

## CHILDREN, YOUNG PEOPLE AND LEARNING SCRUTINY COMMITTEE

### AGENDA

Meeting to be held in Civic Centre, Committee Room No. 1, on  
Thursday, 8<sup>th</sup> December, 2011 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, Mr. H. Brown, Ms. S. Duncan, Mrs. R. Elliott, Mr. M. Frank,  
Mrs. M. Harrop, Ms. H. Harper, Mrs. C. Hutchinson and Mr. K. Morris

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E. WAUGH  
Head of Law & Governance

Civic Centre,  
SUNDERLAND.

12<sup>th</sup> October, 2011

Date of Next Meeting: Wednesday, 14<sup>th</sup> December, 2011 at 9:30am to be held in the Civic Centre, Committee Room 1

**At a meeting of the CHILDREN, YOUNG PEOPLE AND LEARNING SCRUTINY COMMITTEE held in COMMITTEE ROOM NO. 1, CIVIC CENTRE, SUNDERLAND on THURSDAY, 20<sup>th</sup> OCTOBER, 2011 at 5.30 pm.**

**Present:-**

Councillor Stewart in the Chair

Councillors MacKnight, T. Martin, Morrissey, Oliver, Scanlan and Williams together with Mr. M. Frank and Mr. K. Morris

**Also in Attendance:-**

Councillor Tate - Chairman of Management Scrutiny Committee

**Apologies for Absence**

Apologies for absence were submitted to the meeting on behalf of Councillor Bell and on behalf of Ms. S. Duncan and Ms. R. Elliott

**Minutes of the Last Meeting of the Children, Young People and Learning Scrutiny Committee held on 8<sup>th</sup> September, 2011**

1. RESOLVED that the minutes of the meeting of the Children, Young People and Learning Scrutiny Committee held on 8<sup>th</sup> September, 2011 be confirmed and signed as a correct record.

**Declarations of Interest**

There were no declarations of interest received.

**Policy Development and Review 2011/12 : Progress Review**

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, Scrutiny Officer presented the report advising that the Committee had undertaken a visit to the Rainbow Centre in Washington on Friday 7<sup>th</sup> October, 2011 and that the key points from the visit were set out within the report. He also informed Members that an update on the work carried out at the first focus group of the Working Group into Teenage Pregnancy was included in the report which would feed into the Committee's main policy review into early intervention.

Finally, Mr. Cummings advised the Committee of two key dates for future evidence gathering, the 2<sup>nd</sup> November, 2011 and 22<sup>nd</sup> December, 2011 (tentatively). He explained that Members would be undertaking a site visit to the Bumps to Babies Group on the morning of the 2<sup>nd</sup> November, and visiting one of the city's locality based area teams at the Bunny Hill Centre in the afternoon. The 22<sup>nd</sup> December would tentatively be the date for the Expert Jury Day but this may be rearranged to an earlier date and Mr. Cummings would confirm this to Members as soon as possible.

Councillor Williams referred to paragraph 3.1 of the report and advised that the Rainbow Centre was actually named the Rainbow Family Centre and informed Members that the 40 active volunteers referred to in the first bullet point were actually based across the three centres in Washington.

Councillor Stewart informed the Committee that the first meeting of the Corporate Parenting Working Group had taken place on 17 October, 2011 and gave Members a brief update of the discussions they had had around Looked after Children and attainment. He commented that this was an area that had raised concerns for the Committee on a number of occasions and explained that a fuller report would be submitted to a future meeting but having undertaken these initial discussions some of the main concerns had been addressed.

2. RESOLVED that:-

- (i) The Committee note the progress made in relation to the policy review into early intervention; and
- (ii) The Committee note the future evidence gathering activities arranged as part of the review process.

### **Sunderland Safeguarding Children Board Bi-Annual Report and Business Plan Consultation**

The Independent Chair of the Sunderland Safeguarding Children Board submitted a report (copy circulated) to consult with the Committee about the Sunderland Safeguarding Children Board (SSCB) Bi-Annual Report April 2009 – March 2011 and the Business Plan 2011-2013.

(for copy report – see original minutes).

Mr. Jan Van Wagendonk, Independent Chair of Sunderland Safeguarding Children Board (SSCB), presented the report advising that the Bi-Annual Report April 2009 – March 2011 and Business Plan 2011-2013 were currently out to consultation and

asked the Committee to consider the reports and respond to the following consultation questions:-

- Does the Bi-Annual Report provide sufficient information to understand the functions of the Board, its work over the last two years and the achievements of the SSCB?;
- Is the new format of the report accessible?;
- Do the Committee agree that the changes made to the Business Plan provide a greater focus on outcomes?; and
- Do the Committee agree with the priorities identified in the Business Plan?

He advised that the purpose of the SSCB Bi-Annual Report was to:-

- Outline progress against objective in the Business Plan 2009-2012;
- Provide information about agency commitment to safeguarding children and the Board's agenda; and
- Reflect on child protection work and performance in Sunderland.

He informed the Committee that at a meeting of the Board the previous day it had been suggested that the language used within the report be simplified and this was an issue they were taking on board when preparing the final documents.

Councillor Oliver thanked Mr. Van Wagtendonk for a very comprehensive report and referred to the issue of e-bullying and asked how this was being tackled as he was aware that the Police found it difficult to deal with. Mr. Van Wagtendonk advised that guidelines had been produced as to how to protect young people from e-bullying and the sub-committee would be taking the issue forward, including sexual exploitation as part of that work.

Councillor Williams also agreed this was a serious issue and stated that she was aware of a case whereby Northumbria Police had visited a family but then no further action had been taken and the family were left wondering what options they had next. The issue of e-bullying was of a serious nature and could be hurtful to the individual and needed to be taken account of and dealt with in the correct manner.

Councillor Williams referred to the transfer of controls to schools and in particular the safeguarding processes that would need to be adopted, Ms. Boustead advised that she was on the subgroup that monitored this issue and they had heard from a range of clubs and groups that were school based about using the Sunderland template for their safeguarding procedures to make the system as simple as possible for them to adopt.

Councillor Williams went on to ask if the cost of relevant training may potentially put any small groups or clubs at risk of being put out of business and Mr. Van Wagtendonk advised that once a group had registered with the SSCB they received free access to stage 1 of the e-learning packages.

Mr. Morris referred to paragraphs 3.8 – 3.10 of the report which highlighted that there had been significant increases in the number of children with Child Protection Plans. Mr. Van Wagtendonk confirmed that these were real increases and cases had been looked at to understand where they had come from. He explained that since recent cases, such as that of Baby Peter, people were more aware of situations and more willing to report cases where they felt there was some cause for concern. An audit had been carried out to establish if all of the cases that had come forward required a Child Protection Plan, and it had found that in the majority they did.

As a supplementary, Mr. Morris asked if the Board were happy that the increase was down to greater diligence of services and reporting rather than any other concerns or factors and was advised by Ms. Boustead that having looked into the history of some of the cases that were lasting eighteen months to two years there had been a number of issues. Firstly, if an individual had had a number of changes in their social worker it could cause delays, having too many people involved could stop the case from moving forward or sometimes they had found that there was a gap in resources, whereby individuals could be waiting for courses that were not being run at that time and therefore delaying a plan from moving on until it could be completed. She advised there were cases which had more complex issues around them and each was investigated and monitored individually.

Ms. Boustead confirmed that within the Business Plan there were actions relating to the duration of Child Protection Plans and they would be subject to robust monitoring.

Councillor Stewart referred to the top ten priorities as set out in the Business Plan and asked what criteria had been used to identify them and what issues had not met that criteria. Mr. Van Wagtendonk advised that the priorities had been agreed by the Board at a recent away day where all of the issues had been discussed. Issues such as Road Traffic Accidents had been seen not to be high, whereas Domestic Violence was an issue that resolving could have a huge impact. The Board would continue to be informed of other issues and their statutory duties were clear and would remain.

Councillor Stewart asked for clarification around the relationship between the Board and the Children's Trust and was informed by Mr. Van Wagtendonk that Sunderland had taken the decision to keep the Children's Trust and they would be in place to hold the Board to account for effective multi-agency arrangements, whilst the Board holds the Trust to account for actual practices being carried out and resources being available.

Councillor Stewart thanked Mr. Van Wagtendonk for his attendance at the meeting and commented that it was enjoyable for the Committee to hear of the SSCB's ongoing work, and it was:-

3. RESOLVED that the report be received and noted and that Members comments be included as part of the consultation process.

## **Annual Report on Children's Social Care Complaints and Compliments**

The Children's Services Complaints Manager submitted a report (copy circulated) which presented the Annual Report on Children's Services Social Care Complaints (and Compliments) for the period April 2010 to March 2011, in accordance with Regulation 13(3) of the Children Act 1989 Representations Procedure (England) Regulations 2006 and provides a review of the effectiveness of the complaints procedure.

(for copy report – see original minutes).

Ms. Beverley Boal, Childrens Services Complaints and Feedback Manager, presented the report advising that the aim was to:-

- provide information on the number and types of complaints and compliments received;
- describe how the Complaints Procedure operates and give suggestions on how this can be improved;
- indicate any significant changes which have been made following the introduction of new complaint regulations in September 2006; and
- provide information on non Social Care complaints received by the Children's Services Complaints Team.

Councillor Williams referred to the compensation amounts that had been made in 2010/2011 and asked how they were worked out. Ms. Boal advised that they went on LGO guidelines but there was not a table with a set amount to a particular issue. They would look at the previous years digests for similar cases but if a case incurred loss of earnings it was easier for them to calculate an amount. She also advised that sometimes the Council would make the decision to offer compensation as to take the complaint through the next stage of the process would cost more.

Councillor Oliver asked why a case would be unable to proceed at that time and was advised that this was generally where there was already intervention planned. Alternatively, it could be because it was a Human Resources issue rather than a complaint and needed to be passed on. Usually it tended to be where another course of action was more appropriate to take.

Councillor Stewart asked what information was fed back to the relevant line manager when it is identified that there has been an issue and a recommendation to change or address the problem is necessary. Ms. Boal advised that in these instances an action plan was drawn up, advising who it was expected should be responsible for it. This action plan was considered at SMT meetings and was RAG (Red, Amber, Green) rated so it clearly identified what stage any action was at. The actions were not removed until they were considered complete by SMT.

Following on, Councillor Stewart commented that some of the issues appeared to be fairly serious, and Ms. Boustead advised that where this was the case it would be submitted to the Safeguarding Management Team and discussed, before being forwarded to the relevant Manager. She advised that concerns were taken seriously and if it was felt necessary to take disciplinary action then it would be.

Ms. Boal also advised that they now worked hand in hand with Data Protection Officers and Human Resources who they could refer to for their knowledge and understanding of matters.

Councillor Stewart commented that he was interested to know what level of seniority dealt with and monitored issues and was advised that it came from the Head of Service, Ms. Boustead down to the relevant Managers.

The Chairman having thanked Ms. Boal for her report, it was:-

4. RESOLVED that:-

- (i) the annual report be accepted; and
- (ii) the comments, suggestions and recommendations made in relation to the date included, particularly to any increased role of the Committee in the complaints process be agreed.

#### **New Ofsted Evaluation Schedules for Schools (Section 5 Inspections) – January 2012**

The Executive Director of Children's Services submitted a report (copy circulated) advising that Mr. Chris Campbell, Secondary Support and Intervention Officer and Mr. Mike Foster, Deputy Executive Director of Children's Services, Schools and Learning, would attend the Committee to present this item and answer questions put to them.

(for copy report – see original minutes).

The Officers gave a presentation which informed the Committee of the key elements of the 'new' Ofsted Evaluation Schedule due to be introduced in January 2012.

(for copy presentation – see original minutes)

The presentation highlighted the key changes and challenges in the schedule and related to the aims of the Children and Young People's Plan and the Sunderland Strategy.

Councillor Martin referred to the use of phonic speech in primary schools and commented that a child may have difficulties with phonics due to a medical reason. Mr. Foster advised that if there was any suspicion of a child having difficulties then the school would invite the Speech and Language Team to become involved to have dialogue with the child and assess their needs.

In response to comments from Councillor Williams regarding the proposed English Baccalaureate system being introduced to schools, Mr. Campbell advised that it would focus on the results of five core subjects and schools would be judging the best paths for their pupils and current figures would suggest that nationally only 30% of pupils would reach the English Baccalaureate target. Mr. Foster advised that the



key indicator of five grades A\*-C including English and Maths would continue to be monitored and Mr. Campbell also advised that vocational qualifications would continue to be offered and recognised as alternatives for pupils. He informed Members that there was presently a review ongoing of the primary school curriculum provision and the findings of the review could be distributed to the Committee once they were published.

Councillor Williams asked if those schools that were currently recognised as 'outstanding' by Ofsted would need to be reassessed following the introduction of the new schedules and was advised that at present they only had this draft guidance so would not know until further information was received from Ofsted. He advised that as soon as any further information was received he would distribute it to Members of the Committee.

Councillor Williams then referred to the publishing of Parent View on the Ofsted website and commented that parents would only tend to use the site when they had complaints as people rarely went out of their way to compliment a service they had received and hoped that this was taken into account. Mr. Foster agreed that the site would need to have some form of regulating as a single complaint from one parent or a number of complaints from one parent should be passed to the authority to deal with. From his understanding it would require a group of parents with similar issues regarding one school to trigger concerns with Ofsted.

Councillor Oliver sought clarification on what would be considered under the judgments against pupils' behaviour and safety around school and was advised that part of the inspectors schedule now include a walk around the school premises, engaging with pupils and asking their views and opinions on issues. Mr. Campbell also advised that one of the other changes would see inspectors focussing on the behaviour of pupils in classrooms and how well children manage their own learning in lessons compared with others.

