

CHILDREN, YOUNG PEOPLE AND LEARNING SCRUTINY COMMITTEE

AGENDA

Meeting to be held in Civic Centre, Committee Room No. 1, on
Thursday, 23rd February, 2012 at 5.30 p.m.

Membership

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

Co-opted Members

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

ITEM		PAGE
1.	Apologies for Absence	
2.	Minutes of the last meeting held on the 12 January, 2011 (copy attached)	1
3.	Declarations of Interest (including Whipping Declarations)	-
	Policy Review Items	
4.	Policy Review - Update Report of the Chief Executive (copy attached)	14
5.	Policy Review 2010/11 – Update Report Report of the Chief Executive (copy attached)	21

	Performance Items	
6.	National Curriculum Final Results 2011	26
	Report of the Executive Director of Children's Services (copy attached)	
7.	The Education Act 2011	32
	Report of the Executive Director of Children's Services (copy attached)	
8.	Specialist Community Children and Young People Services	48
	Report of the Executive Director of Children's Services (copy attached)	
	Scrutiny Items	
9.	Corporate Parenting Annual Report 2011	69
	Report of the Executive Director of Children's Services (copy attached)	
10.	Work Programme 2011-12	88
	Report of the Chief Executive (copy attached)	
11.	Forward Plan – Key Decisions for the Period 1st March, – 30th June, 2012	90
	Report of the Chief Executive (copy attached)	

E. WAUGH
Head of Law & Governance

Civic Centre,
SUNDERLAND.

15th February, 2012

Date of Next Meeting: Thursday, 5th April, 2012 at 5.30p.m. 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, 12th JANUARY, 2012 at 5.30 pm.

Present:-

Councillor Stewart in the Chair

Councillors Bell, Bonallie, MacKnight, Morrissey, Oliver, D.Richardson, Scanlan, and Williams together with Ms. A. Blakey, Mr. H. Brown, Ms. R. Elliott and Ms. C. Hutchinson

Apologies for Absence

Apologies for absence were submitted to the meeting on behalf of Mrs. S. Duncan Mrs. M. Harrop and Mr. K. Morris

Chairman's Announcement

The Chairman advised Members of the Committee that Ms. Christine Hutchinson was retiring as the Free Churches' Council representative and thanked her for the dedication and contribution she had shown during her years of service. Ms. Hutchinson commented that it had been a privilege to serve on the Committee and felt that when scrutiny worked well it was inspirational. She wished the Committee and its Members every success for future years.

Minutes of the Last Meeting of the Children, Young People and Learning Scrutiny Committee held on 8th December, 2011

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

Declarations of Interest

There were no declarations of interest made.

Change in Order of Business

At this juncture the Chairman proposed that Item 5 – Review of Acute Special Paediatric Service be heard first on the agenda as there were external partners in attendance for the item.

Review of Acute Special Paediatric Service

The Chief Executive submitted a report (copy circulated) which provided Members with an overview of a programme of reform work related to the pathway for acutely sick and injured children.

(for copy report – see original minutes)

To complement the report, Ms. Sue Winfield and Dr. David Hambleton, provided Members with a comprehensive powerpoint presentation on the process together with Dr. Geoff Lawson who provided the Committee with a clinical perspective.

Members were advised of:-

- (i) the following two options for change

Option One:

Implementation of a range of service developments including:

- walk-in services available to children of all ages
- children's community nursing team support for acutely ill and injured children and young people
- children's short-stay assessment units in hospitals in Gateshead, Sunderland and South Tyneside, available for limited hours, eg 8.00am - 10.00pm
- inpatient care available at Sunderland Royal Hospital and the Great North Children's Hospital at the Royal Victoria Infirmary, Newcastle.

Option Two:

Implementation of a range of service developments including:

- walk-in services available to children of all ages
- children's community nursing team support for acutely ill and injured children and young people
- children's short-stay assessment units in hospitals in Gateshead, Sunderland and South Tyneside, available for 24 hours each day
- inpatient care available at Sunderland Royal Hospital and the Great North Children's Hospital at the Royal Victoria Infirmary, Newcastle.

- (ii) the drivers for change,

- (iii) the engagement work carried out with parents and young people together with the feedback received,
- (iv) the data reviews undertaken in Sunderland, South Tyneside and Gateshead,
- (v) financial support provided by the PCT to support services for children,
- (vi) the clinical evidence base for change including illustrative case studies showing how care would be provided following the reforms,
- (vii) the next steps in the review process.

Dr. Hambleton and Dr. Lawson proceeded to address questions and comments from Members and consideration having been given to the matter, Members indicated that they would be minded to support Option 2 with regard to the proposed reform of acute health services for children and young people.

The Chairman having thanked, Dr. Hambleton, Dr. Lawson and Ms. Winfield for their report and presentation, it was:-

2. RESOLVED that the Children, Young People and Learning Scrutiny Committee endorsed Option 2 as detailed in 'Getting Better Together' the NHS South of Tyne and Wear public consultation document on acute health services for children and young people.

Policy Review Update

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

(for copy report – see original minutes).

Mr. Nigel Cummings, Scrutiny Officer, presented the report advising that a visit had been arranged to Durham County Council on Thursday, 1st March, 2012 to discuss their approach to early intervention and how they monitored outcomes and more detail would be forwarded to Members in due course.

Councillor Stewart referred to the recent peer review carried out at Telford and Wrekin Council where they had been highlighted as an authority showing areas of good practice in relation to the CAF process and asked that Mr. Cummings contact them to gather further information on their procedures and standards to see how they differed to those carried out in Sunderland.

Ms. Boustead, Head of Safeguarding, advised Members that Officers were making a visit to Hertfordshire Council on Tuesday, 31st January, 2012 and opened the invitation to any Member of the Committee who wished to join them. Any Member wishing to attend the visit to Hertfordshire was asked to advise Mr. Cummings accordingly.

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.

Outcomes from Annual Unannounced Inspection of Contact, Referral and Assessment Arrangements

The Executive Director of Children's Services submitted a report (copy circulated) to provide a summary of the outcomes from the Annual Unannounced Inspection of Contact, Referral and Assessment Arrangements in Children's Services, which took place on 18th and 19th October, 2011.

(for copy report – see original minutes).

Ms. Meg Boustead, Head of Safeguarding, presented the report advising Members that following the inspections in October, 2011 the Executive Director of Children's Services received the letter from Ofsted confirming the outcome of the inspections which identified an area of strength, many areas of practice which met requirement and some areas for development.

