

## CHILDREN, YOUNG PEOPLE AND LEARNING SCRUTINY COMMITTEE

### AGENDA

Meeting to be held in Civic Centre, Committee Room No. 1, on  
Thursday, 5<sup>th</sup> April, 2012 at 5.30 p.m.

#### Membership

Cllrs Bell, Bonallie, MacKnight, T. Martin, Morrissey, Oliver, D. Richardson, Scanlan,  
D. Smith, Stewart and Williams

#### Co-opted Members

Ms. J. Bell, Ms. A. Blakey, Mr. H. Brown, Ms. S. Duncan, Mrs. R. Elliott, Mrs. M. Harrop,  
Ms. H. Harper and Mr. K. Morris

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Report of the Chief Executive (copy attached)

E. WAUGH  
Head of Law & Governance

Civic Centre,  
SUNDERLAND.

28<sup>th</sup> March, 2012

**At a meeting of the CHILDREN, YOUNG PEOPLE AND LEARNING SCRUTINY COMMITTEE held in COMMITTEE ROOM NO. 1, CIVIC CENTRE, SUNDERLAND on THURSDAY, 23<sup>rd</sup> FEBRUARY, 2012 at 5.30 pm.**

**Present:-**

Councillor Stewart in the Chair

Councillors Bell, Bonallie, MacKnight, T. Martin, Morrissey, Oliver, D.Richardson, Scanlan, and Williams together with Ms. A. Blakey and Ms. R. Elliott

**Apologies for Absence**

Apologies for absence were submitted to the meeting on behalf of Councillor D. Smith, Mrs. S. Duncan and Mr. K. Morris

**Minutes of the Last Meeting of the Children, Young People and Learning Scrutiny Committee held on 12<sup>th</sup> January, 2012**

1. RESOLVED that the minutes of the meeting of the Children, Young People and Learning Scrutiny Committee held on 12<sup>th</sup> January, 2012 be confirmed and signed as a correct record.

**Declarations of Interest**

There were no declarations of interest made.

**Policy Review – Update**

The Chief Executive submitted a report (copy circulated) which provided Members with an update on the progress in relation to the policy review and related working groups, around Early Intervention, Teenage Pregnancy and the Corporate Parent.

(for copy report – see original minutes).

Mr. Nigel Cummings presented the report advising Members that Councillor Tye was in attendance to discuss with the Committee his own experiences in relation to the use of the CAF process through his role as a volunteer qualified youth worker.

Councillor Tye shared his experiences of the CAF process with the Committee, advising that he had found the form very thorough, offering prompts and examples throughout to help the person filling it out think about the individual circumstances around the young person they were completing the form for. An issue he had come across had been around where documentation had to be returned once it was complete as recently he had received differing advice. He expressed that without his knowledge of the Council as a Member he may not have known who to approach and commented that during the transition to locality based services the service needed to ensure that all users, such as organisations from the voluntary sector, were advised of the changes and how they affected them.

He also commented that one of the processes had changed recently whereby the person or organisation completing the CAF and referring the young person may not be included as part of the team around the family. He advised that in the past the referral agency or individual would be included to allow information to be shared and discussed in detail and without their involvement he could not see how they would continue to feed into the process and receive feedback.

The Chairman asked if he felt some frustration at not being included following the referral process and Councillor Tye confirmed that at times he had been surprised to see the proposals the Panel had suggested and felt that if he had been involved earlier in the process he would better understand the reasoning behind proposals and suggestions for working with the young person and their family.

Ms. Boustead advised that at times there had been issues around the logistics of arranging for everyone involved with the family to attend the panels and that to some extent the panels had become victims of their own success. She agreed to take Councillor Tye's comments on board and feed them back to the CAF panels and coordinators as she could understand his frustrations and commented that reasons as to why some forms of action had been decided upon by the panels should be fed back to those who originally filled in the form,

Councillor Stewart commented that throughout the review they had found this had been an issue that had been raised and that it would be discussed as part of the policy review findings and recommendations.

Councillor MacKnight shared her own experiences in that they had requested, but not yet had, minutes from the panels for a number of months. She advised that the Governors had written to the area manager requesting information back on children that had been referred through the CAF process. Councillor Tye commented that this was a common occurrence he had encountered and having asked why this was he had been informed that the Social Workers now take their own notes.

Ms. Boustead informed Members that for regular meetings of the team around the family and child then minutes were still recorded but that there was also an expectation for the social worker to make a note to be recorded on the child's file at any other key meetings that were held.

Members of the Committee then gave an update on the findings of their visits to the XL youth villages commenting that they had improved youth work in areas and

raising concerns over other areas of the city where they appeared to be not as effective. Councillor Stewart commented that a report had been considered by the North Sunderland Area Committee recently around youth work and asked that the Scrutiny Officer circulate a copy to Members for their information.

Councillors also commented on how some schools were on board with youth provision and found that it worked well when it was based within the school grounds and yet they were finding it difficult to engage with other schools and young people, when asked, were saying they would not attend provision that was linked to the school and its premises and it may be worth Officers considering investigating if youth provisions proved to be more successful or not when assisted by the school.

The Chairman having thanked Mr. Cummings for his report, it was:-

2. RESOLVED that:-

- the Committee note the progress made in relation to the policy review into early intervention, including future evidence gathering activities as part of the review process; and
- the Committee agree to hold an additional meeting in March to discuss and reflect on the evidence gathered as part of the policy review into early intervention

### **Policy Review 2010/2011 : Update Report**

The Chief Executive submitted a report (copy circulated) which provided Members with an update in relation to the Committee's 2010/2011 policy review 'Learning at Work; the role of work based learning and apprenticeships in tackling NEET's'.

(for copy report – see original minutes).

Mr. Nigel Cummings, Scrutiny Officer, presented the report advising that the Chairman and Vice-Chairman of the Committee had attended the Department for Education offices in London on 17<sup>th</sup> January, 2012 to discuss the Committee's policy review into Learning at Work; the role of work based learning and apprenticeships in tackling NEET's. They had met with senior civil servants Jennifer Coupland, Deputy Director – Head of Participation and Flexible Resource Division and Nick Lawrence, Deputy Director Head of Vocational Qualifications.

Councillors Stewart and Morrissey gave a brief synopsis of the discussions they had undertaken with the Officers around the withdrawal of the EMA and the impact it could have, vocational qualifications and how they would be measured in relation to academic qualifications and payments by results. They commented that a lot of the discussions had been around areas that were still work in progress and it was not clearly defined how proposals would work in practice but the Committee would continue to be advised as developments progressed.

4. RESOLVED that the Committee note the information contained within the report and given by the Chairman and Vice-Chairman.

### **National Curriculum Final Results 2011**

The Executive Director of Children's Services submitted a report (copy circulated) to update Member on final, validated 2011 national curriculum results, including published individual school and college results.

(for copy report – see original minutes).

Mr. Mike Foster, Deputy Director of Children's Services, presented the report advising that the final results as set out in the report had been very similar to the provisional results which had been submitted to the Committee in September, 2011, showing significant improvements across the board and a good picture nationally.

Councillor Oliver referred to the move by schools towards the English Baccalaureate and asked if this had had any impact on subject choices. Mr. Foster advised that as of this year schools would be shifting their focus to determine if the English Baccalaureate was appropriate for pupils and making a move towards that route for them. The challenge for schools would be around how to organise a relevant curriculum for those pupils who the English Baccalaureate may not be appropriate for.

With regards to languages, Councillor Oliver asked if any of the schools were proposing to offer old languages and Mr. Foster advised that they would be mainly offering modern languages but he was aware of some schools that were offering Latin as an extra curricular subject to be taken by pupils if they wished.

Councillor Williams commented that it was important that schools looked at the capacity of students and focus on the success of their pupils through the right processes for them. She advised that it would take time to get numbers of pupils through the new English Baccalaureate system and felt concerned that the goalposts for young people kept moving, when they should be getting offered the best chance of success at school that they could be given.

Councillor Stewart referred to the floor targets set for secondary schools and asked if or how the introduction of new weighting for vocational qualifications would be taken into account in relation to the targets. Mr. Foster advised that floor targets would remain the same and in fact increase in some regards. He explained that some analysis had been undertaken of certain schools in detail, as where schools have students who have secured 4-7 GCSE's with some of the being vocational qualifications it could be a problem as the new weighting would now see them being the equivalent to only one GCSE and not the four as they were previously.

Councillor Stewart asked if Officers could prepare a report indicating how vulnerable schools in the city may be and the proposals to help and support schools who may find themselves adversely affected by the new weightings.

In relation to the ten primary schools who were identified within the report as being below their floor target, Councillor Stewart asked if Members could be provided with further information as to the kinds of support schools were putting in place to help them improve the situation and get above floor targets. Mr. Foster agreed to provide this information and advised that it would include information on how they were using local and national leaders, which was working well at the moment but a true reflection of how successful they were would hopefully be seen in the results for the schools in the future.

Councillor Stewart went on to ask what happened in the instance of an Academy School falling below floor targets and was advised that technically the duty could fall to the Secretary of State but with regards to Red House Academy Mr. Foster advised that the Academy were working with the Local Authority to improve their situation and he had faith in the management to rectify their position.

With regards to the average point score (APS) per examination entry at Key Stage 5, Councillor Stewart commented that Sunderland being ranked the 18<sup>th</sup> highest local authority in England for that measure suggested that there were a number of students at an average level and asked if Members could have more detail on the breakdown of Sunderland's ranking. Mr. Foster agreed to provide that information to Members, and it was:-

5. RESOLVED that the performance on Sunderland national curriculum results be received and noted, and the further information as requested by Members be circulated in due course.

### **The Education Act 2011**

The Executive Director Children's Services submitted a report (copy circulated) informing the Committee of the significant changes in the Education Act 2011 and their implications for education in Sunderland.

(for copy report – see original minutes).

Mr. Mike Foster, Deputy Director of Children's Services, gave a presentation to the Committee (copy circulated) which concentrated on the following ten main areas within the new Act:-

- Early Years Provision;
- Discipline;
- School Workforce;
- Qualifications and Curriculum;
- Educational Institutions;
- Academies;
- Post-16 Education and Training;
- Direct Payments;
- Student Finance; and
- General – Supplementary Orders and Regulations.

(for copy presentation – see original minutes)

Councillor Williams referred to permanent exclusions of pupils from school and asked where the responsibility for the pupil lay. Mr. Foster advised that the local authority would be responsible for providing alternative school places or the equivalent for the pupil but the funding of that place would remain the responsibility of the school with any qualifications being recorded in the statistics of the results for that school.

Councillor Oliver referred to the power of staff to search pupils without consent for any dangerous or banned items and asked if there were guidelines set out for schools to refer to. Mr. Foster advised that these were not available but there would be items that were fairly obvious dangerous and when others were less clear it would be sensible for the school to seek further advice.

With regards to schools securing independent and impartial careers guidance, Councillor Oliver was advised that the local authority would still have a duty to oversee that guidance was being provided but the duty to commission the service would fall to the school. He advised that he would gather further information for Members and circulate it directly, and it was:-

6. RESOLVED that the content of the presentation be received and noted.

### **Specialist Community Children and Young People's Service - Presentation**

The NHS South of Tyne and Wear submitted a report (copy circulated) providing Members with an overview of the development and reformed of CAMH (Child and Adolescent Mental Health) Services in Sunderland, South Tyneside and Gateshead.

(for copy report – see original minutes)

Ms. Janette Sherratt, Children's Lead for Commissioning and Ms. Jan Brown, Service Manager, Sunderland PCT, gave a presentation on the service development and reform of the CAMH Services, outlining the need for change and key main features of the service.

Ms. Brown advised that the service had 'inherited' a waiting list of 4,500 cases of those waiting up to one year and they intended to look at each case individually to assess them to ensure they were ranked correctly and in the most relevant position and those that should not be on the waiting list were referred to the correct partner organisations if necessary.

In response to a query from Councillor Williams regarding the aim for future waiting times, Ms. Sherratt advised that they would not know with current cases until they had all been reviewed but that they trust that by 2013 the maximum wait for any service provision would be six weeks from the receipt of referral. Where a critical case was raised they would not be placed on the waiting list by be separated out so a rapid response could be initiated.



With regards to questions from Councillor Stewart around young people on the waiting list and significant differences in the procedures for the future, Ms. Brown advised that the review of the list would ensure that those on the list were being dealt with effectively and appropriately to be moved through the system at the right pace. Ms. Sherratt advised that there had been huge duplications undertaken in the past whereas in the future staff would be pooled to help bring those services needed by the child to them as quickly as possible to reach an agreed outcome for them.

Councillor Stewart asked if the majority of young people had been referred directly or through the CAF process and was advised that there had been a combination but Ms. Boustead informed the committee that the new function would allow a more specific service to be provided. Most young people would meet with their team around the family or child and the other groups or professional with more specialism to the issues would be introduced allowing it to take a more systematic approach. It would be a fully multi-discipline team to support the family and young person working together on one approach.

In closing, Ms. Sherratt advised that there would be a full plan in place from April, 2012 which would then turn into a Service Development Plan to be carried forward and monitored, and it was:-

7. RESOLVED that the information within the presentation be received and noted.

### **Corporate Parenting Annual Report**

The Executive Director Children's Services submitted a report (copy circulated) which informed Members of the current position of the Council as 'Corporate Parent and provides an update on the current performance of the Council in meeting this responsibility.

(for copy report – see original minutes).

Ms. Boustead presented the report advising that there would be some exciting new projects in the future, including a partnership with SAFC Football Foundation to work jointly in promoting fostering. She advised that there had been 45 adoptions this year, which was above national figures, and, it was:-

8. RESOLVED that:-

- the information within the report be received and noted;
- given the performance reporting year the Committee change the timetable for this report to June in future years so that the full performance can be considered; and
- should Member wish to request more regular or in depth reports on aspects of Corporate Parenting these could be provided.

## **Work Programme 2011-12**

The Chief Executive submitted a report (copy circulated) appending the current work programme for the Committee's information.

(for copy report – see original minutes).

9. RESOLVED that the information contained within the work programme be received and noted and reports be added, with the agreement of the Chairman, as discussed during the meeting.

## **Forward Plan – Key Decisions for the Period 1<sup>st</sup> March, 2012 – 30<sup>th</sup> June, 2012**

The Chief Executive submitted a report (copy circulated) to provide Members with an opportunity to consider the Executive's Forward Plan for the period 1<sup>st</sup> March, 2012 to 30<sup>th</sup> June, 2012.

(for copy report – see original minutes).

10. RESOLVED that the report be received and noted.

The Chairman then closed the meeting having thanked Members and Officers for their attendance.

(Signed) P. STEWART,  
Chairman.

**CYPL Scrutiny Committee Meeting**  
**Thursday 23<sup>rd</sup> February 2012 at 5.30 p.m.**

No.	Item and Actions	Lead
1.	<p><b>Venue</b></p> <p>The meeting was held at the usual venue, Committee Room 1.</p>	
2.	<p><b>Officers</b></p> <p>Mike Foster (Deputy Executive Director: Children's Services), Meg Boustead (Head of Safeguarding), Janette Sherratt (Children's Lead for Commissioning – Sunderland PCT) and Jan Brown (NTW NHS Trust) were in attendance at the meeting to deliver reports on the Committee's agenda. There was also an Ofsted Inspector in attendance to observe the meeting.</p>	
3.	<p><b>Public</b></p> <p>There were no members of the public in attendance at the meeting.</p>	
4.	<p><b>Minutes of the Last Meeting</b></p> <p>Agreed</p>	<p><i>No Action Required</i></p>
5.	<p><b>Policy Review – Update</b></p> <p>The report was presented by the Scrutiny Officer.</p> <p>The committee were provided with an update on the policy review and evidence was received at the committee from Cllr Phil Tye. This was related to his own experiences around the CAF process.</p> <p>Members has also visited the XL youth villages on Friday 17 February and an overview of the visit was provided. Also noted that the committee is to visit Durham CC on 1<sup>st</sup> March as part of the review.</p> <p>It was suggested that a further meeting be held in March to discuss the policy review findings and a date was to be arranged.</p>	<p><i>SO &amp; Chair to liaise over meeting date</i></p>
6.	<p><b>Policy Review Update 2010/11 – Update Report</b></p> <p>The Report was presented by the Scrutiny Officer.</p> <p>A brief report was provided which gave an overview of the Chair and Vice-Chairs recent visit to the DfE in London to discuss the 2010/11 policy review. The Chair and Vice-Chair both provided their thoughts and own opinions on the visit to the other committee members.</p>	<p><i>No Action Required.</i></p>
7.	<p><b>National Curriculum Final Results 2011</b></p> <p>The report was presented by Mike Foster.</p> <p>The report updated Members on the final validated 2011 curriculum results for schools and colleges.</p> <p>Members requested further information on how vulnerable schools are to the English Bacc. System and the educational shift away from vocational learning, including on support provided through national and local leaders and how this is progressing.</p> <p>In relation to KS5 members requested a full breakdown that ranked Sunderland as 18<sup>th</sup> highest local authority on APS in England.</p>	<p><i>MF to provide to scrutiny members.</i></p> <p><i>SO to liaise with CS</i></p>

<p><b>8.</b></p>	<p><b>The Education Act 2011</b>  The report was presented by Mike Foster.</p> <p>The report informed the committee of the significant changes in the Education Act 2011 and the implications for Sunderland.</p> <p>Members requested that clarification was provided in relation to the role of the local authority in careers advice and provision of services.</p>	<p><i>SO to liaise with MF and CS</i></p>
<p><b>9.</b></p>	<p><b>Specialist Community Children and Young People's Service - Presentation</b>  The report was presented by Jannette Sherratt and Jan Brown.</p> <p>The presentation provided an overview of the development and reform of CAMH's in SOTW.</p>	<p><i>No Actions Required</i></p>
<p><b>10.</b></p>	<p><b>Corporate Parenting Annual Report 2011</b>  The report was presented by Meg Boustead.</p> <p>The annual report provided the current position of the Council as 'Corporate Parent' and ensures that all members are aware of their role. The report also provides an update on current performance in meeting responsibilities.</p>	<p><i>No Action Required.</i></p>
<p><b>11.</b></p>	<p><b>Work Programmes 2011/12</b>  The report was presented by the Scrutiny Officer.</p> <p>The report provided the committee with the work programmes for CYPL Scrutiny Committee.</p>	<p><i>No Actions Required</i></p>
<p><b>12.</b></p>	<p><b>Forward Plan</b>  The report was presented by the Scrutiny Officer.</p> <p>The report provides the opportunity to consider items on the Executives Forward Plan.</p>	<p><i>No Actions Required</i></p>

**POLICY DEVELOPMENT & REVIEW 2011/12: DRAFT FINAL REPORT**

**LINK TO WORK PROGRAMME: POLICY DEVELOPMENT & REVIEW**

**Report of the Chief Executive**

**1. Why has this report come to committee?**

- 1.1 The report provides Members of the committee with the final draft report from the evidence gathered in relation to this year's policy review on early intervention.
- 1.2 The review report presents in detail the evidence, research and conclusions drawn throughout the review process and recommendations arising from this evidence gathering. Members are asked to give consideration to the final report and the recommendations of the policy review.
- 1.3 The review into early intervention has clear links to the Councils Strategic Priorities in particular around prosperous city and learning city priorities. The review also has links to Corporate Priorities on delivering customer focused services and improving partnership working.

**2. Background**

- 2.1 At a meeting of the Children, Young People and Learning Scrutiny Committee held on 9<sup>th</sup> June 2011, following discussions regarding the Work Programme, the Committee agreed to focus on early intervention and locality services.
- 2.2 The review came at an important time in light of the work and development that was being undertaken around early intervention and locality based services. The Committee used its skills and expertise to stimulate engagement and dialogue to develop themes presented during their evidence gathering procedures.

**3. The Draft Final Report**

- 3.1 The draft final report on As Soon As Possible: Early Intervention and Locality Services in Sunderland is attached as an appendix to this report and presents members with the facts and evidence that have been gathered throughout the review process. As part of the review process evidence was obtained from a variety of national, regional and local key witnesses and stakeholders.
- 3.2 The report is divided into a number of sections which provide the background information to the review, how the review was carried out and the findings and conclusions from the review process. The findings from the review reflect the following as follows:
  - The beginnings and value of Early Intervention
  - The Policy Context and Local Perspective

- The Continuum of Needs and the Common Assessment Framework
- The Team Around the Child/Family
- Locality Based Services
- Funding Intervention
- Measuring Outcomes and Impacts.

3.3 Members are asked to read the report and comment on the content with particular reference to the recommendations arising from the evidence gathered and presented in the report. Members may wish to amend the report for purposes of accuracy, clarity or relevance to ensure the report is a true reflection of the work undertaken.

#### **4. Conclusion**

4.1 The Children, Young People and Learning Scrutiny Committee are presented with a final draft copy of the policy review document for comment and amendment with the aim of producing a final report for presentation and approval by Cabinet.

