

Written Supplementary Questions requiring written responses from the Cabinet Meeting held on Monday 7 December 2020

Agenda item 7 Local Member Questions	Question and response:
Written Supplementary Question from Steff Aquarone.	<p>Councillor Fisher has made it clear in a variety of correspondence, meetings and press comments why he thinks Holt Hall should be closed. Could he tell us when it was that he made up his mind?</p> <p>Response from the Cabinet Member for Children's Services: The Cabinet Member replied that he hadn't made up his mind yet.</p>
Written supplementary question from Cllr Brenda Jones	<p>Is not applying this additional levy to fund Adult Social Care from April 2021 being modelled in the current budget preparation process?</p> <p>Response from the Leader and Cabinet Member for Strategy & Governance: We are still looking at all options as part of the budget preparations for 2021/22. Proposals will be presented at the Budget Council in February 2021 and therefore no decisions have been made concerning the Adult Social Care Precept at this time</p>
Written supplementary question from Cllr Mike Smith-Clare	<p>What percentage of former care leavers aged 16 to 19 achieve five or more level 2 qualifications, GCSE equivalent, including Maths and English?</p> <p>Response: "The proportion of Norfolk pupils achieving a level 2 pass (grade 4+) in English and mathematics in 2019 slightly decreased from 2018 (18.1%) at 17.3%, compared to 18% nationally. However, the grade 5+ pass rate increased and is now higher than the National figure at 9.3% compared to 7.3%.</p> <p>The Ebacc results have improved for Norfolk with the average point score (APS) increasing by 0.28 to 1.66, compared to a National increase of just 0.03 to 1.5. Similarly, the proportion of Norfolk looked after learners achieving Ebacc 9-4 has increased to 5.3%, compared to a National figure of 3.2%.</p> <p>Girls outperformed boys at GCSE in terms of attaining a level 2 pass (grade 4+) in English and mathematics. 11 of the 31 girls (35.5%) compared to 2 of the 44 boys (4.5%) achieved this threshold. (we are focusing on performance for boys this year, there are higher numbers of boys in alternative provision so we are aware of some contextual factors)</p> <p>Nationally the Progress 8 (P8) for looked after pupils was -1.2 in 2018 and declined slightly to -1.23 in 2019. In contrast, the Progress 8 score for looked after Norfolk pupils has increased from -1.21 to -0.98 which is positive. Only Bedford and Thurrock with cohorts of 12 and 23 respectively had a better P8 score in the Eastern region and Cumbria with a P8 score of -0.76 when looking at statistical neighbours.</p>

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	<p>In 2020, as a result of the covid pandemic, formal examinations and assessments did not take place and grades were based on a range of information including teacher assessments. Where young people choose to retake GCSEs in Year 12, especially maths and English, the Virtual School is committed to working with schools/settings, carer, social workers and young people to ensure that any additional support is facilitated. A commissioned framework of tutors means that the process is streamlined if additional input is required and in addition a range of online learning and APPs are available.</p> <p>The Department for Education have been clear that outcomes and other related data should only be used to ensure young people transition successfully to the next stage of their education, employment or training and aggregated data should not be used for comparisons or performance benchmarking. All those working with schools and colleges, such as Ofsted, Department for Education regional teams and local authorities, will use data from previous years when assessing school and college performance, and not the 2020 data. This allows for more focus on individuals, including those young people whose achievements may not have been evidenced in formal examination or assessment outcomes but have nonetheless achieved significantly when considering their wider context.</p> <p>Although there is no overarching data, case studies below give a sense of the achievements of Norfolk looked after learners</p> <p>Case Study 1 A UAS student achieved an 8 in Arabic GCSE, a 5 in maths, a 4 in English literature and language, business studies, religious studies and history and 8-9 in combined science.</p> <p>Case Study 2 A pupil achieved 5 in English literature in year 10, a 4 in English language and a 5 in maths</p> <p>Case Study 3 A student achieved an A* in psychology, an A for art and a B for law and will begin a psychology degree at their first choice University.</p> <p>Case Study 4 A pupil achieved mostly 1s however, completed their time at school ended positively, the young person was well supported by school and is now considering options for Post 16</p> <p>Case Study 5 A pupil attending a specialist provision achieved a 3 in English and 5 for double science, which was the highest science grade achieved by the school. This is in addition to the grade 5 maths achieved a year early”.</p>
Written supplementary question from Cllr	Could the Cabinet member expand on the nature of the lobbying that he has undertaken to ensure Norfolk residents have reasonable banking access?

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David Rowntree	<p>Response from the Cabinet Member for Growing the Economy:</p> <p>There is little that we can do about the closure of bank branches, which are a commercial decision for the business. We have sought to work creatively with partners over a number of years, collaborating with the Post Office and the Pub is the Hub organisation on access to services in rural areas – with a number of Norfolk community pub successes on the general provision of services. However, while many village shops do operate a Post Office counter, which allows for the paying in of cash and cheques, and the withdrawal of funds, this continues to be a challenge for those areas without a shop. As more services inevitably move online, another approach is to do what we can to help groups that find online access challenging – e.g. the Barclays ‘Digital Eagles’ service which helps customers build their online skills, such as for banking. We will explore what the possible options are as part of our refresh of the Norfolk Rural Strategy, scheduled for early in 21/22.</p>