Ms. Boustead then took the Committee through each of the areas highlighted for development and explained how Children's Services were addressing the issues and advised that these would be included in all plans associated with the priorities which had been confirmed for the next three years, which were:-

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

In relation to a query from Councillor Oliver regarding the employment of Social Workers from the US, Ms. Boustead advised that at the time they had applied there had been a national shortage of social workers making it difficult to appoint staff and fill vacancies. She advised that the service currently had only one vacancy which was expected to be filled by another member of Council staff and the service were intent on continuing to train up their own staff to allow them to move forward and fill any future vacancies.

Councillor Williams referred to paragraph 5.2 of the report and the Strategic Thresholds document which had been agreed to be established by the SSCB and commented that she would like to see a copy of the document as it was an area where she felt that there always be some issues and concerns. Ms. Boustead agreed to circulate the information to Members of the Committee.

In response to a question from Councillor Stewart in relation to the improved system to address the variable quality of assessments, Ms. Boustead advised that the new system would see managers driving the improvement of the quality of assessments in the future. A training and development need had been identified to understand what was required and needed to write a good solid plan following the child's assessments and managers high expectations would ensure assessments met the required standards set.

Councillor Bell commented that it may be beneficial for one or two of the Social Workers from the United States to attend a future meeting of the Committee to share their views and opinions and to hear of their experiences from other workplaces in comparison to Sunderland. Ms. Boustead agreed to liaise with Mr. Cummings and arrange their attendance at a future meeting, and it was:-

3. RESOLVED that:-

- (i) The Committee note the content of the report and associated appendix and agree to receive regular process reports regarding the actions identified to ensure that the areas for development are addressed and that outcomes for the City's most vulnerable children and young people continue to improve;
- (ii) The Scrutiny Officer and Head of Safeguarding invite the international social workers, working in Sunderland to a future meeting of the Committee; and
- (iii) The Head of Safeguarding provide Members with a copy of the Strategic Thresholds Document.

Early Intervention Core Offer : A Continuum of Support

The Executive Director Children's Services submitted a report (copy circulated) which provided an overview and sought comments on the proposed Early Intervention Core Offer and the next steps in developing and promoting the Core Offer.

(for copy report – see original minutes).

Ms. Lynn Fletcher, Locality Team Manager (North) and PEP, presented the report advising the Committee of the current position with regards to the five locality based interegrated team which included practitioners from attendance, Children's Centre, Connexions, Educational Psychology, Risk and Resilience(Teenage Pregnancy, Substance Misuse and Crime Prevention) and Youth Development and the specialist city-wide Council teams that could be drawn on by the CAF Panel.

She advised that evaluating the impacts of interventions on outcomes for children, young people and their families was done through the use of the 'Outcomes Star' which measured improvement. Analysis of data from the 'Outcomes Star' was used to identify both service contribution to positive outcome and any gaps in services being provided.

The Committee were advised of the areas for development and next steps and were advised that in responding to feedback from the recent Peer Review exercise, it had been highlighted that there was a need to gain more active involvement of partners in the use of CAF as an assessment tool and in the TAC/TAF process

In response to a question from Councillor Williams around the steering group membership and who would undertake the chairing roles of the panels and what qualifications and was advised that as the CAF's were being relaunched they were aiming to have a more extensive membership. The original lists were being reviewed and invitations would be distributed from the Executive Director of Children's Services once the final decisions on who should be included was decided upon.

With regards to the chairing role, Ms. Fletcher advised that each may be different as the team would look at the needs around the individual child and decide which professional was the most relevant to that case. She explained that it would vary much around the general working of the group with the family, being sensitive to their needs whilst identifying what was working with them, acknowledging any difficulties there may be with any individual and making focussed solutions and clear plans.

Councillor Williams referred to the range of services as set out in appendix A to the report and noted that the Youth Villages had been placed into the 'Targeted Services' category, raising concerns that it should be included as a 'Universal Service' as if it was highlighted as targeted it may prevent some young people from using it. Ms. Fletcher commented that although the XL Youth Villages were open to all young people they did have a targeted group in mind and that was the reasoning behind its allocation to that group.

In response to a query from Councillor Stewart regarding the 'Outcomes Star' evaluations, Ms. Fletcher referred to paragraph 3.5 of the report whereby it stated that parental perception of the young person from a number of dimensions was measured at the initial meeting and then revisited further during other meetings around the family. She advised that it allowed progress to be measured, recognised and celebrated.

Councillor Stewart asked if it would be possible for the Committee to have an anonymised real life example of a case to allow Members to have further understanding of the procedure, Ms. Fletcher having agreed, it was:-

4. RESOLVED that:-

- (i) the content of the report and particularly the Core Offer at Appendix A be received and noted; and
- (ii) the Committee agree to receive an anonymised copy of an 'Outcomes Star' evaluation.

Sunderland Libraries Service Overview

The Executive Director of City Services submitted a report (copy circulated) providing Members with an overview of library activities, programme and performance for the last full year of 2010/2011.

(for copy report – see original minutes)

Ms. Jane Hall, Assistant Head of Culture and Tourism, Ms. Allison Clarke, Library Manager and Ms. Julie McCann, Library Operations Manager were in attendance to present the report and answer Members questions.

In relation to a question from Councillor Williams regarding Kindles and e-books, Ms. Hall commented that there had been a increase in the uptake of people accessing e-books through portable devices but advised that it was not an easy process to start an e-lending system and that the USA were much more advanced. She explained that in the UK the e-books were only available through a third party and therefore there were restrictions as to how much could be done at this time.

She commented that the service were taking a cautious approach to it but were mindfully watching other authorities to see what was developing in the same area and advised that there was an indication that a national agreement on the e-lending of books may be reached.

Ms. McCann also explained that there may be some issues around compatibility of e-books between different devices, for example, e-books for a Kindle were available through Amazon only. She explained that there were also issues around the different publishers and copyright laws and discussions would have to be held as to how e-books were loaned out – would it be one book loaned a number of set times, or would only one copy of each e-book be loaned out at one time.

Councillor Oliver asked what the definition of an active borrower was and was advised it was a DCMS standard definition of any person who had taken out a book at least once in the last year.

With regards to a question from Councillor Oliver around the ordering of library stock and whether it was proactive or reactive, Ms. Hall advised it could be a mixture. The library service understood what were popular choices for readers and therefore pre-ordered new titles from those authors, whilst also promoting books from new authors being published. She explained that the service looked at every request to stock a book that was submitted and obtained it from the British Library if possible.

Councillor Stewart asked how much of the information in the Local Studies Unit was available digitally or online and was advised that a lot of the information stored was in photograph form and there was currently a project ongoing to upload these to the 'Sunderland – Then and Now' website. Not all of the information the unit had was digitised but it was an area the service were constantly monitoring.

