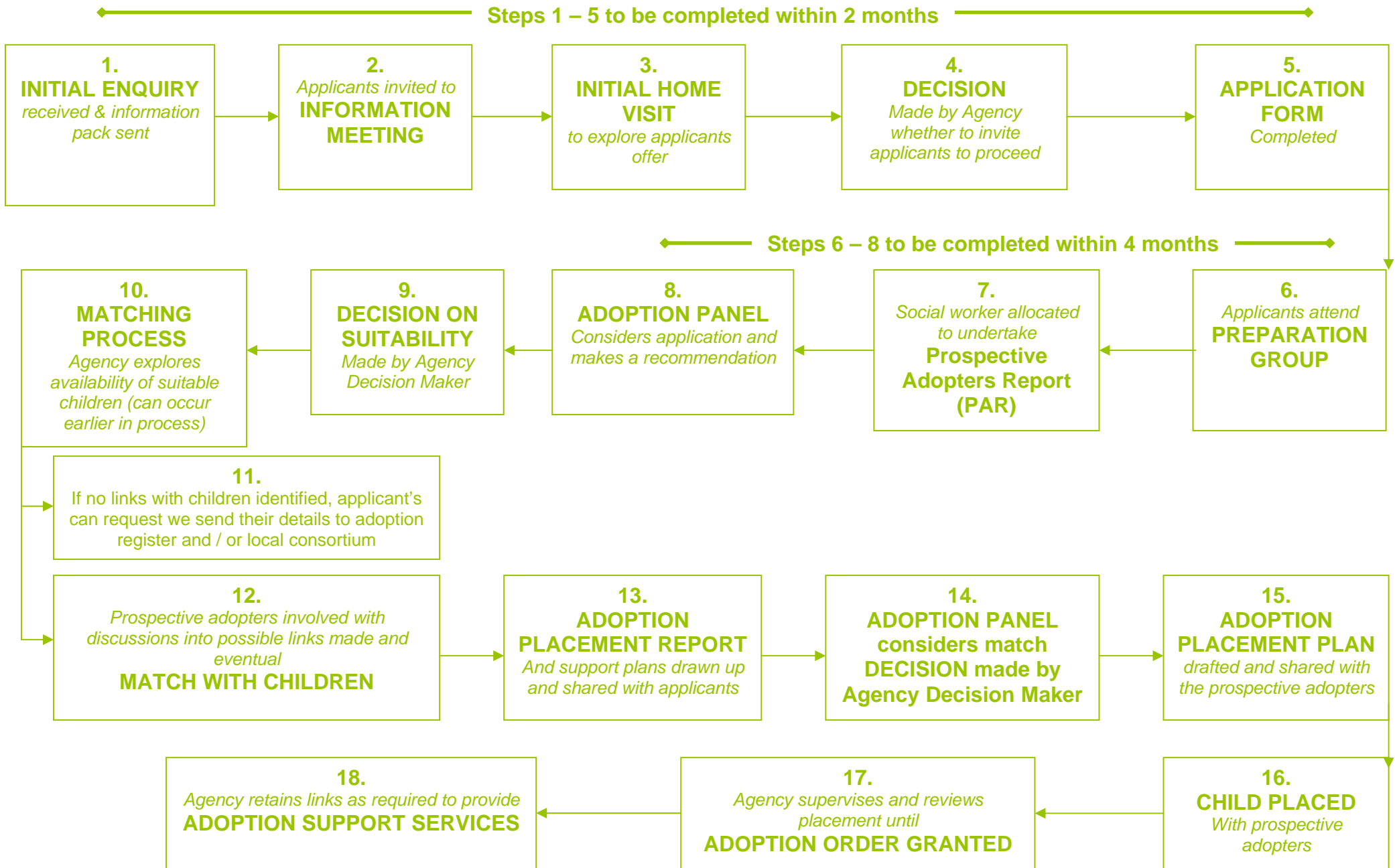
Publicity and recruitment materials and leaflets have been produced to support good communication with prospective adopters and more accurately represent the profile of children wanting to be adopted.

Details of the process for recruiting, assessing, preparing, approving and supporting prospective adopters are set out in the Adoption Unit's procedures, available on request to the public, professionals and other agencies.

We aim to work in partnerships and seek your views about the assessment process and our relationship with you at regular intervals.



Flowchart of steps in recruiting, preparing, assessing, approving and supporting prospective adopters



Services provided by Norfolk Adoption Service

The Adoption Service in Norfolk consists of three social work teams which deliver the following:

- The recruitment, training and assessment of prospective adopters, including inter-country applicants
- The preparation of children for an adoptive placement
- Placement of children with approved prospective adopters
- Counselling for birth families relinquishing a child for adoption
- Consultation to child care social work teams in respect of adoption issues
- Services to other professionals including facilitation of the independent Adoption and Permanence Panel; an expert witness service and completion of reports for Courts; participation in the Eastern Region Adoption Consortium
- Adoption Support services which include a regular newsletter and following an assessment of need, a plan of support.
- A Letterbox scheme to facilitate indirect and direct contact where appropriate between adopters and their children and birth family members
- A service to applicants and the courts in relation to in-family (non-agency) adoptions
- Access to birth records and information for Adoption Adult
- Intermediary services for birth relatives and adopted adults



There are many other services provided to other professionals including:

- ✓ consultation to child care social workers regarding planning for children
- ✓ an expert witness service and completion of reports for Court
- ✓ facilitation of the independent Adoption & Permanence Panel service
- ✓ participation in the Eastern Region Adoption Consortium

Quality Assurance Mechanisms

Norfolk's Adoption Service receives regular internal and external scrutiny to ensure that services are robust and of good quality.

Internal monitoring is done by:

- ✓ Collection and scrutiny of data, recording outcomes for children and adopters.
- ✓ Tracking systems to measure the timescales involved for providing services.
- ✓ Quarterly performance board which reviews outcomes to allow performance to be checked against key performance indicators and national standards
- ✓ Unit meetings and training sessions to focus on any slippage in performance
- ✓ Gathering of service user feedback at different stages of the adoption process
- ✓ Statutory reviews and planning meetings provide a structure for the agency to record progress in individual cases
- ✓ Staff performance is routinely monitored during regular supervision sessions and annual appraisals with line managers
- ✓ Elected Members scrutinise the Agency's output through attendance at adoption panels and the Agency's Annual Reports and the review of the Statement of Purpose & Function.
- ✓ Auditing of case files.



External monitoring is achieved by:

- ✓ The independent Adoption & Permanence Panels which closely examine the quality of cases referred to Panel, with regular feedback through meetings between the Panel Chair and agency managers and decision-maker
- ✓ The service has voluntarily involved itself in research undertaken by OFSTED and the Local Government Association
- ✓ Input from specialist external agency staff (e.g. Family Futures) who provide clinical supervision of some aspects of practice and training opportunities
- ✓ Collective scrutiny of regional practice and service delivery through membership of the Eastern Counties Adoption Consortium which includes several other local authority and voluntary adoption agencies
- ✓ The agency's links and participation in research with the University of East Anglia providing a valuable opportunity to evaluate professional practice
- ✓ Comprehensive, regular inspection by OFSTED which measures the agency's performance against the adoption national minimum standards and regulations.

How to Complain or Challenge a Decision

While Norfolk's Adoption Service endeavours to get things right first time, every time, there may be occasions where service users wish to make a complaint. This section sets out the procedures in place, should this situation arise.

The complaints procedure

Norfolk County Council has a designated Compliments & Complaints Team which coordinates the investigation of representations made by prospective and approved adopters. All complaints are logged by the team.

Children, young people or their representative can make a complaint by using the local rate number 0344 800 2020 or accessing the Norfolk County Council website www.norfolk.gov.uk

The key features of this complaints procedure are:

- ✓ Most issues can be sorted out informally by the manager responsible for the service within 10 working days.
- ✓ If the case is not resolved, an independent person completes an investigation within a further 25 working days.
- ✓ If the issue remains contentious, the Chief Executive's Department commissions another investigation to make recommendations to be considered by a Panel of three independent people.

Children and young people wishing to make a complaint must either be receiving or seeking a service from Norfolk County Council Children's Services.

Any individual or group, other than children and young people, receiving or seeking a service from Norfolk County Council, who wish to make a complaint, can do so by writing to:

Compliments and Complaints Manager, FREEPOST IH 2076
Norwich NR1 2BR or at www.norfolk.gov.uk

Challenges to decisions regarding suitability to adopt

If prospective adoptive enquirers are assessed as unsuitable as adopters before having a formal application accepted, they can seek to have the decision reviewed by a Team Manager.

If still negative, the enquirer(s) can ask for the decision to be referred to the Operational Manager (Adoption, Fostering & Residential Care) for final adjudication. If this reviewing officer upholds the original decision, there is no further ground for appeal.

If a formal application to adopt is accepted by the adoption agency, and doubts regarding suitability subsequently arise, the applicants are able to insist that their assessment as adopters is presented to the Adoption & Permanence Panel.

If the Panel recommends that the applicants are unsuitable as adopters, the case can be referred to an independent Panel through the Independent Review Mechanism.



The addresses and telephone number of the OFSTED inspectorate

Any serious concerns regarding the agency's practice can be referred to the OfSTED inspectorate. The main office for the OFSTED adoption inspectorate service is:

OFSTED National Business Unit
Royal Exchange Buildings
St Anne's Square
Manchester M2 7LA
Tel: 08456-40-40-40
e-mail address: enquiries@ofsted.gov.uk



The telephone number and email address of the Children's Rights Director

If a child has any serious concerns relating to the adoption agency, they can contact the Children's Rights Director themselves. The details are:

Children's Rights Director
Tel: 0800 528 0731
e-mail: rights4me.org

Adoption Service Management Arrangements

The OfSTED named, responsible manager and adoption support services advisor is the Operational Manager (Adoption, Fostering & Residential Care).