#### **5. Recommendation**

5.1 That the Children, Young People and Learning Scrutiny Committee provide comments on the final draft report and that any agreed amendments are made.

5.2 That consideration is given to the recommendations contained in the final draft report.

5.3 That the agreed final report is presented to the Cabinet for approval at its June 2012 meeting.

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**Contact Officer: Nigel Cummings (0191 561 1006)**  
**nigel.cummings@sunderland.gov.uk**

# Children, Young People and Learning Scrutiny Committee Policy Review 2011 – 2012

## As Soon As Possible: Early Intervention and Locality Services in Sunderland

### Draft Report

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# 1 Foreword from the Chairman of the Committee

On behalf of the Children, Young People and Learning Scrutiny Committee I am delighted to publish this report. I would like to thank all those who participated in the process, for their time, effort and continued commitment to their chosen fields.



Early intervention has many benefits and is a vitally important process in terms of ensuring that children, young people and families are supported through difficult periods in their lives. Intervention and support can take many forms from intensive multi-agency support for a number of issues to additional childcare support, all with the aim of improving outcomes for individuals and families.

Throughout the course of this review the committee has gathered evidence from a wide range of stakeholders and this has proved extremely useful in helping us to form our conclusions. The committee also looked at teenage pregnancies and the role of the corporate parent and, while not directly linked to this issue, we do recognise the excellent work that is being undertaken in relation to these challenging issues.

It is important as we go forward with this agenda that early intervention and the CAF offer is clearly communicated to all stakeholders. It must be a process that is accessible to as many service providers as possible to ensure that intervention is available to everyone who may need it. Taking services into localities is a positive move forward and can help to break down barriers within communities, similar in the way Children's Centres have.

The success and impacts of early intervention can often be difficult to attribute to one particular action but through the use of innovative measures and locally developed indicators there is the real potential to identify how individuals and families progress from a fixed point. Gauging success on people's own perceptions is also of benefit and it can often be that very feeling of improvement that sparks change and provides individuals and families with the impetus to move forward positively.

Finally I would like to thank my colleagues on the Children, Young People and Learning Scrutiny Committee for their valuable input and contribution throughout the course of the policy review. I hope that the work and recommendations can help to address some of the issues that have been highlighted and can contribute, in some way, to helping young people, parents and families as a whole to improved outcomes and a better quality of life.

A handwritten signature in black ink that reads "Paul Stewart". Below the signature is a long, thin horizontal line.

Councillor Paul Stewart, Chair of the Children, Young People and Learning Scrutiny Committee



## **2 Introduction**

- 2.1 The Annual Scrutiny Conference was held at the Crowtree Leisure Centre on 19<sup>th</sup> May 2011. During the Scrutiny Café sessions a number of viable policy reviews were formulated for discussion by Members of the Committee. At a meeting of the Children, Young People and Learning Scrutiny Committee held on 9<sup>th</sup> June 2011, following discussions regarding the Work Programme, the Committee agreed to focus on early intervention and locality services.

## **3 Aim of the Review**

- 3.1 To investigate preventative and early intervention services for children, young people and their families.

## **4 Terms of Reference**

- 4.1 The title of the review was agreed as 'As soon as possible: Early Intervention and Locality Based Services in Sunderland' and its terms of reference were agreed as:

- (a) To understand and define the Early Intervention offer;
- (b) To look at the Common Assessment Framework (CAF) process and how this directly links to intervention and support;
- (c) To identify and understand the pathways, benefits and barriers to families and/or individuals accessing early intervention support;
- (d) To investigate the impact of support available and identify if these approaches are coordinated, multi-agency in nature and deliver an improvement in outcomes;
- (e) To consider how interventions can be robustly monitored to evaluate outcomes and provide information to further develop service delivery; and
- (f) To look at examples of good practice from across the region and country in relation to the policy review.

- 4.2 Members agreed that as the review progressed, they may feel that the review should narrow its focus further in order to ensure that robust findings and recommendations are produced.

## **5 Membership of the Committee**

- 5.1 The membership of the Children, Young People and Learning Scrutiny Committee during the Municipal Year is outlined below:

Councillors Paul Stewart (Chair), Anthony Morrissey (Vice-Chair), Richard Bell, Stephen Bonallie, Doris MacKnight, Tom Martin, Robert Oliver, Dennis Richardson, Lynda Scanlan, Derrick Smith and Linda Williams.

Co-opted Members: Malcolm Frank, Christine Hutchinson, Rose Elliott, Marilyn Harrop, Suzanne Duncan, Howard Brown and Ken Morris.

## 6 Methods of Investigation

- 6.1 The approach to this work included a range of research methods namely:
- (a) Desktop research – review of relevant documentation including government documents such as The Munro Review of Child Protection and the Government Review of Early Intervention conducted by Graham Allen MP;
  - (b) Interviews – with key individuals both internally and externally;
  - (c) Focus groups – with key individuals both internally and externally;
  - (d) Questionnaires;
  - (e) Presentations at committee;
  - (f) Site Visits, and
  - (g) Expert Jury Event.
- 6.2 All participants were assured that their individual comments would not be identified in the final report, ensuring that the fullest possible answers were given.
- 6.3 Interviews with the following personnel were carried out:
- (a) Ciaran Hayes – Department for Education;
  - (b) Simone Common – Risk and Resilience Service Manager & West Locality Manager;
  - (c) Lorraine Hughes – Children’s Commissioning Lead;
  - (d) Catherine Joyce – Leaving Care Service Team Manager;
  - (e) Lee Ferry – XL Youth Village Coordinator;
  - (f) Meg Boustead – Head of Safeguarding;
  - (g) Cllr Phil Tye – Local Councillor and Volunteer Youth Worker;
  - (h) Bev Chismon – Independent Chair,; and
  - (i) A parent who has been involved with the CAF process.
- 6.4 A number of visits were conducted during the policy review to gather evidence and to witness some of the initiatives being undertaken in relation to early intervention and locality based services in Sunderland. These included:
- (a) Bumps to Babies;
  - (b) Rainbow Family Centre – Washington;
  - (c) XL Youth Village Projects in Washington, Houghton, Burnside and Red House;
  - (d) Durham County Council,; and
  - (e) Locality Based Team – Bunny Hill Centre.
- 6.5 An expert Jury Event on 17<sup>th</sup> December 2011, where final evidence was presented to members of the committee by:
- (a) Ros Watt – Parent Partnership Service (PPS) Coordinator;
  - (b) Rachel Putz – Locality Operations Manager (Coalfields);
  - (c) Louise Hill – Head of Youth Offending Service;
  - (d) Susan Henderson – Red House Academy;
  - (e) Lynne Goldsmith – Service Manager (Safeguarding,); and
  - (f) Sandra Mitchell – Head of Early Intervention and Locality Based Services.

6.6 It should also be noted that many of the statements made are based on qualitative research i.e. interviews and focus groups. As many people as possible were interviewed in an attempt to gain a cross section of views. All statements in this report are made based on information received from more than one source, unless it is clarified in the text that it is an individual view. Opinions held by a small number of people may or may not be representative of others' views but are worthy of consideration nevertheless.

DRAFT

## 7 Findings of the Review

Findings relate to the main themes raised during the committee's investigations and evidence gathering.

### 7.1 The Beginnings of Early Intervention

7.1.1 Early intervention is not new and it has even been suggested that its roots can be traced back to Friedrich Fröbel's kindergarten movement in the early 18th century. However and much more recently, well known interventions have included Head Start and the Family Nurse Partnership, which began in the USA in the 1960s and 1970s respectively and still continues to this day. Today, it is widely agreed by experts across the world that early intervention can be of enormous benefit to children. This is reinforced by the findings of the Marmot review into tackling health inequalities.

7.1.2 The Marmot review highlighted that giving every child the best start in life was crucial to reducing health inequalities across the life course and it made action in this area its top priority. Early action is the key, 'later interventions, although important are considerably less effective if they have not had good early foundations<sup>1</sup>'.

### 7.2 The Value of Intervention

7.2.1 The High Scope study conducted in Michigan, USA, in the 1990's concluded that for every dollar spent on early interventions seven dollars would be saved in later life. The study evaluated a small, intensive pre-school programme that was established in 1962 in Ypsilanti, a town near Detroit. A number of 3 and 4 year olds identified as at significant risk of poor outcomes were involved in a high quality learning programme every day in the two years before they went to school. Teachers worked with the children individually and in groups, and once a week they visited the child's home and encouraged the parents to take an active role in their child's education. The children were assessed as they grew up and compared with a 'control group' who did not receive this extra support. At 15 years the High Scope children were reporting lower levels of involvement in crime, and at 19 and 27 they had experienced significantly fewer arrests. Mostly notably, the proportion of chronic offenders was only 7% for the High Scope graduates, compared to 35% among the controls. It has been hypothesised that much of the difference is accounted for by the fact that the High Scope children achieved greater success at school and therefore improved their outcomes as adults.

7.2.2 The cost of poor literacy in the UK is estimated to be between £5,000 and £64,000 for each individual over a lifetime, while the cost of poor numeracy is estimated to be between £4,000 and £63,000 over an individual's lifetime. The vast majority of these costs are the result of lower tax revenues and higher benefits paid due to poorer employment prospects.

7.2.3 The NSPCC estimates that 13% of children have suffered some form of abuse while 2% suffer some form of neglect during childhood. There were 603,700 referrals to Children's social services in 2009-10, but perhaps more disturbing is the 2009 survey of two London boroughs that showed 80% of referrals to Children's Services were not investigated.

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<sup>1</sup> The Marmot Review: Fair Society, Healthy Lives (2010)

7.2.4 Department for Education research suggests that for every £1 million invested in family intervention, £2.5 million of cost to local authorities and the state is avoided.<sup>2</sup> Preliminary findings from the Durham Pathfinder pilot also suggest that family intervention costs of £420,000 are estimated to generate potential family outcome avoidance savings of £1 million; a net saving of £664,000.<sup>3</sup>

7.2.5 A number of problems or barriers also exist in relation to the identified benefits of early intervention. Often the organisations that invest most heavily in early intervention may well find that they are not the ones who reap the benefits of these practices. A second potential barrier is that it is often hard to prove what 'has not' or 'does not' happen is as a direct result of early detection and intervention. A final issue worth considering is that the benefits of early intervention may take many years to be fully realised or achieved and in the very early stages can even increase the costs to services.

### **7.3 The Policy Context**

7.3.1 It is fair to say in the context of policy that early intervention is a key issue and is attracting international, national and local interest from policy-makers and practitioners through to academics and think tanks. It is the growing body of evidence that illustrates what can happen when children and young peoples emerging difficulties are not spotted and addressed, added to the emerging data about the difference intervention programmes and approaches can have.

7.3.2 An estimated 20-30% of children and young people will have additional needs at some point in their lives according to the Children's Workforce Development Council. Support may be over a set or limited period or of a more intensive long-term arrangement depending on the circumstances and level of need required. The 'Every Child Matters' programme led to the development and introduction of a new framework for integrated working within children's services which looked to change service delivery and shift focus so that children's needs were identified and assessed earlier. The ultimate aim of this policy shift was the ability to provide timely and suitable support for the child.

7.3.3 In May 2010, the Coalition Government published its programme for government with the section on families and children detailing key commitments including:

- (a) Taking Sure Start back to its original purpose of early intervention with an increased focus on those families most in need;
- (b) Refocusing Sure Start funding to fund an extra 4,200 health visitor posts; and
- (c) Investigating a new approach to supporting families with multiple problems.

The Comprehensive Spending Review published in October 2010 also announced:

- (a) An Early Intervention Grant to support children at the greatest risk of multiple disadvantage;

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<sup>2</sup> Redesigning Provision for Families with Multiple Problems: an assessment of the early impact of local approaches. York Consulting 2010.

<sup>3</sup> Durham Pathfinder costs and benefits: A social return on investment approach. York Consulting 2010.

(b) Community-based budgets to allow local areas to pool resources and support families with multiple problems; and

(c) All disadvantaged 2-year-olds to be given 15 hours per week of free education.

7.3.4 In July 2010 the Government announced an independent commission on early intervention to be chaired by Graham Allen, MP for Nottingham North. This independent report, 'Early Intervention: The Next Steps', was published in January 2011 and followed up in July 2011 with a second report, 'Early Intervention: Smart Investment, Massive Savings', with a further report to be published in the summer detailing new funding options needed to resource early intervention.

7.3.5 The Government commissioned Independent Review conducted by Professor Eileen Munro published its first report in October 2010, identifying four major drivers of developments in child protection in recent times, these were:

(a) the importance and strength of reaction that members of the public attach to children and young people's safety and welfare;

(b) the often limited understanding amongst the public and policy makers of the unavoidable degree of uncertainty involved in making child protection decisions, and the impossibility of eradicating that uncertainty;

(c) the tendency of the analyses of inquiries into child abuse deaths to cite human error too readily, rather than taking a broader view when drawing lessons; and

(d) the demands of the audit and inspection system for transparency and accountability which has ultimately contributed to undue weight being given to readily measurable aspects of practice.

7.3.6 The Munro Review's second report, published in February 2011, dealt with the child's journey through the protection system. The aim was to show how this system could be improved. The report concluded that instead of following procedures the system needed to focus on doing the right thing by checking whether children and young people were being helped. The development of the final report was heavily influenced by extensive consultation on the reform areas highlighted by Professor Munro. The key points revolved around valuing professional expertise, ensuring the shared responsibility for early help and developing social work enterprise. The review also stressed the importance of an effective child protection system that has the ability to get a wide range of professionals to work together to instigate the right help for a young person or family.

7.3.7 There have been a steady stream of reports and studies on the issue of prevention, through early intervention that have emerged over the last 18 months from Government-sponsored reports including the Marmot Review on health inequalities; The Munro Review of Child Protection; *Grasping the Nettle: early intervention for children, families and communities*; *Early Intervention: The Next Steps*; *Early Intervention: Smart Investment, Massive Savings*; The Scottish Parliament's *Finance Committee Report on preventative spending*; *Joining the Dots*; through to Dame Clare Tickell's report on the Early Years Foundation Stage. These follow closely on the heels from Centre for Social Justice Reports, *Breakthrough Britain: the Next Generation* and *Early Intervention: Good Parents*,

*Great Kids, Better Citizens, and Action for Children's Backing the Future and Deprivation and Risk: the case for Early Intervention.*

7.3.8 Despite the breadth and range of these publications the consistency of their conclusions is enlightening. Based on the various recommendations and conclusions, an effective framework for early intervention would contain the following six common elements:

- (a) A commitment to prevention;
- (b) Priority focus on the early years;
- (c) Continuing early intervention in later years;
- (d) A multi-agency systems approach;
- (e) High quality of workforce, and
- (f) Investment in programmes that work.

#### **7.4 The Local Perspective**

7.4.1 The Children's Services Directorate has undertaken a major revision to its structure that provides an effective configuration for the service and is able to continue in its drive for improved outcomes for children, young people and their families. The new service still very much focuses on the key priorities of:

- (a) safeguarding children and young people;
- (b) supporting schools to raise achievement and attainment for all;
- (c) improving early intervention and prevention strategies through a locality based working approach, and
- (d) developing a more effective commissioning role to deliver better outcomes.

7.4.2 The key drivers that led to this review of structures within Children's Services included:

- (a) the importance of realising efficiencies as part of the overall Council's proposals for financial savings from 2011 to 2014;
- (b) the need to respond to Coalition Government priorities outlined in key government legislation;
- (c) building on the success of integrated Children's Services by strengthening the focus on early intervention and prevention in service delivery to provide better outcomes for children and young people, and
- (d) to position Children's Services as a stronger commissioner of services.

7.4.3 The newly created early intervention and locality services will lead on the provision and delivery of early intervention and prevention services for children and young people to improve their lives and outcomes, and prevent the need for support from more specialist services at a later stage of their lives. Achieving this recognises the need to work closely with other services responsible for schools, safeguarding and commissioning to develop a whole way of working around early intervention and prevention which is very effective. There is also a strong emphasis on developing that multi-agency model of locality based working and the Common Assessment Framework (CAF) using Sunderland's 5 regeneration areas.

7.4.4 It is also worth exploring the developments in structure to the Safeguarding service as this also has implications for early intervention. The existing service now has responsibility for the Youth Offending Service and Services for Young People.

Safeguarding remains a high priority and high profile service within the directorate and key responsibilities in relation to child protection and safeguarding services have remained largely unchanged.

- 7.4.5 The Safeguarding service continues to provide a range of interventions to support and protect the most vulnerable children and young people in Sunderland. The service also provides the lead for improving outcomes for young carers, children and young people affected by bullying and for those young people who require support from Child and Adolescent Mental Health Services (CAMHS). Key to all of this is the partnership working in respect of operational service delivery and strategic delivery within safeguarding.
- 7.4.6 In undergoing this restructure and the bringing together of a number of services which deliver early intervention across the whole age range from pre-birth to 19, there is a clearly identifiable role for Children's Centres and the services, support and quality childcare they deliver. A major review and consultation has been undertaken to determine, in relation to an early intervention service, a suitable delivery model for Children's Centres. This has been brought about due to financial constraints that require a saving of £1.77m to be delivered. The review and subsequent proposals developed across Children's Centres and service delivery and childcare will deliver the required financial savings whilst providing a service which gives children the best start in life, is better targeted to reach the most vulnerable families, offers support and interventions across the whole family and is responsive to differing needs at a local level.
- 7.4.7 Following an extensive review and consultation process, approval was given by Cabinet on the 15<sup>th</sup> February 2012 to a redesign of Children's Centre service delivery as follows:
- (a) A reduction in the number of Children's Centres which are designated from 17 to 5 in the 5 localities and that the remaining 12 centres remain open as service delivery centres;
  - (b) That from April 2012, arrangements for Area Community Boards for each of the five Children's Centres are established in order that these Boards can shape and direct service delivery and the further development of Children's Centres moving forward;
  - (c) That the proposal to prioritise families needing additional support is progressed recognising that criteria relating to need will be clearly defined and that a range of services will continue to be delivered on a universal basis;
  - (d) That proposals to secure service delivery from April are progressed for one year from April 2012, with services from April 2013 identified and prioritised by the newly established Area Community Boards.
- 7.4.8 In planning the design and delivery of future services through Children's Centres an outcomes based commissioning approach was adopted. Based on current available intelligence from needs analysis and on the findings from a review of all services including those contracted from providers external to the Council, a set of service specifications was prepared which focussed on improving outcomes for children and their families. Service reviews and the engagement of external providers supported decisions on the outcomes to adopt, how to measure these and to identify 'what works' to improve outcomes.



7.4.9 A key development from this commissioning process was the design of a generic Early Intervention Family Team bringing together a range of roles and activities that were currently delivered for families through Children’s Centres by different agencies via contracts or by the Council. The primary purpose of the team is to offer consistent and coordinated support to families with additional needs and to promote and enable family access to universal and targeted services across learning, health and social care services. The family team will work in localities and will enhance the work that is already underway to tackle the needs of children and their families across the continuum through earlier intervention. This team will be based upon the generic skills of staff so that they can develop positive relationships with service users to identify and develop their strengths as well as supporting them with addressing needs. This team will provide a significant resource to be delivered from within the Council for the first twelve months, with future commissioning arrangements being determined for April 2013 through the governance of the proposed Area Boards.

7.4.10 These generic teams are of course now known as the Locality Based Integrated Teams which form the Early Intervention and Locality Services group. The teams currently include practitioners from Attendance, Children’s Centres, Connexions, Educational Psychology, Risk and Resilience (Teenage Pregnancy, Substance Misuse and Crime Prevention) and Youth Development.

7.4.11 It is acknowledged by members that this agenda has progressed significantly over the past 18 months and has continued to develop throughout the duration of this review. The peer review, independent review of CAF and the unannounced inspection of Safeguarding have also added impetus to this changing landscape and have highlighted areas and issues for further development. This review adds further evidence and research to a service area that is of critical importance to Children’s Services, the Council and Sunderland as a whole.

**7.5 The Continuum of Needs**

7.5.1 The continuum of needs known as “The Windscreen” model shows how a child’s needs may move backwards and forwards through universal, additional, multiple and in need of immediate care and protection.