The Chairman asked that any further information regarding e-books, following the Officers next meetings, be provided to the Scrutiny Officer for circulation to the Committee, and it was:-

5. RESOLVED that the information within the report be received and noted.

Hasting Hill Primary School – Monitoring Inspection

The Executive Director Children's Services submitted a report (copy circulated) following a request from Councillor Oliver, in agreement with the Chairman, on the latest monitoring inspection report on the progress of Hasting Hill Primary School.

(for copy report – see original minutes).

Mr. Mike Foster, Deputy Executive Director of Children's Services and Ms. Sue Morgan, Senior Support and Intervention Officer presented the report which provided an update for Members on the progress of Hastings Hill Primary School following the school being placed in special measures after an inspection in March, 2011.

Ms. Morgan advised that the School had been placed in special measures in March 2011 with two further monitoring visits having been made since that time. She advised that at the time the school was placed into special measures it had not been of any concern to the local authority. The school had seen their performance data reduce in 2007 so the local authority had intervened and worked with them, and the performance had been on an upward trend since, giving the local authority no indication of any issues.

Following the first monitoring visit the local authority had requested the services of the National Leader for Education to support the school in helping it to emerge from the difficulties it was facing. They had also felt it appropriate to ask members of staff to work with peer schools i.e. on a teacher to teacher basis, but some staff had struggled to understand the reasons for being given the special measures and evaluations showed that the pace of improvement was far too slow.

Conversations had been held with senior officers at the school and the Chair of the Governing Body and decisive actions had been taken with regards to allowing the acting headteacher to return to her substantive post as deputy and appointing a temporary executive headteacher and with this support in place with the National Education Leader, governing body and the local authority they could see changes and improvements being made. From September, 2011 the local authority had noted there had been significant change and felt that the supporting teams and staff should be commended.

Ms. Morgan advised that since the publication of the report the Executive Head Teacher role that had been in place had ended and the National Leader for Education had a more significant role and was spending a larger proportion of her time with the school each week. With ongoing support and increased changes being made at the school the local authority were confident that they would see much more positive comments from the next monitoring visit report.

Mr. Foster and Ms. Morgan proceeded to address some challenging questions and comments from the Committee in relation to:-

- (i) the additional costs involved in providing the extra support to the school, and who would cover these costs if an Academy was in a similar situation;
- (ii) refuting comments around staff involvement and engagement;
- (iii) the level of engagement and support offered by the local authority;
- (iv) a number of actions that were to be taken and were found ineffective;
- (v) the fact that parent's continued to have a positive view of the school, regardless of the special measures; and
- (vi) there being no inadequate teaching and a lot of progression being made by children.

Consideration having fully been given to the matter, Mr. Foster advised that it would be inappropriate for them to comment in any further detail until discussions had been held with the school and staff.

The Chairman asked that following the meeting improvement plans and further detail be provided to the Scrutiny Officer for circulation to the Committee, and having thanked Mr. Foster and Ms. Morgan for their report, it was:-

6. RESOLVED that the information within the Section 8 inspection report be received and noted and further information be circulated to the Committee once available.

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).

7. 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 1st January, 2012 to 30th April, 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 1st December, 2011 to 31st March, 2012.

(for copy report – see original minutes).

Mr. Cummings, Scrutiny Officer, having presented the report advising that there were no items in the current Forward Plan relating to the remit of this Committee, it was;-

8. RESOLVED that the report be received and noted.

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

(Signed) P. STEWART,
Chairman.

CYPL Scrutiny Committee Meeting
Thursday 12th January 2012 at 5.30 p.m.

No.	Item and Actions	Lead
1.	<p>Venue</p> <p>The meeting was held at the usual venue, Committee Room 1.</p>	
2.	<p>Officers</p> <p>Mike Foster (Deputy Executive Director: Children's Services), Sue Morgan (Senior Support and Intervention Officer), Sue Winfield (Chair of PCT), David Hambleton (Director of Commissioning & Reform), Jeff Lawson (Consultant Paediatrician), Lucy Topping (NHS South of Tyne and Wear), Sara Wolley (NHS South of Tyne and Wear), Meg Boustead (Head of Safeguarding), Lynn Fletcher (Locality Team Manager (North) and PEP), Jane Hall (Assistant Head of Culture & Tourism), Allison Clarke (Library Manager) and Julie McCann (Library Operations Manager) were in attendance at the meeting to deliver reports on the Committee's agenda.</p>	
3.	<p>Public</p> <p>There were no members of the public in attendance at the meeting.</p>	
4.	<p>Minutes of the Last Meeting</p> <p>Agreed</p>	<p><i>No Action Required</i></p>
5.	<p>Review of Acute Special Paediatric Service</p> <p>The report was presented by David Hambleton, Jeff Lawson and Sue Winfield.</p> <p>Members received a presentation based around the current consultation underway in relation to the reform of pathways for acutely sick and injured children in South of Tyne and Wear.</p> <p>The CYPL Scrutiny Committee opted for option 2 (the preferred option) which provides a good balance between community and hospital services.</p>	<p><i>No Actions Required</i></p>
6.	<p>Policy Review Update</p> <p>The Report was presented by the Scrutiny Officer.</p> <p>The committee were provided with a brief update of review activities including notes from the expert jury day and the visit by DfE representatives around early intervention.</p> <p>Members were also informed of a visit arranged to Durham County Council to discuss their approaches to EI and the measuring of outcomes.</p> <p>The Chair also requested contact be made with Telford and Wrekin as they were highlighted as an authority of good practice in relation to the CAF process.</p> <p>It was also noted that Children's Services Officers were also to visit Hertfordshire LA on 31st January and an invitation was extended to members of the committee.</p>	<p><i>Scrutiny Officer to contact</i></p> <p><i>Scrutiny Officer to co ordinate.</i></p>