The Adoption Agency Decision-Makers are:

- The Assistant Director, Strategy & Commissioning, Children's Services, County Hall, Norwich.
- The Safeguarding Strategy & Commissioning Manager.

Pen picture of Peter Ronan – Adoption, Fostering and Residential Care Operational Delivery Manager

- History Honours Degree (University of East Anglia, 1984)
- Diploma in Social Worker (CETSW No 41175, 1993)
- Certificate in Management (NEBS NC970000221711051098, 1998)
- General Social Care Council Registered Social Worker (Registration Number 1067098 continuing 4th April 2011 for 3 years)
- Enhanced CRB completed July 2010 (001287372317)

Peter has worked for Norfolk County Council since 1988 beginning in a residential children's home. Peter developed a key worker system whilst studying for his diploma in social work. Post qualifying, Peter developed an interest in working with families to achieve change. The Children Support Team developed flexible packages of support to assist families to change drawing particularly from solution focused and attachment theory.

During this period Peter also chaired Foster Panels (1997 – 2000) and took on management responsibility for home care. Peter became the responsible individual for Children's Services Homecare, a service that has been constantly rated as 'outstanding' (3 teams) and 'good' (one team).

Since 2006 Peter has become a key member of Norfolk Children's Safeguarding Board, acting as Chair of the Southern Local Safeguarding Group

Peter is the operational lead for the re-write of Child Protection Procedures following Working Together 2010.

Peter will bring a strong understanding of the families Looked After Children came from, detailed working knowledge of child protection and court process in adoption, fostering and residential care.

The Adoption & Fostering Recruitment Team takes a lead role in recruiting, assessing, training and approving prospective adopters and foster carers. Other functions include providing the in-family (step-parent) assessment and court service, inter-country adoption and permanent fostering approvals.

The Adoption Family Finding Team specialises in family finding for children with complex needs, often on a regional and national basis. A full matching, support and court reporting service is provided. These children can require therapeutic input to prepare them for placement and ongoing support

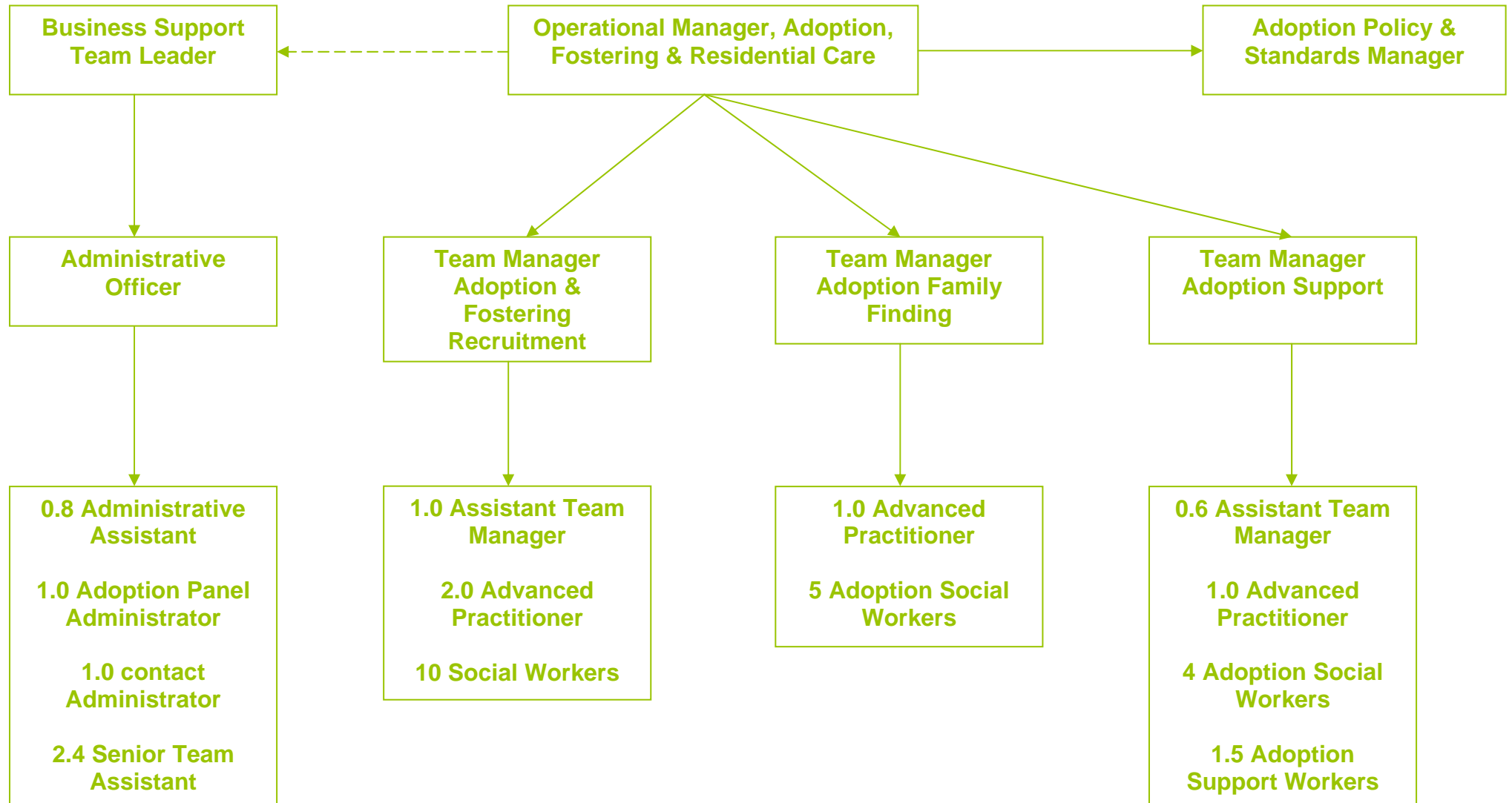
The Adoption Support Team provides post-adoption support services after an assessment of need. Such services can include casework, provision of therapy, support groups and links with trained 'buddies'. Counselling adopted adults regarding their personal histories, acting as intermediaries for birth relatives seeking contact with their adopted relations and delivering the 'letterbox' exchange of information between adopters and birth family members are vital components of the wider adoption support service.

Norfolk also has service level agreements with Adoption UK, Family Futures and Barnardos for the provision of support services for adopted adults, birth family member as well as adoptive families.

The Adoption & Permanence Panels, commissioned by the adoption agency, each meet twice a month to make independent recommendations on the appropriateness of plans for adoption or permanent fostering for children, the suitability of applicants as adopters or permanent foster carers and the quality of matches between families and children. The independent chair is a skilled, experienced adoption consultant. The Panel Advisor role is filled by the Policy & Standards Manager who is also an experienced child care manager.

The Norfolk County Council Adoption Agency is part of the regional East Anglian Consortium of Adoption Agencies consisting of three neighbouring local authorities and two voluntary adoption agencies. Children who cannot be placed within their 'home' area would be referred to the consortium as an identified priority.

**Diagram 1: The Structure of the Adoption & Family Finding Unit
(from 1 April 2012)**



Appendix One – Adoption Focussed Staff Employed by Norfolk Adoption Service

POSITION	QUALIFICATIONS	TOTAL SERVICE IN CHILD CARE	EXPERIENCE IN ADOPTION
Team Manager, Children's Team	MA DipSW 1994 Child Care Award 2003	18 years	9 years
Advanced Practitioner Children's Team	Diploma In Social Work Diploma in Higher Education Degree in Specialist Practice Working with Children and Families Theraplay® Practitioner Level 1 and 2	13 years	7 years
Team Manager Adoption Support Team	BA (Hons) Philosophy, MA/DipSW, BA Specialist Practice, Theraplay practitioner 1; Cert. in Counselling	13 years	7 years
Advanced Practitioner	CQSW MPhil	7 years	4 years
Agency Panel Advisor	BA Hons Eng Lit DipSW and MA PQ award	14yrs	14yrs
Acting Team Manager Adoption Family Finding	MA / Dip SW Child Care Award Theraplay Practitioner 1 GSCC registered	17 years	9 years
Asst. Team Manager PT Birth Relative Intermediary Service	CQSW PQ Award (Children & Families) GSCC registered	24 years	22 years
Social Worker	Diploma of Higher Education in Social Work Studies, Diploma in Social Work, BA (Hons) in Specialist Practice	12.5. years	Social worker to a number of children who have been placed for adoption.