Councillor Oliver referred to the fact that a school could only be judged outstanding if teaching was judged to be outstanding and asked what else, if anything would need to be taken into account. Mr. Campbell advised that there was not a sufficient level of detail yet around how judgements would be made but he expected schools would need to excel in areas such as high attainment and all children making good or outstanding progress.

Schools that were now judged inadequate (notice to improve or special measures) would receive an inspection within 4-6 weeks and Councillor Scanlan asked the Officers if they felt this timescale was a realistic amount of time for any improvements to be visible. Mr. Campbell advised that this visit would be similar to the current monitoring visits Ofsted made rather than a further inspection. It would enable the inspectors to see that the School had begun to take rapid steps towards improving those areas where they were required to.

In response to comments from Councillor Oliver regarding pupils being judged against value added measures rather than contextual value added measures, Mr. Foster advised that the context that was being put forward as really mattering was why a school/pupil was not performing, rather than if individuals are at a

disadvantage due to their background. Mr. Foster informed Members that there were schools in deprived areas of Sunderland that were outperforming others and explained that they were currently working between schools to build an improvement model to identify how and why some schools were performing well and identify lessons and models of best practice that could be shared.

The Chairman having thanked the Officers for a very interesting report and presentation, it was:-

5. RESOLVED that the content of the report and presentation be received and noted.

### **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).

6. 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> October, 2011 to 31<sup>st</sup> January, 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> October, 2011 – 31<sup>st</sup> January, 2012.

(for copy report – see original minutes).

Mr. Cummings, Scrutiny Officer, having presented the report, it was:-

7. RESOLVED that the Executive's Forward Plan for the period 1<sup>st</sup> October, 2011 to 31<sup>st</sup> January, 2012 be received and noted.

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

(Signed) P. STEWART,  
Chairman.

**POLICY DEVELOPMENT & REVIEW 2011/12: PROGRESS REPORT**

**Report of the Chief Executive**

**1. Purpose of Report**

- 1.1 The purpose of this report is to provide Members with an update on the progress in relation to the policy review, and related working groups, being undertaken by the Children, Young People and Learning Scrutiny Committee around Early Intervention, Teenage Pregnancy and the Corporate Parent.

**2. Background**

- 2.1 Initial scoping documents were presented to the Committee on 21<sup>st</sup> July 2011 which set out proposed terms of reference for the review. At its meeting on 8<sup>th</sup> September 2011, the Committee considered a scene setting report for the review.
- 2.2 The Committee also established two working groups around teenage pregnancy and the Corporate Parent respectively. While these are separate pieces of work, it is acknowledged that there are strands to this research which will feed into the main policy review and provide some useful evidence.

**3. As Soon As Possible: Early Intervention and Locality Services in Sunderland – Policy Review Update**

- 3.1 Members of the Children, Young People and Learning Scrutiny Committee held a briefing session around the Common Assessment Framework (CAF), on Thursday 20<sup>th</sup> October 2011, as part of their review into early intervention. The key points arising from this meeting were as follows:
- The CAF process is a standard national approach to support earlier intervention by improving joint working and the sharing of information. The CAF process very much has children and families at its heart;
  - It was noted that the CAF is a voluntary process and there must be child or parental agreement before the process can commence. It was highlighted to the committee that a lot of work is undertaken to engage with families around this process;
  - CAF's can potentially be completed by anyone working with children and young people but most likely to originate from universal or preventative services;
  - The CAF is completed following 4 key steps identification of need, preparation, discussion and delivery;
  - Concerns were raised about the time consuming nature of the completion of the CAF form and how schools would cope with this, being one of the universal settings for early intervention;

- Each of the 5 locality areas holds a CAF panel meeting each week to discuss new CAF submissions. A number of agencies sit on the CAF panels including principal social worker, Educational Psychologist, CAMHS, Adult Services, Risk and Resilience Team etc. These panels discuss, allocate and provide support for the needs of young people and families identified through the CAF process, and;
  - It was noted that parents have the option to comment on the CAF form for particular preferences and also services they do and do not want to engage with. If young people/parents remain reluctant the team will continue to try and persuade them or use other agencies to try and improve engagement.
- 3.2 Members also visited the North Area Locality Based Team at the Bunny Hill Centre, on Wednesday 2 November 2011, as part of the evidence gathering for the policy review into early intervention. The following key points were made:
- Early intervention and locality services are based in 5 localities across the City and provide services from pregnancy through infancy, early years, school years, adolescence and into early adulthood;
  - Information supplied through the CAF is considered at a locality level at the weekly Locality CAF Panel held in each area;
  - The CAF panel decides on the levels of support and course of action to be taken, be this single or multi-agency in approach. The Team Around the Family (TAF) approach is very fluid, is managed by an independent chair with the panel identifying key services that need to be involved in a particular case;
  - The whole approach is very much geared towards working with families and gaining their confidence;
  - It was noted that with a school referral via CAF the support services supplied by the LA would provide the required support recommended by the CAF Panel. However, if the school does not buy its services from the LA it would be very much dependent on that individual school in providing the recommended support;
  - The Locality Based Teams were considering how to communicate this vision of early intervention into the community and a number of ideas were discussed including social media, community newsletter and the Lets Go Sunderland website, using partner agencies (Gentoo, Local Police Teams) etc, and;
  - Members suggested it may be beneficial to extend the CAF Awareness training to Magistrates.
- 3.3 A meeting with representatives from the Department of Education (DfE) around early intervention was arranged for Monday 21<sup>st</sup> November 2011, but was unfortunately postponed due to travel delays in London brought about by adverse weather conditions. Negotiations are underway with the DfE to rearrange this meeting and once details are finalised members will be informed.

#### **4. Teenage Pregnancy – Working Group Update**

4.1 Members of the Committee visited the Bumps to Babies (B2B) project in Hendon on Wednesday 2 November 2011 as part of the evidence gathering in relation to teenage pregnancies. The key points from this meeting were as follows:

- B2B is run with involvement from Social Services, Children's North East, Education, Connexions, Sunderland Teaching Primary Care Trust, Bridge Women's Group and SureStart Plus;
- Staff work closely with young parents (up to 20 years of age) offering advice and support on a range of issues including parenting, benefits, health issues around themselves and their children, isolation, financial entitlements dependant on the individual circumstances, childcare, low self-esteem/confidence, housing and access to further education or training opportunities;
- Staff will assist in parental guidance by offering advice on routines, feeding, healthy eating, sleep, toilet training, behavioural issues and having time for themselves. The project also has a dedicated young father's worker who works with individuals or in a group, meeting weekly;
- B2B was popular with young mums due to the sense of continuity that allowed the development of relationships between staff and the young mums;
- There was a perception that Children's Centres were too formal and young mums felt they were looked down upon by older mothers, as there was still a stigma attached to being a teenage mum. However it was fair to say that others in the group had experienced helpful advice and were generally positive about the centres;
- The project also has a dedicated teacher and teaching assistant based in the unit providing maths education. The unit currently has 7 young mums attending and it was noted that for other subjects, specialist teachers were brought in from Sandhill View School. The teacher provides advice and home visits to young people who opt to stay in school and intend to return once their baby is born;
- The unit is more relaxed and removes much of the typical pressures of school from the girls and this helps ensure they remain in attendance, and;
- One young mum, who had an 8 month old baby, related her own experiences and explained that she had decided to attend B2B after the birth of her child following a word of mouth recommendation from a friend. The young mum also knew 2 other young mums who were attending the unit so would prefer to come along with them.

#### **5. The Corporate Parent – Working Group Update**

5.1 The first working group meeting took place on 17 October 2011 to begin investigations into the Council's role as a Corporate Parent. A number of key officers were invited to attend. The full note of this meeting is attached at **Appendix 1** of this report but the key points were as follows:

- The longer a child is in care the greater the achievement and that those in care achieved the best results and the data from Children's Services supported this statement;
- On the whole it was noted that LAC were performing well in relation to their ability and circumstances. The key issue is that young people moving into the care system do very well, the earlier the intervention the better the support and outcomes. The care and adoptive system provides stability for a young person;
- Tensions exist between leaving the care system and independent living with many young people becoming accustomed to the 'hurly burly' of living in a home compared to the stark contrast of living on their own, the isolation and loneliness;
- The care service offers the support and means to change young peoples expectations or disadvantages of being in the system, and;
- Within the care system there is endeavour to create a culture of good behaviour and positive school attendance. For young people entering the care system this begins immediately and care/foster workers are very proactive in encouraging positive behaviour and attendance at school with often very challenging young people.

5.2 A further meeting was arranged with the Leaving Care Team and this took place on 16 November 2011 to discuss the transition arrangements and preparatory work undertaken with young people who are to leave the local authority care system. Again a complete note of this meeting is attached at **Appendix 2** of this report but the key points are as follows:

- The Leaving Care Service was established in 1995 as part of The Children Act 1989 and subsequent Children (Leaving Care) Act 2000. The service deals with approximately 200 young people aged between 15-18 years old, rising to 25 years old if in higher education;
- For some young people and carers there is an awful lot of anxiety surrounding their transfer;
- Each young person is allocated a social worker and information sharing meetings take place between workers with the case finally being transferred after approximately 6 weeks;
- The Integrated Children's System saw the introduction of a pathway plan for LAC with full ownership by the young person in consultation with other significant people in that young person's life;
- Income maintenance is available to 16/17 year olds living independently and NEET or where a training allowance is not paid. There is also a leaving care grant of £1400 available to set up home and buy essential items to live independently;
- The LA has 7 supported lodgings across the city with 9 available places. These supported lodgings are £124 a week bed and board with limited support, for the right young people. There is also a 6 bed supported accommodation unit at Burlington

Close which has 24 hour support and is used for the more vulnerable or at risk young people leaving care, and;

- The LA also has 14 trainer flats which are made available by Gentoo and help young people to adjust to independent living and are supported by staff from the Burlington Close unit.

5.3 The working group agreed that it would be relevant to this piece of work to visit both Burlington Close and Centre Point and work was underway to arrange these visits.

## **6. Expert Jury Day Event**

6.1 The Expert Jury Event will be held on Wednesday 14<sup>th</sup> December 2011 and a separate report on the Children, Young People and Learning Scrutiny Committee agenda provides a more detailed review of the event.

## **7. Next Steps**

7.1 The date to meet with the Department for Education is to be re-arranged. Further evidence gathering activities will be developed around looking at holding a focus group with a number of agencies involved in the early intervention agenda, visiting the XL youth village project and looking at a best practice visit. **Appendix 3** shows the timetable for the policy review.

## **8. Recommendations**

8.1 That the Committee notes the progress made in relation to the policy review into early intervention.

8.2 That the Committee notes the future evidence gathering activities as part of the review process.

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**Contact Officer:** **Nigel Cummings, Scrutiny Officer (0191 561 1006)**  
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## **Children, Young People and Learning Scrutiny Committee**

### **Corporate Parent Working Group**

**Meeting:** 17 October 2011

**Present:** Cllrs Stewart, Richardson, MacKnight and Bell.

**Also in attendance:** Sheila Lough (Assistant Locality Manager), Angela Noble (Day Centre Support Worker), Steve Fletcher (Acting Manager Looked After and Disabled Children), Phil Taylor (Residential Service Manager) and Janet Murray (Assistant Headteacher).

#### **Notes:**

##### *Looked After Children 2011 Attainment*

It was highlighted to the group that the information around LAC's attainment related to what were relatively small and diverse cohorts.

It was also reported that the longer the child was in care the greater the achievement and that those in care achieved the best results and the data from Children's Services supported this statement.

##### *Key Stage 1*

This is a small cohort of 7 children who are achieving broadly in line with other children. It should be noted that 1 child represented 14% of the cohort so although the maths result is significantly lower than the Sunderland performance, had 1 more child achieved level 2 then 86% would have achieved level 2 – higher than the Sunderland performance.

##### *Key Stage 2*

Again a very small cohort of 12 children with each child representing 8% of the cohort. 2 of the cohort (16%) had statements, 4 (25%) were at school action plus. Of the 7 children who didn't achieve level 4+ in English, 4 made 2 levels of progress. Similarly of the 9 pupils who didn't achieve level 4+ in maths, 5 made 2 levels of progress.

##### *Key Stage 4*

The cohort size was 29 pupils. It was reported that of the cohort 9 (32%) were statemented and 7 (25%) attended special schools compared to 3% statemented in Year 11 Sunderland cohort and 2% in special schools. A further 8 (29%) had special needs assessed at School Action Plus compared to 8% in year 11 Sunderland cohort.

On the whole it was noted that LAC were performing well in relation to their ability and circumstances. The key issue is that young people moving into the care system do very well, the earlier the intervention the better the support and outcomes. The care and adoptive system provides stability for a young person.



## *Looked After Children – Corporate Parent*

LAC tend to be in foster placements longer than in a Children's Home.

It was noted that young people entering the looked after system do very well, largely due to the higher levels of stability, and it would be a cause for concern if their performance deteriorated. It was also noted that the earlier the intervention the better the outcome for the young person.

Members enquired about how we prepare young people for leaving the care system and it was reported that this was facilitated by the Council's Leaving Care Team. Members of the Committee agreed to invite the Leaving Care Team to attend a future meeting of this working group.

It was noted that there were tensions between leaving the care system and independent living. Many young people become accustomed to the 'hurly burly' of living in a home and find it difficult to adjust to the stark contrast of living on their own, the isolation and loneliness.

There are transition arrangements in place and a significant amount of work is done between Children's Services and HHAS to ensure young people can settle into this new part of their life.