<p>7.</p>	<p>Outcomes from Annual Unannounced Inspection of Contact, Referral and Assessment Arrangements The report was presented by Meg Boustead.</p> <p>The report provided a summary of outcomes from the annual unannounced inspection visit.</p> <p>The CYPL Scrutiny Committee discussed the international social workers who are working in Sunderland. It was requested of MB that an invitation be extended to one of these social workers to attend a future meeting of the committee.</p>	<p><i>Scrutiny Officer to explore with MB</i></p>
<p>8.</p>	<p>Early Intervention Core Offer The report was presented by Lynn Fletcher.</p> <p>The report provided an overview of the proposed Early Intervention Core Offer and sought the views of the committee.</p> <p>Members requested sight of the draft strategic thresholds document.</p> <p>The committee requested further information on the outcomes star and requested an anonymised real-life example to better illustrate the measure.</p>	<p><i>MB</i></p> <p><i>SM/LF</i></p>
<p>9.</p>	<p>Sunderland Libraries Service Overview 2010/11 The report was presented by Jane Hall.</p> <p>The report gave an overview of library activities, programme and performance for 2010/11.</p> <p>Discussions centred on emerging e-reader technology and how libraries can adapt to this rising market. Officers explained that discussions were underway to formulate a national agreement in relation to e-readers and were acting cautiously at this early stage.</p>	<p><i>No Actions Required</i></p>
<p>10.</p>	<p>Hasting Hill Primary School – Monitoring Inspection The report was presented by Mike Foster and Sue Morgan.</p> <p>The update had been requested by Cllr Oliver and agreed for inclusion by the Chair. The report provided the latest monitoring inspection report on the progress of Hasting Hill Primary School since being placed in special measures in March 2011.</p> <p>SM and MF provided as full and open an assessment as was possible of the schools current position and it was noted that SM was currently visiting the school on a weekly basis.</p> <p>There were a number of challenging comments raised by a co-opted member relating to the support provided by the LA to the school since going into special measures.</p> <p>The committee requested that improvement plans for the school were circulated once available.</p>	<p><i>Scrutiny Officer to liaise with AR/MF</i></p>
<p>11.</p>	<p>Work Programmes 2011/12 The report was presented by the Scrutiny Officer.</p>	

	The report provided the committee with the work programmes for CYPL Scrutiny Committee.	<i>No Actions Required</i>
12.	<p>Forward Plan</p> <p>The report was presented by the Scrutiny Officer.</p> <p>The report provides the opportunity to consider items on the Executives Forward Plan.</p> <p>There were no issues for CYPL Scrutiny Committee.</p>	<i>No Actions Required</i>

CHILDREN, YOUNG PEOPLE & LEARNING SCRUTINY COMMITTEE

POLICY REVIEW UPDATE

REPORT OF THE CHIEF EXECUTIVE

23 FEBRUARY 2012

1. Purpose of the Report

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

2. Background

- 2.1 Initial scoping documents were presented to the Committee on 21st July 2011 which set out proposed terms of reference for the review. At its meeting on 8th 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 potentially provide some evidence.

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

- 3.1 At the last meeting of the Children, Young People and Learning Scrutiny Committee held on 12 January 2012 Members received a report that provided an overview on the proposed Early Intervention Core Offer and the next steps in developing and promoting this Core Offer.
- 3.2 Members will be aware from much of the evidenced already gathered that there are 5 Locality Based Integrated Teams that form the Early Intervention and Locality Services group, which came into being in autumn 2011. The teams currently include practitioners from Attendance, Children's Centres, Connexions, Educational Psychology, Risk and Resilience (Teenage Pregnancy, Substance Misuse and Crime Prevention) and Youth Development.
- 3.3 The Core Offer for Early Intervention is delivered through the CAF/TAC/TAF system which is led by Early Intervention and Locality Services but facilitates the active involvement of, and swift and easy

access to, a range of services at the universal, targeted and specialist levels and across the age ranges.

- 3.4 The importance of the communication of the Early Intervention Core Offer and the locality based working model was recognised as well as the need for a comprehensive re-launch of Early Intervention and CAF before Easter 2012. This was primarily to work with a range of partners, particularly those within Health and the voluntary and community sector, to bring more services into the “CAF family” and thus continue to extend the scope of the Early Intervention Offer.
- 3.5 The recent peer challenge exercise had also highlighted the need to gain more active involvement of partners in the use of CAF as an assessment tool and in the TAC/TAF process.
- 3.6 Members also requested further expansion on the outcome star measuring tool in an anonymised real life example which could further illustrate how this tool measures outcomes.
- 3.7 Councillor Philip Tye has also been invited to attend this meeting, at the request of the committee, to discuss his own experiences in relation to the use of the CAF process.

4. Teenage Pregnancy Working Group

- 4.1 The working group was established by the Children, Young People and Learning Scrutiny Committee to look at teenage pregnancy within Sunderland, although not the committee’s major piece of work for the year Members still felt it was important to look at the issue. Members have met on a number of occasions to explore this issue and look at some of the work being done in Sunderland around teenage pregnancies.
- 4.2 Members will recall that evidence gathering sessions were held with key officers including the Children’s Services Risk and Resilience Officer and the Children’s Commissioning Lead Officer to discuss issues around teenage pregnancy and the work and strategies that were currently being used. Members also visited the Hendon Bumps to Babies Project to talk with some young mums about their experiences. Some of the main findings from these sessions were as follows:
 - During the past 10 years through research conducted Central Government has gained an understanding of the issue and shared their findings of good practice. The Sure Start scheme is one such example and this has made an impact on the rates of secondary pregnancies.
 - The annually conducted health survey highlighted that young people did not feel that they had good access to SRE courses. In

responding to this Sunderland have developed a new core offer for SRE in schools, which provides a number of packages suitable for schools.

- SRE worked very well in schools where PHSE was well established as a second curriculum.
- The working group noted that schools often see this as a post-school issue.
- One of the major challenges was getting young people to use contraception. It was highlighted that the majority of young people knew where to get condoms etc, but the issue was more one of usage.
- The recently introduced C-Card Scheme, an electronic scheme for the distribution of condoms to young people across the city, provides the tool to extract data and intelligence around the distribution and demographic of young people accessing contraception on the scheme.
- Rolling out this scheme to Gateshead and South Tyneside would have huge benefits in increasing the data available as well as identifying young people crossing boundaries and accessing services in another locality.
- It was recognised that there was still a higher proportion of young people who were NOT sexually active compared to those who were.
- There was also a high correlation between children coming from teenage pregnancies and becoming teenage parents themselves.
- Research around terminations indicated that a higher percentage of young women with higher aspirations would be those most likely to terminate their pregnancy. There was also a trend among some young women of having a termination procedure and then falling pregnant again and repeating the cycle.
- In Sunderland there were no particular standout schools that had a major issue with teenage pregnancy.
- Hotspots within the city were identified as Hendon, Redhill and Millfield, similarities were also evident in the 20% most deprived wards in the city. There was also a high percentage of young mums who were categorised as NEET.
- The majority of teenage pregnancies were unplanned.
- Early intervention work was now being piloted in primary schools.