	(Children + Families		
Social Worker	NNEB, DipSW, HND Social Care	43 years	9 years - 3 in fieldwork /LAC and 6 in AFFU
Social Worker	MA Social Work	Pre – qualified 5 years Post qualified 5 years	Since Oct 2011
Adoption Social Worker	DipSW (1997), MA in Social Work (1997), PQ Child Care Award (2003)	15 years	11 years
Adoption Social Worker	BSc Psychosocial Studies (Hons) MA/DipSW Social worker PQ1. Theraplay Practitioner	13 years	10 years
Adoption Social Worker	BA Applied Social Studies CQSW and PQSW	22 years	12 years
Adoption Support worker in AST(p/t)	NNEB	25 years	8 years
Social Worker (Children's Team)	MA in Social Work	6 years	4 months
Social Worker	Diploma in Social Work Post Grad Diploma in Play Therapy Introduction to Theraplay	17 years	10 years
Adoption support social worker	BA Hons in social work and welfare studies. Masters degree in social work.	4 years	1 and a half years
Adoption Social Worker	MSc in Social Work	10 years	3 ½ years
Social worker	B.A Hons, M.A., CQSW, DASS	22 years	12 years
Adoption Support Worker	BA (Hons) Social Studies NVQ 3 Group and Foster Care Associate Theraplay Therapist	16 years	9 years

Social Worker	On maternity leave		
Social Worker	On maternity leave		
Social Worker	DipSW, DipHE, Practice Teaching Award	Voluntary Sector – 12 yrs. Norfolk CC – 11 yrs	Adoption Support Team (primarily with issues of Contact – 6 yrs
Adoption Social Worker – Post Adoption Team	MA, DipSW	13 YEARS	5 YEARS
Social Worker- Adoption recruitment team	BA (Hons) Psychology MA Social Work	12 years	6 years

Statement of Purpose of Norfolk's Fostering Services Annual Review

Report by the Director of Children's Services

Summary

Every fostering service has a statutory requirement to publish, and regularly update, a document which describes the ethos and goals of the fostering service, its management and oversight arrangements and the experience of its staff.

This **Statement of Purpose** is a public document, approved by the County Council before being made available to foster families, fostered children, their birth parents and guardians, and staff working in the field of fostering. It is also inspected by OFSTED.

Recommendation

That the Overview and Scrutiny Panel considers the Statement of Purpose and recommends it for approval to Cabinet and the Full Council.

1. Executive Summary

1.1 The content of the Statement of Purpose is specified in some detail in the Fostering Services Regulations 2002, amended in 2011. In summary the document contains:

- What we believe in – our aims
- What we do – our objectives
- Who are we?
- The new fostering service structure
- Foster Carers: Types, Tasks and Numbers
- The County Fostering Recruitment Team
- Family Placement Teams – Supervision and Support
- Children with Disabilities (Family Placement)
- Other forms of support for Foster Carers and the children they care for
- Learning and Development (Family Placement)
- Appendix One: Staffing

2. Aims and Objectives of Norfolk Fostering Service

2.1 This report summarises the Statement of Purpose of the Norfolk County Council Fostering Service attached:

- Statement of Purpose (Appendix A).

2.2 This document gives a clear statement of the aims and objectives of Norfolk's Fostering Service and what facilities and services are provided, including details of:

- Management structure, a description of the organisation and services provided
- Aims, objectives and principles
- Procedures and processes for recruiting, approving, training, supporting and
- reviewing foster carers
- Number, relevant qualifications and experience of staff.

2.3 Furthermore, there are also Children's guides which explain the fostering service to children as well as how to complain and access independent advocacy.

2.4 Fostering Services are subject to regulatory inspection by OFSTED. The Fostering Service was inspected in November 2011 and the overall judgment was 'Satisfactory'.

Last year we:

- Successfully implemented a major restructure
- Redesigned our business processes around assessment and recruitment, foster carer annual reviews and accreditation levels
- Worked with Norfolk in-care council to develop and improve our training offer
- Developed our new foster carer handbook
- Embedded Figtree (management recording) system to improve performance management information
- Established a performance board
- Increased training on post-16 planning and placements
- Reviewed and improved our recruitment strategy. Our "Hope" campaign received National recognition
- Recruited and approved 37 foster carers. Continued to fund foster carers' to be members of the fostering associations.
- Held regular dialogue with fostering associations
- Significantly improved performance with regard to annual reviews
- Worked with commissioners to further understand the needs of our looked after children population
- Reviewed, updated and re-published our children's guides
- Published our training calendar
- Implemented the systematic audit of files
- Developed a range of therapeutic parenting models for foster carers
- Engaged and developed multi-treatment foster care service in partnership with Suffolk County Council
- Reviewed and streamlined expenses payments for foster carers
- Reviewed and updated our on-line presence and marketing strategy
- Reviewed, updated and published our complaints process

Next year we will:

- Review our structure and make minor alterations to improve the service
- Further develop our service to children of foster carers
- Review and develop placement planning process
- Review and further develop our safeguarding and de-escalation training
- Continuously review and update the foster carer handbook
- Ensure that 90% of foster carer reviews are in timescale and that no annual review is more than 6 months out of date
- Implement an annual service-wide audit so that all workers audit at least 2 files
- Run workshops on equal opportunities and anti-discriminatory practice
- Launch network groups in King's Lynn, Great Yarmouth and Norwich
- Develop a duty system
- Publish our foster care charter
- Publish our new foster carer handbook
- Implement a new expenses payment system
- Have a continuous marketing strategy
- Hold 2 marketing campaigns
- Implement the Multi Treatment Foster Care
- Commission Norfolk In-Care Council to research, survey and meet with children and young people in Norfolk Foster Service placements to help us better understand their journey and implement improvements based on their findings
- Review and, if needed, develop our child development training
- Deliver workshops in Equality and Diversity to staff and carers
- Conduct our first annual foster carer satisfaction survey
- Commission research to maximise placement availability

3. Who are we?

3.1 Norfolk County Council, like many other Local Authorities has needed to make changes to the way services are organised in response to a reduction to funding available. As part of Norfolk County Council, the fostering service too, has needed to review the way the service is organized and make changes. The service now comprises:

- **The County Adoption and Fostering Recruitment and Assessment Team** which takes the lead in recruiting and assessing new carers county wide
- **Three Family Placement Supervision and Support Teams** supervising foster carers
- **The Children with Disabilities Family Service** which recruits, assesses and supervises foster carers who offer full-time or short term breaks for children with a disability

4. Foster Carers: Types, Tasks and Numbers

Foster carers are approved to offer:

- Task-centred placements to meet the objectives of a child's care plan
- Permanent / Long-term placements offering a foster home and a sense of belonging with a substitute family to a child indefinitely
- Kinship Foster Carers (or Family and Friends Carers) approved as foster carers in order to offer a placement to a specific child or children known to them
- Short Term Breaks / Short Breaks Plus for children who have a disability
- Respite care to support the child's own family or to provide breaks for full-time foster carers.

Numbers of Children

At the end of March 2012, there were 401 children living in Norfolk County Council foster homes. In addition, 325 children were placed with independent fostering agencies. The short term break scheme for children with disabilities offered placements to 42 children, with the short term plus scheme working with 27 young people.

38 young people remained with their foster carers past their 18th birthday.

Numbers of Foster Carers

At 31 March 2011, Norfolk County Council supervised and supported 453 foster carer households, 373 carers providing full-time placements.

In-house recruitment of new foster carers continued. In 2011/2012 37 new foster families were recruited, of which 3 were kinship foster carers.

59 foster carers ceased their registration primarily through:

- Changes in regulations regarding attached respite and short-break foster carers
- Long-term placements ending
- Retirement
- Changes in family circumstances
- Ill health

5. The Adoption and Fostering Recruitment Team

The team has:

- Created a bank of foster carers who can be interviewed on radio or by journalists for newspaper articles and local events.
- Involved adults who were fostered and social workers in recruitment and preparation of potential foster carers.

- Developed the web page to link to i-pod radio interviews, carers' stories and profiles of children.
- Met regionally with other fostering managers to discuss recruitment issues.
- Continued to recruit carers with a range of experience, skills and capacities to correspond with the needs of children and young people requiring placements in the priority groups of adolescents, mother and child, sibling groups and long term/permanent placements.
- Children's Workforce Development Council (CWDC) Training standards have been integrated into the assessment and preparation of applicants.
- Ensured that the needs are met of children and applicants from those minority and ethnic groups who have settled in Norfolk, by strengthening links with Black Minority and Ethnic Groups (BME), young people and families' specialist team.
- Improved systems for evaluating the effectiveness of our publicity strategy to keep pace with fluctuations in the demand for different types of placement and to ensure our processes attract and select applicants able to fully meet the needs of Norfolk children.
- Targeted local areas to ensure we have more placement choice for children near their birth families.
- Evaluated the effectiveness of our current processes for assessing the suitability of family and friends carers and to develop more appropriate methods of assessment in this complex and growing field of work.
- Enhanced working relationships with the Support Teams and the Placement Team by identified AFRT social workers having liaison roles and by Support Team social workers undertaking joint trainer roles on the preparation courses.

6. Supervision and Support Teams

6.1 The supervision and support teams provide services to the following types of foster carer:

- **Task Centred:** Offering placements to children until the conclusion of their care plan. Some carers specialise in respite, others in moving children on to a permanent placement otherwise known as bridging.
- **Permanent:** Offering a home to a Looked After Child for good and where they will become fully integrated as part of the family.
- **Connected Persons (Family and Friends):** Offering a Looked After Child a placement where the child is known to them as a family member or friend.

6.2 Foster carers and their families receive:

- Regular supervision visits, every 4-6 weeks.

- Twenty-four hour telephone support from an on-call Family Placement Social Worker.
- Invitations to regular support groups held throughout the county, including educational and social events.
- All foster carers on approval are funded for membership of the Fostering Network which provides independent advice and mediation as well as other associated benefits.
- Eligibility for the long service award scheme.
- An account with our on-line information and communication service “Fosternets” which provides foster carers with information and assists communication between themselves, other fosters carers and Children’s Services staff.
- Advice on completing a written “Family Safe Care Policy”, a copy of which is kept on file and updated at each placement.
- Ongoing training and development to encourage continuous development, which will include providing evidence of competence for the carer if they are undertaking the NVQ Health and Social Care for foster carers.
- All carers can access the LAC CAMHS Service (A Primary Mental Health Service for Looked After Children and Adopted Children). This service provides consultation and guidance to foster carers and professionals working with Looked After Children. Each child’s situation will be considered individually and may include therapy for the child, work with the family and consultation to the team around the child.