It was also highlighted that all young people within the looked after care system were actively encouraged to achieve their own potential. The care service offers the support and means to change young peoples expectations or disadvantages of being in the system.

An example of this is that LAC have the opportunity to meet similar LAC who have gone on to university. Such meetings allow young people to talk with other young people who have had similar experiences to themselves and often can inspire them to achieve.

Within the care system there is endeavour to create a culture of good behaviour and positive school attendance. For young people entering the care system this begins immediately and care/foster workers are very proactive in encouraging positive behaviour and attendance at school with often very challenging young people. This is achieved by responding immediately to any issues through a persistent and consistent approach.

In relation to study environments in homes it was noted that there was a degree of flexibility working with young people and the environment and tools required were available. It was also noted that schools are a good source of resources for students too.

Members of the Committee thanked the various officers for their time and cooperation and felt the session had been very useful in gaining a further understanding of the role the local authority plays as a corporate parent.

## **Children, Young People and Learning Scrutiny Committee**

### **Corporate Parent Working Group : Leaving Care Team**

**Meeting:** 16 November 2011

**Present:** Cllrs Stewart, Bell, Bonallie, MacKnight and Williams.

**Also in attendance:** Catherine Joyce (Leaving Care Service – Team Manager), Beverley Hunter-Smith (Leaving Care Service – Principal Case Manager), Nigel Cummings (Scrutiny Officer) and Liz Craig (Scrutiny & Area Support Assistant).

**Notes:**

#### ***Leaving Care Service***

The Leaving Care Service was established in 1995 as part of The Children Act 1989 and subsequent Children (Leaving Care) Act 2000. The service deals with approximately 200 young people aged between 15-18 years old, rising to 25 years old if in higher education.

The team consists of a Team Manager, 3 Principal Leaving Care Workers, 4.5 Social Care Workers, 2 full time and 5 part-time assistant leaving care workers and 1 engagement worker.

#### ***Transitions***

For some young people and carers there is an awful lot of anxiety surrounding their transfer, this is mainly due to what the name 'transfer' implies and as a response many feel that they will be forced to leave care before they are ready.

Young people are referred from Children's Services Social Care at the start of Year 11. Each young person is allocated a social worker and information sharing meetings take place between workers with the case finally being transferred after approximately 6 weeks.

#### ***Pathway Plan***

A new needs assessment and Pathway Plan was introduced with the introduction of the ICS (Integrated Children's System). The Pathway Plan has full ownership by the young person in consultation with other significant people in that young person's life. The plan is also reviewed on a 6 monthly basis.

## ***Financial Arrangements***

Income maintenance is available to 16/17 year olds living independently and NEET or where a training allowance is not paid.

A leaving care grant of £1400 is available to set up home and buy essential items to live independently e.g. TV licence, electrical goods, bedding and kitchen utensils etc.

At 18+ years old finance is dependent on individual circumstances and accommodations costs are covered by housing benefit.

The Leaving Care Team also support young people at university in line with the recommendations from the Buttle Trust (£6.6k). It should be noted that Sunderland currently has 10 young people who are at university.

## ***Accommodation Options***

Foster placements last until a young person's 18<sup>th</sup> Birthday. For those wishing to stay with their carers post 18 is very much dependent on their own circumstances, e.g. those in further education that qualify for university will mean that the council will continue to pay the fostering rate until the end of the academic year. It was also noted that for those in statutory education until they are 19 i.e. SEN young people the council will pay a supported lodgings rate that does not impact on carers benefits. For those in further education such as vocational courses we don't pay anything.

The LA has 7 supported lodgings across the city with 9 available places. These supported lodgings are £124 a week bed and board with limited support, for the right young people.

There is also a 6 bed supported accommodation unit at Burlington Close which has 24 hour support and is used for the more vulnerable or at risk young people leaving care.

The LA also has 14 trainer flats which are made available by Gentoo and help young people to adjust to independent living and are supported by staff from the Burlington Close unit.

There are also regional supported accommodation providers which are funded by Supporting People and means that there is a variety of accommodation provision to meet the needs of all young people leaving the LA's care.

## ***Multi Agency Approach***

The Leaving Care Team also works with a number of other agencies including:

Connexions Service  
YDAP (Youth, Drug and Alcohol Project)

Accommodation Project  
Links with Child and Family Psychiatry  
Young Parents Project

### ***Transitions Guidance***

There is a higher education bursary available of £2000 but as already stated the LA pays £6,600.

Access to Leaving Care Service up to 25 years old.

Established minimum standards regarding accommodation moves.

### ***Areas for Continuous Improvement***

Look at how the LA can improve the transition arrangements to the service and from the service.

Continue to improve the accommodation options for those young people who are difficult to place.

Improve the tracking arrangements for 18+ young people who are unemployed.

Continue the training with foster carers and residential workers.

Review and monitor the financial arrangements that support young people leaving care including higher education fees and investigating best practice from other LA's.

It was noted that it was very rare for a young person to be accommodated in a B&B because everywhere else is full. This only really happens in an unplanned way, if everyone follows the pathway plan there should be no real or unforeseen issues.

CHILDREN, YOUNG PEOPLE AND LEARNING SCRUTINY COMMITTEE – POLICY REVIEW PLAN

<b>Timeline</b>	<b>Review Task</b>	<b>Aims &amp; Objectives</b>	<b>Methodology</b>	<b>Contributors</b>
Jul/Sep 11	To gather a body of evidence around how EI services	To gain a good understanding, through research, of how EI services have and are currently delivered	Desktop Research	Scrutiny Officer Children's Services
<b>08.09.11</b>	Children, Young People and Learning Scrutiny Committee Formal Meeting	To provide an overview and introduction to the review into Early Intervention in Sunderland	Presentation	Scrutiny Officer Children's Services
7th Oct 11	Visit to Children's Centre (Options: Dubmire or Rainbow Centre)	To see first hand work conducted in a Children's Centre and hold a focus group with key representatives around EI	Visit/Focus Group/informal discussion	Scrutiny Officer Key Partners Children's Services
<b>20.10.11</b>	Children, Young People and Learning Scrutiny Committee Formal Meeting	To look at and understand the process involved in the Common Assessment Framework.	Briefing Meeting prior to Committee Meeting	Scrutiny Officer Children's Services
2 Nov 11	Visit to a Locality Team (North Area)	To visit a locality based office and meet operational managers and understand the role of locality teams and their role in EI	Visit/Focus Group/informal discussion	Scrutiny Officer Key Partners Children's Services
<b>07.12.11</b>	Children, Young People and Learning Scrutiny Committee Formal Meeting	To provide an update on review progress to all members of the committee	Written Report	Scrutiny Officer Children's Services
14 Dec 11	Expert Jury Day	To invite key witnesses to provide evidence to the committee on	Interviews	Scrutiny Officer Children's Services
Dec 11	Meeting with representatives of Department for Education	To understand central policy direction of Early Intervention with DfE	Meeting	Scrutiny Officer Department for Education

CHILDREN, YOUNG PEOPLE AND LEARNING SCRUTINY COMMITTEE – POLICY REVIEW PLAN

Dec 11/Jan 12	Meeting with Key Stakeholders incl; Police, YOS, Gentoo, PCT	To consider multi-agency approach to EI and how the various partners work together	Focus Group	Scrutiny Officer Key Partners
Dec 11/Jan 12	Evidence Gathering from Parents and Young People	To gain an understanding of the experiences of parents and young people in relation to intervention.	Discussion Groups	Scrutiny Officer Children's Services
Dec 11/Jan 12	Visit into Community Setting	To visit an XL Village Youth Project Event to understand how such community sector projects integrate into EI approaches	Site Visit/Focus Group	Scrutiny Officer Children's Services
25 Jan 11	Best Practice Visit (Option: Durham County Council)	A visit to a neighbouring authority to look at how they tackle EI.	Visit	Scrutiny Officer Children's Services
<b>12.01.11</b>	Children, Young People and Learning Scrutiny Committee Formal Meeting	To provide an update on review progress to all members of the committee	Written Report	Scrutiny Officer Children's Services
Jan/Feb 11	The Reflection of Evidence	To look at the evidence gathered and discuss how the report is to be presented. Also look at potential recommendations from the evidence.	Meeting	Scrutiny Officer
<b>23.02.11</b>	Children, Young People and Learning Scrutiny Committee Formal Meeting	To provide an update on review progress to all members of the committee	Written Report	Scrutiny Officer Children's Services
March/April 11	Preparation of draft and final reports	To gather all the evidence together, draw conclusions and make recommendations	tba	Scrutiny Officer Children's Services

**N.B. All members of the Children, Young People and Learning Scrutiny Committee are contributors at all stages of the review process.**

**POLICY DEVELOPMENT & REVIEW 2011/12: EXPERT JURY DAY**

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

**Report of the Chief Executive**

**1. Purpose of the Report**

1.1 To support evidence gathering for this year's policy review 'As Soon As Possible: Early intervention and locality services in Sunderland' and prepare for the Jury event to be held on 14<sup>th</sup> December 2011. The Expert Jury is designed to allow Members to question internal staff, service providers and key stakeholders in addition to the opportunities presented at Committees and through further evidence gathering processes.

**2. Background Information**

2.1 Work began on the policy review with Members agreeing the scope and title of the report. Members agreed to focus the review around early intervention and locality based services. The review's aims are:

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

**3. Draft Itinerary for the Expert Jury Day**

3.1 The draft itinerary, subject to change following member's discussions, for the event is as follows:

9:30 – 9:45	<b>Introduction and Context</b>	
9:45 – 10:15	<b>Parent Partnership Perspective</b>	Ros Watt
10:15 – 10:30	<b>Member discussion</b>	
10:30 – 11:00	<b>Early Years Perspective</b>	Rachel Putz
11:00 – 11:15	<b>Member discussion</b>	
11:15 – 11:45	<b>Youth Offending Perspective</b>	Louise Hill
11:45 – 13:00	<b>Member discussion &amp; Lunch</b>	
13:00 – 13:30	<b>Universal Setting Perspective</b>	Carol Crompton
13:30 – 13:40	<b>Member Discussion</b>	
13:40 – 14:10	<b>Children’s Centre Perspective</b>	Lynne Goldsmith
14:10 – 14:20	<b>Member Discussion</b>	
14:20 – 14:50	<b>Local Authority Perspective</b>	Sandra Mitchell
14:50 – 15:00	<b>End</b>	

3.2 The expert jury witnesses are currently in the process of being invited to attend the event and the Scrutiny Officer will provide an update at the meeting in terms of progress with organising the event.

#### **4. Approach to the Expert Jury**

4.1 The Expert Jury Event will be based around 3 questions:

1. The Sunderland response to early intervention requires a co-ordinated multi-agency response, where appropriate, what are the benefits to this form of approach?
2. Intervention strategies can help families and individuals enormously but what barriers might exist to prevent access to support?
3. How can the outcomes and impacts of early intervention strategies be measured effectively with benefits often only truly identified/realised years later?



4.2 Each witness will be asked the same three questions with Members using follow-up probing questions as necessary. Question sheets will be provided at the event to enable Members to easily make notes.

4.3 Notes of the Expert Jury Event will be taken to ensure that the discussions and responses are recorded to help the review committee in developing their recommendations based on the evidence collected.

## **5. Policy Review Timetable**

5.1 Attached at Appendix 1 is an updated policy review timetable which reflects the work carried out and the work to be undertaken.

## **6. Recommendation**

6.1 It is recommended that Members receive evidence at this Expert Jury Day and make comments for inclusion in the final report.

6.2 Members are asked to comment on the main questions to be used in conjunction with the jury event.

## **7. Background Papers**

Children, Young People and Learning Scrutiny Committee Papers

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**Contact Officer:** Nigel Cummings, Scrutiny Officer  
0191 561 1006  
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## **Annual Children's Services Assessment 2011**

### **Report of the Executive Director Children's Services**

**STRATEGIC PRIORITIES: Learning City**

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

#### **1 Purpose of the Report**

- 1.1 This report provides a summary of the outcomes from the Annual Children's Services Assessment which was published by Ofsted in November 2011, including strengths and areas for improvement.

#### **2 Background**

- 2.1 The Education and Inspections Act 2006 charged Ofsted with the responsibility to assess annually the quality of children's services for each local authority. In 2009, Ofsted provided this assessment as one element of its contribution to the joint inspectorate's Comprehensive Area Assessment (CAA). In May 2010, as part of the new Coalition's programme for government, CAA was abolished. However, Ofsted's statutory duty to provide a children's services assessment remains.
- 2.2 The scope of the assessment includes the full range of services, from universal such as education through to specialist services, for example those for looked after children. The assessment may also include the outcomes from the most recent inspection of contact, referral and assessment arrangements for children in need who may be in need of protection.
- 2.3 The assessment also draws from Ofsted's performance profile, which reports on the quality of services and outcomes for children and young people. This data comes from Ofsted inspections and data provided by the local authority. The rating relates to all key areas of children's services, including education and safeguarding.
- 2.4 The reporting of outcomes is in the form of a letter from Ofsted, which is in two parts, firstly setting out the overall children's services assessment, including a short explanatory text explaining the assessment based on the performance profile.

2.5 Secondly, the letter includes a wider commentary on the quality of services provided by the local authority and its partners, outcomes achieved by children and young people and prospects for improvement.

### 3 Current Position

3.1 On 8 November 2010, Children's Services received confirmation from Ofsted of the outcome from the annual assessment of children's services (attached at Appendix 1). Using the measures noted above, Sunderland's Children's Services was judged as **Performs Well (3): an organisation that exceeds minimum requirements**.