- The national context was a real concern with factors including a lack of opportunities and a fall in aspirations for many young people could potentially lead to a rise in teenage pregnancies.
 - Some young people make very good parents and this should not be ignored. However, in general terms the outcomes for teenage pregnancies were very poor.
 - Bumps to Babies works closely with young parents (upto 20 years of age) offering advice and support on a range of issues that they are faced with, 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.
 - Young mums liked attending B2B due to factors including a sense of continuity that allowed them to build up relationships with staff. The young mums also stated that they were able to share/talk about issues that they wouldn't necessarily do at home or at a Children's Centre.
 - One young mum, who had an 8 month old baby spoke of 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. She also knew 2 other young mums who would be attending so would prefer to come along with them. She was enjoying doing 2 full days on the Connect Course, and half a day on hairdressing and half a day on the cookery course.
- 4.3 Members also noted that there were no real patterns or trends in teenage pregnancy data. It was difficult to predict what really worked and why, analysis of local authority performance shed little light on this with councils performing well one year and then under-performing the next year.
- 4.4. Members acknowledged that there was some good work being undertaken within Sunderland and the Bumps to Babies Project in Hendon was an example of support available to young mums in the area. Initiatives like the C-Card and the SRE offer to schools are very positive can ensure that young people have all the information at hand to ensure that they make informed choices particularly in their decisions in regards to sexual relationships.

5. Corporate Parent Working Group

- 5.1 The Committee also established a working group to look at a number of issues related to looked after children and the corporate parent role.

Again this was not the committee's main piece of work for the year but Members felt it was an important issue for the committee to look at. Members of the working group have met on a number of occasions to look at a variety of issues associated with the corporate parent role in Sunderland.

5.2 The working group investigated a number of aspects surrounding the corporate parent role including looked after children's (LAC) attainment, the care system and the leaving care service. Some of the key points arising from this piece of work were as follows:

- LAC's attainment related to relatively small and diverse cohorts.
- The longer a child was in care the greater the achievement and that those in care achieved better results and this was corroborated by Children's Services data.
- LAC were performing well in relation to their ability and circumstances, with the key issue being 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 that stability for a young person.
- 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 people's expectations or disadvantages of being in the system.
- LAC have the opportunity to meet similar LAC who have gone on to university or employment, these 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 an 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.
- For some young people and carers there is an awful lot of anxiety surrounding their transfer from care to independent living, 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.
- Every young person leaving care has a Pathway Plan which they have full ownership of in consultation with other significant people in that young person's life, the plan is reviewed on a 6 monthly basis.

- 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.
 - 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.
 - 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 and Young Parents Project.
 - It was very rare for a young person to be accommodated in a B&B because there is no alternative. This only really happens in an unplanned way, if everyone follows the pathway plan there should be no real or unforeseen issues.
- 5.3 Members have conducted another light touch review around the corporate parent role and have gathered reassurances in terms of the areas looked at.
- 5.4 The committee wherever possible looks to gather the views of appropriate young people to add to the evidence base of any review undertaken. This can be highlighted by the visit to Hendon Bumps to Babies this year and previous visits to Sunderland Itec and Springboard to talk with young apprentices and learners as well as Connexions where Members talked with young people who were not in employment, training or education. However in looking to strengthen the committee's links with young people we are in conversation with the Change Council (Children in Care Council) to see how both the scrutiny committee and the Change Council can benefit from greater links and interaction. Their views would be particularly relevant to the work undertaken around the Corporate Parent.

6. Next Steps

- 6.1 A visit to the XL Youth Village Project is to take place on Friday 17 February 2012 and will visit a number of youth projects taking place across the city. This will provide the committee with the opportunity to see how this plays into the early intervention agenda through speaking with youth workers and young people at the various locations.
- 6.2 A visit to Durham County Council has been arranged for Thursday 1st March 2012 at 1pm to discuss their approach to early intervention and look at how a neighbouring authority measures outcomes.
- 6.3 It is suggested that the committee holds an additional meeting in March to reflect on the evidence collected and look at initial recommendations for the policy review.
- 6.4 That at this additional meeting of the committee members also discuss progress and conclusions arising from the two working groups around teenage pregnancy and the corporate parent respectively.

7. Recommendations

- 7.1 That the Committee notes the progress made in relation to the policy review into early intervention including future evidence gathering activities as part of the review process.
- 7.2 That the Committee gives consideration to an additional meeting in March to discuss and reflect on the evidence gathered as part of the policy review into early intervention.

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CHILDREN, YOUNG PEOPLE & LEARNING SCRUTINY COMMITTEE

Policy Review 2010/11: Update Report

REPORT OF THE CHIEF EXECUTIVE

23 FEBRUARY 2012

1. Purpose of the Report

- 1.1 The report provides Members of the Committee with an update in relation to the committee's 2010/11 policy review 'Learning at Work; the role of work based learning and apprenticeships in tackling NEET's'.

2. Background

- 2.1 The 2010/11 policy review around apprenticeships and tackling NEET's was concluded in April 2011 and made a number of recommendations to assist and improve young people moving into work, training or employment.
- 2.2 One of those recommendations was around contacting both the Secretary of State for Education and the Secretary of State for Business, Innovation and Skills highlighting the concerns identified in the committee's policy review. This was primarily related to those issues where a review of government policy at a national level could impact upon life choices for young people identified as NEET.

3. Current Position

- 3.1 The Chair and Vice-Chair of the Children, Young People and Learning Scrutiny Committee attended the Department for Education offices in London on 17th January 2011 to discuss the committee's review. Members met with senior civil servants Jennifer Coupland, Deputy Director –Head of Participation and Flexible Resource Division covering raising the participation age, careers guidance, NEET reduction and level 2/3 attainment, and Nick Lawrence, Deputy Director Head of Vocational Qualifications with responsibility for reforming vocational education 14-19, implementing the Wolf Review, performance tables for schools, +16 education – placing a greater focus on progression and high levels of educational achievement and the bursary scheme (successor to EMA).

English Baccalaureate / Vocational

- 3.3 One of the key issues from the policy review was around the change of focus from central government to schools for a more academic pathway and a reduction in emphasis on vocational routes. There was a concern

that this could alienate some young people and lead to disengagement from school.

- 3.4 DfE representatives noted that the overall aim was to achieve the highest quality of education for young people and ensure that they were in the best position to secure work. Recent labour market analysis had identified the abundance of level 1 vocational qualifications and the lack of progression to higher levels of qualifications. The important emphasis of basic skills was also highlighted and that many of the vocational courses did not encourage the development of these basic skills in Maths and English. The aim was not to stop courses but to support young people with a higher level of progression including Maths and English. However it was acknowledged by the DfE that there was a strong belief, although no evidence to support the fact, that schools and colleges did motivate young people to learn.
- 3.5 It was noted that reforms would be made to the process. At present secondary schools were funded to provide an enormous amount of courses and in future performance tables will reflect a much smaller number of courses. It was noted that currently there are approximately 3,000 – 3,500 vocational courses available and this will be reduced to around 100 – 150 courses through the application of stringent criteria.
- 3.6 Post-16 education is a mix of both vocational and academic courses and the DfE are looking at the best way to encourage training and educational institutions to ensure student progression. The current system provides payment incentives on the number of qualifications achieved, irrespective of the NVQ level of individual students. It was noted that the DfE was looking to each vocational qualification counting as the equivalent of 1 GCSE in future. Meaning some current diplomas and other qualifications that can count as the equivalent to 4/5 GCSE's would change in weighting. The DfE expressed the view that exam boards would most likely review their vocational qualifications, breaking them down into the component parts and resubmit them for GCSE equivalent status. However there would be a delay in carry this process out potentially leaving the September 2012 cohort in limbo.
- 3.7 The DfE is looking at a shift for vocational courses to ensure a similar standard of rigour to that of GCSE qualifications. This is seen as important if such qualifications are to be taken seriously by potential employers. The DfE also acknowledged that both the Department and the Minister were expecting performance levels to dip with the introduction of the English Baccalaureate system.