7. Children with Disabilities (Family Placement)

7.1 As previously stated, as of 1 June 2011 the management of the Short Term Breaks scheme and full time fostering provision for disabled children transferred to a County Disabilities Service. Family Placement Practitioners work both from the CWD fieldwork teams and from newly created Children With Disabilities Resource Centres (Foxwood and Marshfields)

7.2 The CWD team provides full time placements for Looked-After Children with disabilities. This includes training and support for full time foster carers and their attached respite carers. Over thirty disabled children are currently in placement. These Looked After Children have a wide range of disabilities. Babies as well as older children and teenagers are in placement. Working with a variety of other agencies, particularly our health colleagues, is a feature of the service. Carers access Departmental courses as well as more specialised ones organised and funded by the CWD Family Placement Service.

7.3 Short Break Service

The scheme provides short break opportunities for disabled children and their families.

Caring for a disabled child will present carers with challenges and difficulties significantly beyond those experienced by the carers of a non-disabled child. Disabled children do not always get the same opportunities as their non-disabled peers e.g. staying away from home with friends and relatives, the scheme offers them that experience.

8. Learning and Development (Family Placement)

8.1 Training meets the needs of foster carers, the requirements of National Minimum Standards for the Fostering Service, and the CWDC Training, Support and Development Standards for Foster Care. The training:

- enables foster carers to provide high quality care which meets the diverse needs of the children placed with them
- promotes the recruitment and retention of foster carers
- ensures that carers are an integral part of the Children's Services
- is delivered within existing and planned resources
- promotes partnership working.

9. Resource Implications

9.1 There are no resource implications in considering this Statement of Purpose. The Norfolk Fostering Service continues to represent good value for money when compared with alternative provision from independent agencies. The plan to increase in-house fostering provision will need to be supported in the future. By increasing the number of children within local authority provision ongoing savings should be achieved.

10. Other Implications

10.1 Equality Impact Assessment

An equality impact assessment is not necessary here as this report does not refer to a new project, strategy or decision. However, the Fostering Service policies and practice are underpinned by anti-discriminatory principles, equality of access regardless of age, disability, gender, faith, race or sexuality.

10.2 Impact on Children and Young People in Norfolk

Having a thriving and successful Fostering Service is essential for Children's Services. For the majority of children who cannot live at home, a placement within a family offers the best environment in which to grow up. Better matched and localised provision results in better outcomes for children and young people.

10.3 Any Other Implications

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

11. Section 17 – Crime and Disorder Act

11.1 The Act requires local authorities to consider crime and disorder reduction in the exercise of all their duties and activities. The direct implications have been considered and the impact on crime and disorder is not judged to be significant in this instance.

12. Risk Implications/Assessment

12.1 A risk assessment is inappropriate as members are not required to make a decision relating to policy/strategy development or project authorisation or approval.

13. Action Required

13.1 The Overview and Scrutiny Panel are asked to recommend approval of the Statement of Purpose to Cabinet and full Council.

Officer Contact

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

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

Norfolk County Council Fostering Service

Statement of Purpose 2012-13



Foreword from the Director of Children's Services



Welcome

We welcome people from all walks of life and all ethnic backgrounds and religions. It doesn't matter if you are a home owner, tenant, or on housing benefit, employed or not employed. If you can demonstrate that you could meet the needs of a child or young person who is in the care of the Local Authority, then we will consider your application.

Many of the children we need to place in foster care will have suffered trauma, grief and loss. Some will have experienced or witnessed abuse or lived in chaotic environments, which may have left them feeling vulnerable and unsafe. We are looking for carers who can provide children with a safe and stable environment for them to grow and develop. You will need to help them feel comfortable in your home and their surroundings. Foster carers work as part of a team with birth parents and a range of professionals to ensure good outcomes for children and young people.

It's important to remember that we are not simply looking for people who have had straightforward lives. We will consider your family history sympathetically. Coming through and learning from difficulties or losses can be helpful experiences for fostering.

We welcome applications from adults over 21 years of age. You need to have a genuine commitment to care for a child and lots of energy, understanding and patience. You need to have a spare bedroom in your home and sufficient time and space in your life to care for children and young people who may have a range of additional needs.

Thank you for taking the time to find out more about fostering in Norfolk.

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The Fostering Service

The Fostering Service has a duty to compile a written statement “the statement of purpose” which consists of a statement of the aims and objectives of the fostering service, and a statement as to the services and facilities (including any parent and child arrangements) provided by the fostering service. Norfolk Fostering Service is part of Norfolk County Council Children's Services. We provide foster carers for Norfolk children who need to be looked after by the local authority. The Fostering Service recruits and assesses applicants to foster and ensures approved foster carers are trained and supported to meet the needs of the children they care for.

Aims & Objectives of the Norfolk Fostering Service

Norfolk Children's Services Vision:

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

The aims of Norfolk County Council Fostering Service are:

We believe that children and young people in our care should:

- ✓ Be helped to grow and reach their potential
- ✓ Given safe, nurturing experiences within a variety of caring resources which reflect need, respect difference, value diversity and promote inclusion
- ✓ Be listened to and services we provide should take these views into consideration
- ✓ Receive high quality, relevant aftercare

We believe that children looked after by Norfolk Children's Services deserve:

- ✓ Services which help them overcome adversity and positively address disability
- ✓ Good assessments and understanding
- ✓ Positive care planning and high aspirations for their future
- ✓ All significant adults in their lives to be working together
- ✓ To be heard

The objectives of Norfolk County Council Fostering Service are:

In order to put these beliefs into practice, the task of the Fostering Service is to:

- ✓ Recruit and assess carers who can meet the needs of Norfolk's looked after children and young people
- ✓ Train carers to the highest standards possible to ensure they can offer children and young people a safe and nurturing experience
- ✓ Ensure carers, as part of the team around the child, are able to support children and young people in accessing a full range of services to meet their needs; this will include their educational, health and attachment needs
- ✓ Work in partnership with our colleagues within Children's Services and external agencies to keep the child's best interests paramount
- ✓ Help carers to support our aims through:
 - Regular, planned and recorded supervision sessions
 - Ensure the holistic, continuous professional development of all foster carers
 - Regular carer support groups (Network Groups)
 - Annual appraisals/reviews of carers that reflect continual practice and development
 - Publishing and advising our foster carer handbook
 - Agreeing a foster care charter with our carers
 - Offering 24 hour support
 - Involving carers in recruitment and training of new carers
 - Paying allowances and fees to carers

Who Are We?

Norfolk County Council, like many other Local Authorities has needed to make changes to the way services are organized in response to a reduction in funding available. As part of Norfolk County Council, the fostering service too, has needed to review the way the service is organized and make changes.

The Adoption and Fostering Recruitment Team which takes the lead in recruiting and assessing new carers county wide.

Three Family Placement Support Teams supervising foster carers

The Children with Disabilities Family Service which recruits, assesses and supervises foster carers who offer full-time or short term breaks for children with a disability

Appendix 1 gives full details of personnel.



Achievements in 2011/12 & Plans for 2012/13

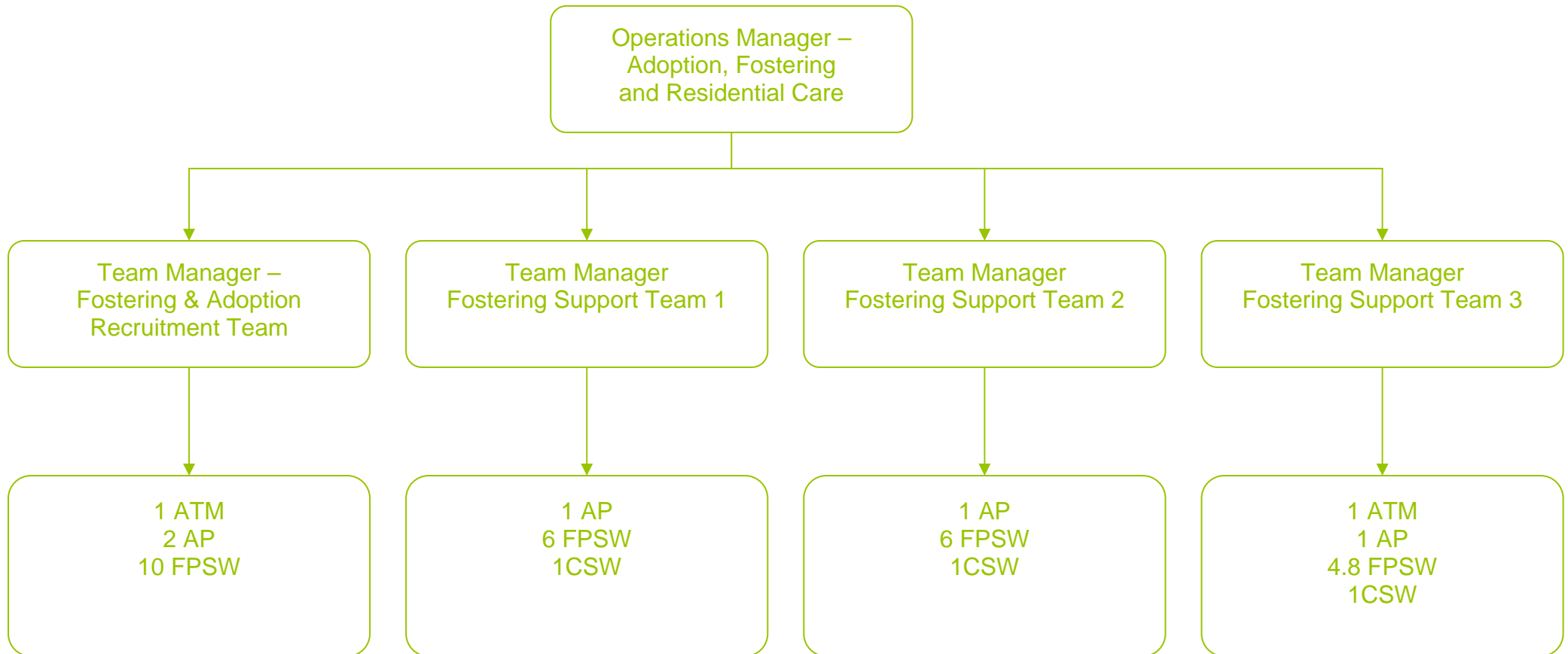
Last year we:

- Successfully Implemented A Major Restructure
- Redesigned Our Business Processes Around Assessment and Recruitment, Foster Carer Annual Reviews And Accreditation Levels
- Worked With Norfolk In-Care Council To Develop and Improve Our Training Offer
- Developed Our New Foster Carer Handbook
- Embedded Figtree (Management Recording) System To Improve Performance Management Information
- Established A Performance Board
- Increased Training On Post-16 Planning and Placements
- Reviewed And Improved Our Recruitment Strategy
- Recruited And Approved 37 Foster Carers
- Significantly Improved Performance With Regard To Annual Reviews
- Worked With Commissioners To Further Understand The Needs Of Our Looked After Children Population
- Reviewed, Updated and Re-Published Our Children's Guides
- Published Our Training Calendar
- Implemented The Systematic Audit Of Files
- Developed A Range Of Therapeutic Parenting Models For Foster Carers
- Engaged And Developed Multi Treatment Foster Care Service In Partnership With Suffolk County Council
- Reviewed and Streamlined Expenses Payments For Foster Carers
- Reviewed and Updated Our On-Line Presence and Marketing Strategy
- Reviewed, Updated and Published Our Complaints Process

Next year we will:

- Review our structure and make minor alterations to improve the service
- Further develop our service to children of foster carers
- Review and develop placement planning process
- Review and further develop our safeguarding and de-escalation training
- Continuously review and update the foster carer handbook
- Ensure that 90% of foster carer reviews are in timescale and that no annual review is more than 6 months out of date
- Implement an annual service-wide audit so that all workers audit at least 2 files
- Run workshops on equal opportunities and anti-discriminatory practice
- Launch network groups in King's Lynn, Great Yarmouth and Norwich
- Develop a duty system
- Publish our foster care charter
- Publish our new foster carer handbook
- Implement a new expenses payment system
- Have a continuous marketing strategy
- Hold 2 marketing campaigns
- Implement the MTFC
- Commission Norfolk In-Care Council to research, survey and meet with children and young people in Norfolk Foster Service placements to help us better understand their journey and implement improvements based on their findings
- Review and, if needed, develop our child development training
- Deliver workshops in Equality and Diversity to staff and carers
- Conduct our first annual foster carer satisfaction survey
- Commission research to maximise placement availability

Norfolk Fostering Service Structure



Glossary to Abbreviations

TM : Team Manager

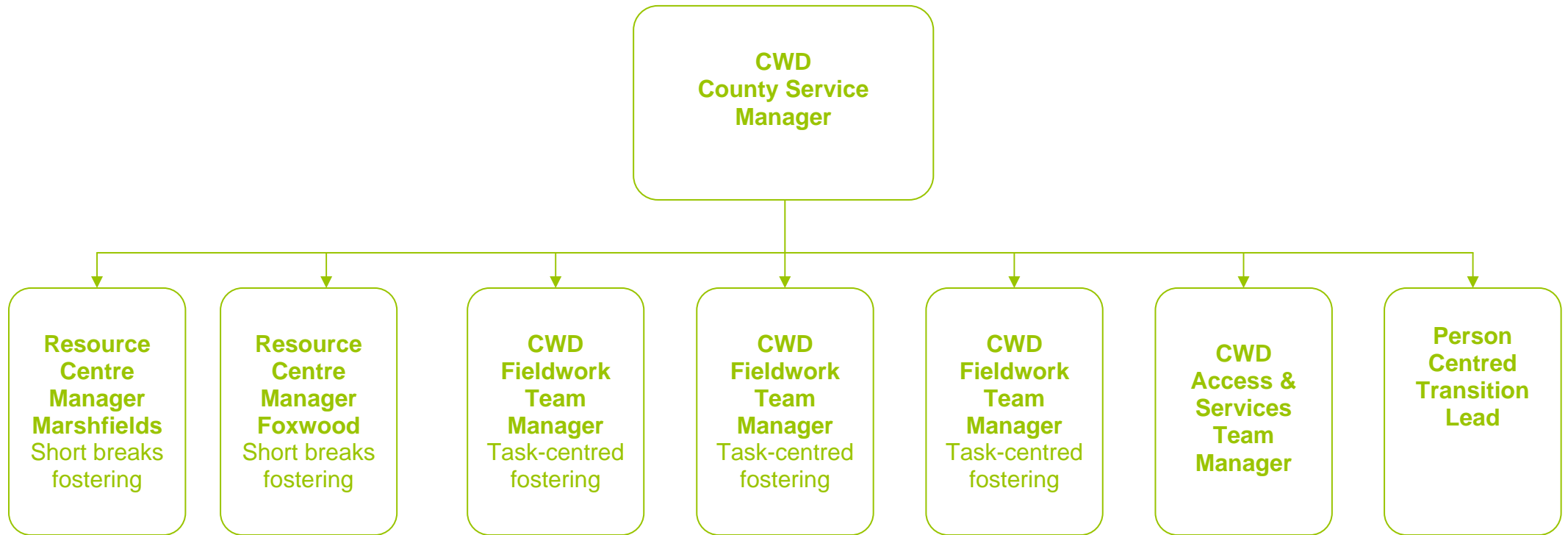
ATM : Assistant Team Manager

AP : Advanced Practitioner

FPSW : Family Placement Social Worker

CSW : Carer Support Worker

Norfolk Children with Disabilities Service Structure



Types of foster carers and numbers of foster carers and children

Foster Carer Types: who are we looking for?

Foster carers are approved to offer:

- ✓ Task-centred placements to meet the objectives of a child's care plan
- ✓ Parent and child placements
- ✓ Kinship Foster Carers (or Family and Friends' Carers) approved as foster carers in order to offer a placement to a specific child or children known to them
- ✓ Short Term Breaks / Short Breaks Plus for children who have a disability

Numbers of carers:

At 31 March 2012, Norfolk County Council supervised and supported 360 foster carer households.

In the year 2011/2012, Norfolk County Council recruited 37 new foster families, 3 of which were kinship foster carers. We created 52 new placements in total

Numbers of Children:

At the end of March 2012, there were 401 children living in Norfolk County Council foster homes. In addition, 325 children were placed with independent fostering agencies. The short term break scheme for children with disabilities offered placements to 46 children, with the short term plus scheme working with 14 young people.



The Adoption Fostering Recruitment Team

The Adoption and Fostering Recruitment Team (AFRT) in its fostering role, has taken the lead in raising the public's awareness of the need for foster carers, responding to all initial enquiries, and in preparing and assessing all foster carers with the exception of those who specifically wish to care for children who have a disability.

Aims and Objectives

In its fostering role, our aims are to recruit a variety of foster carers able to meet the diverse needs of Norfolk's looked-after children by:

- ✓ Finding and assessing the suitability of those wishing to offer task-centered, permanent, or short break placements for children aged 0-16 years
- ✓ Assessing carers who wish to transfer to Norfolk from Independent Fostering Agencies or other local authorities
- ✓ Undertaking kinship care assessments (connected person carer assessments) using BAAF form C
- ✓ Developing and maintaining a diverse and experienced staff team which includes qualified social work practitioners and administrative support
- ✓ Raising awareness of fostering in the general public, conducting specific publicity campaigns and promoting fostering as a rewarding and worthwhile activity
- ✓ Supporting the retention of current carers by including them and their children in the recruitment and training process of applicants to foster Offering consultation to those working with children on care planning for dual plans of adoption/fostering, long term/permanence and family and friends care.



Work of the Adoption and Fostering Recruitment Team

Publicity

The AFRT has produced and updated materials to publicise our need for foster carers in partnership with the Norfolk County Council Corporate Marketing Office and Communications Unit. Information on our website produces a significant number of enquiries. We have developed the Freephone number and the on-line information pack and application form and updated our website.

There is ongoing monitoring of the sources of our initial enquiries and the team is constantly looking for different ways of getting our message across.

Recruitment and Assessment

There are five stages in the process of foster carer recruitment and assessment:

(a) Each enquirer receives an information pack and a follow up telephone call from a social worker.

(b) Enquirers who are interested in knowing more about fostering are offered an **'Initial Assessment Visit'** from a Fostering Recruitment social worker who provide the following:

- Information about fostering and the process of assessment to assist the enquirers in deciding whether fostering is for them or their family.
- Gather sufficient information about the family to inform a decision on whether to invite them onto the "Skills to Foster" training, and undertake an assessment.
- The social worker and their supervising manager make the decision as to whether the application can proceed further in the process. The enquirer will receive a copy of the initial assessment report.