3.2 This performance has been sustained from 2010 to 2011.

3.3 It should also be noted that whilst the number of local authorities who perform excellently (4) has increased by 8, there has also been an increase in the number of local authorities whose rating has been downgraded (10), with an additional three local authorities performing poorly as shown below:

Assessment Outcome	LA's in 2010	LA's in 2011
Performing excellently (4)	20	28
Performing well (3)	77	71
Performing adequately (2)	37	33
Performing poorly (1)	12	15
* 5 judgements have yet to be finalised.		

3.4 Overall, Sunderland's inspection judgements across services, places Sunderland firmly within the Performing Well category.

3.5 The report in particular highlights:

- The large majority of nurseries being good or outstanding, with all children's centres providing good support.
- Over the past four years, Early Years Foundation Stage has improved faster than nationally.
- The local authority provides good support to the small number of schools in an Ofsted category of concern.
- The proportion of good local authority schools remain the same as last year.
- At age 16, young people's GCSEs A\*-C including English and maths have risen at a faster pace than the national rate over the past four years.
- All special schools, 6<sup>th</sup> forms and independent special schools are good or better.

- Post 16 provision is consistently good in colleges. Of the two specialist colleges for young people with autistic spectrum disorder, one is good and the other outstanding.
- Reduction in NEET figures.
- Young people's involvement in commissioning youth services is well embedded.
- Looked after children provision is mostly good in children's homes has improved from 2010.

#### **4. Key Areas for Further Development**

4.1 Although the majority of the outcomes within the report were positive, there were a number of key areas for further development, as noted below.

- Half of childminding provision remains satisfactory.
- Over a third of primary schools are satisfactory.
- Too much secondary provision is remains satisfactory.

4.2 Scrutiny Committee is asked to note that the improvement of these areas remain core outcomes for Children's Services and as such, actions will be put in place to ensure that outcomes for children and young people are continuously improved.

4.3 Children's Services have recently identified their three year priorities and actions to address the key areas for further development will be included in any plans associated with these priorities. The three year priorities are:

- New relationship with schools
- Early Intervention/Review of Early Years/Children's Centres
- Safeguarding – an improving story which includes ...  
Whole family, whole community responsive local services approach

#### **5. Recommendations**

5.1 The Children, Young People and Learning Scrutiny Committee are asked to note the outcomes for Ofsted Children's Services Annual Assessment.

5.2 Scrutiny Committee are asked to agree to receive a further update on improvement actions at a future meeting.

#### **6. Appendices**

6.1 Annual Children's Services Assessment letter 2011.

#### **7. Background Papers**

Ofsted: Children's services assessment for 2010. Arrangements and guidance for local authorities and their partners on Ofsted's annual assessment of children's services.

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8 November 2011

Mr Keith Moore  
Executive Director of Children's Services  
Sunderland City Council  
The Civic Centre  
Sunderland  
SR2 7DN

Dear Mr Moore

## Annual children's services assessment

Ofsted guidance published in April 2011 explains that the annual assessment of children's services is derived from the performance profile of the quality of services for children and young people in each local area. This performance profile includes findings from across Ofsted's inspection and regulation of services and settings for which the local authority has strategic or operational responsibilities, either alone or in partnership with others, together with other published data.

In reaching the assessment of children's services, Ofsted has taken account of inspection outcomes including the arrangements for making sure children are safe and stay safe and performance against similar authorities and/or national measures. More weight has been given to the outcomes of Ofsted's inspections and regulatory visits (Blocks A and B in the performance profile).

The annual assessment derives from a four point scale:

4	Performs excellently	An organisation that significantly exceeds minimum requirements
3	Performs well	An organisation that exceeds minimum requirements
2	Performs adequately	An organisation that meets only minimum requirements
1	Performs poorly	An organisation that does not meet minimum requirements

Within each level there will be differing standards of provision. For example, an assessment of 'performs excellently' does not mean all aspects of provision are perfect. Similarly, an assessment of 'performs poorly' does not mean there are no adequate or even good aspects. As in 2010, while the performance profile remains central to Ofsted's assessment, meeting or not meeting the minimum requirements alone does not define the grade. The assessment has involved the application of inspector judgement.

## Sunderland City Council children's services assessment 2011

Children's services assessment	Performs well (3)
--------------------------------	-------------------

Children's services in Sunderland City Council perform well. This good performance has been sustained from 2010 to 2011. The large majority of services, settings and institutions inspected by Ofsted are good or better and provision continues to support children and young people well in their learning and staying safe. An important achievement this year is the improvement in the quality of children's homes overall. As elsewhere, school provision is changing and more academies opened in 2011. The most recent inspection judgements for these schools have been taken into account in making this assessment.

Ofsted's last inspection of contact, referral and assessment arrangements for children in need and children who may be in need of protection took place in July 2010 when three strengths, many satisfactory aspects of practice and a number of areas for development were identified. There were no priority actions requiring urgent attention.

### Strengths

- For children under five, the large majority of nurseries are good or outstanding. All the children's centres inspected provide good support to children, parents and carers. The majority of registered day-care provision is good. Over the past four years, outcomes in the Early Years Foundation Stage have improved at a faster rate than nationally. Levels of development match the average in similar areas and the gap between very young children from low-income families and all children of the same age in Sunderland is closing.
- The local authority provides good support to the small number of schools that are, or have been, in an Ofsted category of concern. Ofsted monitoring visits to these schools show that support to bring about improvement has been well targeted and effective.
- The proportion of good local authority schools remains the same as last year. At the age of 16 young people's results at GCSEs A\* to C including English and mathematics match those in similar areas and, over the past four years, they have risen at a faster pace than the national rate of improvement. Provisional results for 2011 show further improvement.
- As reported in 2010, all special schools, the special school sixth forms and the independent special school are good or better.
- The provision for post-16 education is consistently good in the colleges. Of the two specialist colleges for young people with autistic spectrum disorders, one is good and the other is outstanding. Provision is also good in one of the three special school sixth forms, but the other two are only satisfactory. Outcomes are improving and the proportion of 19-year-olds,

including those from a low-income background, achieving a level 2 or a level 3 qualification matches the average in similar local authorities.

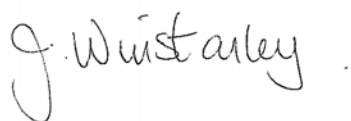
- Over the past few years, action has been taken to reduce the number of young people not in education, training or work. Local data show that targets have been achieved and overall rates now match the average in similar areas.
- A review of commissioning arrangements for young people's services was conducted in Sunderland, in March 2011, as part of an Ofsted national survey. It identified much good practice and reported that providers worked well together to improve levels of participation and outcomes achieved by young people across the city. Young people's involvement in decision-making at a local level and in strategy is well embedded.
- For looked after children and young people, provision is mostly good in the children's homes and this is an improvement on 2010. The fostering and adoption agencies are also good.

#### **Areas for further improvement**

- There has been little improvement to childminding provision over the year and almost half is only satisfactory, as it was in 2010.
- Well over a third of primary schools are now only satisfactory and this is a decline since last year. Key Stage 2 results are below the average for similar areas, although provisional results for 2011 show improvement.
- Overall, too much secondary provision is only satisfactory and some is inadequate. The number of satisfactory local authority secondary schools, including those which are now academies remains the same as it was in 2010. The inadequate local authority school, inspected in June 2010, is making satisfactory progress. However, during the year one academy has been inspected and is now inadequate. Three of the four pupil referral units remain only satisfactory. Good attendance in all secondary schools is yet to be achieved and the overall rate of persistent absence was above similar areas in the last reporting year.

This children's services assessment is provided in accordance with section 138 of the Education and Inspections Act 2006.

Yours sincerely

A handwritten signature in black ink that reads "Juliet Winstanley". The signature is written in a cursive, flowing style.

Juliet Winstanley  
Divisional Manager, Children's Services Assessment

## Children, Young People and Learning Scrutiny Committee

Thursday 8th December 2011

### Performance Report Quarters 1 & 2 (April – September 2011)

#### Report of the Chief Executive

##### 1.0 Purpose of the report

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

##### 2.0 Background

- 2.1 Performance reports provided to Scrutiny Committee throughout 2010/11 as part of quarterly performance monitoring arrangements were closely linked to performance indicators from the previous government's national indicator list, with a particular focus on those prioritised within the Local Area Agreement.
- 2.2 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.
- 2.3 For 2011/12 the Council's aim is that, in future, performance reporting should be focused on the key priorities for the people, place and economy of Sunderland and should continue to be a robust appraisal of the situation resulting in actions. It should cover the main strengths, areas for improvement, outstanding risks and how these are being addressed. This is a move away from simply reporting all performance indicators with no weighting to reflect their relative importance to the Council. Instead, the aim is to draw attention to the areas that matter most and maximise improvement to deliver Value for Money.
- 2.4 It is envisaged that in 2011/12 Scrutiny will continue to have an important role to play in the authority's revised performance management framework. This will include regular challenging of heads of service and senior officers on ongoing performance issues focussing on particular areas of concern.
- 2.5 The following criteria have been taken into consideration by Heads of Service and service managers in establishing performance indicators for 2011/12
- **Council priorities** (including a City that is Prosperous; a Learning City; Healthy; Safe; and Attractive & Inclusive)
  - **Service priorities**
  - **Service/operational needs**



- **Internal management information** (including corporate health measures)
- **Value for money** – economy efficiency effectiveness
- **Customer expectations**
- **Ability to benchmark** against our peers (e.g. other local authorities). For some services, sector led consultation has been carried out through various benchmark groups to establish an agreed set of indicators which could be shared.
- **Sector led approaches**- where national frameworks have been developed by particular sectors or professional bodies

2.6 Attached at Appendix 1 is an extract (produced by *Performance Plus*, the council's corporate performance management software system) from the full set of indicators that the Council has identified so far as appropriate for local self-regulation and which would fall within the remit of this committee. It also includes any performance indicators from national frameworks relevant to this committee.

2.7 These indicators are a mixture of former national indicators (NI's) where these are thought still to be appropriate, and locally determined indicators

2.8 Members should note that some of the indicators against which the services are now measured are new or emerging and as a result baseline and benchmarking data is not available. For this reason also at this stage for some measures targets have not been set. For some measures the data has not been collected at this point in the year as the information is not due for collection until quarter 3 or quarter 4. Target setting will be revised once more data is available to inform our position. For 2012/13 performance reporting a formal target setting process is due to be undertaken later in the year as part of the service planning process.

### **3.0 Performance**

3.1 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.

3.2 A full overview of performance can be found at appendix 1.

### **3.3 Being Healthy**

3.3.1 There has been no further performance update on Obesity among primary school age children since the last performance report as this is based on an annual survey. The last performance report indicated a slight increase in obesity with figures for Sunderland above the national average. The report outlined action being taken to tackle child obesity including the LAF Programme (Lifestyle, Activities and Food), aimed at encouraging and

supporting families to eat well, move more and live longer. A performance of 100% of schools working towards the National Health Schools standard has been maintained and the percentage of schools achieving the standard has improved significantly as at the end of September 2011 with 99% of schools achieving the standard. There has also been an improvement as at 30<sup>th</sup> September 2011 in the take up of healthy school meals in both primary and secondary schools. This has been achieved through a range of targeted actions including better marketing, menu development, theme days and consultation with children.

- 3.3.2 Teenage Pregnancy is measured as a conception rate per 1,000 population with performance measured against the 1998 baseline. The latest figures as at the end of September 2011 show a conception rate of 55.1 per 1,000 population which is a reduction of 12.6% against the baseline of 63.1. The reduction achieved is lower than the reduction achieved in the previous year at 17.9%. Scrutiny members should note that the latest performance update as at September 2011 relates to data for the period 18 months prior.

### **3.4 Staying Safe**

- 3.4.1 Initial assessments within timescale have reduced from 83.5% in the previous year to 72.7% at the end of September 2011. This is due to a 27% increase in the number of initial assessments in the period April to September 2011, compared to the number in the same period in the previous year. Core assessments have improved, however, from 76.8% in the previous year to 81.3% at the end of September 2011.
- 3.4.2 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. 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 and therefore subsequent plans are closely monitored. However, adverse changes in children's circumstances may also lead to subsequent plans and therefore a rate of 0% is extremely unlikely. Since 1 April 2011, 267 children have become subject to a Child Protection plan, with 40 (14.98%) of them doing so for a second or subsequent time. This is an improvement on both the year end figure for 2010/11 (16.6%) and the same period last year (19.4%).
- 3.4.3 A consequence of ensuring that children are not de-registered from a child protection plan too soon and therefore not becoming subject to a second or subsequent Child Protection plan, may explain why there has been an increase in the number of children who have been subject to a plan for 2 or more years. Since 1 April 2011, 14 out of the 221 children (6.33%) with Child Protection plans closed during the period had been open in excess of two-years, compared to 4.48% for the same period in 2010/11.

- 3.4.4 Long-term stability for looked after children who remain in care for significant periods of time can lead to better outcomes for those children. As at 31 March 2011, 86 of the 131 (65.65%) 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 84 of the 131 (64.12%) being in stable placements as at 30 September 2011, below the 2011/12 target of 75%. This, however, is slightly higher than the figure for the previous year. The current performance continues to reflect the high demand for placements and the continued priority placed on the Foster Carer Recruitment Strategy.
- 3.4.5 There are also a number of looked after children who experience instability in their placement. Of the 410 children looked after as at the 30 September 2011, 38 of them have had three or more placement moves in the previous 12-months, equating to 9.27% of the looked after population. Although the latest performance has improved on the previous month, performance remains slightly behind that achieved in 2010/2011.