The Raising of the Participation Age

- 3.8 There are 2 new destination measures in development for Key Stage 4 and Key Stage 5 respectively. These measures will look at the success of schools in helping their pupils to progress on to positive post-16 destinations. The aim of these destination measures is to:
- Provide clear information to parents and young people about the post-16 routes taken by a school, college or training providers former pupils;
 - Make schools and post-16 providers accountable for ensuring that all their pupils take qualifications that offer them the best opportunity to progress and receive the support needed to prepare for and complete that transition;
 - Support the increased focus on disadvantaged pupils to ensure that they make a successful transition, helping to raise post-16 participation and reduce NEET.
- 3.9 At Key Stage 4 these measures may look like this; School A had 90% of pupils who progressed to a positive destination within one year of ending Key Stage 4. Of these pupils:
- 50% entered further education in School Sixth Form
 - 20% entered further education in Further Education College
 - 10% entered work-based learning or an Apprenticeship
 - 10% entered employment.
- 3.10 At Key Stage 5 these measures may look like this; College B had 70% of students who progressed to a positive destination within one year of their 16-18 learning. Of these pupils:
- 40% entered higher education at University (5% of these students went to Oxford or Cambridge University)
 - 20% continued in further education
 - 10% entered employment.
- 3.11 It was also noted that subject to data testing, the Key Stage 4 and 5 destination measures would be published alongside the Key Stage 4 and 5 performance tables.
- 3.12 Members queried how the DfE intended to support those young people who had learning difficulties in going forward. It was acknowledged that it was a major challenge of raising the participation age to make it work for every young person. The DfE had no plans to challenge SEN Young People to progress and recognised that qualifications undertaken needed to be those most relevant to this particular group.

- 3.13 Building Engagement, Building Futures (HM Government, December 2011) sets out the Government strategy to improve opportunities for young people. As part of this strategy the Youth Contract will see £150 million available over the next three years to get the most vulnerable and disengaged young people back in education, onto an apprenticeship or into sustainable employment.
- 3.14 DfE representatives also highlighted the payment by results programme as an incentive to training providers and prospective employers. Such programmes would provide small payments up-front with the majority of the payment being paid after completion of the programme, therefore ensuring providers are focused on keeping young people engaged on courses or training provision. It is expected that such funding initiatives would be in place by June 2012.
- 3.15 It was queried as to how this would affect the more vulnerable pupils with specific learning needs and ultimately how these would be protected in a payment by results system. The DfE acknowledged the issue but at this time did not offer any potential solutions.

Sharing Data

- 3.16 The DfE acknowledged that data sharing between services and organisations was a big issue. However the DfE representatives did indicate that there was nothing to prohibit a local authority making contact with Job Centre Plus and making a local agreement on data sharing issues, as has been done by some local authorities. It was also noted that there was recognition from the Department of Work and Pensions Minister that this issue required attention.

Studio Schools

- 3.17 It was noted that colleges wishing to offer vocational courses to young people aged 14-16 would need to overcome legislative barriers, basically they need to be of school status. There was nothing to stop an FE college from either setting up a free school or even becoming a school, with the final decision resting with the Secretary of State for Education.
- 3.18 The DfE also highlighted the new Studio School concept in education, which seeks to address the growing gap between the skills, and knowledge that young people require to succeed, and those that the current education system provides. Studio Schools are a new approach to learning which includes teaching through enterprise projects and real work. This approach looks to ensure students' learning is rooted in the real world, and was another potential route for FE Colleges.
- 3.19 Studio Schools are designed for 14-19 year olds of all abilities. They are intended to be small schools for 300 students; and with year-round opening and a 9-5 working day, they feel more like a workplace than a

school. Working closely with local employers, Studio Schools will offer a range of academic and vocational qualifications including GCSEs in English, Maths and Science, as well as paid work placements linked directly to employment opportunities in the local area. Students will gain a broad range of employability and life skills through the CREATE skills framework, and will have the option to go on to university, further training, and into employment. It was noted that the DfE were currently supporting around 50 FE colleges in becoming studio schools.

4. Conclusions

- 4.1 The education system in England is in a state of huge change and the DfE are in the process of developing and implementing policy that will have a significant impact on young people both in the North East and across the country. It is clear from the Chair and Vice-Chair's discussions with DfE representatives that raising the participation age and ensuring meaningful progression routes for young people, be that through an academic or vocational pathway, are fundamental drivers to Government policy and new initiatives.
- 4.2 There are risks with any new measures and DfE even acknowledged that there is expected to be a 'dip' in results as schools move to the English Baccalaureate system. The changes in GCSE equivalent vocational qualification weightings will also be a significant factor contributing to this 'dip' in school results. Also payment by results has a risk element to it in that the majority of the payment is 'back loaded' to ensure trainers and providers are motivated to ensure young people stay the course. There are inherent difficulties in this and it may well be seen by many potential investors as a risky option.
- 4.3 However the overarching theme throughout was the need to ensure that young people leaving school or college are prepared, equipped and have the requisite skills that employers are looking for in what is already a compressed and highly competitive market.

5. Recommendations

- 5.1 That the Committee notes the information contained in the report.
- 5.2 That the Committee provides comment and if required seeks clarification or further comment from the Department for Education on any of the issues raised from the meeting held.

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NATIONAL CURRICULUM FINAL RESULTS 2011

REPORT OF THE EXECUTIVE DIRECTOR OF CHILDREN'S SERVICES

STRATEGIC PRIORITIES: Learning City

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

1. Why has this report come to the Committee?

1.1 To update members on final, validated 2011 national curriculum results, including published individual school and college results.

2. Background

2.1 Members received a report in September 2011 detailing provisional national curriculum results; this report provides a brief update with final outcomes and national comparisons. Individual school level results at end of primary and secondary school are included in this report, along with school and college level results for eighteen year olds.