(c) Applicants progressing beyond the initial visit stage are invited to attend a preparation course based on Fostering Network's "Skills to Foster" course. Working with difference is stressed throughout the course. The service aims to complete six courses per year. Basic Emergency Aid training is also provided. Young people from the Norfolk In-Care Council attend this training and talk about their experiences of being fostered.

(d) For those who are considered suitable and identify their wish to proceed, a social worker will be allocated to start the BAAF form F Fostering Assessment. This normally involves 8-10 visits to both partners (less if a single applicant) and two individual sessions. In addition, a comprehensive set of checks are completed in line with the Brighton and Hove Part VIII report including:

- CRB checks
- Six references
- Employment check/reference
- Contact made with ex-partners of a significant relationship
- GP report
- A Health & Safety checklist
- A Safe Caring Family Policy
- The assessing social worker also conducts an unannounced visit

Applicants read, comment and contribute to the report by writing some sections themselves. Where an assessor and applicant(s) have differing views this will be clearly stated in the report.

(e) The report is presented to a Foster Panel for a recommendation on whether the application should be approved and the terms of any such approval. A suitably qualified senior manager, as Agency Decision Maker, will make the final decision.

Work of the Adoption and Fostering Recruitment Team – Continued

Family and Friends wishing to be approved as foster carers (Connected persons)

Regulations require that children who are 'looked after' by the local authority can only be placed with either an approved foster carer, or, for a period not exceeding 16 weeks with a relative or friend of the child who has been approved as a temporary foster carer by an appropriate senior manager within Children's Services.

- The AFRT offers consultation to the team and the practitioner where Connected Persons assessments may be required.
- If suitable for assessment by AFRT an assessment plan will be agreed, within 2 weeks of emergency approval being given and there will be reviews of the progress of the assessment after 8 and 12 weeks.
- The assessing social worker will complete a BAAF Form FC assessment and present it to the fostering panel. The agency decision maker will make the final recommendation.
- The AFRT also undertake fostering assessments where specific children have been identified but not yet placed.



Fostering Supervision and Support Teams

The teams offer supervision and support to foster carers. All carers have an allocated supervisor who will visit regularly, conduct an annual foster carer review, liaise with children's social workers and help to ensure appropriate placements are made. All children placed with foster carers should be in placements with a carer who has the quality, skills and experience to meet their needs.

The teams supervise and support three types of foster carers:

Task Centred: Offering placements to children until the conclusion of their care plan. Some carers specialise in respite, others in moving children on to a permanent placement otherwise known as bridging.

Long/term and Permanent: Offering a home to a Looked After Child for good and where they will become fully integrated as part of the family.

Connected Persons (Kinship Care): Offering a Looked After Child a placement where the child is known to them as a family member or friend.

Carer approval matches the three age bands identified by Norfolk Children's Services as requiring a different expression of the Every Child Matters Outcomes.

These outcomes are set out in the leaflet 'Working Together: Every Child Matters: a brighter future for Norfolk's young people'.

Age Band 1: 0-5 years
Age Band 2: 5-11 years
Age Band 3: 11-18 years

Foster carers and their families receive:

- ✓ Regular supervision visits **in line with the fostering task, generally 4-6 weeks**
- ✓ Twenty-four hour telephone support from an on-call **Fostering worker**
- ✓ Invitations to regular support groups held throughout the county, including educational and social events
- ✓ All foster carers on approval are funded for membership of the Fostering Network which provides independent advice and mediation as well as other associated benefits
- ✓ Long service awards
- ✓ An account with our on-line information and communication service "Fosternets" which provides foster carers with information and assists communication between themselves, other fosters carers and Children's Services staff
- ✓ Ongoing training to encourage continuous development

Fostering Supervision and Support Teams – Continued

The team provides supervision and support to enable foster carers to work to young people's care plans. We aim to provide foster placements offering therapeutic care by promoting a Team Around the Child approach, with the focus on the foster carer providing 'therapeutic re-parenting'. We actively manage the placement to ensure that outcomes for the children are our primary focus.

Foster carers need the following to "therapeutically re-parent" young people:

- To be seen as a key part of the Team Around the Child.
- A heightened sense of self-awareness, including being emotionally grounded and evidencing the ability to be reflective in their practice.
- To possess a good working knowledge of theoretical models to use as a framework for understanding young people's behaviour.
- Access to good quality wrap-around services.

Partnership Working

All carers are required to work closely alongside the families of Looked After Children, with sensitivity and an understanding of the responsibility attached to looking after the child of another. This can be complex and demanding, both for the carers and the child, and requires an emphasis to be placed on joint working with social workers and colleagues in all relevant agencies.

All carers are required to record details of the child's life in their care and contribute to effective assessments.

In addition to the basic allowance, in Norfolk we operate an Accreditation Scheme, based on the 'Task Skills Profile' which is used by the social worker and carer to determine whether a carer has the skills required to be accredited at a higher level.

All carers can access the LAC CAMHS Service (A Primary Mental Health Service for Looked After Children and Adopted Children). This service provides consultation and guidance to foster carers and professionals working with Looked After Children. Each child's situation will be considered individually and may include therapy for the child, work with the family and consultation to the team around the child.

Annual Foster Carer Review

Annual reviews of carers ensure that we keep in the forefront our aims and objectives for the children in our care. The views of all those involved are sought to contribute to the review. It is particularly important that the child or young person's voice is heard.

It is at the review that decisions are made regarding the carers' continued suitability. Their terms of approval are reconsidered and support and training needs identified.

The supervision teams have developed the way in which reviews are carried out to ensure that foster carer reviews are reflective of continual practice, and support the continuous professional development of all foster carers.

User Engagement

The fostering service has been developing links with the Norfolk In-Care Council (NICC) since its creation in 2010. The NICC comprises a group of children and young people who are or have been looked after by Norfolk County Council Children's Services. It is hoped that by talking with and listening to those in our community who experience what it is like to be looked after in a foster family we can find ways to improve our service.

Recently, we ran a pilot with the NICC providing opportunities for children age between 7 and 11 to undertake the new Junior Achievement award run by UK Youth. This award was chosen by the Junior In Care Council when they were looking for resources that would help children settle into new placements and begin to build strong relationships with their carers. We are awaiting evaluation, but we hope that successful completion will help children in our care to build confidence, self esteem and set new goals for themselves, as well as reintroducing the idea that education can be fun.

We are also working with the Senior In Care Council to discuss their thoughts on what works and does not work in foster care and provide information on historical perspectives of fostering, including making links between World War II evacuees and living in a 21st Century foster home. Several issues have arisen from our discussions, including the need for those who supervise foster carers to increase the amount of time they communicate with and work directly with Looked-After Children as part of the fostering supervision process, rather than the focus being solely on foster carers and their families.

In the future, we will be working closely with the NICC to look at what further improvements can be made, especially in the areas of the recruitment and training of foster carers, where we hope young people can help us in delivering more effective results. We will use feedback from the group to improve our guides given to children when they are placed with a foster family.

Children with Disabilities (Family Placement)

As previously stated, as of 1 June 2011 the management of the Short Term Breaks scheme and full time fostering provision for disabled children will transfer to a Children with Disabilities Service. Family Placement Practitioners will work both from the CWD fieldwork teams and from newly designated Children With Disabilities Resource Centres (Foxwood and Marshfields)

The CWD Service has and will continue to provide full time placements for Looked After Children with significant and permanent disabilities. This includes training and support for full time foster carers and their attached respite carers. Twenty disabled children are currently in placement. These Looked After Children have a wide range of disabilities, including babies as well as older children and teenagers. Working with a variety of other agencies, particularly our health colleagues, is a feature of the service. Carers have been accessing departmental courses as well as more specialised ones organised and funded by the CWD Service.

Short Term Break Service

The scheme provides short break opportunities for disabled children and their families. Caring for a disabled child will present carers with challenges and difficulties significantly beyond those experienced by the carers of a non-disabled child. Disabled children do not always get the same opportunities as their nondisabled peers e.g. staying away from home with friends and relatives, the scheme offers them that experience.

Therefore the scheme provides parents and carers with a break and provides the children with a positive, alternative experience to living at home.

Carers are recruited to provide:

- A sitting service (carers going into the child's home thereby allowing the parents to leave their child).
- Care for a child in their own home for daytime, overnight (less than 24 hours) and overnight (more than 24 hours).

Carers are recruited, trained, assessed and approved in line with other carers in the broader fostering service. They attend a foundation course; undertake a detailed assessment and their approval is considered at a Foster Panel. Carers are fully involved in the matching process. Placements are planned and entail a series of introductory visits. Carers are supported in a variety of ways: by phone, home visit, at meetings, support groups and the sharing of information (e.g. newsletters). Levels of support relate to the task the carer undertakes. Carers, irrespective of their status, are reviewed annually. The demand for 'standard' short break carers has lessened significantly since the introduction of Direct Payments for families assessed as needing short breaks which empowers families to make their own arrangements for their children's care. There has also been a considerable expansion of other short breaks provision, giving families increased choice.

Short Breaks Plus Scheme

The Short Breaks Plus Scheme was commissioned to provide a service for children and young people with complex health needs, autism and/or challenging behaviour who were 'hard to place'. Fee paid (or contract) carers provide up to four nights planned care per week, caring for children that the STB scheme cannot place. High levels of support, more in-depth training and an expectation to take 'hard to place' children distinguish these carers from the STB scheme.

Learning & Development

Skilled foster care is central to the County's ability to provide the best possible service to children; training is of central importance in supporting carers, and helping them to increase skills to face the many challenges that foster caring brings.