### **3.5 Enjoying and Achieving**

- 3.5.1 At the September committee Members received a detailed report on the annual attainment performance of Sunderland schools.
- 3.5.2 Sunderland schools have improved the percentage of pupils at 16 with 5 A\*-C including English and maths from 28% in 2000 to 55% in 2011. Nationally, results over the same period improved from 40% to 58% showing that Sunderland has narrowed the gap significantly. Sunderland is now only 3 percentage points behind the national average. The gender gap in Sunderland is greater than the gender gap nationally, with boys achieving less well than their counterparts nationally.
- 3.5.3 The percentage of looked after children by Sunderland who attained of 5 grade A\*-C GCSEs including English and maths remained at 7% in 2011. This small cohort has a high percentage (31%) of pupils with statement of special educational need and 38% of the cohorts were educated in settings other than mainstream school e.g. special school, secure units, PRU. Nationally 12% of looked after children attained 5A\*-C including English and maths.
- 3.5.4 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. 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.

Indicative figures show that the percentage NEET is 9.3% at the end of October 2011, compared to 9.2% at October 2010 using the new methodology.

### **3.6 Making a Positive Contribution and Economic Wellbeing**

- 3.6.1 The government has released a new outcomes framework for Youth Justice Services delivered through Children's Services that sets down three key outcomes of First Time Entrants, Reducing Re-Offending and Custody. Although these outcomes have formed part of previous outcomes frameworks for Youth Justice Services, under the new framework there are changes to the way in which these outcomes are measured.
- 3.6.2 In 2008/9 Sunderland was ranked within the bottom quartile nationally for the rate of first time entrants to the Youth Justice System (NI 111), but has made significant improvement, improving the rate per 100,000 of the population from 3180 to 2615 to 1763 over the past three years (representing a reduction in actual numbers from 908 children and young people to 758, down to 501). This significant performance improvement has been achieved through partnership working with Northumbria Police to deliver effective diversion intervention and focused targeting of YOS prevention initiatives. There has been a further but more marginal reduction in the rate of First Time Entrants to 489 at the end of September 2011, indicating that performance reductions against this indicator are reaching a plateau.
- 3.6.3 The Youth Justice Board / Ministry of Justice (MOJ) has recently released details of a new performance measure for reducing re-offending that is not comparable with the previous measure and is prepared centrally by the Ministry of Justice. Performance for the period April to September 2011 is yet to be released.
- 3.6.4 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 September 2011 shows a rate of 0.03, which relates to one young person sentenced to custody in the period July to September 2011.
- 3.6.5 Following the presentation of the last performance report to Children, Young People and Learning Scrutiny Committee, it was requested that background of the 13 young people sentenced to custody in the performance year 2010/2011. This information has been circulated separately to Scrutiny Members.
- 3.6.6 The service has received positive results from previous external assessments around provision of intervention which is likely to be a significant factor in custodial sentencing rates, historically being kept well below the national averages. Sunderland has received praise from the Chair of the Youth Justice Board for England and Wales for performance in this area.

### **3.7 Libraries**

3.7.1 The percentage of 4-11 year olds who are library members has improved for both boys and girls in comparison to the previous year, however, the number of overall active borrowers across Sunderland, has reduced from 181 per 1,000 population to 167. The number of physical visits to public libraries (BV117) has also reduced. 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. There is an ongoing programme of activities and promotions aimed at increasing the number of visits to public libraries 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.

### **4.0 Recommendation**

4.1 The Committee considers the findings within this report.

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# Report Key

This is the latest available performance data from the previous year. A question mark means that information is not available

This is the latest available performance data during the current year. A Question mark means that information is not available





Comments against performance

<u>Performance Indicator</u>	<u>Previous Year</u>	<u>Source Date</u>	<u>Latest</u>	<u>Source Date</u>	<u>Are we improving?</u>	<u>Commentary</u>
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Previous Year source date




Latest source date

This is a comparison of Latest against Previous. The symbols mean:



- Performance has improved 
- Performance is stable 
- Performance has declined 
- Information is not available 


# Being Healthy




Performance Indicator	Previous Year	Source Date	Latest	Source Date	Are we improving?	Commentary
The % of all Schools: Working Towards NHSS (National Healthy Schools Standard) (LPI026)	100.00 %	30/09/2010	100.00 %	30/09/2011	➡	All schools are engaged in the programme with only one school not achieving all four elements of the current framework: Physical, Social & Health Education; Healthy Eating; Physical Activity; Emotional Health & Wellbeing.  We've just launched a new programme around healthy schools which addresses: Teenage Pregnancy; Emotional Wellbeing; Drugs and Alcohol; Healthy Eating; Physical Activity; Anti Bullying. Results of this framework expected to be reported from 2012/13.
The % of all Schools that have achieved NHSS (National Healthy Schools Standard) (LPI027)	86.00 %	30/09/2010	99.00 %	30/09/2011	✔	As above
The self assessed score (level 1 to 4) for the effectiveness of child and adolescent health (NI051)	16.00	30/09/2010	16.00	30/09/2011	➡	Q1 Data





Performance Indicator	Previous Year	Source Date	Latest	Source Date	Are we improving?	Commentary
The % take up of school lunches (primary schools) (N1052i)	51.00 %	30/09/2010	53.00 %	30/09/2011		Cumulative P1-4 52.5%- The actual trend appears to be more consistent than in previous years i.e. we would normally expect school meals to decrease more during periods 1-4. The reasons for this appear to be mixed e.g. it may be that less parents are taking children out for holidays, there might be less school trips, these days may be making a greater impact, and three schools have undergone refurbishment from dining centre to regen kitchen.
The % take up of school lunches (secondary) (N1052ii)	44.60 %	30/09/2010	55.60 %	30/09/2011		Cumulative P1-4 53.7% - Again, as above, the trend is more consistent than in previous years. Possibly due to continued impact of partnership working with schools, menu development, closed gate policies etc. But it may also be enhanced by new flexible offers around exam times.
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 (N1112)	-17.90 %	30/09/2010	-12.68 %	30/09/2011		Data based on a 12 month rolling time frame, July 2009 to June 2010.  55.1 per 1,000 females population aged 15-17.









Performance Indicator	Previous Year	Source Date	Latest	Source Date	Are we improving?	Commentary
Total number of primary school age children in Reception recorded as obese for their age in the past school year (NI055i)	?	31/03/2010	309.00	31/03/2011	?	Data unavailable in 2009/10.
Total number of primary school age children in Reception with height and weight recorded in the past school year (NI055ii)	?	31/03/2010	2,768.00	31/03/2011	?	Data unavailable in 2009/10.
Total number of primary school age children in Reception (NI055iii)	?	31/03/2010	3,171.00	31/03/2011	?	Data unavailable in 2009/10.
% children in reception with height and weight recorded who are obese (NI055iiii)	11.00 %	31/03/2010	11.16 %	31/03/2011		<p>Data relates to the 2009/10 academic year. A comprehensive redesign of the data collection process is underway. Planned nutrition, exercise and family support services are all now in place and we expect to see their impact in Autumn 2011. Actions to note at Quarter 4 include the LAF Programme (Lifestyle, Activities and Food), which commenced April 2010 and has had 92 children complete the programme between May 10 to July 11.</p> <p>A Kaizen event was held in May for the National Childhood Measurement Programme, which identified a number of actions to ensure timely and complete submission of data and better engagement with parents.</p>
Percentage of children in Reception with height and weight recorded (NI055iiiii)	95.40 %	31/03/2010	87.30 %	31/03/2011		Data relates to the 2009/10 academic year. As above.

Performance Indicator	Previous Year	Source Date	Latest	Source Date	Are we improving?	Commentary
Total number of primary school age children in Year 6 recorded as obese for their age in the past school year (NI056i)	?	31/03/2010	556.00	31/03/2011	?	Data unavailable in 2009/10.
Total number of primary school age children in Year 6 with height and weight recorded in the past school year (NI056ii)	?	31/03/2010	2,630.00	31/03/2011	?	Data unavailable in 2009/10.
Total number of primary school age children in Year 6 (NI056iii)	?	31/03/2010	3,211.00	31/03/2011	?	Data unavailable in 2009/10.
Percentage of children in Year 6 with height and weight recorded who are obese (NI056iiii)	20.20 %	31/03/2010	21.10 %	31/03/2011		Data relates to 2009/10 academic year 23 primary schools have signed up to school enhancement work with a focus on Healthy Weight and are planning school based interventions, with links being made to the Lifestyle and Activity Food (LAF) programme. LAF supports physical activity levels, improving understanding of healthy eating and weight maintenance. The Child Weight Management Programme and training providers framework has been commissioned to 2013 which supports local commissioning of weight management services for children and young people, offering training and support in the delivery of specific approaches to weight management for at risk, overweight and obese children and young people.

Performance Indicator	Previous Year	Source Date	Latest	Source Date	Are we improving?	Commentary
Percentage of children in Year 6 with height and weight recorded (NI056iiii)	93.30 %	31/03/2010	93.00 %	31/03/2011		National Child Measurement Programme (NCMP) published data was refreshed locally due to data quality issues. The refresh figures show a participation rate of 93% in year 6 in 2010/11. Work is ongoing across South of Tyne and wear to ensure a consistent and accurate information capture. Participation rates are being closely monitored and interventions will take place where there is evidence of participation rates dropping in future.
The % of 5-16 year olds who do 5 hours of high quality Physical Education (PE) and Sport per week (NI057)	78.00 %	31/03/2010	86.00 %	31/03/2011		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 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)	161.90	31/03/2010	193.10	31/03/2011		Sunderland Accident Prevention Strategy Group is working to a 3 year action plan. Key actions for the coming year include the utilisation of local intelligence to work in more targeted approach in highlighted hotspot areas. Hospital admissions data for intended and unintended injuries is now monitored through a sub group of the Safeguarding Children Board. The Safe at Home Scheme continues to run, although RoSPA funded ended in March 2011 and will be reviewed within the scope of the Sure Start early Years Childcare Grant (SSEYCG) review. A gap analysis undertaken against recent national Institute for Health and Clinical Excellence (NICE) guidance, local data and future priorities identified as water safety, secondary schools and young drivers.








Performance Indicator	Previous Year	Source Date	Latest	Source Date	Are we improving?	Commentary
The % of infants being breastfed at 6-8 weeks (breastfeeding prevalence) (NI053i)	22.50 %	31/03/2010	23.30 %	31/03/2011		Funding has been given to hospitals for peer support. Unicef "baby friendly" status is being worked towards. Weekly teleconferences with heads of midwifery have been reinstated. Work is continuing toward achieving stage 2 of the UNICEF Breastfeeding Friendly Status and there is a continued programme of training with maternity staff, to ensure they are trained to UNICEF standards. During Breastfeeding Awareness week (20th June) a number of interventions and promotional opportunities have taken place, including 'The Big Breastfeed' at The Bridges.
Percentage of infants for whom breastfeeding status is recorded (breastfeeding coverage) (NI053ii)	94.80 %	31/03/2010	95.90 %	31/03/2011		Improved performance and target of 95% has been achieved.
Percentage of the resident population aged 15-24 accepting a test/screen for chlamydia (NI113i)	7.60 %	30/06/2010	4.81 %	30/06/2011		Calculation based on 1,923 divided by 39,964
Prevalence of Chlamydia in under 25 year olds (NI113ii)	5.10 %	31/03/2011	4.80 %	30/06/2011		Calculation based on 93 divided by 1,923. Quarterly data unavailable last financial year.








# Staying Safe

Performance Indicator	Previous Year	Source Date	Latest	Source Date	Are we improving?	Commentary
The percentage of initial assessments for children's social care carried out within 7 working days of referral (NI059)	83.47 %	30/09/2010	72.68 %	30/09/2011		The percentage of initial assessments completed within 7 working days during 1 April 2011 to 30 September 2011 is 72.68%, 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 children's social care that were carried out within 35 working days of their commencement (NI060)	76.82 %	30/09/2010	81.25 %	30/09/2011		The percentage of core assessments completed in 35 working days during 1 April 2011 to 30 September 2011 is 81.25%, this is an improvement on 2010/11 outturn but still below our 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)	62.50 %	30/09/2010	80.95 %	30/09/2011		17 out of the 21 children (80.95%) adopted during the period 1 April 2011 and 30 September 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%.
The percentage of children looked after at 31 March with three or more placements during the year (NI062)	7.79 %	30/09/2010	9.27 %	30/09/2011		As at 30 September 2011, 38 of the 410 children looked after have experienced 3 or more placements in the past 12 months, performance is now within the target of 10.5% for 2011/12.
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)	63.24 %	30/09/2010	64.12 %	30/09/2011		There were 131 children aged under 16 looked after as at 30 September 2011 for at least 2.5 years, 84 of these (64.14%) 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 65.65% 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)	4.48 %	30/09/2010	6.33 %	30/09/2011		Between 1 April 2011 and 30 September 2011, 6.33% (14 of 221) of CP plans closed had been open in excess of two-years. Performance has improved from the 2010/11 outturn of 9.38%.