3. Early Years Foundation Stage Profile

3.1 Performance at Early Years Foundation Stage Profile (EYFSP) has improved this year and continues a four year upward trend exceeding target and national results, although the rate of progress has slowed. The proportion of pupils achieving 6+ in both Personal, Social and Emotional and Communication and Language and Literacy and at least 78 points (formerly NI92) improved by 3% points, from 58% in 2010 to 61% in 2011 and Sunderland are 2% points above national (59%).

4. Key Stage 1

4.1 Sunderland final Key Stage 1 results are unchanged from the provisional results presented to September Scrutiny. Performance has improved this year in each subject (reading, writing and mathematics) at National Curriculum Levels 2+ 2B+ and 3+. Both reading and writing are at their highest levels for the past five years with also strong improvement in maths. Both boys and girls have made good improvement across all subjects and levels. Sunderland results are slightly below national, but the gap has narrowed considerably this year due to a significantly greater rate of improvement in Sunderland compared to national; Sunderland is now 1% point behind national in Level 2 Reading and 2% points behind in Writing and Maths.

5. Key Stage 2

5.1 Key Stage 2 results show good improvement, particularly in maths. Pupils' achieving level 4+ in both English and maths is at its highest level over the last five years at 74% and has met the national average (74%). English has improved

slightly at level 4 but with no change at level 5 this year. English level 4 results are 2% points below national at 80%. Maths results at 4+ are the highest ever, with 82% of Sunderland pupils achieving level 4 compared to 80% nationally. Level 5 maths has also improved and matches national performance at 35%. Progress measures for both English and maths have improved, with 85% and 86% making expected progress in English and maths respectively.

5.2 The Key Stage 2 performance of free school meal pupils and Bangladeshi pupils both show strong improvement, continuing an upward trend. The KS2 performance of Looked After Children (LAC) has declined this year with 42% of LAC achieving level 4+ in English and maths. Of the small LAC cohort of twelve children in 2011, two have statements of SEN and four are at School Action Plus. Of the seven LAC children who did not achieve level 4 in English, four out of seven made the expected two levels of progress, and of the nine LAC pupils who did not achieve level 4 in maths, five made the expected two levels of progress. The DfE publishes a three year average of LAC performance (DfE Children in Care Adoption Performance Tables) and Sunderland average at level 4+ English and maths is 40%, which is slightly higher than the national average (37%).

5.3 Key Stage 2 results for each Sunderland school are shown below.

Key Stage 2 primary school performance	Key Stage 2:			Key Stage 1 – 2		Schools Below Floor Target? (Y = Yes) 2011
	% Level 4+ (Eng & Maths)			% pupils making 2 levels progress		
School Name	2009	2010	2011	English 2011	Maths 2011	
Academy 360	45%	40%	72%	93%	93%	
Albany Village Primary	46%	65%	65%	81%	90%	
Barmston Village Primary	49%	-	89%	100%	96%	
Barnes Junior	65%	73%	63%	71%	65%	
Barnwell Primary	70%	71%	68%	70%	73%	
Benedict Biscop Primary	93%	85%	97%	97%	97%	
Bernard Gilpin Primary	67%	-	81%	91%	91%	
Bexhill Primary	78%	-	73%	96%	80%	
Biddick Primary	72%	66%	81%	94%	97%	
Bishop Harland Primary	54%	54%	85%	100%	90%	
Blackfell Primary	83%	85%	73%	88%	85%	
Broadway Junior	78%	90%	85%	98%	93%	
Burnside Primary	58%	-	63%	78%	81%	
Castletown Primary	77%	77%	84%	87%	91%	
Dame Dorothy Primary	70%	-	79%	95%	95%	
Diamond Hall Junior	61%	63%	61%	77%	76%	
Dubmire Primary	66%	71%	55%	75%	84%	Y
Easington Lane Primary	69%	-	55%	64%	82%	Y
East Herrington Primary	90%	81%	82%	95%	88%	
East Rainton Primary	45%	79%	60%	80%	80%	
English Martyrs' Primary	63%	57%	76%	79%	79%	
Eppleton Primary	62%	78%	77%	79%	72%	
Farringdon Primary	58%	-	88%	98%	100%	
Fatfield Primary	71%	65%	56%	48%	57%	Y
Fulwell Junior	89%	93%	82%	91%	88%	
Key Stage 2 primary school performance	Key Stage 2:			Key Stage 1 – 2		Schools Below Floor Target? (Y = Yes) 2011
School Name	% Level 4+ (Eng & Maths)			% pupils making 2 levels progress		
School Name	2009	2010	2011	English 2011	Maths 2011	
George Washington Primary	64%	-	50%	84%	68%	Y
Gillas Lane Primary	71%	-	32%	55%	68%	Y

Grange Park Primary	83%	-	90%	95%	95%	
Grangetown Primary	53%	46%	71%	67%	92%	
Hasting Hill Primary	73%	-	53%	75%	88%	
Hetton Lyons Primary	85%	76%	90%	98%	100%	
Hetton Primary	53%	-	83%	42%	100%	
Highfield Primary	63%	50%	59%	77%	74%	Y
Hill View Junior	87%	-	91%	90%	92%	
Holley Park Primary	82%	80%	77%	93%	87%	
Hudson Road Primary	44%	79%	81%	94%	88%	
Hylton Castle Primary	62%	79%	88%	94%	98%	
Hylton Red House Primary	48%	71%	85%	96%	91%	
John F Kennedy Primary	89%	67%	75%	96%	87%	
Lambton Primary	89%	-	94%	100%	94%	
Mill Hill Primary	78%	-	89%	100%	97%	
New Penshaw Primary	47%	65%	50%	63%	67%	Y
New Silksworth Junior	77%	61%	72%	70%	94%	
Newbottle Primary	59%	60%	90%	92%	96%	
Our Lady Queen of Peace Primary	84%	90%	87%	90%	93%	
Oxclose Village Primary	60%	63%	45%	36%	50%	Y
Plains Farm Primary	73%	67%	52%	85%	67%	Y
Redby Primary	75%	82%	55%	94%	81%	
Richard Avenue Primary	69%	70%	72%	89%	91%	
Rickleton Primary	76%	72%	72%	88%	86%	
Ryhope Junior	72%	74%	76%	80%	90%	
Seaburn Dene Primary	93%	89%	80%	72%	86%	
Shiney Row Primary	55%	66%	78%	94%	100%	
South Hylton Primary	61%	62%	67%	90%	93%	
Southwick Primary	30%	51%	46%	92%	73%	
Springwell Village Primary	83%	91%	90%	93%	97%	
St Anne's Primary	75%	69%	89%	89%	96%	
St Bede's Primary	75%	-	75%	79%	82%	
St Benet's Primary	98%	-	68%	83%	80%	
St Cuthbert's Primary	68%	-	87%	97%	97%	
St John Bosco Primary	71%	76%	74%	83%	91%	
St John Boste Primary	90%	-	93%	96%	96%	
St Joseph's Primary Sunderland	93%	93%	93%	98%	95%	
St Joseph's Primary Washington	74%	-	69%	96%	88%	
St Leonard's Primary	83%	-	80%	77%	90%	
St Mary's Primary	86%	88%	82%	86%	90%	
St Michael's Primary	96%	-	91%	96%	91%	
St Patrick's Primary	70%	-	68%	86%	68%	
St Paul's Primary	48%	-	73%	88%	88%	
Thorney Close Primary	69%	-	52%	67%	76%	Y
Town End Primary	67%	-	96%	100%	100%	
Usworth Colliery Primary	85%	-	82%	82%	93%	
Usworth Grange Primary	33%	-	71%	79%	83%	
Valley Road Primary	63%	-	61%	90%	73%	
Wessington Primary	59%	-	70%	83%	87%	
Willow Fields Primary	59%	68%	59%	91%	95%	
Sunderland	70%	71%	74%	85%	86%	10
National	72%	73%	74%	87%	86%	1310