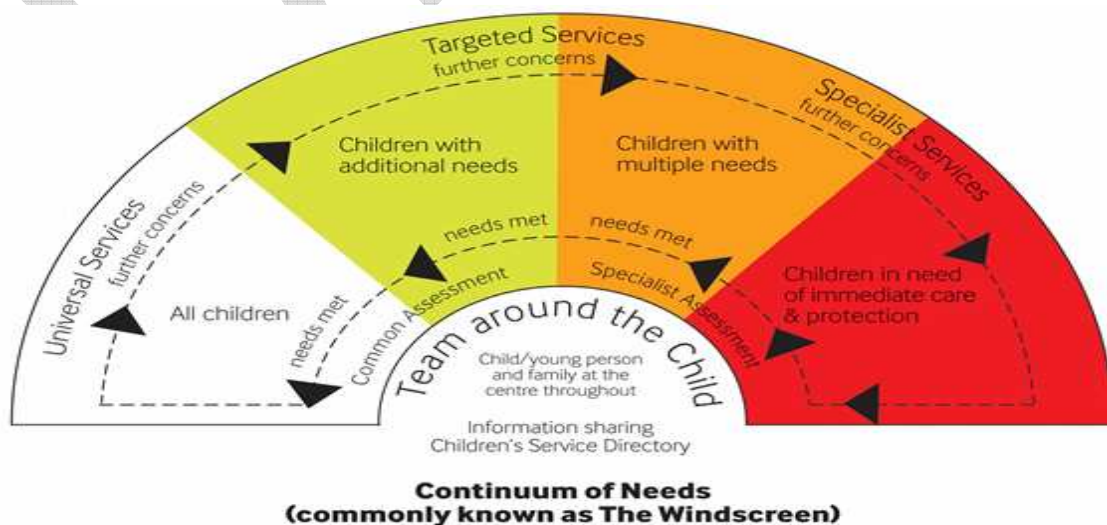


Figure 1: The Continuum of Needs diagram  
Source: Sunderland Children’s Trust Website

### 7.5.2 *Universal Services*

Universal services are those services which are available to all children, young people and their families. Most children achieve the five outcomes set out in Every Child Matters through the care of their families and the support of a range of universally provided services, for example schools, primary health care and leisure facilities. However, early identification of children with additional needs is critical in making sure targeted services can intervene early. If ignored, these issues could develop and lead to poorer life chances or the need for more intrusive interventions.

7.5.3 Intervention is most likely to be successful if it is child centred, involves and empowers the family, is provided within the community and can be provided as soon as is practicable.

### 7.5.4 *Children with additional needs*

A child or young person identified as having additional needs can be defined as needing some additional support without which they would be at risk of not reaching their full potential. The additional support may relate to health, social or educational issues. It is also possible that other needs may arise because of their own development, family circumstances or environmental factors.

### 7.5.5 *Children with multiple needs*

A child or young person whose needs are not fully met due to the range, depth or significance of their needs and whose life chances will be jeopardised without remedial intervention/support. These children will require a more co-ordinated multi-agency response, within or between agencies. A lead practitioner would be identified to coordinate intervention and complete the CAF process, including a team around the child meeting or discussion.

### 7.5.6 *Children in need and those at risk of harm and potential harm*

A child or young person with complex needs who will be subjected to specialist assessment and will include children who are:

- Children identified as being 'in need' under S17 of the Children Act;
- Looked After Children.

7.5.7 In applying this framework it was recognised that the following principles should be considered:

- (a) Intervention should be at the lowest tier appropriate to meet the needs of the child and prevent the need for specialist services;
- (b) Consideration should always be given to undertaking a CAF to resolve difficulties and prevent the need for a specialist service, and repeated assessments should not be necessary for a child to move from one tier to another;
- (c) If there are child protection concerns about a child's health, development or Welfare, professionals must follow the Sunderland Safeguarding Children Board, Safeguarding Children Procedures and make an immediate referral to Children's Social Care, and
- (d) The tier of need will always be influenced by the multiplicity of factors.

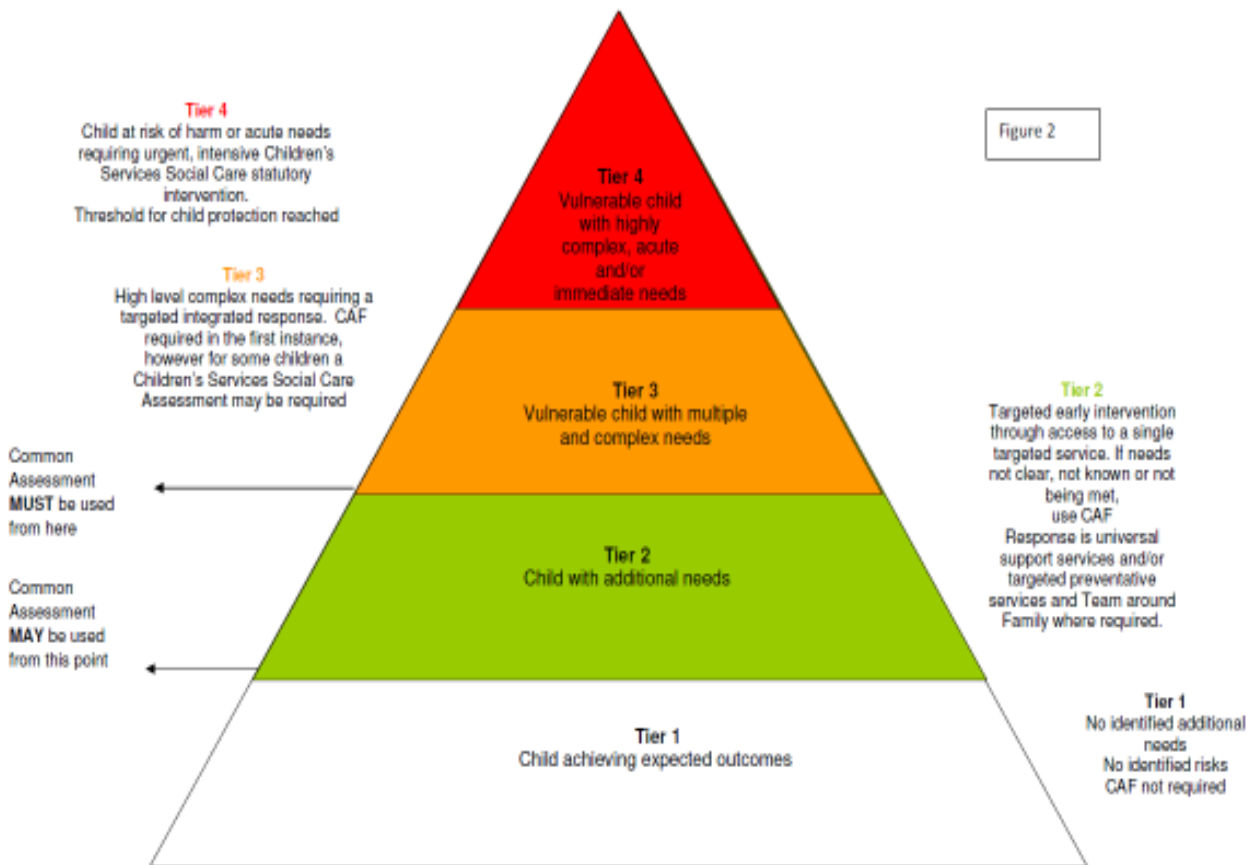


Figure 2: Matrix of Need: The Circumstances for a CAF Assessment or Referral to Safeguarding  
Source: Sunderland Safeguarding Children Board

## 7.6 The Common Assessment Framework

7.6.1 The Common Assessment Framework (CAF) is a standardised approach to conducting assessments of 'children's and families additional needs, and for developing and agreeing on a process through which agencies work together to meet those needs. Its aim is to enable early identification of needs, leading to planned and co-ordinated provision of services for children, young people or their families. Children and families experience a range of needs at different times in their lives. However, while all children and young people require access to high-quality universal services, some of them also benefit from targeted support to address additional needs which may relate to education, health, social welfare or other areas.

7.6.2 In visiting a Children's Centre Members of the Committee were informed of how a variety of activities and groups had created a strong outcome for families and individuals through the construction and feeling of a social network, which offered support not only within the centre but beyond. This also benefited the centre as it created a strong sense of belonging. The Children's Centres through data analysis and customer feedback were also able to tailor their services with the key driver being prevention. Members of the committee witnessed service delivery around preparing for baby, smoking cessation, sex education and breast feeding (bosom buddies).

- 7.6.3 The CAF process and Children's Centres have been 'married' together through locality arrangements to provide one aspect of early intervention work in Sunderland. Members noted that Children's Centres offered early support to individuals and families through the CAF process and had the ability to ensure that support was in place at the right time for the right families. This was through support workers operating in the centres who are able to initiate CAF assessment where issues have been mutually identified. The building of relationships and social networks within the centre's and wider community were recognised as a real driver for early intervention measures and allowed for multi-agency support to be identified and implemented at an early stage.
- 7.6.4 It should be noted at this stage that the use of the CAF depends very much on the consent of the child, young person and/or their family. This is one of the defining features of the process, and emphasises the fact that children, young people and families can make an important contribution to the process, which should be based on an assessment of their strengths as well as their difficulties. Therefore the development of relationships and mutual trust, already mentioned, is crucial and can only help in delivering outcomes, speeding up the process and ensuring the CAF is owned by those involved.
- 7.6.5 A common assessment can be conducted at any time on children or young people and even unborn babies. It is principally designed for when:
- There is concern about how well a child (or unborn baby) or young person is progressing. This might be about their health, welfare, behaviour, progress in learning or any other aspect of their well-being;
  - The needs are unclear, or broader than a particular service can address; and
  - A common assessment would help identify the needs, and/or get other services to help meet them.
- 7.6.6 The Common Assessment Framework consists of:
- A simple pre-assessment checklist to help practitioners identify children who would benefit from a common assessment. The checklist can be used on its own or alongside specialist universal assessments, such as those done by midwives and health visitors;
  - A process for undertaking a common assessment, to help practitioners gather and understand information about the needs and strengths of the child, based on discussions with the child, their family and other practitioners as appropriate;
  - Standard forms to help practitioners record, and, where appropriate, share with others, the findings from the assessment in terms that are helpful in working with the family to find a response to unmet needs; and
  - A process for implementing a Team Around the Child/Family (TAC/TAF).
- 7.6.7 The CAF is a mechanism which allows for a range of responses to be made available to those children or families identified. The individual CAF panels for the 5 locality areas meet on a weekly basis to discuss individual cases and decide on the most appropriate course of action. The Team Around the Child/Family is one such response other potential outcomes include support from either a single service or two specific services, e.g. Child & Family Support and social care.

*Example of CAF Referral from a school: FEB 2011*

*A CAF was submitted from a school on a 12 year old child with regards primarily to his recent failure to attend school. The child (X), resided with his mother and younger sibling in the west of Sunderland. X had undergone a medical operation in December 2010 which had resulted in lost time from school. X was now refusing to attend school; X's behaviour was becoming aggressive within the family home, as well as X developing a phobia of health professionals. The CAF recorded no concerns in relation to parenting issues. The CAF requested a referral for X to address fears and help X back into school life. Further information shared at the panel meeting confirmed the need for mental health support and the panel agreed for a direct single agency referral to CaMHS.*

**Source: Sunderland City Council Children's Services**

- 7.6.8 Members queried how the CAF process avoided purely subjective information and only getting information that the family/parent/child was willing to divulge? The Head of Early Intervention reported that CAF awareness training was available for staff as well as there being a host of CAF Champions across the city. It was also stressed that support was available from the council to help individuals complete the CAF referral form. It was stressed that it was the discussion at the CAF panel held through the CAF panel meetings that would provide the most balanced response to the CAF assessment.
- 7.6.9 The Committee also highlighted the potential time consuming nature of the completion of the CAF form, currently 13 pages in length, and how principal universal settings such as schools and GP's could cope with this level of additional paperwork. It was recognised at the committee's expert jury day that professionals need the referral and assessment process to be as simple as possible. The CAF process has the ability to bring agencies together to work for the same outcomes. On visiting the locality team based in the north of the city it was highlighted that over 300 people had been trained in how to complete the CAF form and that the more people completed the form, like many things, the easier it can become. However, it was stressed that completing the form with as much information as possible, even leaving gaps, was still better than not completing a CAF referral at all.
- 7.6.10 Speaking with the Head of Early Intervention and a CAF and Childrens Centre Lead, Members noted that incomplete or poorly completed CAF forms would be directed to the relevant locality area from the central business support unit. Any new CAF submissions would be discussed in localities at the weekly held panel meetings. Members queried the potential capacity issues in relation to these additional weekly CAF panel meetings and it was noted that attendance at such meetings was generally good, but there was also an acknowledgement around agency involvement and capacity issues.
- 7.6.11 The diagram below illustrates the number of CAF assessments that have been received by Children's Services over an 18 month period. It is worth highlighting that of the 2,513 assessments submitted 41% (1,025) were related to females and 58% (1,464) were related to males. The most popular outcome of a CAF meeting from the 2,513 submissions was a single agency intervention with 953 cases achieving this outcome. Perhaps most interesting though was the 346 cases which were reviewed at the next panel meeting following the pursuit of further information.

Locality	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Coalfields	9	17	25	20	28	22	26	20	23	39	47	20	21	31	36	17	20	21
East	8	25	34	23	35	27	17	24	24	21	22	20	28	47	38	33	39	21
North	12	23	22	10	19	32	33	26	28	33	34	32	38	51	45	32	37	27
Washington	13	20	36	14	39	27	28	14	28	22	20	20	36	29	35	33	35	45
West	2	17	25	14	26	26	31	27	33	21	37	27	35	64	46	31	55	40
<b>Totals</b>	<b>44</b>	<b>102</b>	<b>142</b>	<b>81</b>	<b>147</b>	<b>134</b>	<b>135</b>	<b>111</b>	<b>136</b>	<b>136</b>	<b>160</b>	<b>119</b>	<b>158</b>	<b>222</b>	<b>200</b>	<b>146</b>	<b>186</b>	<b>154</b>

Diagram 1: Number of CAFs received per month Jan 2010 – Jun 2011 by Locality  
Source: Sunderland City Council

7.6.12 It was interesting to note on the Committee’s visit to Durham that the County Council has re-designed the CAF form reducing it from 13 pages to a less daunting 4 page assessment form. Durham saw this as a significant barrier and wanted to move to something professionals saw as quick and easy to complete. It was noted that Durham was placing more emphasis on a pre-CAF conversation with key connected services. This pre-CAF assessment acted as a checklist as to whether that child or family required the more detailed CAF assessment.

7.6.13 It was identified at the expert jury day that there was still a lack of awareness from agencies around the CAF process and this had the potential to lead to an inappropriate use of the CAF threshold. It was also noted by Members that any changes in systems or process needed to be communicated to all stakeholders to ensure a consistency of approach.

7.6.14 Members acknowledged that feedback was always provided back to the original referrer including the outcomes from the CAF panel meeting. However perhaps there were situations or circumstances when having the original assessor at the meeting to provide more background detail or family history could help the CAF panel. It could also have the potential to help the assessor, in being present, to understand the rationale behind the agreed intervention and way forward. Obviously opening up CAF attendance in this way could lead to logistical issues but could also lead to a fuller discussion with any additional points of clarification being able to be addressed immediately.

7.6.15 It should be remembered that the CAF process is voluntary in nature and this does lead to positive and negative issues. At its expert jury day, the committee, noted that there can often be a difference of opinion between the professional and the family, with families or individuals not seeing the problem in the same way or even thinking that there is no problem. Families can often have a general sense of fear of engagement arising from the thought that their children could be taken into care. The expert jury day highlighted the importance of building trust and relationships between families and professionals. There is a lack of confidence from families in taking those initial steps to accessing services or activities, sometimes even just entering a building can be a huge barrier. The expert jury day also highlighted to Members the dislike of the message from professionals around how children are best looked after, sometimes these messages or the way they are communicated can be perceived as nosey or obtrusive.

7.6.16 On the positive side the CAF process should allow for a seamless access to support and service intervention. Some of the chief aims of the CAF process are to eliminate duplication, repeat interviews for information and ultimately through single or multi-agency approaches improve outcomes for individuals and families. This process should remove the feeling of being pushed between services and lead to quicker improvement of outcomes for the people involved.

7.6.17 There is a danger that a number of inappropriate referrals are still being made to the safeguarding service as there is that blurring around those children with multiple needs and those with need of immediate care and protection. This is illustrated on the continuum of needs, as well as being identified in the model below as the edge of care. In some cases a child, young person or family will go through a number of transition points on their journey to having their needs met. For example, a child, whose needs do not respond to services provided under Tier 1, may need to receive a more coordinated response within Tier 2. Similarly, a child in Tier 2 whose circumstances and situation do not improve sufficiently may need to receive the specialist assessment and support provided at Tier 3. It is important to recognise that children often move in either direction from one tier of need to another and that many agencies, including universal services, offer support at more than one tier. It is important that the threshold guidance is one that is clear, concise and communicated to all agencies and as already reported that there is a point of contact for advice and guidance to ensure the correct assessment is made.

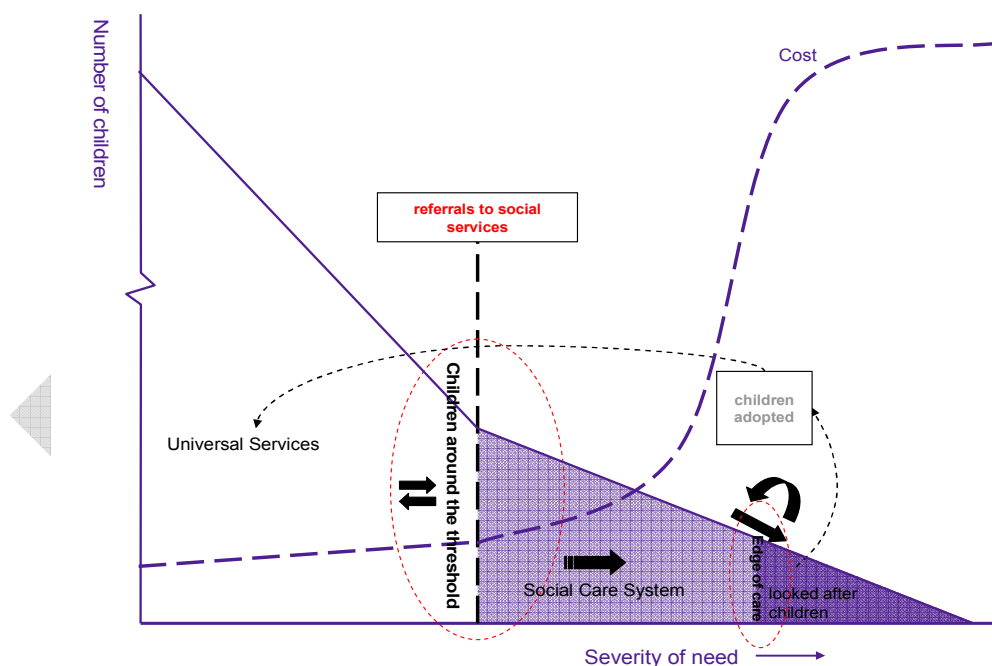


Figure 3: DfE Model of the Severity of Need  
Source: Department for Education

7.6.18 In speaking with DfE representatives around the national perspective on the common assessment framework it was noted that there appeared to be a huge variety in relation to the CAF process across the country. It was also noted that the DfE reported that there was currently no major national research or review work being undertaken in relation to the CAF process.

## 7.7 The Team Around the Child/Family

7.7.1 The Team Around the Child/Family (TAF/C) model has been developed in response to the need for joined up services and the need to provide a more integrated approach within existing resources. The aim is to reduce duplication and support a common service delivery approach which continues from, and compliments the CAF process. A TAC/F aims to plan actions around the child's identified unmet needs through an agreed written TAC/F plan.

7.7.2 The Team Around the Child/Family brings together relevant practitioners with the family to address a child, young person's or families needs. The team works together to plan co-ordinated support from agencies to address problems in an holistic way. It is important that parents have an active role in the TAC/F and their contribution is recognised as they have a central role in meeting the needs of the child. Parents may require support to achieve this due to their own potentially unmet needs.

7.7.3 The function of the TAC/F includes:

- reviewing and agreeing information shared through CAF;
- planning and agreeing actions with timescales;
- identifying solutions, allocating tasks and appropriate resources;
- agreeing a Lead Practitioner;
- monitoring and reviewing outcomes with timescales;
- reporting, as required, to other review meetings or resource panels; and
- identifying gaps and informing planning and commissioning.

7.7.4 The membership of the TAC/F will almost certainly change as the needs of the child and family change, moving through the continuum of needs. The TAC/F operates as a supportive team, rather than just a group of practitioners and parents. In this way there is direct benefit to parents who have new opportunities to discuss their child and family issues with key practitioners all in one place and to practitioners who might otherwise feel isolated and unsupported in their work with a child and their family.