Performance Indicator	Previous Year	Source Date	Latest	Source Date	Are we improving?	Commentary
The percentage of children who became subject to a Child Protection Plan for a second or subsequent time (NI065)	19.42 %	30/09/2010	14.98 %	30/09/2011		Of the 267 children who have become subject to a Child Protection Plan between 1 April 2011 and 30 September 2011, 40 (14.98%) of have become the subject for a second or subsequent time. This is an improvement on the 2010/11 outturn but has not met target of 12.5%.
The percentage of children looked after cases that were reviewed within required timescales (NI066)	94.08 %	30/09/2010	95.33 %	30/09/2011		During the 12-month period October-10 to September-11, 347 of 364 children looked after had their cases reviewed on time, equating to a performance outturn of 95.33%. This is a slight improvement on 2010/11 but is still below target of 100%
The percentage of children with a Child Protection Plan whose case was reviewed within the required timescales (NI067)	100.00 %	30/09/2010	100.00 %	30/09/2011		100% of child protection cases have been reviewed within timescale, this is an improvement on the 99.9% outturn in 2010/11 and now meets the 2011/12 target of 100%.
The number of young children who have run away from home/care (NI071)	12.00	30/09/2010	12.00	30/09/2011		This indicator is a self assessment of the extent to which local areas know about the levels of running in their area, and whether they have appropriate procedures and protocols in place to respond to the needs of runaway or missing children. Sunderland Childrens Services currently rank themselves as 12 out of 15.
The percentage of care leavers aged 19 who were in suitable accommodation (NI147)	68.42 %	30/09/2010	84.21 %	30/09/2011		The percentage of former care leavers aged 19 in suitable accommodation during the period 1 April 2011 to 30 September 2011 was 84.21% (16 out of 19), this is a decline on the 2010/11 outturn and below the target of 90%.
The percentage of former care leavers aged 19 who were in education, employment or training (NI148)	52.63 %	30/09/2010	63.16 %	30/09/2011		The percentage of former care leavers aged 19 in suitable education, employment or training during the period 1 April 2011 to 30 September 2011 was 63.13% (12 out of 19), this is an improvement on the 2010/11 outturn of 61.11% but still below target of 69%.


# Enjoying & Achieving

Performance Indicator	Previous Year	Source Date	Latest	Source Date	Are we improving?	Commentary
The percentage of looked after children (LAC) attending LEA schools achieving 5 or more GCSE's with grades between A* and C (and GNVQ equivalent) (LPI028)	42.00 %	30/09/2010	38.00 %	30/09/2011		Performance relates to 2010/11 academic year.
Pupils eligible for free school meals achieving level 4 in both English and Maths at Key Stage 2 (LPI047)	54.90	30/09/2010	58.00	30/09/2011		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.
Pupils eligible for free school meals progressing 2 levels in English KS1 - KS2 (LPI048)	80.00	30/09/2010	80.00	30/09/2011		Stable performance
Pupils eligible for free school meals progressing 2 levels in Maths KS1 - KS2 (LPI049)	76.00	30/09/2010	70.00	30/09/2011		A decline year on year.
Pupils eligible for free school meals achieving 5+ A*-C including English and Maths GCSE (LPI050)	25.30	30/09/2010	29.30	30/09/2011		An improvement year on year.
Bangladeshi pupils achieving level 4 in both English & Maths at Key Stage 2 (LPI051)	62.20	30/09/2010	72.00	30/09/2011		The performance of Bangladeshi pupils at key stage 2 leapt 10 percentage points from 62% in 2010 to 72% in 2011. No national comparative data is yet available for Bangladeshi pupils in 2011
Bangladeshi pupils progressing 2 levels in English KS1 - KS2 (LPI052)	88.00	30/09/2010	94.00	30/09/2011		An improvement year on year.




Performance Indicator	Previous Year	Source Date	Latest	Source Date	Are we improving?	Commentary
Bangladeshi pupils progressing 2 levels in Maths KS1 - KS2 (LPI053)	85.00	30/09/2010	90.00	30/09/2011		An improvement year on year.
Bangladeshi pupils achieving 5+ A*-C GCSE grades, including English & Maths (LPI054)	54.10	30/09/2010	35.80	30/09/2011		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 35.6% in 2011. No national data for Bangladeshi pupils has yet been released for 2011
Pupils achieving 6+ in all Personal, Social & Emotional Development scales in Foundation Stage Profile (LPI055)	79.20	30/09/2010	80.90	30/09/2011		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)	60.80	30/09/2010	63.10	30/09/2011		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.
Pupils achieving 6+ in all Personal, Social & Emotional Development and Communication, Language & Literacy scales in Foundation Stage Profile (LPI057)	58.20	30/09/2010	61.10	30/09/2011		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 achieving 78 points or more in Foundation Stage Profile (LPI058)	77.10	30/09/2010	77.10	30/09/2011		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	30/09/2010	89.00	30/09/2011		The median score in Sunderland dropped from 90 to 89 points. The national median score remained at 90.












Performance Indicator	Previous Year	Source Date	Latest	Source Date	Are we improving?	Commentary
Average score of lowest 20% in Foundation Stage Profile (LPI060)	60.40	30/09/2010	60.10	30/09/2011		The average score of the 20% of children with the lowest scores remained at 60 in 2011 while nationally the score increased from 61 to 62.
Primary school persistent absence rate (LPI061)	1.40 %	30/09/2010	1.35 %	30/09/2011		<p>Actions to address absence include implementation of the Behaviour and Attendance strategy, to ensure that services within Sunderland are focused on identifying and meeting the needs of those pupils who are persistently absent or are at risk of becoming so. There is differentiated support for individual schools based on PA pupil and identified universal support service for all schools. Individual School Action Plans have been formulated and are reviewed on a termly basis, to outline specific targeted support and to ensure effective use of resources within schools, the locality and the City. Schools are supported to engage with parents and promote strong messages about the importance of their child's good attendance; attendance incentives are utilised with schools and localised campaigns have been devised in partnership with schools which will meet their individual needs. The campaigns will be evaluated to measure effectiveness. The Non Attendance Procedure is utilised across the City to identify parents who are failing to secure their child's attendance. Parental responsibility measures are utilised such as parenting contracts to support parents who need additional help. Statutory powers are used where appropriate to enforce attendance in suitable cases where parents are failing in their legal duty to support children to attend school and monitored through the non-attendance procedure.</p>


Performance Indicator	Previous Year	Source Date	Latest	Source Date	Are we improving?	Commentary
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)	58.10 %	30/09/2010	61.00 %	30/09/2011		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%

Performance Indicator	Previous Year	Source Date	Latest	Source Date	Are we improving?	Commentary
The percentage of pupils achieving Level 4+ in both English and Maths at KS2 (N1073)	70.00 %	30/09/2010	74.00 %	30/09/2011		<p>Citywide results at Key Stage 2 this year are incomplete. Following industrial action by the NAHT and NUT teaching unions regarding administering the Key Stage 2 tests, only 49 schools took SATS this year, representing 1976 (66%) of pupils taking SATS.</p> <p>Improvement activity includes:</p> <ul style="list-style-type: none"> <li>- All schools are consistently challenged on their performance through: the revised SIP programme cycle of visits; National Challenge monitoring; implementation of the Gaining Ground initiative; good quality risk analysis; the effective use of data; setting challenging targets.</li> <li>- To strengthen the use of Assessment as a tool to inform support and intervention for targeted students and improving the quality of teaching.</li> <li>- Intervention strategies at KS3 and KS4 are further developed and more appropriately targeted, including Study Plus, guided group work, improving subject knowledge, developing functional skills, improving planning, well-articulated consultant-school agreements.</li> <li>- Strategies to reduce significantly the gap between vulnerable pupils (including SEN and Gifted &amp; Talented) and all other groups are developed and implemented in schools. Schools have in place effective teaching and learning policies with a focus on assessment for learning.</li> <li>- To support and monitor the national one-to-one tutoring initiative.</li> <li>- To strengthen the quality of school self evaluation in targeted schools, to focus on readiness for Ofsted inspection.</li> <li>- To support the delivery of effective leadership of Teaching and Learning through strengthened line management and</li> </ul>

						senior middle leadership levels.
The percentage of pupils achieving 5 or more A*-C or equivalent including English and Maths at KS4 (NI075)	52.00 %	30/09/2010	55.20 %	30/09/2011		The percentage of pupils achieving 5 A*-C including English and maths improved 2.5 percentage points to 55.1. Nationally results improved by 4.8 percentage points with 58.3% of pupils achieving the measure. 60.0% of Sunderland girls achieved the measure in 2011 up 3.6% points while girls nationally also improved by 4.3% points to 62.2% in 2011. The improvement in boys results was smaller than the girls' improvement and smaller than the improvement in boys nationally. Boys in Sunderland improved by only 1.5 percentage points to 50.2% while boys nationally improved by 5.3% points to 54.6%. Thus the gender gap in Sunderland widened to 10% while nationally the gap narrowed to 8%.
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 65% (NI076)	5.00	30/09/2010	8.00	30/09/2011		Indicator misleading due to 2010 SATs boycott.
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	30/09/2010	1.00	30/09/2011		One school below 30%






Performance Indicator	Previous Year	Source Date	Latest	Source Date	Are we improving?	Commentary
The percentage of young people who have achieved a Level 2 qualification by the age of 19 (NI079)	73.90 %	31/03/2010	76.30 %	31/03/2011		The percentage of 19 year olds achieving level 2 has improved 2.4 percentage points from 73.9% in 2008/09 to 76.3% in 2009/10, however this is 2.4 percentage points below the percentage of 19 year olds achieving level 2 nationally in 2009/10 (78.7%).
The percentage of young people who have achieved a Level 3 qualification by the age of 19 (NI080)	39.10 %	31/03/2010	42.80 %	31/03/2011		The percentage of 19 year olds achieving level 3 has improved 3.7 percentage points from 39.1% in 2008/09 to 42.8% in 2009/10, however this is 9.2% percentage points below the percentage of 19 year olds achieving level 3 nationally in 2009/10 (52.0%).
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)	22.30	31/03/2010	23.20	31/03/2011		Although gap in achievement at level 3 between those in receipt of Free School Meals and those not in receipt, widened slightly from 22.3% in 2008/09 to 23.2% in 2009/10 it remained below the national gap of 24.2%.
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)	55.50	31/03/2010	60.10	31/03/2011		The achievement of 19 year olds, in receipt of Free School Meals, at level 2, improved by 4.6 percentage points from 55.5% in 2008/09 to 60.1% in 2009/10 less than 1 percentage point below the national figure of 61% in 2009/10.
The percentage of pupils in a school at the end of KS4 who have achieved 2 or more science GCSEs (NI084)	59.00 %	30/09/2010	64.70 %	30/09/2011		The percentage of pupils in Sunderland gaining 2 A*-C in GCSE Science or equivalent improved from 59.0% in 2010 to 64.7% in 2011. Please note this measure includes courses such as BTEC Science which are popular in Sunderland but which will not be included in future Science measures.




Performance Indicator	Previous Year	Source Date	Latest	Source Date	Are we improving?	Commentary
The number of entries for pupils that are aged 16-18 year olds in schools and colleges for - A level Physics (NI085i)	66.00	30/09/2010	68.00	30/09/2011		Provisional figures for entries for A level Physics show little change from 2010
The number of entries for pupils that are aged 16-18 year olds in schools and colleges for A level Chemistry (NI085ii)	91.00	30/09/2010	106.00	30/09/2011		Entries for A level Chemistry rose from 94 in 2010 to 106 in 2011
The number of entries for pupils that are aged 16-18 year olds in schools and colleges for - A level Maths (NI085iii)	167.00	30/09/2010	164.00	30/09/2011		Provisional figures for entries for A level Physics show little change from 2010
The percentage of secondary schools graded 1 or 2 for behaviour by OFSTED (grade 1 - outstanding; grade 2 - good; grade 3 - satisfactory; grade 4 - inadequate) (NI086)	86.08 %	30/09/2010	86.08 %	31/03/2011		Venerable Bede and Washington are classed as Satisfactory. No secondary schools in Sunderland that are judged as Unsatisfactory for behaviour.

Performance Indicator	Previous Year	Source Date	Latest	Source Date	Are we improving?	Commentary
The percentage of persistent absentee secondary pupils (those missing 20% or more of the school year) (NI087)	4.70 %	31/03/2010	5.30 %	31/03/2011		<p>Not all schools and academies were reported across the two years due to closures, so comparisons across the two years do not reflect the same school cohort.</p> <p>Actions to address absence include implementation of the Behaviour and Attendance strategy, to ensure that services within Sunderland are focused on identifying and meeting the needs of those pupils who are persistently absent or are at risk of becoming so. There is differentiated support for individual schools based on PA pupil and identified universal support service for all schools. Individual School Action Plans have been formulated and are reviewed on a termly basis, to outline specific targeted support and to ensure effective use of resources within schools, the locality and the City. Schools are supported to engage with parents and promote strong messages about the importance of their child's good attendance; attendance incentives are utilised with schools and localised campaigns have been devised in partnership with schools which will meet their individual needs. The campaigns will be evaluated to measure effectiveness. The Non Attendance Procedure is utilised across the City to identify parents who are failing to secure their child's attendance. Parental responsibility measures are utilised such as parenting contracts to support parents who need additional help. Statutory powers are used where appropriate to enforce attendance in suitable cases where parents are failing in their legal duty to support children to attend school and monitored through the non-attendance procedure.</p>






Performance Indicator	Previous Year	Source Date	Latest	Source Date	Are we improving?	Commentary
The percentage of schools providing access to the full core offer of extended services (NI088)	100.00 %	30/09/2010	100.00 %	30/09/2011	➡	Stable performance
The number of schools which are in special measures (NI089a)	1.00	30/09/2010	1.00	31/03/2011	➡	Washington Secondary School
The average amount of time spent by schools in special measures (months) (NI089b)	24.00	30/09/2010	24.00	31/03/2011	✖	Hylton Red House Primary School during academic years 2007/08 and 2008/09.