To encourage and support the development of the *Team around the Child* fostering training has been incorporated within the wider corporate parenting training plan. This facilitates and supports our belief that those who train together will work well together. It breaks down barriers and improves understanding of colleagues' different perspectives.

We have a training strategy that reflects the core beliefs and aims of the fostering service, and addresses the requirements set out in the National Minimum Standards for the Fostering Service Regulations.

The Children's Workforce Development Council introduced the *Training, Support and Development Standards for Foster Care*. We have mapped and updated all our current training provision to incorporate, reflect and embed these standards across our fostering service development.

Integral to all our training is valuing difference, diversity and challenging discrimination. All trainers are required to sign the Equal Opportunities and Antidiscriminatory Practice statement prior to delivering training for Norfolk foster carers, which provides a commitment to placing diversity at the centre of all our training delivery.

Training for foster carers ensures the following:

- Training meets the needs of foster carers, the requirements of National Minimum Standards for the Fostering Service, and the CWDC Training, Support and Development Standards for Foster Care
- The training provided enables foster carers to provide high quality care which meets the diverse and complex needs of the children placed with them
- The training promotes the recruitment and retention of foster carers
- The training ensures that carers are an integral part of the Children's Services
- The training is delivered within existing and planned resources
- All training promotes partnership working.

We offer foster carers & staff an increased knowledge of what works & why, and some fresh ideas through the training programme.

The service has a group of foster carer coaches who are currently working with registered carers to help them achieve the CWDC Fostering Training Standards

The full Training Plan is updated every year. Every carer is expected to gain the knowledge required from the core training courses, which include: Skills training, Safeguarding Children and Emergency Aid; de-escalation training and workshops on equality and diversity

Following the core courses, carers can choose from a range of further opportunities including:

- Working with Children and Young People in Care
- Fostering Changes Programme
- Managing Relationships
- Courses on attachment/helping manage behaviour
- Making and Maintaining Positive Relationships with Birth Families
- Making the Most of Reviews
- Court Skills
- Bridge training
- Secure Base training

Learning is offered by face to face courses, as well as e-learning and other learning opportunities.

BTEC qualification at different levels are available. Foster carers will be able to access this course at a level suitable to their needs and current level of qualification.



How to Complain or Challenge a Decision

While Norfolk's Fostering Service endeavours to get things right first time, every time, there may be occasions where service users wish to make a complaint. This section sets out the procedures in place, should this situation arise.

The complaints procedure

Norfolk County Council has a designated Compliments & Complaints Team which coordinates the investigation of representations made by prospective and approved foster carers. All complaints are logged by the team.

Children, young people or their representative can make a complaint by using the local rate number 0344 800 2020 or accessing the Norfolk County Council website www.norfolk.gov.uk

The key features of this complaints procedure are:

- ✓ Most issues can be sorted out informally by the manager responsible for the service within 10 working days.
- ✓ If the case is not resolved, an independent person completes an investigation within a further 25 working days.
- ✓ If the issue remains contentious, the Chief Executive's Department commissions another investigation to make recommendations to be considered by a Panel of three independent people.

Children and young people wishing to make a complaint must either be receiving or seeking a service from Norfolk County Council Children's Services.

Any individual or group, other than children and young people, receiving or seeking a service from Norfolk County Council, who wish to make a complaint, can do so by writing to:

Compliments and Complaints Manager, FREEPOST IH 2076
Norwich NR1 2BR or at www.norfolk.gov.uk

Challenges to decisions regarding suitability to foster

If prospective fostering enquirers are assessed as unsuitable as foster carers before having a formal application accepted, they can ask for a Team Manager to review the decision.

If the Team Manager upholds the decision, the enquirer(s) can ask to refer the decision not to proceed with the process to the Operational Manager (Adoption, Fostering & Residential Care) for final adjudication. If this reviewing officer upholds the original decision, there is no further ground for appeal.

If a formal application to foster is accepted by the fostering agency, and doubts regarding suitability subsequently arise, the applicants are able to insist that their assessment as foster carers is presented to the Fostering Panel.

If the Panel recommends that the applicants are unsuitable as foster carers, and this recommendation is agreed by the agency decision-maker, the prospective carers can refer themselves to an independent Panel through the Independent Review Mechanism.



The addresses and telephone number of the OFSTED inspectorate

Any serious concerns regarding the Fostering Service practice can be referred to the OfSTED inspectorate. The main office for the OFSTED fostering inspectorate service is:

OFSTED National Business Unit
Royal Exchange Buildings
St Anne's Square
Manchester M2 7LA
Tel: 08456-40-40-40
e-mail address: enquiries@ofsted.gov.uk



The address and telephone number of the Children's Rights Director

If a child has any serious concerns relating to Fostering Service they can contact the Children's Rights Director themselves. The details are:

Office of the Children's Rights Director
Ofsted
Aviation House
125 Kingsway
London
WC2B 6SE

Tel: 0800 528 0731
web address: rights4me.org

Fostering Service Management Arrangements

The OfSTED named, responsible manager is the Operations Manager (Adoption, Fostering & Residential Care).

The Adoption Agency Decision-Makers are:

- The Assistant Director, Strategy & Commissioning, Children's Services, County Hall, Norwich.
- The Safeguarding Strategy & Commissioning Manager, Children's Services, County Hall, Norwich..

Pen picture of Peter Ronan – Adoption, Fostering and Residential Care Operations Manager

- History Honours Degree (University of East Anglia, 1984)
- Diploma in Social Worker (CETSW No 41175, 1993)
- Certificate in Management (NEBS NC970000221711051098, 1998)
- General Social Care Council Registered Social Worker (Registration Number 1067098 continuing 4th April 2011 for 3 years)
- Enhanced CRB completed July 2010 (001287372317)

Peter has worked for Norfolk County Council since 1988 beginning in a residential children's home. Peter developed a key worker system whilst studying for his diploma in social work. Post qualifying, Peter developed an interest in working with families to achieve change. The Children Support Team developed flexible packages of support to assist families to change drawing particularly from solution focused and attachment theory.

During this period Peter also chaired Foster Panels (1997 – 2000) and took on management responsibility for home care. Peter became the responsible individual for Children's Services Homecare, a service that has been constantly rated as 'outstanding' (3 teams) and 'good' (one team).

Since 2006 Peter has become a key member of Norfolk Children's Safeguarding Board, acting as Chair of the Southern Local Safeguarding Group

Peter is the operational lead for the re-write of Child Protection Procedures following Working Together 2010.

Peter brings a strong understanding of the families Looked After Children came from, detailed working knowledge of child protection and court process in adoption, fostering and residential care.

APPENDIX ONE: Staffing

Staffing at 01.04.2012 is as follows. Full time hours unless stated.

Adoption, Fostering and Residential Care Operational Delivery Manager

	Total Experience of Children and Families	Experience of Fostering
Peter Ronan	24	3

County Fostering and Adoption Recruitment Team

Team Manager	Total Experience of Children and Families	Experience of Fostering
Sheila English Certificate in Social Services, PQ Child Care Award, GSCC-registered Social Worker	39 years	19 years
Advanced Practitioner		
Richard Mortimer CQSW, MA Social Work, PQ Child Care Award, GSCC-registered Social Worker	23 years	3 years
Family Placement Social Workers		
BSc (Hons), MA Social Work, DipSW, GSCC-registered Social Worker	9 years	3 years
DipSW, PSCC Inservice London, GSCC-registered Social Worker	27 years	9 years
CQSW, BA Specialist Award Children & Families, GSCC-registered Social Worker	25 years	9 years
DipSW (Germany), MA Social Work, PQ certificate, GSCC-registered Social Worker	14 years	3.5 years
DipSW, BA (Hons) Specialist Children & Families Practice 2011, GSCC-registered Social Worker	6 years	1.5 years

DipSW, BA Specialist Award Children & Families, PQ Certificate, GSCC-registered Social Worker	11 years	3 months
DipSW, Degree in Social Sciences, RSA in Counselling Skills, GSCC-registered Social Worker, NNEB in Child Development	14 years	12 years

Fostering Team 1

	Total Experience of Children and Families	Experience of Fostering
Team Manager Mike Woodward CQSW, Cert. Counselling, GSCC Registered SW	25	21
Advanced Practitioner Jackie Cushing DipSW, Practice Teaching Award, Specialist Award (Hons), GSCC Registered SW	20	5
Family Placement Social Workers BA Classical Studies, MA/Dip SW, Child Care Award (MA Route). GSCC registered SW	10	4
DipSW, PQ1, GSCC registered SW	24	18
BA Hons (First Class) History, MA/DipSW (Distinction), GSCC registered SW	10	4
Dip SW & HE Cert, Cert. Residential Care of Children and Young People, GSCC registered SW	15	9
BSc Psychology / MSW & DipSW, PQ1, GSCC registered SW	6	5
HNC, DipSW, PQ1. GSCC registered SW	15	5
BA Hons Drama & English Literature, MA in Social Work, GSCC registered SW	7	2
BA Hons Theology, MA/DipSW, GSCC registered SW	4	3
Carer Support Workers		

NNEB	12	8
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Fostering Team 2

	Total Experience of Children & Families	Experience of Fostering
Team Manager Suzy Holman BA (Hons), CQSW, MA Social Work, Practice Teacher Certificate, GSCC registered SW	24	12
Advanced Practitioner DipSW, PQ (1), GSCC registered SW	10	6
DipSW, Cert Ed, GSCC registered	23	8
Family Placement Social Workers		
DipSW, GSCC registered SW	21	11
DipSW, Montessori Teaching Cert. GSCC registered SW	20	6
DipSW, GSCC registered SW	24	6
DipSW GSCC registered SW	11	5
CSS. PQ, GSCC registered SW	31	7
BA (Hons) Social Science, DipSW (MA), GSCC registered SW	20	8
Vacancy 18.5 hours		
MA in Social Work (CQSW), BA in Combined Studies, Practice Teachers Award, GSCC registered SW	26	5
Carer Support Workers		
NVQ CCYP-3 (Trainee SW Student – seconded by Dept)	17	8
NNEB, Certificate in Counselling, Infant Massage	36	8