### *An Example of CAF through Team Around the Family*

*A CAF submitted on child Y, from school. The concerns were in relation to Y's attendance at school and disruptive behaviour in the family home. Y had been diagnosed with ADHD and had started medication. The CAF requested assistance with getting Y to school, support for the mother and behaviour support intervention.*

*Before the case was submitted to the panel the coordinator recognised the surname and found that CAF's had been submitted from separate schools on Y and sibling Z, both had similar issues and needed their cases to be joined up rather than dealt with separately.*

*At the panel both Y and Z were discussed. A Team Around the Family was convened including Y and Z and their mother.*

*Continued on page 19*



*The initial TAF took place 3 days after the panel date. It was attended by all agencies. Both Y and Z and the family's needs and strengths were discussed in full with an action plan being drawn up. It became apparent that Y was copying Z's behaviour and mother was struggling with parenting, especially in relation to school attendance.*

*4 weeks later Y has full school attendance; his behaviour has improved and is making progress. Z has managed to put school uniform on and walk out of the house, but still becomes anxious. Z does a little more each day and support work is ongoing. Parenting and other support is also ongoing.*

*The case is to be reviewed again in one month by TAF.*

*These two cases although submitted separately and from different schools show how the panels work well at bringing together a family approach. The TAF's were convened quickly and progress is being made with the whole family.*

**Source: Sunderland City Council Children's Services**

- 7.7.5 The multi-agency approach through the TAF/C can help to reduce the repetition for families and once initiated can move very quickly to respond. One of the main advantages of the TAF/C is its ability to bring various practitioners together with their knowledge and skills to produce better outcomes for families. This was re-enforced at the expert jury day where it was highlighted that previously families would be working with only one professional and this had the potential for a number of associated issues to be overlooked.
- 7.7.6 However with any new model or way of working there are cultural changes that need to happen. Members recognised that some staff were still new to this approach to working and it was taking time for them to see the benefits of working in different ways. It was acknowledged by Members during evidence gathering that this style of integrated working can mean that some professionals are working out of their own comfort zone which does have merits and disadvantages.
- 7.7.7 Throughout the evidence gathering process Members recognised the importance of the Team Around the Family/Child as pivotal to multi-agency early intervention. Having all the agencies and key professional around the table was viewed as paramount to successful outcomes for individuals or families. At the expert jury day Members were informed that certain services were 'opting out' of the TAF/C panel meetings as some services or professionals were of the view that this was additional to their current sphere of work. Some agencies had also questioned what their involvement would be and had expressed capacity concerns. It was also noted that many key agencies and partner organisation contribute very well to the CAF and TAF/C process, but there are always issues around capacity and also issues around the independence of the Chair of TAF/C panels.
- 7.7.8 Members agreed that it was important that further awareness raising was undertaken with key stakeholders, professionals and local communities to ensure engagement in the process and compliance with attendance at TAF/C panel meetings. The local authority acknowledged the lead role that it took in the whole

process and there was a danger that this could lead to partners becoming over reliant on the local authority in this process. It was interesting that when speaking with a parent currently undergoing intervention through a TAF that the parent had no prior knowledge of the CAF process or how to make a self assessment. It was only by contacting a partner agency that this particular parent was made aware of the CAF process and an assessment undertaken. The expert jury day also highlighted the importance of partners having full involvement and fulfilling their roles and responsibilities rather than relying on council capacity. Members noted that the whole process was to be re-launched with awareness in 2012 and this would be an opportune time to remind partners and agencies of their role in the early intervention agenda.

7.7.9 The aim of the TAF/C is to involve all agencies and partners in the process and it was identified that a number of voluntary sector organisations were involved in this agenda. The voluntary sector is ideally placed within the community to play an important role in early intervention for not only do they have local knowledge and experience, but are also trusted and have a strong relationship with local communities, families and individuals. It will be important to look at how the local authority can continue to encourage those agencies already involved as well as looking at opportunities to engage further with the voluntary and community sector. At the expert jury day it was reported that a number of local voluntary agencies appeared to be unaware of the CAF and TAF/C processes and it was important in any re-launch to ensure that such organisations were aware of the process and support available for members of their community.

## **7.8 Locality Based Services**

7.8.1 The ways of working to support children and young people have changed and developed over the years. This has been in response to both local and national drivers and has often included a move to more localised service delivery e.g. Children's Centres. This way of working has resulted in significant benefits to children, young people and their families and opportunities to extend local ways of working have been implemented across Sunderland.

7.8.2 Locality based integrated teams have been developed, with localities co-terminus with Sunderland City Council regeneration areas, in order to support identification of needs and delivery of services which are differentiated according to the needs of the local community. The 5 Locality Based Integrated Teams form the Early Intervention and Locality Services group, which came into being in autumn 2011. The teams currently include practitioners from Attendance, Children's Centres, Connexions, Educational Psychology, Risk and Resilience (Teenage Pregnancy, Substance Misuse and Crime Prevention) and Youth Development.

7.8.3 It was recognised at the expert jury day that the development of locality teams was an incredible move forward, meaning that families had services on their doorsteps and had in effect created a one-stop shop for families. This closer working relationship between services from universal, targeted and specialist providers was seen as essential for high quality, accessible support to families. It was also recognised that this integrated working approach promoted cooperation and collaboration as well as potentially empowering communities to generate resilience and creativity.

- 7.8.4 One of the key barriers identified at the expert jury day was around the access to services and support. A number of early intervention programmes that are available including training courses were held in various parts of the city, getting there was identified as problematic for low income families with limited resources. It was hoped the development of the locality based services would reduce the need for families to travel across the city to access services as many of these interventions and support programmes would be available in their own area.
- 7.8.5 Professor Munro's report also acknowledges the benefits of locality teams and reports that many welcome the opportunity to consult such a team and access social work expertise and discuss how best to help children. Professor Munro also recognises that these multi-agency teams are relatively new and are taking a number of forms but they are proving to be more efficient than previous arrangements<sup>4</sup>.
- 7.8.6 Members also encountered multi-agency working in practice on their visit to the XL Youth Project on Friday 17<sup>th</sup> February 2012. In visiting a number of XL Youth Projects across Sunderland Members saw the collaborative working that was taking place between a variety of agencies. In particular how this youth intervention was being targeted at 'hotspot' areas based on police intelligence around anti-social behaviour and residents complaints. Members in conversation with local police officers saw how targeting troubled areas had reduced the levels of anti-social behaviour and the number of incidents reported. The youth workers would canvas local residents before, during and after intervention and this would be used to gauge success.
- 7.8.7 Members also saw how the XL Youth Project interacted with young people on tackling a number of issues including smoking, drugs, alcohol and sex and relationship education. This could be illustrated by every young person accessing the XL Youth Projects being routinely breathalysed and only able to access activities within the project if they had passed the test and were sober. It was interesting to note, in conversation with the project coordinator, that on the first couple of weekends in a locality a number of young people would fail the test but over the ensuing weekends the fail rates would reduce as more young people accessed the XL project. This illustrates how locality working and intervention can help in reducing issues within an area. Members also saw how such projects ran a number of courses over the weeks dealing with specific issues around smoking cessation, alcohol and drug abuse. The XL youth project was also a spot for issuing the C-Cards and providing young people with access to condoms, and promoting the message of sexual health and responsibility. All of this work contributes to giving young people information and advice that can help them to make better informed choices. It was also noted that all youth workers involved with the XL Youth Project had been trained to complete the CAF form and it was noted that youth workers had completed a number of assessments.
- 7.8.8 Members saw a number of projects in a number of settings and it was clear to see the different styles and challenges that presented themselves at the various locations. It was noted that detached youth workers would work in the area and signpost young people to the XL Youth Project site. The project was also looking at breaking down the territorial barriers that existed in areas. All the provision was linked to prevention work and looking at providing advice and guidance for young people on a number of health and wellbeing related issues. The XL Youth Villages

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<sup>4</sup> The Munro Review of Child Protection. Department for Education. May 2011

also provided a setting for young people to be comfortable and develop relationships with youth workers which could result in the highlighting of issues which could be signposted to further or additional support.

7.8.9 One of the major barriers identified was around communication of what is available. It was identified at the expert jury day that families are often unaware of the services available and there needed to be better signposting to this support and help. Members were informed that Children's Services was currently developing and implementing a communications strategy to ensure that the early intervention offer is known and understood across the whole range of providers and service users. Members also discussed with a locality based team the way to communicate this to local people and a number of ideas were discussed including social media, the community newsletter, websites and using partner agencies. Members also suggested that it would be beneficial to extend this to local Magistrates.

7.8.10 Children's Services were also continuing to work with a range of partners, particularly within health and the voluntary and community sector to bring more services under the locality based banner and ultimately extend the continuum of support and the early intervention offer. Children's Services are developing an action plan based on the recent peer review and Ofsted inspections and it was recommended that this action plan would be routinely presented to the scrutiny committee to monitor progress and developments in this area.

7.8.11 Professor Munro also adds a final note of caution stating that in that some cases of abuse and neglect are well concealed and the surface problems within a family look benign. However there is a limit to how thoroughly family life can be scrutinised<sup>5</sup>. It can be argued that the multi-agency approach can help to reduce this even further by ensuring that all agencies coming into contact with young people and families are able to spot the signs and issues. Families will perhaps drop their guard or façade when the Gentoo plumber is in the house, acting more naturally, as opposed to if it was a social worker. Providing the support and training are available this can only prove to be an extremely effective approach.

## **7.9 Funding Intervention**

7.9.1 In discussions with DfE representatives Members of the Committee acknowledged that all local authorities faced difficult decisions in prioritising funding in light of spending reductions. It was also noted that some of the funding mechanisms had perverse incentives, in that local authorities were penalised for performing well. At the expert jury day it was reported that funding was a real issue for many projects aimed at supporting young people and their families. A number of projects are currently funded through the local authority and with spending pressures at a premium there were real issues around the sustainability of some of these projects.

7.9.2 The Government has launched the new Early Intervention Grant (EIG), a non ring-fenced funding stream to allow freedom at a local level to support early intervention in the early years and on through the age range. Local authorities across England have been allocated part of £2,232 million grant in 2011-12 and a further share of £2,365 million in 2012-13 for support activities around the child and family. It should be noted that the new EIG does replace a number of existing grants and funding streams, and is a lower total value than previously. A full list is detailed at **appendix 1**.

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<sup>5</sup> The Munro Review of Child Protection. Department for Education. May 2011

7.9.3 In speaking with the DfE social investment and social impact bonds were discussed as a potential way of funding early intervention. A social impact bond was defined as a contract between a public sector organisation and a third party investor in which a commitment is made to pay for improved social outcomes that result in public sector savings. The expected public sector savings are then used as a basis for raising investment for prevention and early intervention services that improve social outcomes. The broad benefits of such financing are that:

- (a) more funds are available for prevention and early intervention services;
- (b) the public sector only has to pay for effective services; the third party investor bears all the risk of services being potentially ineffective;
- (c) there is an incentive to be as effective as possible, because the larger impact on the outcome, the larger the repayment investors will receive, and
- (d) the Social Impact Bond approach imbeds vigorous ongoing evaluation of program impacts into program operations, accelerating the rate of learning about which approaches work and which do not.

7.9.4 In MP Graham Allen's report<sup>6</sup> it is highlighted that the most advanced social impact bond is in Peterborough, with the Ministry of Justice, Big Lottery Fund and Social Finance of the not-for-profit offender rehabilitation charity St Giles Trust to reduce re-offending rates. The Peterborough outcome based contract specifies:

- (a) the intermediary targets are based on 3,000 adult offenders sentenced to less than 12 months in custody discharged from Peterborough prison;
- (b) the services are provided to three cohorts of 1,000 offenders, one after the other over up to six years;
- (c) the intermediary will raise around £5 million of finance from investors;
- (d) the Ministry of Justice will pay the intermediary a fixed unit outcome payment for each reconviction avoided within a cohort, providing reduction within cohort equals 10% (using a control group to measure reconviction impact);
- (e) outcome-based payments will be adjusted for economic shocks;
- (f) returns will be capped at £3 million (above the original £5 million investment), and
- (g) should the intermediary fail to deliver at least a 10% reduction in any cohort but still reduce reconvictions by 7.5% across all three cohorts, the Ministry of Justice will make a smaller payment to the intermediary.

7.9.5 The main issue with this style of financing is around attracting investors into the scheme. The Peterborough project has attracted private philanthropists and charitable trusts including the Esmee Fairburn Foundation, the Henry Smith Charity and the Friends Provident Foundation to name but a few. However there are no private investors. The government has indicated that it wants social impact bonds to appeal eventually to pension funds and other big institutional investors. But the reality is that they are likely only to appeal in the short-term to philanthropists and then to smaller investment funds and private banks, which are more able to take risks.

7.9.6 In a similar vein to the Social Impact Bond comes the Troubled Families Programme whereby the government has made £450 million available to local

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<sup>6</sup> Graham Allen MP (2011) Early Intervention: Smart Investment, Massive Savings. HM Government

authorities in a drive to turn around the lives of some 120,000 problem families nationwide. Government figures show that troubled families cost an estimated £9 billion a year or £75,000 per family. Sunderland is estimated to have 805 so called troubled families based on indicative numbers from government research. It was recognised Sunderland was developing a much broader programme around a strengthening families model which will look to build family resilience and focus on the positives rather than negatives. The £450 million funding actually equates to the Government offering up to 40% of the cost of dealing with these families to local authorities - but on a payment-by-results basis when they and their partners achieve success with families. The remaining 60% will come from budgets across the range of local bodies. For the first time, the Government has outlined the headline goals and how success will be measured with the following, straightforward, criteria:

- (a) children back into school;
- (b) reduce their criminal and anti-social behaviour;
- (c) parents on the road back to work, and
- (d) reduce the costs to the taxpayer and local authorities.

7.9.7 The new programme will also fund a national network of Troubled Family 'Trouble-Shooters' who will be appointed by local councils. The trouble-shooters will oversee the programme of action in their area. Their responsibilities will include making sure the right families are getting the right type of help, that sanctions are in place when needed, and that positive results are being achieved with the troubled families in their area.

7.9.8 Similar to the Social Impact Bonds this new project must be able to identify the factors that improve a family's life and these improvements must generate sufficient savings for local authorities. Any savings have to be 'cashable' meaning that they are able to be turned into genuine cash that can be used to pay back investors and re-invest in other services and support.

7.9.9 Social investment, social impact bonds and similar style financing are not a 'magic bullet' for early intervention. Some projects will naturally lend themselves more to social investment than others, i.e. ones with clear outcome measures that can deliver definable cashable savings primarily to a single commissioner. Although Social impact bonds can provide the extra funding that commissioners need in transition from late to early intervention, however the need for later interventions will not disappear. Social investment needs to be weighed against other sources of finance by commissioners given the extra costs involved in a Social Impact Bond compared to internal finance. There needs to be a sufficient transfer of risk to reflect the increased costs of external finance. Also the discipline and data requirements of a Social Impact Bond can help commissioners to better understand the costs and benefits of early intervention activity and its value for money compared to more costly later interventions.

## **7.10 Measuring outcomes and impacts**

7.10.1 The very reason for early intervention is to put support in place to help young people and families at the earliest point to improve their outcomes and life chances. Equally as important though is to understand what interventions work and how successful they ultimately are. It can often be difficult to judge the impact on a family from an intervention that prevents an issue from manifesting itself in the first

place, how can anyone be sure that this was as a direct result of the intervention. The report has highlighted the CAF process, through the Team Around the Family/Child to locality based services which all play a huge part in the early intervention agenda and robust success measures are also essential to a whole system approach to early intervention.

7.10.2 In discussions with the DfE, Members identified the key characteristics of successful measures. These were:

- (a) Avoid risk of perverse incentives – those incentives which have an unintended and undesirable result which can be contrary to the interests of the incentive makers;
- (b) Be simple and meaningful and under the control of those who are held accountable for them – measures that are common across all services which could simplify the data collection;
- (c) Incentivise partnership working and data sharing;
- (d) Contribute to benchmarking;
- (e) Be meaningful for users of services, and
- (f) Be outcome measures, but if not, be as closely linked as possible to outcomes.

7.10.3 The CAF process can identify improvements for the child and the family and can often go beyond the direct recipient of support and lead to positive impacts on parents, siblings and the extended family. The key way of gathering such information is through gathering the views of practitioners, parents and young people and can include factors relating to home life, engagement in education, improved behaviour, resilience and emotional health and development.

7.10.4 Recently conducted research<sup>7</sup> has identified a number of short term and long term negative futures that have potentially been avoided by early intervention support. These included:

- (a) poor educational outcomes, including becoming NEET or poor school attendance;
- (b) emotional health difficulties;
- (c) referrals into social care, including the prevention of long term foster or local authority care;
- (d) police, youth offending services and youth projects, including youth inclusion programmes, prevention of anti-social behaviour and possible imprisonment; and
- (e) uncoordinated multi-agency working.

7.10.5 At the expert jury day it was acknowledged that it can be difficult to measure outcomes but by gauging starting, intermediate and finishing points through the responses of various stakeholders there is an opportunity to see the impact and measure outcomes. In Sunderland the evaluation of the impact of interventions on outcomes for children, young people and their families is undertaken through the use of the “Outcomes Star”. The Outcomes Star was originally developed by Triangle Consulting in the homelessness sector but has since been developed and utilised in a host of sectors. Parental perceptions of the child or young person from a number of dimensions including education and learning; emotional, social and

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<sup>7</sup> Easton, C., Gee, G., Durbin, B., and Teeman, D (2011). Early intervention, using the CAF process, and its cost effectiveness Findings from LARC3. Slough: NFER

behavioural development; family and social relationships; health; wider community and environment are measured at the initial TAF meeting and further elicited at a number of points during the life of the Team Around the Family. These are illustrated graphically on the “Outcomes Star” and given numerical values according to detailed guidance. This allows progress to be measured, recognised and celebrated. Analysis of data from “Outcomes Star” evaluations is used to identify both service contribution to positive outcomes and any gaps in services.

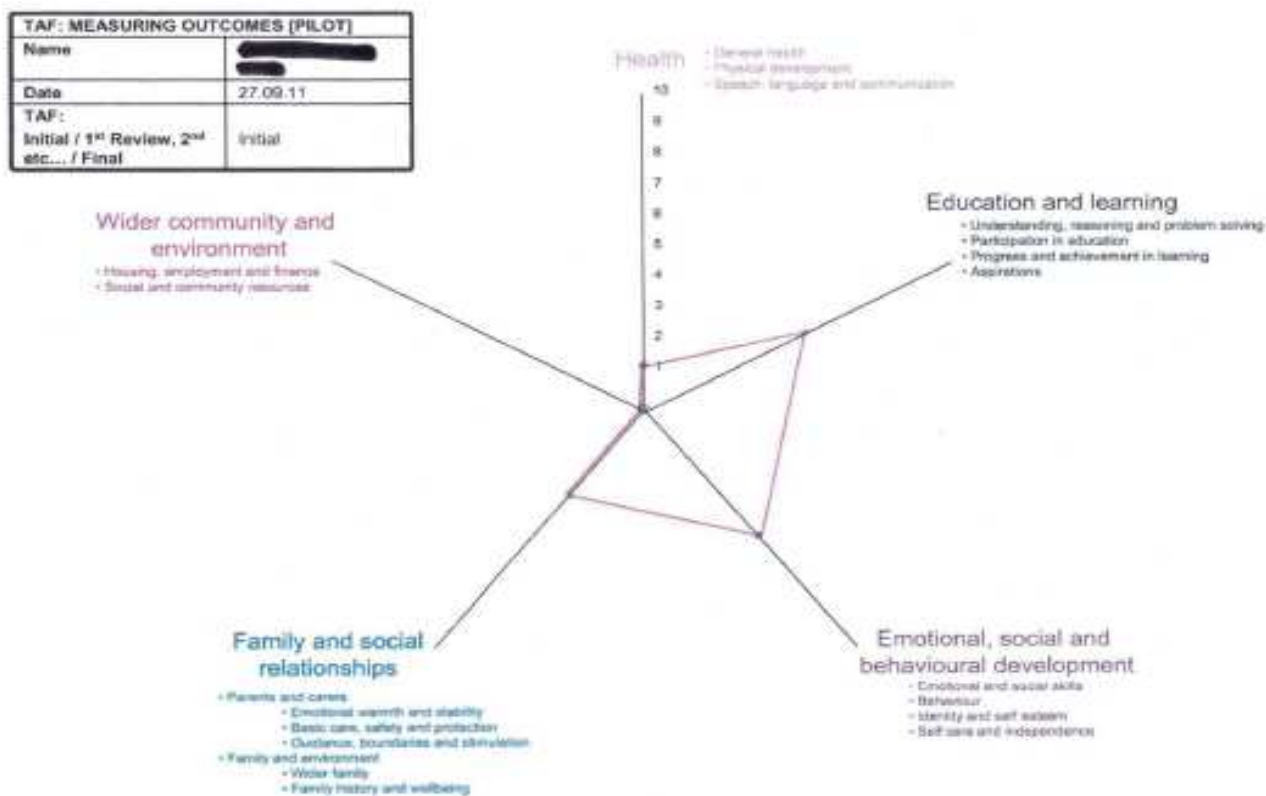


Figure 4: Example of an Initial Outcome Star  
Source: Sunderland City Council

7.10.6 The Outcomes Star is a new approach to measuring change which is underpinned by the principles of empowerment, collaboration and the integration of measurement with the core work of the organisation. One of the main benefits of the Outcomes Star is to focus service users, providers and organisations on positive change. The Outcome Star can also help to increase user engagement through involvement of young people and families in thinking about their own improvement journey.