Performance Indicator	Previous Year	Source Date	Latest	Source Date	Are we improving?	Commentary
The number of learners taking up 14-19 learning diplomas (NI090)	437.00	30/09/2010	437.00	31/03/2011		Awaiting further government policy around the future of diplomas offer.
The percentage of 17 year olds in full or part time education or Work Based Learning in a Local Authority (NI091)	86.40 %	30/09/2010	89.30 %	31/03/2011		Connexions NEET plan has involved a full review of NEET clients to ensure they are given the most appropriate support. Learning providers brought forward their January recruitment to December so that young people could still apply for Education Maintenance Allowance (EMA) and receive until June 2011.
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 %	30/09/2010	32.40 %	30/09/2011		The % gap between median & the lowest 20% has reduced by 4.2% and we have exceeded out target by 3.8%.. This is alongside continued improvement of the lowest performing 20% of pupils.
The percentage of pupils at the end of KS2 making 2 levels progress in English between KS1 and KS2 (NI093)	85.00 %	30/09/2010	85.00 %	30/09/2011		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 while the nationally percentage the remained at 83%.
The percentage of pupils at the end of KS2 making 2 levels progress in Maths between KS1 and KS2 (NI094)	82.00 %	30/09/2010	86.00 %	30/09/2011		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 the remained at 82%.

Performance Indicator	Previous Year	Source Date	Latest	Source Date	Are we improving?	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 English (NI099)	61.50 %	30/09/2010	42.00 %	30/09/2011		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. 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.
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)	61.50 %	30/09/2010	25.00 %	30/09/2011		Declining performance
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 %	30/09/2010	7.00 %	30/09/2011		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.








Performance Indicator	Previous Year	Source Date	Latest	Source Date	Are we improving?	Commentary
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)	21.10 %	30/09/2010	20.00 %	30/09/2011	✓	Slight improvement
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)	32.30 %	30/09/2010	31.80 %	30/09/2011	✓	Gap has widened in 2010. Both FSM and non-FSM cohorts have improved this year but with greater rate of progress by non-FSM cohort.
Percentage of final statements of special education need issued within 26 weeks excluding exception cases (NI103a)	100.00 %	30/09/2010	100.00 %	30/09/2011	➡	100% maintained year on year.
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 %	30/09/2010	100.00 %	30/09/2011	➡	100% maintained year on year.

Performance Indicator	Previous Year	Source Date	Latest	Source Date	Are we improving?	Commentary
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 %	30/09/2010	47.90 %	30/09/2011		An improvement year on year
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 %	30/09/2010	55.20 %	31/03/2011		Gap has widened in 2010. Both SEN and non-SEN cohorts have improved this year but with greater rate of progress by non-SEN cohort.
The percentage of pupils from a black or minority group achieving KS2 level 4+ English & Maths (NI107)	62.20 %	30/09/2010	72.00 %	30/09/2011		Improved performance
The percentage of pupils from a black or minority ethnic group achieving KS4 5 A*-C including English & Maths (NI108)	54.10 %	30/09/2010	54.10 %	31/03/2011		Results have improved and target of 35% has been achieved.
Total number of Sure Start Children's Centres designated as a percentage of the total number of centres required to reach all under 5s (NI109)	100.00 %	30/09/2010	100.00 %	30/09/2011		Performance maintained at 100%. Measure has been deleted after 2010/11.

## Making a Positive Contribution / Achieving Economic Wellbeing

Performance Indicator	Previous Year	Source Date	Latest	Source Date	Are we improving?	Commentary
The rate of first time entrants to the Youth justice system per 100,000 (NI111)	501.30	30/09/2010	489.28	30/09/2011		<p>As from April 11, all data will be generated from the Police National Computer (PNC) and not from YOT's. As currently figures will 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 date is based on YOT data, to-date PNC information for the period April to September 2011 has not been released to YOT's.</p> <p>In April - September there were 131 First Time Entrants This equates 489.28 per 100,000</p>
Number of custodial disposals presented as a rate per 1000 general 10-17 year old population (NPI018).	0.12	30/09/2010	0.04	30/09/2011		<p>This measure has been renamed NPI018 (previously it was NI43)</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 July - September 2010 data has been recalculated using the new measure for comparison. Rate of 1000 young people: 0.12, this represents 3 young people.</p> <p>The latest quarter for July - September 2011 - 0.04 represents 1 young person.</p> <p>This shows a decrease on previous year within the same period.</p>

# Libraries

Performance Indicator	Previous Year	Source Date	Latest	Source Date	Are we improving?	Commentary
Total number of enquiries (libraries) (LPI010)	100,122.00	10/2010	85,632.00	09/2011		Below target of 86,262 but overall indicator measured annually as some quarters can reflect seasonal variations
Total number of items issued within public libraries (books, audio-visual and other items) (LPI062)	746,075.00	10/2010	598,342.00	09/2011		Below target of 618,096 but overall indicator measured annually as some quarters can reflect seasonal variations
Total usage of ICT equipment, measured in hours (LPI063)	108,961.50	10/2010	88,508.00	09/2011		Below target of 94,008 but overall indicator measured annually as some quarters can reflect seasonal variations
The number of physical visits per 1,000 population to public library premises (BV117).	2,456.50	09/2010	2,207.00	09/2011		Below target of 2,490 but overall indicator measured annually as some quarters can reflect seasonal variations
Number of active borrowers per 1,000 population (LPI013)	181.00	31/03/2010	167.30	31/03/2011		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 %	31/03/2010	78.25 %	31/03/2011		Performance outturn above target of 68% at end of year
The % of 4-11 year old boys who are library members (LPI015)	65.00 %	31/03/2010	67.25 %	31/03/2011		Performance outturn above target of 60% at end of year

## **School Admissions for September 2011**

### **Report of the Executive Director Children's Services**

**STRATEGIC PRIORITIES: Learning City**

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

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

- 1.1 This report is as requested by Committee and sets out the admissions arrangements operated within the City.

#### **2. Background**

- 2.1 The Local Authority is required by the Education (Co-ordination of Admission Arrangements) Regulations 2002 to have a scheme for co-ordinated admissions arrangements. The scheme is also required to comply with the School Admissions Code and, following consultation which includes the Admissions Forum, which the Council is required to establish by law, is approved by Cabinet, the Schools Adjudicator and a copy is forwarded to DfE, as required by law.
- 2.2 The co-ordinated scheme includes maintained schools, for which the Local Authority is the admissions authority, Voluntary Aided and Trust schools and Academies, which are all their own admissions authorities. In addition, the scheme includes applications from parents/carers seeking admissions to Sunderland schools but who live within another Local Authority, the majority of which are from the neighbouring authorities of Durham, Gateshead and South Tyneside. Similarly, other Local Authorities manage applications to them from parents/carers living in Sunderland but seeking places at schools within those Local Authorities, the majority of which again are Durham, Gateshead and South Tyneside. In all cases, where a school is its own admissions authority, or if the school is situated in another Local Authority's area, Sunderland Local Authority's role is restricted to administering the admissions process and it has no decision making powers.
- 2.3 Each admissions authority must set out its own arrangements for admission, including publication of Published Admission Numbers (PAN) and the criteria to be applied in the case of a school being oversubscribed. The admission arrangements, including PANs, for September entry admissions to maintained schools in the City, are agreed annually by Cabinet.

- 2.4 Voluntary Aided and Trust schools and Academies have responsibility for making decisions on all admissions to their schools. However, the Local Authority undertakes the administration of their admissions on behalf of the governing bodies but has no decision making powers in relation to them.
- 2.5 In addition to the Reception, Y2 in junior schools and Year 7 September admissions, the Local Authority has responsibility for in-year admissions i.e. transfers into the City and between schools and academies within the City.
- 2.6 The Local Authority also manages its admissions to nursery scheme, which does not have the same legal status as admissions to main school, but which also sets out a published admission number and criteria to be applied in the case of oversubscription.

### **3. September 2011 Admissions**

- 3.1 Reception numbers across the city increased from 3,220 to 3,299 in September 2011 with a similar increase anticipated in September 2012. The increase was not evenly distributed across the city, with some areas experiencing more intensive pressure on places than others. Projections would indicate that this increase is temporary, falling again in September 2013, but further detailed work is being carried out to establish this. There was significant pressure on reception places in the Washington area for September 2011 which resulted in a shortfall of places. This in turn resulted in the admission numbers at Lambton Primary and Oxclose Primary schools being increased for 2011 from 30 to 51 and 30 to 60 respectively. Projections show a similar increase in the numbers seeking places in Washington for September 2012, as compared to previous years. The numbers are predicted to fall again for September 2013.
- 3.2 A programme of meetings are in place with headteachers and chairs of governors in each area to explore solutions to accommodate projected increases from September 2012. This will include improvements to current data collection on pupil numbers and projections and data relating to new housing. In particular it is felt to be important to fully utilise the local intelligence of schools and nurseries to identify sibling links and emerging patterns of admission and to better use the information from private nurseries and daycare settings. This work is being supported by the Strategy Policy and Performance Team. Ward members, who have valuable knowledge about their local schools and areas are also involved in this planning process which will support the focus on solutions for those communities and schools within Washington where there is pressure on places.
- 3.3 Some schools in the West of the city also experienced pressure on places for September 2011, which resulted in the admission number being increased from 30 to 60 at South Hylton Primary school for September 2011. The position for September 2012 is being considered alongside the



potential impact on admissions to schools in the area of the proposed opening of Grindon Hall Free School.

#### 4. Current Position - September 2011 admissions

- 4.1 The number of applications received, by preference order, for all September 2011 admissions is:

	<b>Primary</b>	<b>Junior</b>	<b>Secondary</b>	<b>Total</b>
1st preference	3235	545	2898	6678
2nd preference	1591	46	1338	2975
3rd preference	944	18	636	1598
<b>Total</b>	<b>5770</b>	<b>609</b>	<b>4872</b>	<b>11251</b>

The percentage of places offered from within each preference category (e.g. of the first preferences expressed for primary places, were offered a place) is:

	<b>Primary</b>	<b>Junior</b>	<b>Secondary</b>
1st preference	90%	99%	94.9%
2nd preference	6.5%	1%	3.5%
3rd preference	2.5%		0.5%

- 4.2 Where a school is oversubscribed and not all applicants can be offered a place, parents/carers have a right to appeal against a decision not to offer a place and the decision may be overturned by an independent appeals panel. The number of appeals heard, and the number upheld, for September 2011 admissions is:

	<b>Primary</b>	<b>Junior</b>	<b>Secondary</b>	<b>Total</b>
Appeals heard	184	0	57	241
Appeals upheld	69	0	17	86

#### 5. Current Position - In year admissions

- 5.1 In addition to the September admissions round, in-year transfers are administered throughout the school year. The number of in-year applications received from September to November 2011 is:

Approximately 380 applications.

#### 6. Recommendation

- 6.1 Members are recommended to offer views on the Admissions arrangements and their application.

## **7. Background Papers**

7.1 Cabinet March 2011

7.2 Background papers are available from the contact officer below.

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**AMENDED LOCAL CODE OF CONDUCT FOR ISSUING FIXED  
PENALTY NOTICES IN RESPECT OF UNAUTHORISED ABSENCE**

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

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

**1. Purpose of the Report**

- 1.1 The purpose of this report is to inform Members of the key points arising from the introduction of Fixed Penalty Notices as an additional enforcement provision available for use in cases of unauthorised absence from school.
- 1.2 To consult with Members on the attached amended Local Code of Conduct (Appendix 1).

**2. Background**

- 2.1 The Anti-Social Behaviour Act 2003 contains specific provisions regarding Fixed Penalty Notices relating to truancy. Their availability came into force on 27 February 2004 and Local Education Authorities (LEAs) are required by law to have regard to the guidance supporting the use of these measures.
- 2.2 Fixed Penalty Notices were introduced as an alternative to prosecution and can be used as an earlier intervention. They enable parents to discharge potential liability for conviction for that offence by paying a penalty. A Fixed Penalty Notice is a possible intervention in circumstances where the parent is judged capable of securing their child's regular attendance but is not willing to take responsibility for doing so.
- 2.3 In 2004 the LEA was required to consult and draw up a local Code of Conduct in respect of the issuing and administration of Fixed Penalty Notices. The purpose of the Code of Conduct was to ensure that powers are applied consistently and fairly, and that suitable arrangements are in place for the administration of the scheme. The amended Code of Conduct is attached as Appendix 1.
- 2.4 Whilst Headteachers and Police were at that time supportive of Fixed Penalty Notices, they preferred the Local Education Authority to administer the

scheme as an additional toolkit to tackle truancy problems within schools in Sunderland. Although the original Code of Conduct was ratified by members and Fixed Penalty Notices became a delegated responsibility within the Council's Constitution, the power has not as yet been utilised.

- 2.5 Penalties will range from £50 to £100 depending on payment within a prescribed period of time. If payment in full is not made within the time allowed, the LEA must either prosecute or, in very limited circumstances, withdraw the Fixed Penalty Notice. If a prosecution ensues, unlike other Fixed Penalty Notices, this would not be because of non-payment of fine; the parent would be prosecuted for failing to ensure the regular school attendance of their child (S444 Education Act 1996).

### **3. Reasons for Proposal**

- 3.1 Links between poor attendance at school and low attainment and risk of involvement in crime has been clearly demonstrated in numerous studies. Attendance at school on a regular basis is viewed the key to improving life skills and achievement which in turn leads to employability
- 3.2 The LEA, through the Attendance Team, seeks to provide support to individual pupils and parents in overcoming barriers to education; However, for those parents who are not willing to secure their child's attendance or condone absence, Fixed Penalty Notices offer a prompt and potentially effective deterrent to unauthorised absence. They offer a means to emphasise to parents the need to take their child's attendance at school seriously, without the need to enforce this through prosecution.
- 3.3 The introduction of Fixed Penalty Notices will enable a swift response to unauthorised absence given the recent announced reduction of the Persistent Absence threshold from 20% to 15%, as this reduction has had a major impact on the City's attendance figures.