Cert., Supervisory Management Cert., Certificate in Management Studies, Cert. In Social Sciences		
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Fostering Team 3

	Total Experience of Children & Families	Experience of Fostering
Team Manager Martyn Lovett NEBS Management Certificate, DipSW, GSCC registered SW	29 Years	1 Year
Assistant Team Manager Richard Brook CSS, GSCC registered SW	22 Years	1 Year
Advanced Practitioner Janet Steed CSS, GSCC registered SW	23 Years	6 Years
Family Placement Social Workers		
MA in Social Work, GSCC registered SW	3 Years	6 Months
MA in Social Work, GSCC registered SW	6 Years	6 Months
CSS, GSCC registered SW	31 Years	22 Years
BA in Social Work, GSCC registered SW		
Carer Support Workers		
Vacancy		

Health of Looked After Children

Report by the Director of Children's Services

Summary

Ofsted in its report 'Inspection of safeguarding and looked after children services: Norfolk County Council' published in July 2011 judged 'Being Healthy' as Grade 4 (inadequate). The Care Quality Commission also graded the health of LAC for NHS Norfolk & Waveney as 'inadequate' as part of the same inspection process.

This report highlights the steps that have been taken, in partnership with our Health colleagues, to improve this position.

It updates Members on the improvement in performance that has been seen as a result of these steps.

Finally, the report goes on to identify the critical areas where further improvement is still required.

Recommendation:

The Overview and Scrutiny Panel are asked to note the findings and agree the actions required to achieve the necessary improvements in performance.

1. Background

- 1.1 Ofsted in its report 'Inspection of safeguarding and looked after children services: Norfolk County Council' published in July 2011 judged 'Being Healthy' as Grade 4 (inadequate). See Appendix 1 for relevant extract from report.

2. Contents of Report

- 2.1 A Children's Services Improvement Plan covering this and all other issues raised by Ofsted has kept Members informed of the high-level actions identified and timescales agreed. This Report will, therefore, focus on the detail specifically relating to the Health of Looked After Children.

Much of the detailed improvement work has been led by Alison MacPhail (Localities & Integration Manager) in partnership with our Health colleagues.

This includes the following:-

- Our Health partners (both in Norfolk and Gt. Yarmouth & Waveney) have increased the capacity of their LAC Health Services in order to meet demand within a timely manner.
- An improved focus within Children's Services on regularly reviewing performance against this and all key performance indicators with all Team Managers on an 8-weekly cycle in each of the 3 Divisions

- Multi-agency Business Process Re-engineering (BPR) workshops facilitated by the Corporate Office have also enabled key staff to come together to streamline processes and iron out process difficulties.

2.2. Performance data

The most recent data from the LAC Health Team shows the following:-

1. The total number of LAC awaiting an initial Health Assessment has reduced from 73 (Oct '11) to 29 (April '12). Of these 29 only 15 have been waiting over 8 weeks
2. The total number of Initial Health Assessments completed within 8 weeks has increased from 66% (Oct '11) to 76% (April '12)
3. The percentage of Initial Health Assessments undertaken by a medical practitioner has increased from 53% (Dec '11) to 75% (April '12)
4. The percentage of children where immunisations are up to date at the Review has increased from 41% (Oct '11) to 71% (April '12)
5. The percentage of children who had seen a dentist at Review has increased from 74% (Oct '11) to 100% (April '12).

The most recent data from Children's Services on Carefirst shows an improvement from 39% (July '11) to 53% (May '12) in Health Assessments completed in timescale. Whilst this improvement is clearly not good enough, it is important to understand what this data is measuring as it is different to that required by Health.

This Children's Services data only focuses on children looked after for at least 12 months (as defined by the DfE). We will not, therefore, see reflected in the above performance data the improvements made with all new LAC starts (where much of the focus has been) as this will not appear in the data until August 2012 at the earliest.

It is also important to note that the DfE Guidance requires us to treat children who declined to have a health assessment as not having an annual health assessment. As this is sometimes the case for older Looked After Children (and our LAC population profile shows that 22% are 16 or 17) it is clear that 100% compliance is not a realistic expectation.

2.3. Findings from recent audit of cases without a Health Assessment

A detailed audit has identified some particularly difficult areas with certain categories of looked after children where real progress is still to be achieved. These are as follows (with agreed actions):-

1. Children placed out of county
Not all these placements cause difficulty. For example a joint agreement with Suffolk means that each LAC Health Team undertake assessments for the other authority and no financial transaction takes place. Other PCTs, however, do not take such a view and charge for each assessment of a child not from their area. Some even refuse to start the process until the 'cheque has cleared in the bank' building in much frustration and unnecessary delay.

Agreed Action: Norfolk PCT is currently compiling a list of those PCTs who have not engaged proactively in meeting the health needs of our Looked After Children. When Children's Services has this list every effort will be made to avoid placements in these areas wherever possible

2. LAC who chose not to have a face-to-face Initial Health Assessment or Review.

Some LAC, particularly those aged 14+, make a personal decision to refuse a face-to-face Health Assessment. This is their right to do so and in such cases a paper-based Health Questionnaire is sent to their placement for the young person to complete. Many of these Questionnaires are not returned

Agreed Action: The LAC Health Team will follow up such questionnaires. Children's Services will also make it clearer with all placement providers that it is our expectation that such forms are completed and returned in a timely manner as part of the individual placement contract.

3. LAC placed for adoption

LAC placed for adoption have comprehensive Health Assessments as part of the adoption process. The issue here, therefore, is not about whether the child has had an Assessment or not but one of joining up different Management Information systems so that the data is correctly recorded

Agreed Action: Explore an IT solution to ensure that correct information is recorded for this cohort of LAC

4. Health Assessments for LAC under 5

These children require a Health Assessment every 6 months (instead of annually for all other LAC). Sometimes timescales are therefore missed

Agreed Action: Explore an IT solution so that Carefirst 'flags up' in plenty of time the requirement for a referral for a Health Assessment.

2.4. Other areas for improvement

The actions to address the specific issues related to the 4 categories above are critical to improving the overall performance. In addition there is a clear focus at the moment in Children's Services on improving data entry on Carefirst so that it accurately reflects the reality on the ground and doesn't under-report.

It is our longer term desire to just have one recording system rather than the current arrangement where effort is duplicated across Health and Social Care. However, in the meantime, the priority in Children's Services is on improving the reliability and accuracy of the data. Duty Workers are currently updating records so that the submission to the DfE at the end of June is as accurate as is possible.

3. Resource Implications

No additional resource implications

4. Other Implications

4.1 **Equality Impact Assessment (EqIA):** There are no specific implications. The information included in this report represents activity as agreed as part of the Council's wider Corporate Parenting Strategy.

4.2 **Impact on Children & Young People in Norfolk:** The outcomes for Looked After Children are likely to improve as a result of the emphasis on improving links with Health Services

4.3 **Any Other Implications**

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

5. Section 17 – Crime and Disorder Act

There are no specific implications.

6. Action Required

Overview & Scrutiny Panel are asked to approve the Report and support the required actions

7. Background Papers

Ofsted Report 'Inspection of safeguarding and looked after children services: Norfolk County Council' July 2011. See Appendix 1 below

8. Officer Contact

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

Officer Name	Tel No;	email address
Justin Rolph	07879 844883	justin.rolph@norfolk.gov.uk



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

'Inspection of safeguarding and looked after children services:
Norfolk County Council' July 2011

44. Outcomes for the health of children and young people are inadequate. There is limited evidence identifying whether the health care needs of looked after children are being met, as the frameworks in place do not ensure that health outcomes are effectively monitored. While actions have been identified to improve data collection, these have yet to be implemented. Data show deterioration in most outcome measures, such as the completion of initial and review assessments, with performance indicators significantly below both national and statistical neighbours' rates. The notification of children becoming looked after, or of a placement change, is not consistently received by the appropriate health services. This was addressed as a matter of urgency by the local authority at the time of the inspection. Where notification is provided, not all consequent initial health assessments are completed by a medical practitioner, and in particular Great Yarmouth and Waveney provider services do not comply with this requirement. In some cases implied consent or consent from a previous assessment has been used without current consent being obtained. There is insufficient capacity in the named and specialist health service to provide a continuous service. However, young people and carers report that when assessments are completed they find them helpful and value the advice provided.

45. There are no robust, regular audits or quality control arrangements for health assessments or reviews, and no regular meetings with IROs to review health plans. While looked after children are given a choice of assessment, either face to face at a venue and time or their choice, or by health questionnaire, there is no effective use of the strengths and difficulties questionnaire. Effective joint working for pregnant looked after young women between the Family Nurse Partnership and social care achieves good information sharing, and result in reduced service duplication. A looked after children CAMH service does not provide cover in the east of the area with some children experiencing longer waiting times there. An adequate range of health promotion activities is in place that have been further developed since a specialist team has been operational, although a full evaluation of its effectiveness has not been undertaken. There is no dedicated health leaving care service. While it is recognised that young people in independent accommodation are particularly vulnerable and require targeted intervention, this does not consistently take place. Personal health histories are also not provided to care leavers, reducing the focus on improving the range of health outcomes for this group.