7.10.7 The Outcomes Star also focuses on the whole person and not simply the issue. Also by its very nature it is extremely visual, making progress very visible and clearly understandable by all concerned. Although it was highlighted to Members that this measure is ultimately more around perspective and opinion of those at the centre of the work. There is also the danger that at times the professional and the child/family may disagree on progress or perceived progress in relation to outcomes. In such cases there arises the potential for conflict between professional opinion and an individuals or family’s own thinking on their journey. This is another reason for the forging of strong and trusted relationships between a child/family and a lead practitioner to be able to enter an honest and frank dialogue to resolution.



7.10.8 Also with the development of Social Impact Bonds and Payment by Results the requirement for service providers and commissioners to find ways of measuring change have never been more paramount. There is a danger, already highlighted by conversations with the DfE, that measuring outcomes may focus service providers more on achieving targets for payment rather than looking to develop measuring tools and learn from outcomes.

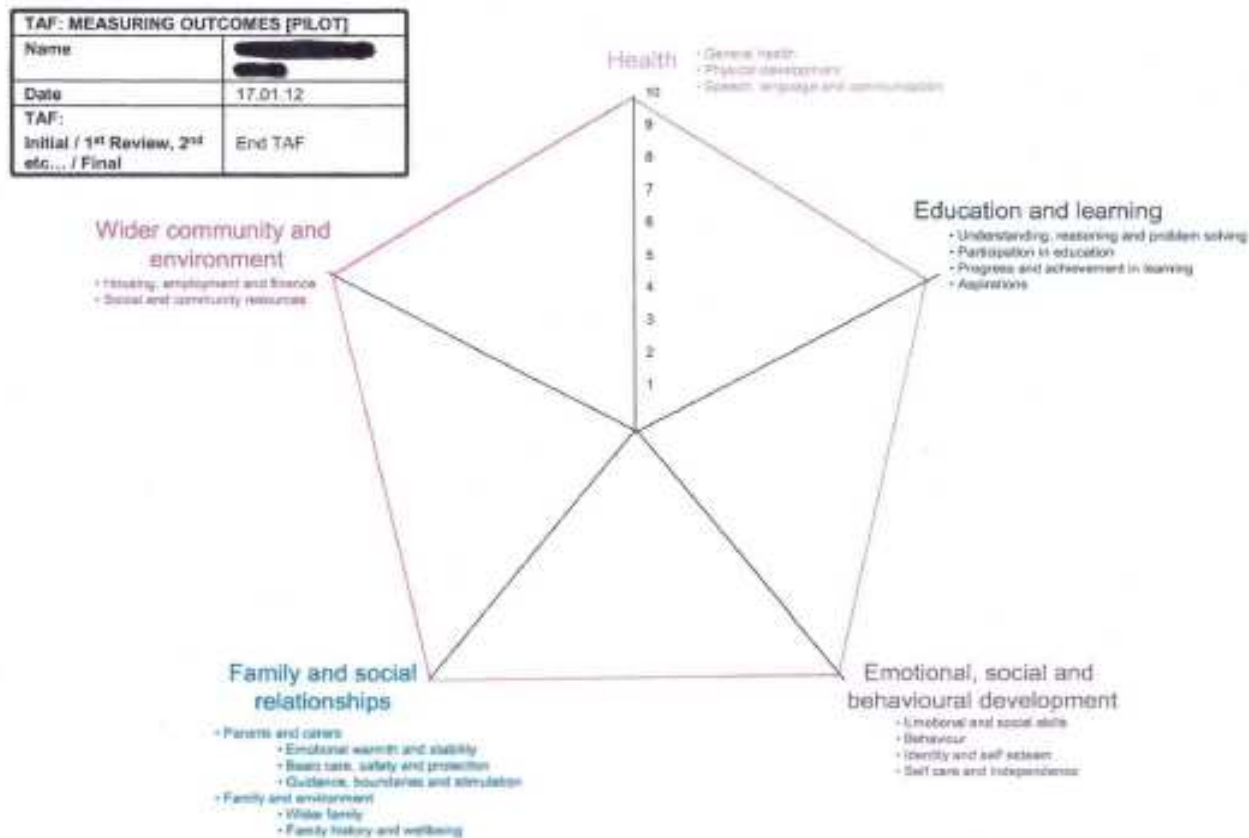


Figure 5: Example of an Outcome Star at the end of TAF intervention  
Source: Sunderland City Council

7.10.9 It was noted by Members that it was harder to measure the impacts on a larger scale. There are global outcome measures like the Early Years Foundation Stage Profile where increased results can illustrate a general increase in education status. There are also educational attainment measures at Key Stage 2 & 4; however it was unknown how long such measure would remain in light of the Dame Tickell review.

7.10.10 In visiting Durham County Council the committee looked at the performance management framework that Durham had designed to focus on demonstrating the impact of early intervention and integrated service delivery. In designing the framework Durham have purposely been simplistic to ensure that staff and service users clearly understand what is to be achieved. The performance management framework sets prescribed input and outcome indicators against key objectives. The key objectives were detailed as:

- (a) Safeguard children and young people in County Durham;
- (b) Improve attendance at school and participation in activities;
- (c) Improve health and emotional wellbeing;

- (d) Undertake effective assessment, and
- (e) Improve service user satisfaction.

7.10.11 The framework also contains a number of HR measures which give the opportunity to assess how well Durham is operating their service and monitors the satisfaction levels of internal 'service users'. These include a number of measures around numbers of staff leaving the service, vacant posts, days lost to sickness and staff survey information.

7.10.12 Durham also highlighted the development of targets as an integral part of planning the services they provided. In monitoring progress against targets, Durham highlighted that they were able to demonstrate through performance management and reporting arrangements the affect services were having on improving the lives of children, young people and their families. This single approach had various benefits including:

- (a) a more accurate picture of performance;
- (b) a clear message to staff about direction, aspirations and intentions;
- (c) clear focus on what is important;
- (d) a consistent approach to performance;
- (e) improved efficiency and effectiveness, and
- (f) clear illustration of performance to all service users and the public.

7.10.13 Durham obviously noted that some indicators had nationally agreed targets or had already been set by lead officers. It was noted that new targets for the integrated service would be set by Area Managers in consultation with Hub Managers, the Head of Early Intervention and Partnership Services would be responsible for signing off all targets for the service.

7.10.14 New and innovative measures will play an important part in assessing the success of interventions and support because they have the ability to reflect the real changes achieved and support the aims of services. This is not to say that the more traditional measures around obesity rates, teenage conception rates or smoking are not valid as they also form part of a much wider picture that illustrates the impacts of a wide range of strategies and interventions on the wider community or at more locally focused level.

## **8. Conclusions**

8.1 There is no doubting that early intervention can have a profound impact on young people, families and the wider community. Research from both England and the USA illustrates very well these impacts, highlighting the potential savings to public services and other key resources as well as the increased outcomes and improved life chances for those involved. All of these factors demonstrate that early intervention is extremely worthwhile and an important cornerstone in the prevention agenda.

8.2 This is further supported by the wealth of publications, reviews, studies and policy drivers that have helped to influence and shape the direction of early intervention over the last couple of years. Despite the variety and angles at which intervention has been tackled by academics, professionals, governmental bodies and politicians it is remarkable that there is a general thread as to what makes for effective early intervention.

- 8.3 It is also appropriate to note that since commencing this review the landscape has changed substantially and continues to do so. A number of key issues including the re-structuring of the Children's Services directorate and the Children's Centres review coupled with peer reviews and unannounced inspections have all added to the momentum carrying this agenda forward.
- 8.4 The CAF process is pivotal to early intervention even though it is voluntary in nature. It is for this very reason that the relationship between practitioner and child/family is so important, there needs to be a building of trust and mutual respect of each other. This is one of the reasons that community settings work so well as being based in the community creates the opportunity to break down barriers and not be seen as part of the corporate centre of an organisation.
- 8.5 The Common Assessment Framework form is an important document and is used to gather a variety of information that can help professionals to ascertain the correct type and level of support required. However the document is lengthy and has the potential to be off-putting, particularly in many of the universal settings where capacity is already stretched. The council has invested in training and support for individuals around the CAF process and this is important. However, there may also be an opportunity to look at the form itself and the potential for re-designing it to a more streamlined and accessible format that can be used in all settings. Further to this it would also help to have a single contact point for potential referrers to seek help and support prior to the submission of a CAF assessment form.
- 8.6 Despite all the training and importance put on this process by the local authority it was surprising to learn there was still a lack of understanding and awareness from agencies and organisations in relation to the CAF process, as well as from parents, families and young people. This can lead to confusion around the thresholds and it is important that a clear message around the process including developments is communicated to the widest audience possible to ensure understanding and compliance from stakeholders. This will be particularly important to universal settings including schools, local medical practices and local community youth settings.
- 8.7 CAF Panel meetings provide the link between initial recognition and actual support for families and individuals. There is an argument that the initial assessor could be invited to attend the relevant CAF panel meeting and thereby provide clarity or further detail if required about the assessment. Of course this could lead to logistical issues and further pressures on individual's capacity.
- 8.8 The multi-agency approach provided by the Team Around the Family/Child needs to ensure that all the key agencies are engaged and present at such meetings. The local authority takes a very active lead in chairing the process and the majority of TAF/C's whilst the lead practitioner role is undertaken by the appropriate organisation. As with any new process there is a degree of uncertainty around roles and it is important that the local authority ensures that all agencies and partners are aware of their responsibility in relation to this process.
- 8.9 Services based in the local area are acknowledged by leading professionals as being more efficient than previous arrangements. They allow for local people to build up trust and relationships with service providers who are on their doorstep.

The importance of this should not be underplayed and by providing services and support in people's local environment can prove beneficial for a number of reasons including the development of relationships, the ease of access and the development of support networks beyond the bricks and mortar of a locality setting. The Children's Centres are a good example of this practice in action.

- 8.10 The XL youth projects are another example of locality based work having a direct impact on young people and providing them with the information and guidance to make more informed choices. The importance of clearly targeted work is apparent with the XL youth project as well as the multi-agency cooperation that is evident. The youth project works closely with the police and community support officers to target youth 'hotspots' and provide activities that not only aim to reduce anti-social behaviour in an area but also provide young people with information around health issues and lifestyle choices. The XL youth projects are also another example of how relationships can be developed and provides another avenue for young people to flag issues or concerns that they may have. Youth workers are all trained in completion of the CAF form and it is another setting that can help signpost young people to support and intervention.
- 8.11 The recent peer review, independent review of CAF and Ofsted inspections around safeguarding and looked after children provide a timely review of processes, procedures and services. The development of subsequent action plans to tackle any areas identified for improvement including that important interface between CAF assessments and safeguarding will prove invaluable to the progress and development of this agenda. The Children, Young People and Learning Scrutiny Committee is one of a number of suitable vehicles to monitor and challenge the action plan over the coming months.
- 8.12 Local authorities face difficulties in prioritising funding in light of current spending reductions. There are however a host of new funding initiatives including social impact bonds and payment by results schemes. Quite how these will sit with local government commissioners of services is open to debate, not to mention what types of investors would look to take the risks associated with such contracts. Clearly there are broad benefits to such financing for local authorities but whether the larger investors would be interested in such opportunities is still unclear. However, as funding reduces still further it will be for local authorities to decide if this route offers additional funding opportunities and enhanced services for users.
- 8.13 Ultimately early intervention and locality based services are about improved outcomes and life chances for young people and their families. Developing effective measuring tools and evidencing impacts and outcomes is an essential element of the whole intervention agenda. Much of the measuring of success and outcomes is around insight from the professional opinion through to the individuals own perception. The outcomes star is a useful tool and can provide a clear illustration of progress and impact.
- 8.14 Taking into account a number of factors and measuring these against tangible outcomes can certainly evidence the case for early intervention. Improved attendance at school or reduced criminal offending can highlight the success of intervention measures and conversely the potential failure of such measures. It is also important to avoid the risk of perverse incentives and therefore simple and meaningful measures under the control of those accountable and easy to collect are the most effective.

- 8.15 It may also be that measures vary from one locality to another to better reflect the issues or concerns of that area. While there is still the need for a general set of targets and indicators, the stripping back of the national indicator set does present an opportunity to look at this in greater detail. This also has the possibility of creating a greater ownership over locally set targets and providing a clear focus about direction, aspiration and intention.
- 8.16 There is clearly a very important role for new innovative measures to play alongside the more traditional measurements of hard outcomes because they have the ability to reflect the real changes achieved and support the aims of the services. They can focus on the much softer issues of social and behavioural development and that all important feeling of improving. The more traditional measures and indicators are still important and used together can create a more complete picture of individual and family progression through identification, intervention, support and achievement.
- 8.17 The DfE noted that there was no research being undertaken in relation to the CAF process and practice across the country varied greatly. It would be interesting and extremely beneficial to local authorities if such work was undertaken. It could highlight areas of good practice, innovative monitoring and measuring tools and provide the DfE with evidence to provide clear guidance on the process in general.

## **9. Recommendations**

- 9.1 The Children, Young People and Learning Scrutiny Committee has taken evidence from a variety of sources to assist in the formulation of a balanced range of recommendations. The Committee's key recommendations to the Cabinet are as outlined below:-
- (a) That the CAF assessment form is reviewed with particular consideration given to a shorter streamlined form which is less onerous to complete;
  - (b) That the option of a dedicated single point of contact for any CAF assessor to contact for support and advice around thresholds prior to completing a full CAF assessment is explored;
  - (c) That the CAF assessment process and threshold are considered for a comprehensive re-launch within Sunderland, following any CAF form redesign, and this is communicated to all stakeholders;
  - (d) That an effective communication strategy is put in place to ensure that future changes to the early intervention offer, CAF assessment process or CAF thresholds can be effectively communicated to all stakeholders including elected Members;
  - (e) That further comprehensive training is made available to key stakeholders to provide a clear understanding of the differentials in thresholds between early intervention support and safeguarding;
  - (f) That the initial CAF assessor is routinely invited to attend the relevant CAF panel meeting in relation to their initial assessment;

- (g) That locality based teams look to increase their engagement with local partners through the development of more integrated working practices and approaches that promote locality services and the early intervention core offer with local partners and the community;
- (h) That the development of a specific data set of outcome measures for locality based working and early intervention be undertaken by the Directorate with a particular focus on measuring outcomes;
- (i) That the Children, Young People and Learning Scrutiny Committee write to the DfE requesting that they look to undertake research into the CAF process across the country;
- (j) That the actions arising from the recent independent reviews and Ofsted inspections relating to this agenda are combined into a single Action Plan which is monitored by the Children, Young People and Learning Scrutiny Committee.

## **10. Acknowledgements**

10.1 The Committee is grateful to all those who have presented evidence during the course of our review. We would like to place on record our appreciation, in particular of the willingness and co-operation we have received from the below named:-

- (a) Keith Moore – Executive Director of Children’s Services – Sunderland City Council;
- (b) Sandra Mitchell – Head of Early Intervention and Locality Services – Sunderland City Council;
- (c) Ciaran Hayes – Department for Education;
- (d) Simone Common – Risk and Resilience Service Manager & West Locality Manager – Sunderland City Council;
- (e) Lee Ferry – XL Youth Village Coordinator – Sunderland City Council;
- (f) Cllr Phil Tye – Local Councillor and Volunteer Youth Worker;
- (g) Ros Watt – Parent Partnership Service (PPS) Coordinator – Sunderland City Council;
- (h) Rachel Putz – Locality Operations Manager (Coalfields) – Sunderland City Council;
- (i) Louise Hill – Head of Youth Offending Service – Sunderland City Council;
- (j) Susan Henderson – Red House Academy;
- (k) Lynne Goldsmith – Service Manager (Safeguarding) – Sunderland City Council;
- (l) The Rainbow Family - Washington;
- (m) XL Youth Village Projects in Washington, Houghton, Burnside and Red House;
- (n) Durham County Council, and
- (o) Locality Based Team – Bunny Hill Centre.

## **11. Background Papers**

11.1 The following background papers were consulted or referred to in the preparation of this report:

- (a) Children's Services Cabinet Report Dec 2008.
- (b) Early Intervention: The Common Assessment Framework – Presentation
- (c) Durbin, B., MacLeod, S., Aston, H. and Bramley, G. (2011). *Developing a business case for early interventions and evaluating their value for money*. Slough: NFER.
- (d) Early Intervention: Securing Good Outcomes for all Children and Young People. Department for Children, Schools and Families.
- (e) *Easton, C., Gee, G., Durbin, B., and Teeman, D (2011). Early intervention, using the CAF process, and its cost effectiveness Findings from LARC3*. Slough: NFER.
- (f) Graham Allen MP (2011). Early Intervention: The Next Steps. HM Government.
- (g) Graham Allen MP (2011). Early Intervention: Smart Investment, Massive Savings. HM Government.
- (h) The Munro Review of Child Protection. Department for Education. (May 2011)
- (i) The Marmot Review: Fair Society, Healthy Lives (2010).
- (j) Redesigning Provision for Families with Multiple Problems: an assessment of the early impact of local approaches. York Consulting 2010.
- (k) Durham Pathfinder costs and benefits: A social return on investment approach. York Consulting 2010.

DRAFT

### Funding Streams replaced by the Early Intervention Grant

Grant Name	2010-11 Allocation £m
Sure Start Children's Centres	1,135.148
Early Years Sustainability- including funding for sufficiency and access, quality and inclusion, buddying, holiday child care and disabled access to childcare	238.044
Early Years Workforce - quality and inclusion, graduate leader fund and every child a talker	195.701
Two Year Old Offer - Early Learning and Childcare	66.757
Disabled Children Short Breaks	184.647
Connexions	466.732
Think Family	94.196
Youth Opportunity Fund	40.752
Youth Crime Action Plan	11.975
Challenge and Support	3.900
Children's Fund	131.804
Positive Activities for Young People Programme	94.500
Youth Taskforce	4.344
Young People Substance Misuse	7.002
Teenage Pregnancy	27.500
Key Stage 4 Foundation Learning	19.882
Targeted Mental Health in Schools Grant	27.818
ContactPoint	15.000
Children's Social Care Workforce	18.156
Intensive Intervention Grant	2.800
January Guarantee	6.000
Child Trust Fund	1.325
DfE Emergency Budget Reduction	-311.000
<b>Total Grants</b>	<b>2,482.982</b>

Source: Department for Education



# **CHILDREN, YOUNG PEOPLE AND LEARNING SCRUTINY COMMITTEE**

5 April 2012

## **TERMLY SUMMARY REPORT FROM CONCERNS, SHARED INTELLIGENCE AND OFSTED INSPECTIONS**

### **REPORT OF THE EXECUTIVE DIRECTOR CHILDREN'S SERVICES**

**STRATEGIC PRIORITIES: Learning City**  
**CORPORATE IMPROVEMENT OBJECTIVES: Delivering Customer  
Focused Services, Efficient and Effective Council**

1. **Why has this report come to the Committee?**
  - 1.1 Following the presentation to Scrutiny Committee in October 2009 on the Framework for the Inspection of Maintained Schools in England from September 2009, it was agreed that Members would receive a termly summary report.
2. **Background**
  - 2.1 Concerns Policy: Part 4 of the Education and Inspections Act, 2006 outlines the provisions relating to schools causing concern in England. The section builds on existing statutory powers and good practice to ensure that every pupil is provided with the education and opportunities they deserve. Local authorities can make full use of the powers provided by the Act to tackle school under-performance so that it does not become entrenched and lead to formal school failure, to ensure that effective support and challenge is provided immediately when an unacceptable standard of education is identified, and to secure decisive action if a school in special measures fails to make sufficient improvement. Supporting Success in Schools, 2008 provides Sunderland's guidelines in relation to this responsibility.
  - 2.2 Shared Intelligence: This is the means by which Children's Services accumulate information from the Concerns Policy, and from other sources within Children's Services and the wider Council to identify schools in need of support and intervention. These schools are RAG rated.
  - 2.3 Ofsted Inspections: The evaluation schedule of judgements for schools inspections under section 5 of the Education Act, 2005 was revised in

September 2009. The detail of the new inspection framework was the subject of a presentation to Scrutiny Committee in October 2009.

### 3. **Current position**

#### 3.1 Concerns Policy:

At the time of writing this report, eleven schools were designated with LA Concerns. Of these, ten are primary schools and one is a secondary school.

#### Date Joined Concerns:

Of the ten primary schools on the concerns register currently, they were identified as causing concern in the following academic years:

2005-06 one school

2009-10 one school

2010-11 four schools

2011- 12 four schools

The secondary school on the concerns register was identified as causing concern in 2008 and was placed in Special Measures in 2010.

#### Current levels:

In relation to current levels of concerns two schools are at Level 2 and three schools are at Level 3. There are currently three schools with a Notice to Improve and there are three schools in Special Measures.