### **4. Operational Issues**

- 4.1 The work in relation to issuing Fixed Penalty Notices will be supervised and co-ordinated by the Attendance Team Manager. This will ensure that procedures are consistently applied and that the action is interlinked with the current approach to court action. The code makes provision for Headteachers to request the issue of a Fixed Penalty Notice in relation to unauthorised absence. The final decision to issue will however be made by the LEA.
- 4.2 Parents will be alerted to the change of procedures on the regulations surrounding FPN issuance. An amendment to the school prospectus to include information about this provision will be agreed with schools.
- 4.3 In the first instance, costs of producing, issuing and monitoring Fixed Penalty Notices will be met within existing resources. Once the system is established,

it is expected that the process will be self financing, given that the Regulations covering the use of Fixed Penalty Notices for unauthorised absence allow the revenue collected to be used to offset any costs incurred. However, it should be noted that the average rate for payment of fine is thought to be no more than 40%. Fixed Penalty Notices will be used as a tool to encourage parents to ensure that their children attend school, and not as an initiative to raise funds.

## **5. Conclusion**

- 5.1 Fixed Penalty Notices are welcomed as a potential intervention that offers speed and efficiency in dealing with emergent patterns of poor attendance and lack of engagement by parents. The proposed implementation of Fixed Penalty Notices will be an element of the Council's strategic approach to improving school attendance and reducing unauthorised absence.
- 5.2 The key consideration in deciding whether to issue a penalty notice will be whether it can be effective in helping to reduce unauthorised absence and get the pupil back to school.
- 5.3 A range of supportive measures are in place to assist parents/carers in ensuring that their child attends school regularly. This support is provided through a wide continuum of assessment and intervention strategies and sanctions of any nature are only used where parental co-operation is either absent or deemed to be insufficient.
- 5.4 Sanctions are not used as a punishment but as a means of enforcing attendance when there is a reasonable expectation that parents are able to exercise their responsibility more effectively. Fixed Penalty Notices will be used as a tool to encourage parents to ensure that their children attend school, and not as an initiative to raise funds.
- 5.5 In the wider community, the introduction of Fixed Penalty Notices provides the LEA with an opportunity to make clear its expectations on parents to secure their child's regular attendance at school. The immediacy offered by the Fixed Penalty Notice process is not provided by the current range of statutory proceedings.
- 5.6 Given that Fixed Penalty Notices have not been used in Sunderland so far, it is felt to be appropriate to take a report through the Council's Cabinet with a recommendation that this part of the legislation is enacted.
- 5.7 If Cabinet agree with the introduction of fixed penalty notices they would be reviewed annually, and would be subject to a further report in December 2012.

## **6. Recommendation**

- 6.1 The Children, Young People and Learning Scrutiny Committee are asked to note the content of the report and Appendix 1, which will be presented to Cabinet for a decision in January 2012. Any comments on the content of this report will be gratefully received and where appropriate, incorporated into the final report.

## **7. Background Papers**

Department for Education Guidance on Education-Related Parenting Contracts, Parenting Orders and Penalty Notices. Advice for local education authorities.

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## **Code of Conduct for the issuing of Warning Notices and Fixed Penalty Notices in respect of Unauthorised Absence from school.**

### **1. Legal Basis**

Section 23 of the Anti-social Behaviour Act 2003 added two new sections (444A and 444B) to the Education Act 1996. These sections introduce Fixed Penalty Notices as an alternative to prosecution under section 444 for the offence of failing to secure regular attendance at school of a registered pupil. Parents may discharge potential liability for conviction by paying a penalty. The use of Fixed Penalty Notices is governed by regulations (SI 2004 No. 181 The Education (Penalty Notices) (England) Regulations and SI 2004 No. 920 The Education (Penalty Notices) (England) (Amendment) Regulations 2004). Warning and Fixed Penalty Notices must conform to all requirements of the Human Rights Act and all Equal Opportunities Legislation.

In law an offence occurs if a parent fails to secure a child's attendance at the school at which they are a registered pupil and that absence is not authorised by the school.

Section 7 of the Education Act 1996 places a legal obligation on the parents of a child of compulsory school age, to ensure that the child receives efficient full-time education, that is suitable to the child's age, ability, and aptitude, and to any special educational needs the child may have, by regular attendance at school or otherwise.

For the purposes of Sunderland City Council's Code of Conduct, a 'parent' is defined under s576 Education Act 1996 as: -

- All natural parents, whether they are married or not.
- Any person who, although they are not a natural parent, has parental responsibility (as defined in the Children Act 1989) for a child or young person.
- Any person who, although not a natural parent, has care of a child or young person with whom the child lives and who looks after a child, irrespective of their relationship with the child.

(Throughout this document, references to 'parent' mean each and every parent coming within the definition, whether acting jointly or separately and should not be taken to mean that provisions only apply to 'parent' in the singular.)

For the purposes of Sunderland City Council's Code of Conduct, 'compulsory school age' is defined as: -

- Commencing at the start of term on or after a child's fifth birthday and concluding on the last Friday in June of the school year in which the pupil reaches the age 16 years.

The Local Authority (LA) has a duty to draw up a Code of Conduct, which sets out the measures to ensure fairness and consistency in the issuing of Fixed Penalty Notices.

A Fixed Penalty Notice is an alternative to the prosecution of parents in cases where pupils incur unauthorised absence. It enables parents to discharge potential liability for conviction by paying a penalty. The parent cannot be prosecuted for the particular offence for which the notice was issued (i.e. non school attendance) until after the final deadline for payment has passed and cannot be convicted of that offence if he/she pays a penalty in accordance with the notice.

As with any legal action, Warning and Fixed Penalty Notices should be seen as a matter of enforcement of attendance rather than as a punishment for absence. Decisions on the application of Warning and Fixed Penalty Notices are taken on a case by case basis by Sunderland City Council. Consideration should also be given to the impact of a Warning or Fixed Penalty Notice on other interventions taking place with the family or support being provided for the child or young person from other agencies.

## **2. Rationale**

The purpose of the Code of Conduct is to ensure that these powers are applied consistently and fairly across the Sunderland City Council and that suitable arrangements are in place for the administration of the scheme. Attendance at school is essential for pupil attainment and for safeguarding the child. Parents and pupils are supported at school and at LA level to overcome barriers to regular attendance through a wide continuum of assessment and intervention strategies. Fixed Penalty Notices will be employed as an additional resource to raise school attendance.

Sanctions of any nature are only used where parental co-operation in this process is either absent or deemed insufficient to resolve the presenting problem.

Legal sanctions are never used as a punishment; only as a means of enforcing attendance where there is a reasonable expectation that their use will secure an improvement in the child's attendance.



### 3. Circumstances When A Fixed Penalty Notice May Be Issued

Within Sunderland LA, the responsibility for issuing Fixed Penalty Notices and managing arrangements for their payment, and the collections of monies rests with the Attendance Team. This ensures that all procedures relating to Fixed Penalty Notices are consistently applied; that enforcement action is not duplicated, and that any subsequent court action is integrated into the existing attendance procedures.

Fixed Penalty Notices will be issued as part of the non attendance intervention process when the parent is judged capable of securing their child's regular attendance, but is not willing to take responsibility for doing so. It is an alternative to prosecution in appropriate cases

Fixed Penalty Notices can only be issued in cases where a pupil of compulsory school age has been absent, and the absence has not been authorised by the school; or where the pupil has persistently arrived late after the register has been closed (after the register has closed – U code) and where it is believed that the issue of the notice will be effective in helping to get the child back into school which ensures:

- That the level of absence before a Fixed Penalty Notice can be issued is 20 or more half day sessions. i.e. 10 school days, of unauthorised absence during any twelve week period.
- That in the case of unauthorised absence due to Holiday, a Fixed Penalty Notice can be issued if there are 10 or more half day sessions of unauthorised absence in 15 school days. It would have to be clearly demonstrated that the parent understood and had been warned that permission for the holiday had not or would not be given. Therefore schools must have a robust policy for leave of absence during term time
- The liable parent has received a formal warning from the LA of the possibility of a Fixed Penalty Notice being issued, and shall be given a maximum of 15 school days to effect an improvement. However a Fixed Penalty Notice may be issued without a formal warning letter being sent if the parent has deliberately taken the child out of school for a holiday in term time without / against the school's permission (where it can be clearly demonstrated that all parents have been notified at the beginning of the school year that permission had not/would not be given) and where this has created a period of unauthorised absence in the current term of ten (10) or more sessions.

The use of Fixed Penalty Notices will be restricted to two per pupil in an academic year. In situations where there is more than one pupil in a family with irregular school attendance, multiple Fixed Penalty Notices can be issued to the same parents/carers during the year. Where there is more than one child in a family whose attendance is poor, consideration should be given to the family's ability to pay before multiple penalty notices are issued.

There will be no restriction on the number of times a parent may receive a warning on the possible issue of a Fixed Penalty Notice.

Should a parent fail or refuse to pay a penalty notice then the evidence provided by the school registration certificate (or that of alternative education provider) will be the primary information laid before the court.

The Attendance Team Manager will oversee the administering of Fixed Penalty Notices in Sunderland to ensure that they comply with legislation on Human Rights and ensure that the practice is applied consistently, fairly and transparently across the City.

The Attendance Team will discharge the Local Authority's responsibility for the issue of Fixed Penalty Notices. This will be carried out in full consultation with the relevant school and will ensure a consistent and equitable delivery. It will allow cohesion with other enforcement sanctions. All Warning Notices and Fixed Penalty Notices will be authorised by the Attendance Team Manager.

#### **4. When a Fixed Penalty Notice would not be appropriate**

Sunderland City Council would not consider a Fixed Penalty Notice in the following situations:

- Where there are statutory defences for the child's absence.
- Where a case would not be considered for a court prosecution.
- Where a parent has already received two Fixed Penalty Notices in respect of the child within the academic year.
- Where legal proceedings have already begun against the parent.
- Where the irregular attendance was due to an unmet Special Educational Need (SEN) or the child's registered disability.
- Looked After Children - where there are concerns over attendance, a review should be held. This is to determine that appropriate provision is in place and whether changes need to be made to better engage the young person with their education.

#### **5. When a Fixed Penalty Notice would be withdrawn**

Sunderland LA may withdraw a Fixed Penalty Notice in the following circumstances:

Once issued, a Fixed Penalty Notice will only be withdrawn in the following circumstances:

- Proof has been established that the Warning or Fixed Penalty Notice was issued to the wrong person; or

- the use of the Warning or Fixed Penalty Notice did not conform to the terms of this Code of Conduct.
- there is compelling evidence that no offence has been committed.

### **6. Payment and amounts**

Arrangements for payment will be detailed on the Fixed Penalty Notice.

Payment of a Fixed Penalty Notice discharges the parent/carer liability for the period in question and they cannot subsequently be prosecuted under other enforcement powers for the period covered by the Fixed Penalty Notice.

Payment of a Fixed Penalty Notice within 28 days is £50 and payment after this time but within 42 days is £100.

The Attendance Teams retains any revenue from Fixed Penalty Notices to cover enforcement costs (collection or prosecuting in the event of non-payment).

The Attendance Team will keep accurate records. These will include a copy of all notices, a record of payments received, details of withdrawn notices, and records of any subsequent prosecutions following non-payment.

Fixed Penalty Notices will be either hand delivered or sent via 1<sup>st</sup> class post. Posted notices will take effect from the 2<sup>nd</sup> working day after posting. (Amendment “working day” means a day other than a Saturday, a Sunday, Christmas Day, Good Friday or a day which is a bank holiday within the meaning of the Banking and Financial Dealings Act 1971.”)

### **7. Failure to pay the Fixed Penalty Notice**

If the penalty is not paid in full by the end of the 42 day period, the Attendance Team must either prosecute for the offence to which the notice applies, or withdraw the notice. The prosecution is not for non-payment of the notice but is a prosecution for irregular school attendance – Education Act 1996 Section 444(1). Therefore before a Fixed Penalty Notice is issued, the procedures contained in this document must have been followed and all the appropriate evidence is in place to support a successful prosecution.

There is no statutory right of appeal against the issuing of a Fixed Penalty Notice.

### **8. Policy and publicity**

The use of Fixed Penalty Notices, as a sanction will be included in the LA’s policy on the enforcement of attendance.

The LA will include information on the use of Fixed Penalty Notices and other sanctions in promotional/public information material.

Schools should include reference to the LA's policy on the use of Fixed Penalty Notices and other legal sanctions in their attendance policies.

The LA will report statistics on the numbers of Warning and Fixed Penalty Notices issued in their annual PRAB (Parental Measures for Behaviour and Attendance) return to the DFE.

**9. Review**

The Attendance Team will monitor and review the use of Fixed Penalty Notices. A report will be made annually to appropriate agencies. Any amendments to the local code of conduct will be subject to consultation with both schools and the police.

# **CHILDREN, YOUNG PEOPLE & 8 December 2011 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 20 October 2011 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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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			Article 4: CYPP Update
<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)	Attainment of C&YP (MF)  Outcomes of Annual Inspection of Children's Services (ofsted) (BS)	Schools Performance – Termly Report (MF)
<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)		Corporate Parenting Annual Report (MB)  Work Programme 2011/12 (NC)  Forward Plan (NC)	Library Plan (JH)  Work Programme 2011/12 (NC)  Forward Plan (NC)	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 DECEMBER 2011 – 31 MARCH 2012

REPORT OF THE CHIEF EXECUTIVE

8 DECEMBER 2011

### 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 December 2011 – 31 March 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.
- 2.2 To this end, it has been agreed that the most recent version of the Executive's Forward Plan should be included on the agenda of this Committee. The Forward Plan for the period 1 December 2011 – 31 March 2012 is attached marked **Appendix 1**.

### 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 note 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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