#### Reasons for escalation:

The predominant causes of schools becoming a concern are declining achievement (attainment and/or pupil progress) and the quality of leadership and management. Other factors include the quality of teaching and learning, assessment, staffing issues and safeguarding issues. For current schools, concerns were declared for the following reasons:

- Declining achievement (attainment and/or progress) - five schools
- Declining achievement and leadership and management – four schools
- Support for leadership and management around an HR issue - one school - achievement was also low in 2010
- Exclusions and pupils' behaviour – one school – this school has since been given a Notice to Improve as pupil progress in Key Stage 2 was judged to be poor

#### Anticipated Exit from concerns:

For some schools a satisfactory Ofsted will signal an exit from concerns whilst other schools may remain in concerns despite

satisfactory Ofsted. For schools in categories, the timescale for the exit from that category is dependent upon re-inspection by Ofsted. For other schools, an improvement in standards that is deemed to be sustainable will result in an exit from concerns.

Two schools in Special Measures have had two monitoring inspections which judge them to be making good progress and the third is making satisfactory progress. It is expected two schools will emerge from the category no later than the autumn term of 2012. The Governing Body of the third school in Special Measures has submitted their proposals to the Department for Education to seek permission for the school to become an academy. Bexhill and Town End Primary Academies Limited have been approved as sponsor. The Department's decision is expected imminently.

One school with a Notice to Improve has just had a monitoring inspection and was judged to be making satisfactory progress. This school expects to emerge from the category in or around July 2012. A second school with a Notice to Improve expects a monitoring inspection at any time now and it is expected that it will emerge from the Ofsted category within the required timescale around June 2012. A third school with a Notice to Improve will receive a monitoring inspection in April 2012 and is expected to emerge from the category within the required timescale in October 2012.

The schools at Level 3 of local authority concern are making some improvements so the level of concern in each will be reviewed in the summer term of 2011.

One school at Level 2 of local authority concern is making the required improvements but a second is failing to make improvements quickly enough so the level of concern is currently being escalated to Level 3

One school which has been at Level 1 of local authority concern for some time now has been escalated to Level 3 concern as pupil achievement is in decline. A second school at Level 1 at the time of the last report to scrutiny has also been moved to Level 3 concern for the same reason.

### 3.2 Shared Intelligence

	Red	Amber	Green
Nursery	0	3	6
Special	0	0	10
Primary	10	13	55
Secondary	1	3	9

Academies are not included here

The reason for a school to be identified on the shared intelligence matrix may reflect any issue that is impacting upon the school, and so is not necessarily a matter relating to the quality of leadership and management or to pupil performance.

### 3.3 Ofsted Inspections:

There have been twenty three Ofsted Inspections carried out and their reports published since the last report to Committee on 21st July 2011 (twelve primary schools, three secondary schools, four special schools, two nursery schools and two academies). Four of these schools were judged to be outstanding, six good, twelve satisfactory and one was given a Notice to Improve.

## 4. Recommendations

- 4.1 Members of Scrutiny Committee are asked to note the content of this report and provide comment on content for future termly reports.

## 5 Background Papers

Part 4 of the Education and Inspections Act, 2006

Supporting Success in Schools, 2008

Framework for the Inspection of Maintained Schools In England, 2009

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**Contact Officer:** Mike Foster  
Deputy Executive Director of Children's Services  
0191 561 1393  
mike.foster@sunderland.gov.uk

# **CHILDREN, YOUNG PEOPLE AND LEARNING SCRUTINY COMMITTEE**

**THURSDAY 5TH APRIL 2012**

**PERFORMANCE REPORT QUARTERS 3 (OCTOBER - DECEMBER 2012)**

## **REPORT OF THE CHIEF EXECUTIVE**

### **1.0 Purpose of the report**

The purpose of this report is to provide Children, Young People and Learning Scrutiny Committee with a performance update for the period October to December 2011.

### **2.0 Background**

Performance reports provided to Scrutiny Committee prior to March 2011 were based on performance indicators from the previous government's national indicator list, with a particular focus on those prioritised within the Local Area Agreement. In October 2010 the Coalition Government announced the deletion of the National Indicator set and also announced that from April 2011 there would no longer be a requirement for council's to produce an LAA. Both announcements signalled a move towards self regulation and improvement with more flexibility to report against local priorities using a set of locally determined measures.

For 2011/12 and beyond the Council's aim is that performance reporting should be focused on the key priorities for the people, place and economy of Sunderland. This new approach will be reflected in the performance reports and evolve and develop over 2012/13. Performance reports will include former national performance indicators reported to scrutiny committee adopted into the local performance framework for 2011 – 2012 (and those that continue to provide performance reporting relevant to the key issues and priorities for Sunderland will continue be part of the reporting framework for 2012 – 2013). In addition as part of the Council's annual planning arrangements, consideration is also being given to identifying new localised performance measures which will also be needed to support a robust performance framework tailored to local needs. These will be reported to the relevant scrutiny committee as appropriate and some of these new measures will be reported in 2012/13, where information is available and adds value to the review of performance. Members should also be aware there are also some former national indicators that are no longer available and have therefore been removed from the performance framework. For this performance report, national changes to performance measures for children and young people who offend, as determined by the Ministry of Justice / Youth Justice Board, have been reflected in this report.

Attached at Appendix 1 is an extract of the basket of indicators that the Council has identified within the self-regulation performance framework for 2011-2012 that demonstrate progress against priorities that fall within the remit of this committee.

### **3.0 PERFORMANCE UPDATE**

The following section contains a summary of performance against the key outcomes for children and young people of Being Healthy, Staying Safe, Enjoying and Achieving, Making a Positive Contribution and Achieving Economic Wellbeing. There is also a performance summary of the use of libraries in the city.

#### **3.1 Being Healthy**

Quarterly prevalence of breastfeeding has improved quarter 2 (July to September 2011) to quarter 3 (October – December 2011), from 20.7% to 27% and is above the performance for the same period last year (October to December 2011) when performance was at 21.5%. When aggregated, however, performance is likely to be below the year end target of 27.4%.

The latest information for the percentage of children in Year 6 with height and weight recorded, published autumn 2011, shows that around 1 in 5 children (21.9%) were obese during the academic year 2010-2011. This is a slight increase on the previous figure of 21.2% and keeps Sunderland above the national average of 19%. There has however been a slight decrease, down to 1 in 10 (10.2%) for the percentage of children in Reception with height and weight recorded as obese; the national average is 9.4%.

The engagement of children and young people in sport and leisure activity may assist in preventing obesity. Schools can support this through the time dedicated to physical activity. The percentage of children and young people participating in high-quality PE and sport (NI 57) was 86% for the academic year 2009-2010. Performance has continued to improve year on year, from 72% to 78% to 86% over the three academic years 07/08 to 09/10.

Sunderland Healthy Schools was launched in January 2012 to transition schools from the now defunct National Healthy Schools programme. The new programme is outcomes driven and focuses on meaningful school improvement through a plan, do and review model. It is expected it could take schools up to 2 years to achieve the award due to the focus on improving health inequalities. 99% of schools in Sunderland are eligible to start work on the new model having already demonstrated a foundation in promoting health and wellbeing through National Healthy Schools.

There has also been an improvement as at 31<sup>st</sup> December 2011 in the take up of healthy school meals in both primary and secondary schools; 54% and 60% respectively. This has been achieved through a range of targeted actions including better marketing, menu development, and feedback from pupils. It should be noted that improved performance comes against a backdrop of a 10p increase in school meal prices from September 2011 (the first for 3 years).

It must also be noted that preparation is also underway within the city of Sunderland as to the impact of the Government's Welfare Reform Programme; The Welfare Reform Programme is expected to have a number of projected impacts on both families and individuals; from housing to financial to social care issues. One of the key activities already being progressed in the city is the increased free school meal take up which is being delivered in conjunction with the Child and Family Poverty Board. The activity will maximise funding through the Pupil Premium into Sunderland Schools and ensure that all eligible children and young people have the opportunity to access free school meals through an assumed consent arrangement.

To enable this a number of council services have worked together during December 2011 to data match and identify where there were 'gaps' in free school claimants. To date this has resulted in over 800 additional children being eligible for free school meals.

In respect of teenage pregnancy the latest published annual data which relates to the year ending December 2010 shows that the under 18 conception rate has reduced from 52.8 per 1,000 pop in 2009 to 50.1 in 2010, representing a real reduction from 288 to 264 conceptions. This represents a continuing trend in reducing teenage pregnancy in Sunderland. The Sunderland rate, however, is above both national (35.4) and North East averages (44.3). The rate of reduction since 1998 baseline is 21% in Sunderland compared to 24% nationally and 22% in the North East.

The Electronic C-Card System provides young people in the city with access and services relating to contraception, sexual health, substance misuse and Chlamydia screening. Data available as at January 2012 shows that there have been 1870 c-card registrations since April 2011. There are currently 77 trained outlets in Sunderland; approximately 15 per locality. The National Sexual Health Strategy is expected to be published in spring 2012.

At the end of quarter 3, 7,986 Chlamydia screens have taken place, representing 20% of target population screened which is in line with the national average at 20.3%. The percentage testing positive is 9.3%, which is higher than national average at 7.3%.

### **3.2 Staying Safe**

The number of initial assessments that were carried out within timescale have decreased from 80.91% in the same period last year to 72.9% for the period October to December 2011. The number of core assessments that were carried out within timescale have improved, however, from 73.67% in the previous year to 81.44% at the end of December 2011.

For those children identified from assessment as needing Safeguarding services, above those of a child in need, a Child Protection Plan may be put in place. The purpose of a Child Protection Plan is to devise and implement a plan which leads

to lasting improvements in the child's safety and overall wellbeing. Therefore the need for a child to become subject for second or subsequent time for the same category of abuse may indicate that any interventions originally provided have not been effective in the child's long term care. However, adverse changes in children's circumstances may also lead to subsequent plans.

Between 1 April 2011 to 31 December 2011, 371 children have become subject to a Child Protection plan, with 64 (17.25%) of them doing so for a second or subsequent time. This is a decline in performance on both the year end figure for 2010/11 (16.6%) and the same period last year (15.3%). The majority of these children's previous Child Protection plan ceased more than 12 months before their new plan commenced.

Long-term stability for looked after children who remain in care for significant periods of time can often lead to better outcomes for those children. Although in some circumstances a move can be necessary to offer a more stable permanent placement to a child. As at 31 March 2011, 95 of the 131 (72.5%) children aged under-16 who had been looked after for at least 2.5 years had the stability of living in the same placement for at least 2 of those years. Performance has deteriorated slightly in recent months, with 87 of the 124 (70.16%) being in stable placements as at 31 December 2011, below the 2011/12 target of 75%. Current performance continues to reflect the high demand for placements and the shortfall of foster care placements available, hence the implementation of the Foster Carer Recruitment and Retention Strategy, which looks at effective marketing and recruitment campaigns to ensure Sunderland has the right number of foster carers with the right skills to meet the needs of looked after children.

Of the 398 children looked after as at the 31 December 2011, 37 of them have had three or more placement moves in the previous 12-months, equating to 9.30% of the looked after population. This is an improvement on the 2010/2011 outturn of 10.20% and is within the target set for 2011/12 of no more than 10.5%. Regional performance benchmarking has shown a correlation between Councils with have a high percentage of children remaining in the same placements against a highest percentage of children looked after in foster care placements.

The reductions in the numbers of children and young people aged 10-17 offending for the first time (first time entrants) has been maintained in quarter 3. There were 58 young people who were first time entrants to the youth justice system between October and December 2011. This is consistent with the numbers of first time entrants (58) in quarter 3 of 2010 and a maintained low rate compared to previous years where the numbers of first time entrants was 81 for quarter 3 (October to December) of 2009 and 153 for quarter 3 of 2008. A key initiative that is considered to have contributed to sustaining a lower rate of first time entrants is the Arrest Diversion scheme, a partnership between Sunderland City Council, Northumbria Police and other partners under the Sunderland Youth Offending Service partnership. The scheme is delivered using national funding attracted as a result of the success of the former Youth Support in Custody and Triage schemes. It combines referral onto appropriate services through early



identification of need with diversion from the youth justice system through the use of restorative justice.

In relation to re-offending, from April 2012 a new measure will be reported on based on a new data published by the Ministry of Justice that aligns statistics on youth and adult re-offending. The previous national indicator for youth re-offending (former national indicator 19) as measured by the Youth Justice Board for England and Wales has now been discontinued. The latest available data for the former national indicator (previously reported to scrutiny) relates to the end of March 2011. Over a three year period of 2008 – 2011 there was 17.3% reduction in youth re-offending against the national three year target of 10.1%. It is expected that scrutiny will be provided with an overview of the first quarterly performance for youth re-offending for the new measure at the end of quarter 1 of 2012-2013 (April to June 2012).

In the last performance report this Scrutiny committee was advised that the Youth Justice Board / Ministry of Justice (MOJ) has also released a new performance measure for custodial sentencing of children and young people expressed as a rate per 1000 population. The latest figure as at the end of December 2011 shows a rate of 0.15, which relates to one young person sentenced to custody in the period October to December 2011 (which relates to 4 young people) compared to a rate of 0.22 for the period October to December 2010 (which relates to 6 young people).

### **3.3 Enjoying and Achieving**

At the September committee Members received a detailed report on the annual attainment performance of Sunderland schools. There is therefore no further update for this performance report. The latest position in relation to each performance measure for enjoying and achievement is set out at Appendix 1.

The percentage NEET is 9.1% for the November 2011 to January 2012 average statutory reporting period, which is 0.6% points higher than the same period the previous year (8.5% using new 11/12 methodology), but in line with Tyne and Wear NEET at 9.0%. Nationally, NEET has reduced from 6.6% to 6.1%. The 2009-11 NEET Action Plan aimed at achieving improvement has been superseded by a Scrutiny Committee led Action Plan and a complimentary Action Plan developed and led by the NEET Improvement Board.

### **3.4 Libraries**

The latest available data for the percentage of 4-11 year olds who are library members has improved for both boys and girls in comparison to the previous year and is above target. The number of physical visits per 1,000 population to public library premises, however, has reduced from 3,621 in the same period in the previous year to 3,420 at the end of December 2011. There is an ongoing programme to encourage active borrowing and reading including continued development of reading groups, author visits and promotions including outreach

at non-traditional venues outside libraries. The total number of items, including books and audio-visual material, issued within public libraries has also declined. External factors including trends in downloading music and films are considered to have had a impact on the availability of sound and vision material.

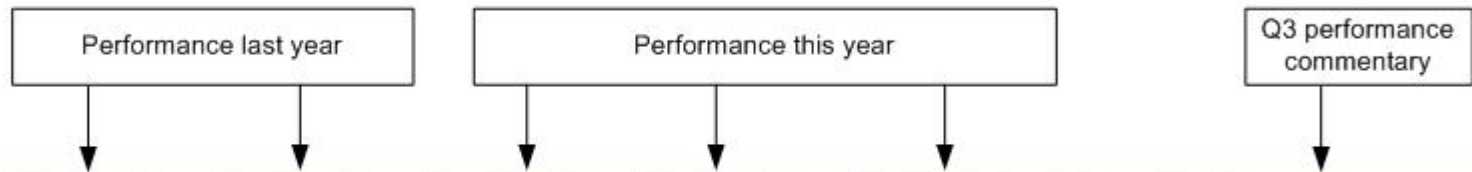
**Appendix 1** provides an overview of all performance measures collected within Children Young People and Learning Scrutiny.

#### **4. Recommendation**

That the committee considers the continued good progress made by the council and the Sunderland Partnership and those areas requiring further development to ensure that performance is actively managed.







Contact Officer: Kelly Davison-Pullan  
Title: Lead Officer for Corporate Performance  
Telephone: 0191 566 3048 / 07795 238 059

# Report Key








Performance Indicator	Q3 2010/11	Q4 2010/11	Q1 2011/12	Q2 2011/12	Q3 2011/12	Q3 <> Q3	Commentary
The percentage of relevant land and highways that is assessed as having deposits of litter that fall below an acceptable level (NI195a)	5.00 %	3.00 %	1.33 %	2.33 %	2.38 %	✓	Surveys conducted every The litter score is slightly may be down to the fact city centre between Chris time we have surveyed th undoubtedly its busiest tir lanes in the city centre w

This is a Q3 comparison against Q3 last year. The symbols mean:

- Bigger is better and performance has improved 
- Smaller is better and performance has improved 
- Performance is stable 
- Bigger is better and performance has declined 
- Smaller is better and performance has declined 
- Information is not available 




# Being Healthy






Performance Indicator	Q3 2010/11	Q4 2010/11	Q1 2011/12	Q2 2011/12	Q3 2011/12	Q3 <> Q3	Commentary
The % of 5-16 year olds who do 5 hours of high quality Physical Education (PE) and Sport per week (NI057)	78.00 %	86.00 %	86.00 %	86.00 %	86.00 %		Data relates to 2009/10 academic year Performance continues to improve year on year, from 72% to 78% to 86% over the last three years.
The self assessed score (level 1 to 4) for the effectiveness of child and adolescent health (NI051)	16.00	16.00	16.00	16.00	16.00		Latest available data relates to Qtr 1
The % of infants being breastfed at 6-8 weeks (breastfeeding prevalence) (NI053i)	21.50 %	23.30 %	23.60 %	20.70 %	27.00 %		Quarterly prevalence of breastfeeding has improved Q2 to Q3, from 20.7% to 27% but is likely to remain below year end of 27.4% when aggregated.
Percentage of infants for whom breastfeeding status is recorded (breastfeeding coverage) (NI053ii)	95.20 %	95.90 %	95.90 %	97.70 %	?		Latest available data relates to Qtr 2
Total number of primary school age children in Reception recorded as obese for their age in the past school year (NI055i)	309.00	309.00	309.00	302.00	302.00		Latest data relates to the 2010/11 academic year, which is an improvement over the previous year.

Performance Indicator	Q3 2010/11	Q4 2010/11	Q1 2011/12	Q2 2011/12	Q3 2011/12	Q3 <> Q3	Commentary
Total number of primary school age children in Reception with height and weight recorded in the past school year (NI055ii)	2,768.00	2,768.00	2,768.00	2,964.00	2,964.00		Latest data relates to the 2010/11 academic year, which is an improvement over the previous year.
Total number of primary school age children in Reception (NI055iii)	3,171.00	3,171.00	3,171.00	3,028.00	3,028.00	n/a	Latest data relates to the 2010/11 academic year.
% children in reception with height and weight recorded who are obese (NI055iiii)	11.16 %	11.16 %	11.16 %	10.20 %	10.20 %		Latest data relates to the 2010/11 academic year, which is an improvement over the previous year.
Percentage of children in Reception with height and weight recorded (NI055iiiii)	87.30 %	87.30 %	87.30 %	97.90 %	97.90 %		Latest data relates to the 2010/11 academic year, which is an improvement over the previous year.
Total number of primary school age children in Year 6 recorded as obese for their age in the past school year (NI056i)	556.00	556.00	556.00	597.00	597.00		Latest data relates to the 2010/11 academic year and the number of children in year 6 recorded as obese has increased.
Total number of primary school age children in Year 6 with height and weight recorded in the past school year (NI056ii)	2,630.00	2,630.00	2,630.00	2,725.00	2,725.00		Latest data relates to the 2010/11 academic year, which is an improvement over the previous year.
Total number of primary school age children in Year 6 (NI056iii)	3,211.00	3,211.00	3,211.00	2,836.00	2,836.00	n/a	Latest data relates to the 2010/11 academic year.
Percentage of children in Year 6 with height and weight recorded who are obese (NI056iiii)	21.10 %	21.10 %	21.10 %	21.90 %	21.90 %		Latest data relates to the 2010/11 academic year and the number of children in year 6 with height and weight recorded who are obese has increased.





Performance Indicator	Q3 2010/11	Q4 2010/11	Q1 2011/12	Q2 2011/12	Q3 2011/12	Q3 <> Q3	Commentary
Percentage of children in Year 6 with height and weight recorded (NI056iiii)	93.00 %	93.00 %	93.00 %	96.10 %	96.10 %	✔	Latest data relates to the 2010/11 academic year, which is an improvement over the previous year.
The rate of finished in-year emergency admissions of children and young people to hospital as a result of unintentional and deliberate injury, per 10,000 population of children and young people (NI070)	155.50	193.10	?	?	?	?	Latest available data relates to 2010/11 outturn.
The change in rate of under-18 conceptions per 1,000 girls aged 15-17 years resident in the area for the current calendar year, as compared with the 1998 baseline, shown as a percentage of the 1998 rate (NI112)	-16.30 %	-16.32 %	-16.80 %	-12.68 %	-20.60 %	✔	<p>The under 18 conception rate has reduced from 52.8 per 1,000 pop in 2009 to 50.1 in 2010, representing a real reduction from 288 to 264 conceptions. Sunderland rate at 50.1 is above both national (35.4) and North East averages (44.3). The rate of reduction since 1998 baseline is 21% in Sunderland compared to 24% nationally and 22% in the North East.</p> <p>As of yet no target has been set for reducing teenage pregnancy since the 50% reduction set out in the 10 year National Teenage Pregnancy Strategy (this was stretched to 55% in Sunderland). A final assessment of the target will be made in February 2012.</p>
Percentage of the resident population aged 15-24 accepting a test/screen for chlamydia (NI113i)	21.60 %	32.00 %	4.81 %	13.00 %	20.00 %	✘	At Q3, 7,986 chlamydia screens have taken place, representing 20% of target population screened which is in line with the national average at 20.3%. The percentage testing positive is 9.3%, which is higher than national average at 7.3%.
Prevalence of Chlamydia in under 25 year olds (NI113ii)	?	5.10 %	4.80 %	9.20 %	9.30 %	?	As above



# Staying Safe

Performance Indicator	Q3 2010/11	Q4 2010/11	Q1 2011/12	Q2 2011/12	Q3 2011/12	Q3 <> Q3	Commentary
The % of children aged 0-15 living in households where at least one parent or guardian claimed either JSA, income support, employment & support allowance, incapacity benefit/severe disablement allowance or pension credit (LPI084)	?	27.52 %	27.52 %	27.52 %	27.52 %	?	Q3 comparison not possible due to unavailability of historical data. Latest data relates to May 2009
The percentage of initial assessments for childrens social care carried out within 7 working days of referral (NI059)	80.91 %	81.30 %	78.96 %	72.68 %	72.90 %		The percentage of initial assessments completed within 7 working days during 1 April 2011 to 31 December 2011 is 72.90% (1,889 out of 2,596 assessments), this is a reduction on the 2010/11 outturn and is currently below the 2011/12 target of 77%.
The percentage of core assessments for childrens social care that were carried out within 35 working days of their commencement (NI060)	73.67 %	79.67 %	81.52 %	81.25 %	81.44 %		The percentage of core assessments completed in 35 working days during 1 April 2011 to 31 December 2011 is 81.44% (645 out of 792 assessments), this is an improvement on 2010/11 outturn but still below target of 85%.
The percentage of looked after children who were placed for adoption within 12 months of the decision and who remained in that placement on adoption (NI061)	52.17 %	45.83 %	85.71 %	80.95 %	73.70 %		28 out the 38 children (73.70%) adopted during the period 1 April 2011 and 31 December 2011 were adopted within 12 months of the best interest decision. This is an improvement on the 2010/11 outturn of 54% but below target of 84%.




Performance Indicator	Q3 2010/11	Q4 2010/11	Q1 2011/12	Q2 2011/12	Q3 2011/12	Q3 <> Q3	Commentary
The percentage of children looked after at 31 March with three or more placements during the year (NI062)	8.51 %	10.22 %	8.75 %	9.27 %	9.30 %		As at 31 December 2011, 37 of the 398 children looked after have experienced 3 or more placements move in the past 12 months, performance is now within the target of 10.5% for 2011/12. An increase of 0.79 percentage points year on year and a minimal increase, quarter 2 into quarter 3.
The percentage of looked after children aged who had been looked after continuously for at least 2.5 years who were living in the same placement for at least 2 years (NI063)	64.89 %	72.52 %	72.09 %	71.32 %	70.16 %		There were 124 children aged under 16 looked after as at 31 December 2011 for at least 2.5 years, 87 of these (70.16%) had been living in the same placement for at least 2 years. This is a decline in performance compared to the 2010/11 outturn of 72.5% and under target of 75% for 2011/12.
The percentage of children ceasing to be the subject of a Child Protection Plan lasting 2 years or more (NI064)	6.33 %	8.48 %	4.17 %	6.33 %	5.60 %		Between 1 April 2011 and 31 December 2011, 5.6% (19 of 339) of CP plans closed had been open in excess of two-years. Performance has improved from the 2010/11 outturn of 9.38% and is nearing the 2011/12 target of no more than 5%.
The percentage of children who became subject to a Child Protection Plan for a second or subsequent time (NI065)	15.30 %	16.63 %	17.78 %	14.98 %	17.25 %		Of the 371 children who have become subject to a Child Protection Plan between 1 April 2011 and 31 December 2011, 64 (17.25%) of have become the subject for a second or subsequent time. This is considerably higher than the 2010/11 outturn and also higher than our target of 12.5%. An increase of 1.95 percentage points year on year.
The percentage of children looked after cases that were reviewed within required timescales (NI066)	97.71 %	97.20 %	96.30 %	95.33 %	96.08 %		During the period April-11 to December-11, 343 of 357 children looked after had their cases reviewed on time, equating to a performance outturn of 96.1%. This is a slight decline on the 2010/11 outturn and lower than our 100% target. An increase, quarter 2 into quarter 3, although a decrease of 1.63 percentage points year on year.









Performance Indicator	Q3 2010/11	Q4 2010/11	Q1 2011/12	Q2 2011/12	Q3 2011/12	Q3 <> Q3	Commentary
The percentage of children with a Child Protection Plan whose case was reviewed within the required timescales (NI067)	99.89 %	99.91 %	100.00 %	100.00 %	99.70 %		99.7% of child protection cases have been reviewed within timescale, and performance has now fallen below the 2011/12 target of 100%. A minimal decrease year on year and against the previous quarter.
The percentage of care leavers aged 19 who were in suitable accommodation (NI147)	80.00 %	94.44 %	90.00 %	84.21 %	93.75 %		The percentage of former care leavers aged 19 in suitable accommodation during the period 1 April 2011 to 31 December 2011 was 93.75% (30 out of 32), this is consistent with the 2010/11 outturn and now above the target of 90%.
The percentage of former care leavers aged 19 who were in education, employment or training (NI148)	48.57 %	61.11 %	70.00 %	63.16 %	68.75 %		The percentage of former care leavers aged 19 in suitable education, employment or training during the period 1 April 2011 to 31 December 2011 was 68.75% (22 out of 32), this is an improvement on the 2010/11 outturn of 61.11% and very near target of 69%.
The rate of first time entrants to the criminal justice system per 100,000, where first time entrants are defined as young people (aged 10 - 17) who receive their first substantive outcome (relating to a reprimand, a final warning with or without an intervention, or a court disposal for those who go directly to court without a reprimand or final warning) (NI111)	724.89	941.29	224.11	489.28	706.00		<p>As from April 11, all data will be generated from the Police National Computer (PNC) and not from YOT's. Figures will continue to be presented as a number and as a rate per 100,000 and made available to YOT's in the quarterly YOT Data Summaries report.</p> <p>Note: The above data is based on YOT data, to-date no PNC information has been released to YOT's.</p> <p>In April - December 2011 there were 189 First Time Entrants. This equates 706.00 per 100,000</p> <p>This shows a reduction on same period for April - December 2010 where there were 201 First Time Entrants. This equates to 724.89 per 100,000 (2008 mid year estimates 27,728).</p>






Performance Indicator	Q3 2010/11	Q4 2010/11	Q1 2011/12	Q2 2011/12	Q3 2011/12	Q3 <> Q3	Commentary
Number of custodial disposals presented as a rate per 1000 general 10-17 year old population (NPI018).	0.07	0.12	0.04	0.04	0.11		<p>This new national performance measure replaces the former national indicator NI 143.</p> <p>As from April 2011 this performance measure is calculated as a rate of 1000 young people. Previously this was calculated as a percentage of all those receiving a substantive outcome (sentence).</p> <p>For October - December 2011: 0.15, this represents 4 young person.</p> <p>For October - December 2010 data has been recalculated using the new measure for comparison. Rate of 1000 young people: 0.22, this represents 6 young people.</p> <p>This shows a decrease on previous year within the same period.</p>
The proportion of children living in families in receipt of out of work (means-tested) benefit or in receipt of tax credits where their reported income is less than 60% of median income (NPI020)	25.40 %	25.00 %	25.00 %	25.00 %	25.00 %		Latest date relates to 31st August 2008.

# Enjoying & Achieving








Performance Indicator	2009/10 Academic Year	2010/11 Academic Year	Direction of Travel	Commentary
The percentage of looked after children (LAC) attending an LEA funded school (incl neighbouring authorities) achieving 5 or more GCSE's with grades between A* and C (and GNVQ equivalent) (LPI028)	41.90 %	36.00 %		36% of pupils in this small cohort achieved 5 A*-C at GCSE compared to 42% in 2009/10 however Sunderland looked after pupils achieved better than looked after pupils nationally (31%)
Pupils eligible for free school meals achieving level 4 in both English and Maths at Key Stage 2 (LPI047)	54.00 %	58.00 %		Results for the free school meals cohort have improved by 4 percentage points for 2 years running - rising from 50% of pupils eligible for free school meals achieving level 4 or more in English and maths in 2009 to 58% in 2011. This group have improved faster than the pupils who are not eligible for free school meals and so the gap between the two has narrowed from 26% in 2009 to 20% in 2011. Nationally this cohort improved only 2 percentage points in 2011 to 58%, Sunderland pupils eligible for free school meals are therefore achieving at the same rate as pupils eligible for free school meals nationally. Boys eligible for free school meals in Sunderland improved more than girls however they remain 2 percentage points below boys eligible for free school meals nationally.
Pupils eligible for free school meals progressing 2 levels in English KS1 - KS2 (LPI048)	80.00 %	80.00 %		The method of calculation of progress changed in 2011. This along with the SATs boycott make it difficult to compare 2011 performance with 2010. A greater proportion of all Sunderland pupils (85%) make expected progress in English than pupils nationally (84%), however there is currently no national data available for the progress of pupils eligible for free school meals nationally.

Performance Indicator	2009/10 Academic Year	2010/11 Academic Year	Direction of Travel	Commentary
Pupils eligible for free school meals progressing 2 levels in Maths KS1 - KS2 (LPI049)	76.00 %	77.00 %	↑	The method of calculation of progress changed in 2011. This along with the SATs boycott make it difficult to compare 2011 performance with 2010. A greater proportion of all Sunderland pupils (86%) make expected progress in maths than pupils nationally (84%) , however there is currently no national data available for the progress of pupils eligible for free school meals nationally.
Bangladeshi pupils achieving level 4 in both English & Maths at Key Stage 2 (LPI051)	62.00 %	72.00 %	↑	The performance of Bangladeshi pupils at key stage 2 leapt 10 percentage points from 62% in 2010 to 72% achieving level 4+ in English and maths in 2011. Nationally Bangladeshi pupils continued to improve with 74% achieving level 4+ in English and maths in 2011
Bangladeshi pupils progressing 2 levels in English KS1 - KS2 (LPI052)	88.00 %	94.00 %	↑	94% of Bangladeshi pupils made expected progress in English between key stage 1 and key stage 2, a higher percentage than Sunderland pupils as a whole and 14 percentage points more than Bangladeshi pupils nationally.
Bangladeshi pupils progressing 2 levels in Maths KS1 - KS2 (LPI053)	85.00 %	90.00 %	↑	90% of Bangladeshi pupils made expected progress in maths between key stage 1 and key stage 2, a higher percentage than Sunderland pupils as a whole and 16 percentage points more than Bangladeshi pupils nationally.
Bangladeshi pupils achieving 5+ A*-C GCSE grades, including English & Maths (LPI054)	54.00 %	35.80 %	↓	The percentage of Bangladeshi pupils achieving 5 A*-C including English and Maths dropped from 54% in 2010, which was above the national average for Bangladeshi pupils, to 35.8% in 2011. This year, 60% of Bangladeshi achieved 5 A*-C including English and Maths
Pupils achieving 6+ in all Personal, Social & Emotional Development scales in Foundation Stage Profile (LPI055)	79.00 %	80.90 %	↑	The percentage pupils achieving a score of 6 or more in Personal, Social and Emotional development (PSE) increased by 2 percentage points to 81% in 2011. Sunderland remains 2 percentage points above the national figure of 79%.
Pupils achieving 6+ in all Communication, Language & Literacy scales in Foundation Stage Profile (LPI056)	61.00 %	63.10 %	↑	The percentage of pupils achieving a score of 6 or more in Communication, Language and Literacy (CLL) rose from 61% in 2010 to 63% in 2011. Nationally results improved by 3 percentage points to 62%. Sunderland remains above the national








Performance Indicator	2009/10 Academic Year	2010/11 Academic Year	Direction of Travel	Commentary
Pupils achieving 6+ in all Personal, Social & Emotional Development and Communication, Language & Literacy scales in Foundation Stage Profile (LPI057)	58.00 %	61.10 %		The percentage of children achieving a score of 6 or more across all the elements of Personal, Social and Emotional Development and Communication, Language and Literacy improved by 3 percentage points from 58% in 2010 to 61% in 2011. Sunderland remains 3 percentage points above the national figure which stands at 59%.
Pupils achiveing 78 points or more in Foundation Stage Profile (LPI058)	77.00 %	77.10 %		The percentage of pupils in Sunderland who gained 78 points or more across all 13 scales remained at 77% while nationally the percentage rose by 2 percentage points to 79%.
Foundation Stage Profile Median point score (LPI059)	90.00	89.00		The median score in Sunderland dropped from 90 to 89 points. The national median score remained at 90.
Average score of lowest 20% in Foundation Stage Profile (LPI060)	60.00 %	60.10 %		The median score in Sunderland dropped from 90 to 89 points. The national median score remained at 90.
Primary school persistent absence rate (LPI061)	1.40 %	1.30 %		A persistent absentee was defined as a pupil with 20% or more absence. Using this measure persistent absence in Sunderland primary schools dropped from 1.5% in 2010 to 1.3% in 2011 . In summer 2011 the DFE changed the definition of persistent absentee to a pupil with 15% or more absence. Using the new definition the persistent absence rate would also have dropped from 4.8% to 4.6%. No national data for annual persistent absence has yet been released.
% of pupils eligible for free school meals achieving 5+A*-C GCSE including Maths and English (state funded schools, incl academies) (LPI088)	25.00 %	29.00 %		<p>The percentage of the free school meals cohort achieving 5 A*-C including English and maths has improved by 4 percentage points this year to 29%. This improvement is in line with the improvement of the same cohort nationally, Sunderland remain 6 percentage points behind the achievement of pupils eligible for free school meals nationally (35%).</p> <p>After a poor year in 2010 boys eligible for free school meals in Sunderland improved by 9 percentage points from 17% to 26%, however they remain 4 percentage points below boys eligible for free school meals nationally (32%). Sunderland girls eligible for free school meals improved by 1 percentage point to 34%, 4 percentage points behind their counterparts nationally.</p>

Performance Indicator	2009/10 Academic Year	2010/11 Academic Year	Direction of Travel	Commentary
The % of pupils permanently excluded from state funded schools, including academies in the year. Measured against the school population (LPI089)	0.08 %	0.05 %		There were 22 permanent exclusions from all Sunderland schools including academies in academic year 2010/11 compared to 33 in 2009/10. In 2009/10 Sunderland were in line with the rate of permanent exclusions nationally however the national data for 2010/11 has yet to be released.
The percentage of children in the Early Years Foundation Stage Profile achieving 78 points across all 13 EYFSP scales with at least 6 points or more in each of the PSED and CLL scales (NI072)	58.00 %	61.00 %		The percentage of children achieving a "good level of development" increased from 58% in 2010 to 61%. Sunderland remains 2% above the national average of 59%
The percentage of pupils achieving Level 4+ in both English and Maths at KS2 (NI073)	71.00 %	74.00 %		74% of pupils in Sunderland achieved level 4 or more in English and maths, increasing by 3 percentage points on the previous year to equal the performance of pupils nationally.
The percentage of pupils achieving 5 or more A*-C or equivalent including English and Maths at KS4 (NI075)	52.60 %	55.40 %		The percentage of Sunderland pupils achieving 5 A*-C including English and maths increased 2.8 percentage points to 55.4% in 2011. However nationally results rose by 5.5 percentage points to 58.9%. Nationally boys performance improved by 5.9 percentage points a greater improvement than girls nationally, however in Sunderland boys performance improved by only 1.9 percentage points widening the gap between girls and boys.
The number of schools in the local education authority where the percentage of pupils achieving Level 4+ in both English and Maths at KS2 is less than 55% (NI076)	5.00	8.00		8 Sunderland schools had fewer than 55% of pupils achieving level 4 or more in English and maths. However the DFE have redefined the key stage 2 floor target to include schools where less than 60% of pupils achieve level 4 or above in both English and maths and less than the median percentage make expected progress in both English and mathematics. Using this new definition 10 Sunderland schools would be below floor target or 13% compared to 10% of schools nationally.

Performance Indicator	2009/10 Academic Year	2010/11 Academic Year	Direction of Travel	Commentary
The number of schools in the local education authority where the percentage of pupils achieving 5 or more A*-C grades or equivalent including English and Maths at the end of KS4 is less than 30% (NI078)	1.00	1.00	→	1 school in Sunderland had less than 30% of pupils achieve 5 A*-C including English and maths. The DFE have changed the definition of the floor target to a school where less than 35% of pupils achieve 5+A*-C including English and mathematics and the expected progress between KS2 and KS4 is less than the median of 74% in English and less than the median of 66% in mathematics. Using this new definition the number of schools below floor target in Sunderland remains at 1 or 5.9% of secondary schools compared to 3.6% nationally
The percentage of young people who have achieved a Level 2 qualification by the age of 19 (NI079)	76.30 %	?	?	Data available end of March 2012
The percentage of young people who have achieved a Level 3 qualification by the age of 19 (NI080)	42.80 %	?	?	Data available end of March 2012
The gap in attainment of level 3 qualifications at age 19 between those young people who were in receipt of free school meals at academic age 15 and those who were not (NI081)	23.20	?	?	Data available end of March 2012
The gap in attainment of level 2 qualifications at age 19 between those young people who were in receipt of free school meals at academic age 15 and those who were not (NI082)	60.10	?	?	Data available end of March 2012
The percentage of pupils in a school at the end of KS4 who have achieved 2 or more science GCSEs (NI084)	59.00 %	64.70 %	✓	The achievement of 2 or more good Science GCSE s or equivalent rose from 59% in 2010 to 65% in 2011. There is no longer national data available for this measure as the DFE have now changed the science indicator to exclude non-GCSE qualifications. Only 52% of pupils in Sunderland were entered into qualifications which met the science requirements of the English Baccalaureate compared to 61.8% of pupils nationally.
The number of entries for pupils that are aged 16-18 year olds in schools and colleges for - A level Physics (NI085i)	66.00	68.00	✓	The number of pupils entered for A level Physics has remained stable
The number of entries for pupils that are aged 16-18 year olds in schools and colleges for A level Chemistry (NI085ii)	91.00	101.00	✓	Entries for A level Chemistry rose from 91 in 2010 to 101 in 2011

Performance Indicator	2009/10 Academic Year	2010/11 Academic Year	Direction of Travel	Commentary
The number of entries for pupils that are aged 16-18 year olds in schools and colleges for - A level Maths (NI085iii)	167.00	156.00		The number of pupils entered for A level Maths decreased by 11
The percentage of persistent absentee secondary pupils (those missing 20% or more of the school year) (NI087)	5.30 %	4.50 %		A persistent absentee was defined as a pupil with 20% or more absence. Using this measure persistent absence in Sunderland secondary schools including Academies dropped from 5.3%% in 2010 to 4.5% in 2011 . In summer 2011 the DFE changed the definition of persistent absentee to a pupil with 15% or more absence. Using the new definition the persistent absence rate would also have dropped from 11.9% to 9.9%. No national data for annual persistent absence has yet been released.
The percentage of 17 year olds in full or part time education or Work Based Learning in a Local Authority (NI091)	89.30 %	83.60 %		Performance has declined compared to the previous year.
The percentage gap between the median Foundation Stage Profile score of all children locally and the mean score of the lowest achieving 20% of children locally (NI092)	32.90 %	32.40 %		Performance has improved year on year.
The percentage of pupils at the end of KS2 making 2 levels progress in English between KS1 and KS2 (NI093)	84.00 %	85.00 %		The percentage of children making 2 levels of progress in English, from key stage 1 to key stage 2, rose by 1 percentage point from 84% to 85% in Sunderland. Nationally only 84% of pupils made the expected progress.
The percentage of pupils at the end of KS2 making 2 levels progress in Maths between KS1 and KS2 (NI094)	81.00 %	86.00 %		The percentage of children making 2 levels of progress in maths, from key stage 1 to key stage 2, jumped 5 percentage point from 81% to 86% in Sunderland while the nationally percentage improved by only 1 percentage point to 83%.
The percentage of looked after children who have been in care for at least one year who were in year 6 (Key Stage 2) and who achieved at least level 4 in English (NI099)	64.00 %	42.00 %		The percentage of children looked after by Sunderland for 12 months or more, who achieved level 4 or more at Key Stage 2 English reduced from 64% in 2010 to 42% in 2011. Nationally 50% of looked after children attained a level 4 or more in English. However 75% of the children looked after by Sunderland made two levels of progress in English 2011. The looked after cohort at key stage 2 is very small (12 children in 2011) leading to wide fluctuations in results year on year.




Performance Indicator	2009/10 Academic Year	2010/11 Academic Year	Direction of Travel	Commentary
The percentage of looked after children who have been in care for at least one year who were in year 6 (Key Stage 2) and who achieved at least level 4 in mathematics (NI100)	64.00 %	25.00 %		The percentage of children looked after by Sunderland for 12 months or more, who achieved level 4 or more at Key Stage 2 Maths reduced from 64% in 2010 to 25% in 2011. Nationally 40% of looked after children attained a level 4 or more in maths. However 67% of the children looked after by Sunderland made two levels of progress (expected progress) in maths 2011. The looked after cohort at key stage 2 is very small (12 children in 2011, (half of whom had special educational needs) leading to wide fluctuations in results year on year.
The percentage of looked after children who were in care for at least one year who were in year 11 and achieved the equivalent of at least 5 A*-C GCSEs, including English and Maths (or equivalent) (NI101)	6.50 %	7.00 %		The virtual school team will continue to work with looked after children, including the development of individual personal education plans (PEP's) to help improve levels of attainment.
The percentage point gap between pupils eligible for free schools meals (FSM) achieving at least Level 4 in English and Maths at Key Stage (KS) 2 and pupils ineligible for FSM achieving the same outcome (NI102i)	21.00 %	21.00 %		The performance of pupils eligible and not eligible for free school meals both improved in Sunderland both improved this year so the gap between them remained static at 21%. Nationally the gap reduced 1 percentage point to 20%.
The percentage point gap between pupils eligible for FSM achieving 5A*-C grades at GCSE (and equivalent), including GCSE English and Maths, at KS4 and pupils ineligible for FSM achieving the same outcome (NI102ii)	32.00 %	31.80 %		The achievement gap between those eligible for free school meals and their peers has improved slightly at 31.8%. Both those eligible and non eligible pupils have improved together. Nationally the gap also remained static at 28%.
Percentage of final statements of special education need issued within 26 weeks excluding exception cases (NI103a)	100.00 %	100.00 %		100% performance maintained.
Percentage of final statements of special education need issued within 26 weeks as a proportion of all such statements issued in the year (NI103b)	100.00 %	100.00 %		100% performance maintained.
The percentage point gap between pupils having special educational needs who achieve level 4 or above in both English and Maths at Key Stage (KS) 2 and pupils without special educational needs (NI104)	54.00 %	47.90 %		38% of pupils with special educational needs identified at key stage 1 went on to achieve a level 4 or more at key stage 2 having risen 9 percentage points since 2009. The gap between those with SEN and those with no SEN reduced by 6 percentage points over the same period. There is no national data available for this measure as the DFE no longer use this performance measure.








Performance Indicator	2009/10 Academic Year	2010/11 Academic Year	Direction of Travel	Commentary
The percentage point gap between pupils having special educational needs who achieve 5 A*-C GCSE grades or equivalent including English and Maths at Key Stage (KS) 4 and pupils without special educational needs (NI105)	55.20 %	?	?	<p>The GCSE performance of those identified with special educational needs at key stage 2 is no longer calculated nationally and is difficult to calculate within Sunderland as we don't necessarily know the historic SEN status of pupils moving into the city.</p> <p>6% of pupils in Sunderland with statements achieved 5 A*-C including English and maths compared to 8.5% nationally while 29% achieved 5 A*-C compared to 25% nationally.</p> <p>12% of those with SEN but without a statement achieved 5 A*-C including English and maths compared to 25% nationally while 59% achieved 5A*-C in Sunderland in line with the same cohort nationally.</p>

Performance Indicator	2010/11 Q3	2010/11 Q4	2011/12 Q1	2011/12 Q2	2011/12 Q3	Q3 <> Q3	Commentary
% of Population aged 16-64 qualified to at least NVQ 1 or equivalent (NPI021)	78.80 %	78.80 %	78.80 %	78.80 %	80.10 %	✔	Latest data relates to 2010
% Population aged 16-64 qualified to at least NVQ 2 or equivalent (NPI022)	61.90 %	61.90 %	61.90 %	61.90 %	65.00 %	✔	Latest data relates to 2010
% Population aged 16-64 with NVQ 3 or equivalent (NPI023)	42.60 %	42.60 %	42.60 %	42.60 %	46.50 %	✔	Latest data relates to 2010
% Population aged 16-64 qualified to at least NVQ 4 or equivalent (NPI024)	20.90 %	20.90 %	20.90 %	20.90 %	23.00 %	✔	Latest data relates to 2010

## Early Intervention & Locality Services

Performance Indicator	Q3 2010/11	Q4 2010/11	Q1 2011/12	Q2 2011/12	Q3 2011/12	Q3 <> Q3	Commentary
The % of the current academic age group 12-14 who are not in education, employment or training (NPI019).	8.20 %	8.70 %	9.20 %	9.90 %	9.00 %		<p>From April 2011 the Department for Education revised the method for calculating and reporting 16 - 18 year olds not in education, employment or training (NEET). NEET is now based on the residency of young people and also their 'academic age' rather than their actual age. This provides a defined set of young people to track and measure, in line with a particular school year group, whereas previously some young people would no longer be included in the indicator month to month once they turned 19. Significant work takes place throughout September to register those young people as NEET due to transfer of information from the education sector to Connexions, therefore the NEET position historically only starts to see improvement from October onwards.</p> <p>The percentage NEET is 9.0% at the end of December 2011, compared to 8.2% at December 2010 using the new methodology.</p>

# Libraries

Performance Indicator	Q3 2010/11	Q4 2010/11	Q1 2011/12	Q2 2011/12	Q3 2011/12	Q3<> Q3	Commentary
Total number of enquiries (libraries) (LPI010)	127,604.00	169,147.00	41,565.00	85,632.00	123,534.00		3rd quarter count lower than previous year (1st quarter count higher / 2nd quarter level). Increasing range of online sources / access available to support enquirers. Performance has declined compared to the same period last year.
Number of active borrowers per 1,000 population (LPI013)	181.00	167.30	167.30	167.30	167.30		There is an ongoing programme to encourage active borrowing and reading including continued development of reading groups, author visits and promotions such as World Book Day and National Children's Book Week.
The % of 4-11 year old girls who are library members (LPI014)	75.00 %	78.25 %	78.25 %	78.25 %	78.25 %		Performance outturn above target of 68% at end of year
The % of 4-11 year old boys who are library members (LPI015)	65.00 %	67.25 %	67.25 %	67.25 %	67.25 %		Performance outturn above target of 60% at end of year
Total number of items issued within public libraries (books, audio-visual and other items) (LPI062)	920,613.00	1,211,951.00	287,663.00	598,342.00	858,072.00		Stock issues impacted by reduction in Library Materials Fund which has impacted upon the number of new titles purchased and added to stock in current year. Performance has declined compared to the same period last year.
Total usage of ICT equipment, measured in hours (LPI063)	136,445.50	184,414.30	42,394.00	88,633.00	128,791.00		ICT Usage has been impacted in 3rd quarter with the withdrawal of the Exchange Group from Washington Town Centre Library. Performance has declined compared to the same period last year.
The number of physical visits per 1,000 population to public library premises (BV117).	3,620.80	4,883.50	1,058.00	2,207.00	3,420.00		Reduction in number of visits from same quarter last year. 4th visitor count to be held in February 2012. Performance has declined compared to the same period last year.

# **CHILDREN, YOUNG PEOPLE & LEARNING SCRUTINY COMMITTEE**

**5 APRIL 2012**

## **HASTING HILL PRIMARY SCHOOL – MONITORING INSPECTION**

### **REPORT OF THE EXECUTIVE DIRECTOR CHILDREN'S SERVICES**

**STRATEGIC PRIORITIES: Learning City**

**CORPORATE IMPROVEMENT OBJECTIVES: Delivering Customer  
Focused Services, Efficient and Effective Council**

#### **1. Why has this report come to the Committee?**

- 1.1 To provide Members with an update on the progress of Hasting Hill Primary School following the school being placed in special measures after an inspection in March 2011.

#### **2. Background**

- 2.1 The inspection, conducted on 29 February and 1 March 2012, was the third monitoring inspection since the school became subject to special measures following the inspection which took place in March 2011.
- 2.2 The monitoring inspection report was published on the Ofsted website on 22<sup>nd</sup> March 2012 and is attached at appendix 1 of this report.

#### **3. Current position**

- 3.1 Evidence gathered by HMI during the visit on 29 February and 1 March 2012 showed that the school made satisfactory progress since the last monitoring inspection against all key issues although progress since the Section 5 inspection last year remains inadequate. As a result of the improvements in the quality of provision, children's progress is improving although significant weaknesses in their literacy and numeracy skills remain. An increasing amount of good teaching is now evident and there has been a marked improvement in classroom environments. As a result, pupils' learning needs are being better met. The appointment of a new leadership team and continued progress by the school's Governing Body to hold the school to account more effectively mean that the school's strategic capacity for improvement is extended.
- 3.2 In January 2012, the Governing Body appointed the Executive Headteacher of Town End and Bexhill Primary Academies as Executive Headteacher of Hasting Hill Primary School and a senior colleague from the Academy as Executive Associate Headteacher, both posts on a temporary basis. The Executive Headteacher had already been supporting Hasting Hill Primary School in her role as a National Leader of Education (NLE) since May 2011. The school's

substantive Headteacher retains responsibility for day-to-day management of the school.

- 3.3 Two members of the teaching staff left the school in February 2012 and have been replaced by two supply teachers. The school took the decision to remove the mixed-age class structure so that since January 2012 all pupils are now taught in single year groups.
- 3.4 The Governing Body has submitted their proposals to the Department for Education to seek permission for the school to become an academy. Bexhill and Town End Primary Academies Limited has been approved as sponsor. The Department's decision is expected imminently.
- 3.5 As the school's leadership capacity has improved support from the Local Authority has been proportionately reduced. The Local Authority systems for monitoring progress and bringing the necessary challenge to the school's leadership remain in place.

#### **4. Recommendations**

- 4.1 To consider the Section 8 inspection report for Hasting Hill Primary School.

#### **5 Background Papers**

Ofsted – Section 8 inspection report (Hasting Hill Primary School)

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**Contact Officer:** Mike Foster  
Deputy Executive Director Children's Services  
Tel: 0191 561 1393  
Email: [mike.foster@sunderland.gov.uk](mailto:mike.foster@sunderland.gov.uk)

# **CHILDREN, YOUNG PEOPLE AND LEARNING SCRUTINY COMMITTEE**

5 APRIL 2012

## **DRAFT ANNUAL REPORT OF THE COMMITTEE**

### **REPORT OF THE CHIEF EXECUTIVE**

#### **1. PURPOSE OF THE REPORT**

- 1.1 To approve the Scrutiny Committee report as part of the overall scrutiny Annual Report 2011/12 that is to be presented to Council.
- 1.2 In the first instance, the report will be submitted to the Management Scrutiny Committee on 19 April 2012. The report will then be incorporated into an Annual Scrutiny Report which includes the work of each Scrutiny Committee.

#### **2. BACKGROUND**

- 2.1 This will be the third year that the Annual Report will be a single combined report of all seven Scrutiny Committees. The annual report will outline the development in the scrutiny function and provide snapshots of the outcomes achieved during the last 12 months.
- 2.2 In June 2011, Members of the Scrutiny Committee agreed the annual work programme for the municipal year 2011/12. The Work Programme brought together the issues raised by Members as the major priorities and challenges facing the city for the year ahead.

#### **3. CURRENT POSITION**

- 3.1 The draft content of the annual report of the Committee is set out in Appendix 1.

#### **4. CONCLUSION**

- 4.1 The Committee has delivered a busy work programme in 2011/12, which is reflected in the annual report. The Scrutiny Committee has worked with Council Directorates, partner organisations and residents of the city to deliver the work programme and has tackled a number of key issues making suggestions for improvements to services delivered across the city.

## **5. RECOMENDATION**

- 5.1 Members are asked to consider and comment on the draft end of year report of the Committee.
- 5.2 The report, together with the comments of members, will be submitted to the Management Scrutiny Committee on 19 April 2012.

## **6. BACKGROUND PAPERS**

- Children, Young People and Learning Scrutiny Committee Agendas 2011/12
- Children, Young People and Learning Scrutiny Committee Work Programme 2011/12

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**Contact Officer:** Nigel Cummings, Scrutiny Officer  
[Nigel.Cummings@sunderland.gov.uk](mailto:Nigel.Cummings@sunderland.gov.uk)



## APPENDIX 1

Chair: Cllr Paul Stewart

Vice-Chair: Cllr Anthony Morrissey

Committee Members:

Cllr Richard Bell, Cllr Stephen Bonallie, Cllr Doris MacKnight, Cllr Tom Martin, Cllr Robert Oliver, Cllr Dennis Richardson, Cllr Lynda Scanlon, Cllr Derrick Smith and Cllr Linda Williams.

It has hard to believe that another year has passed for the Children, Young People and Learning Scrutiny Committee, and again we have delivered on a work programme that has proved to be varied and challenging for all the Members of the Committee.

The major policy review into Early Intervention and Locality Based Services was an important piece of work for the committee to undertake. Early intervention for many young people and families can be a decisive factor in improving their quality of life and providing them with better outcomes than previously. The weight of importance can be highlighted by the volume of publications, report and policy documents that have been produced over the last few years.

The committee gathered a wide range of views and opinions through a diversity of means. The techniques used by the committee vary greatly and are heavily influenced by using the best means possible to gather the information required. We have used focus groups, interviews, site visits and expert jury days all with the intention of gathering a wide range of opinions that can best provide a balanced view of the issue under investigation. The recommendations arising from this review are focused on removing barriers to the CAF assessment process and ensuring that potential assessors have access to dedicated support should they need it at the pre-assessment stage. The review also recommends comprehensive training is made available around CAF thresholds and how locality teams can increase their engagement with local partners. I feel sure these recommendations will help contribute towards the directorates continued development and progress around early intervention.

The committee has also looked at the teenage pregnancy rates in Sunderland and it was acknowledged that there was a lot of good work being undertaken in this area, from the C-Card through to the new offer to schools in relation to sex education. Members also visited the Bumps to Babies project in Hendon and spoke with number of teenage mums. The Committee recognised that the local authority was conducting a lot of good work and had initiated a number of schemes and support but ultimately acknowledged that teenage pregnancy rates were extremely difficult to either influence or predict.

Looked after children have been a strong theme throughout the year and Members have discussed a number of issues including Looked After Children's attainment, the leaving care service and the role of the council as a corporate parent. Again the committee, following initial concerns, has been extremely satisfied by what it has found and was reassured that in relation to looked after children we do look to ensure we provide the best possible outcomes for these young people.

The committee's work programme has seen Members look at a wide range of issues covering school performance, exam results, the library plan and youth commissioned contracts to name but a select few. This year also saw myself and the Vice-Chair travel to London to talk with Department for Education around the some of the issues from the previous policy review around apprenticeships and work based learning. I think it is important that we can put our case forward and speak with key government officers about issues that are relevant for people living in Sunderland, it can only strengthen the work we undertake.

Again the committee has had another active and meaningful year covering a wide array of subjects and priorities that reflect key principles from the Children and Young People's Plan that underpins the committee's work programme. There are many challenges ahead for local government and I feel sure that the committee can rise to the challenge and provide a valuable contribution to this local authority. It only leaves me to thank my fellow councillors

and co-opted members on the committee for their continued hard work, support and dedication throughout the year.

Cllr Paul Stewart  
Chair of the Children, Young People and Learning Scrutiny Committee

# **CHILDREN, YOUNG PEOPLE & 5 April 2012 LEARNING SCRUTINY COMMITTEE**

## **WORK PROGRAMME 2011-12**

### **REPORT OF THE CHIEF EXECUTIVE**

#### **1. Purpose of Report**

- 1.1 The report attaches, for Members' information, the current work programme for the Committee's work during the 2011-12 Council year.
- 1.2 The work of the Committee in delivering its work programme will support the Council in achieving its Strategic Priorities.

#### **2. Background**

- 2.1 The work programme is a working document which the Committee can develop throughout the year. As a living document the work programme allows Members and Officers to maintain an overview of work planned and undertaken during the Council year.

#### **3. Current position**

- 3.1 The work programme reflects discussions that have taken place at the 23 February 2012 Scrutiny Committee meeting. The current work programme is attached as an appendix to this report.

#### **4. Conclusion**

- 4.1 The work programme developed from the meeting will form a flexible mechanism for managing the work of the Committee in 2011-12.

#### **5 Recommendation**

- 5.1 That Members note the information contained in the work programme.

#### **6. Glossary**

n/a

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**Contact Officer:** Nigel Cummings, Scrutiny Officer: 0191 561 1006 :  
nigel.cummings@sunderland.gov.uk

CHILDREN, YOUNG PEOPLE & LEARNING SCRUTINY COMMITTEE WORK PROGRAMME 2011-12

	JUNE 9.6.11	JULY 21.7.11	SEPTEMBER 8.9.11	OCTOBER 20.10.11	DECEMBER 8.12.11	DECEMBER 14.12.11	JANUARY 12.1.12	FEBRUARY 23.2.12	APRIL 5.4.12
<b>Cabinet Referrals and Responses</b>		Article 4: Youth Justice Plan 2011/12 (JH/GK)	Cabinet Response to 2010/11 Policy Review – Learning at Work (NC)  Article 4: CYPP Annual Report			Evidence Gathering Meeting			
<b>Policy Review</b>	Proposals for policy review (NC)	Scope of review (NC)	Approach to the Review (NC)	Update on Policy Review (NC)	Policy Review – Update  Expert Jury Event		Policy Review	Policy Review – Update	Policy Review – Draft Report
<b>Performance</b>	Looked After Children and the Court System (MB)  Youth Commissioned Contracts (SM)	Schools Performance - Termly Report (MF)  Breaks for Carers of Disabled Children (KP)	Provisional KS Results (MF/AB)  Performance & VfM Annual Report (BS)  Monitoring of Scrutiny Recommendations (NC)	Complaints Annual Report 11/12 (BS)  SSCB Annual Report and Business Plan (JV)  New Ofsted Inspection Framework (MF)	Ofsted Annual Children's Services Assessment (BS)  Performance Q2 April – Sept (BS)  Admissions Report  Fixed Penalty Notices (MF)		Review of Acute Special Paediatric Service (LT)  Schools Performance – Termly Report (MF)  Library Plan (JH)  Early Intervention Core Offer	Attainment of C&YP (MF)  Education Act 2011  CAMHS – Specialist Community Children and Young People's Service (NHS)	Schools Performance – Termly Report (MF)  Performance Q3 Report
<b>Scrutiny</b>	Work Programme 2011/12 (NC)  Forward Plan (NC)  Safe & Sustainable Consultation: Children's Heart Services (NC)	Work Programme 2011/12 (NC)  Forward Plan (NC)	Work Programme 2011/12 (NC)  Forward Plan (NC)	Work Programme 2011/12 (NC)  Forward Plan (NC)	Work Programme 2011/12 (NC)  Forward Plan (NC)		Hasting Hill School – Monitoring Report  Work Programme 2011/12 (NC)  Forward Plan (NC)	Corporate Parenting Annual Report (MB)  Work Programme 2011/12 (NC)  Forward Plan (NC)	Hasting Hill – Update Report  Scrutiny Annual Report (NC)  Work Programme 2011/12 (NC)  Forward Plan (NC)
<b>CCFA/Members items/Petitions</b>									

To be scheduled: Behaviour & Attendance Strategy  
School Place Planning  
Contact, Referral and Assessment Arrangements – Action Plan

# CHILDREN, YOUNG PEOPLE & LEARNING SCRUTINY COMMITTEE

## FORWARD PLAN – KEY DECISIONS FOR THE PERIOD 1 APRIL 2012 – 31 JULY 2012

REPORT OF THE CHIEF EXECUTIVE

5 APRIL 2012

### 1. Purpose of the Report

- 1.1 To provide Members with an opportunity to consider those items on the Executive's Forward Plan for the period 1 April 2012 – 31 July 2012 which relate to the Children, Young People and Learning Scrutiny Committee.

### 2. Background Information

- 2.1 Holding the Executive to account is one of the main functions of Scrutiny. One of the ways that this can be achieved is by considering the forthcoming decisions of the Executive (as outlined in the Forward Plan) and deciding whether Scrutiny can add value in advance of the decision being made. This does not negate Non-Executive Members ability to call-in a decision after it has been made.

### 3. Current Position

- 3.1 In considering the Forward Plan, Members are asked to consider only those issues which are under the remit of the Children, Young People and Learning Scrutiny Committee. These are as follows:-

*Children & Young People's Plan Outcomes: Be Healthy; Stay Safe; Enjoy and Achieve; Positive Contribution; Achieve Well-Being and Adult Learning, Libraries, Youth Justice and Economic Well-Being*

- 3.2 In the event of Members having any queries that cannot be dealt with directly in the meeting, a response will be sought from the relevant Directorate.

### 4. Recommendations

- 4.1 Members are asked to noted that there are no items in the current Forward Plan relating to the remit of this Committee.

### 5. Background Papers

There were no background papers used in the preparation of this report.

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Contact Officer : Nigel Cummings, Scrutiny Officer  
0191 561 1006  
[Nigel.cummings@sunderland.gov.uk](mailto:Nigel.cummings@sunderland.gov.uk)