5.4 For primary schools, a school is below the floor-standard in 2011 if they meet all three of the following criteria:

- less than 60% of pupils at the end of KS2 achieve level 4+ in English and maths;

- less pupils at the end of KS2 make expected progress in English than the national average (national median 87%); and
- less pupils at the end of KS2 make expected progress in maths than the national average (national median 86%);

5.5 In Sunderland, ten primaries in 2011 met all three below floor-standard criteria.

6. Key Stage 4

6.1 Pupils achieving 5+ A*-C including English and maths continues to improve, from 53% in 2010 to 55% in 2011 and has exceeded 54% target. However, the 2.8% point improvement this year compares to a 5.4% point improvement nationally (59%), widening the gap. This is more apparent amongst boys who have not improved at the same rate as either Sunderland girls or national boys. Free school meal pupils have improved at 5+A*-C including English and maths, but Bangladeshi cohort has declined from 54% to 36%, 2010 – 2011.

6.2 Looked After Children at 5+A*-C including English and maths remains low and the same as previous year at 7% compared to 12% nationally for looked after children; however in this small cohort of 31 pupils, 35% had a statement of special need and only 29% attended a mainstream schools. Additional performance measures show that since 2008 the percentage of Sunderland looked after pupils achieving 5 A*-C has been consistently higher than the national average for looked after children; in 2011 36% of children looked after in Sunderland achieved 5A*-C compared to 31% of similar pupils nationally.

6.3 The Key Stage 4 results for each secondary school are published by DfE; the main performance measures for each school are listed below.

KS4 School Name	Key Stage 4 5+ A*-C (Eng&Maths)		English Baccal aureate 2011	Key Stage 4 3 Levels Progress		Schools Below Floor Target (Y = Yes) 2011
	2010	2011		English 2011	Maths 2011	
Academy 360	21%	35%	1%	46%	38%	
Biddick School	51%	57%	4%	53%	70%	
Castle View Academy	43%	54%	1%	73%	71%	
Farrington School	62%	70%	2%	67%	69%	
Hetton School	52%	60%	21%	65%	61%	
Houghton Kepier School	51%	53%	5%	71%	60%	
Monkwearmouth School	55%	59%	21%	79%	63%	
Oxclose School	66%	61%	3%	74%	68%	
Red House Academy	30%	19%	1%	42%	32%	Y
Sandhill View School	49%	50%	4%	73%	45%	
Southmoor School	62%	68%	1%	83%	71%	
St Aidan's School	63%	59%	19%	67%	63%	
St Anthony's School	67%	72%	33%	86%	74%	
St Robert's School	74%	80%	20%	89%	81%	
Thornhill School	53%	46%	11%	71%	50%	
The Venerable Bede School	61%	60%	15%	75%	54%	
Washington School	38%	38%	1%	43%	53%	
Sunderland	53%	55%	10%	68.1%	60.3%	1
National	54%	59%	18%	74%	66%	-

6.4 A secondary school will be below the floor target in 2011 if it has:

- less than 35% of pupils at the end of Key Stage 4 achieving 5 or more GCSEs A*-C (or equivalents) including English and maths GCSE; and
- a below average (national median 74%) percentage of pupils at the end of KS4 making expected progress in English; and
- a below average percentage (national median 66%) of pupils at the end of KS4 making expected progress in maths.

6.5 In Sunderland there was one academy that met all three below floor-standard criteria.

7. Key Stage 5

7.1 Average point score (APS) per student measures the average number of points gained by individual students at age 18. The APS per student in Sunderland in 2011 was 795, slightly lower than the 2010 figure of 814 but significantly higher than the national figure of 746. Sunderland is ranked 10th highest local authority in England at this measure.

7.2 Average point score (APS) per examination entry gives an indication of the average number of points achieved by students per subject entry in each setting. The APS per entry in Sunderland is 220 points which is the equivalent to just above a grade C at A Level, improving slightly from 215 points in 2010 and slightly above national figure of 216 points. For information, a grade C at A Level yields 210 points. Sunderland is ranked 18th highest local authority in England at this measure.

7.3 Key Stage 5 results for each school and college are published by DfE; the main performance measures are listed below.

	Average point score per student			Average point score per entry		
	2009	2010	2011	2009	2010	2011
Sunderland Local Average	771	814	795	209	215	220
National Average	739	745	746	212	214	216
City of Sunderland College	746	794	767	215	220	224
St Aidan's RC	714	729	747	188	194	207
St Anthony's RC	772	879	958	201	203	219
St Robert's RC	891	897	852	205	213	210

8. Recommendation

8.1 Members are asked to note the performance of Sunderland national curriculum results.

9. Further Information

School and local authority results are now available through the DFE website at:
http://www.education.gov.uk/schools/performance/?pid=pt2011_&cre=bannerpurple

CHILDREN, YOUNG PEOPLE AND LEARNING SCRUTINY COMMITTEE

23 FEBRUARY 2012

THE EDUCATION ACT 2011

REPORT OF THE EXECUTIVE DIRECTOR OF CHILDREN'S SERVICES

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

1. Why has this presentation come to the Committee?

- 1.1 To inform committee of the significant changes in the Education Act 2011 and their implications for education in Sunderland.

2. Presentation

- 2.1 The presentation will concentrate on the 10 main areas within the new Act:

- Early years provision
- Discipline
- School workforce
- Qualifications and curriculum
- Educational institutions
- Academies
- Post-16 education and training
- Direct payments
- Student finance
- General – supplementary orders and regulations.

- 2.2 The implications of the Education Act for Sunderland will be covered in the presentation.

- 2.3 A summary of changes is attached for your information at Appendix 1.

3. Recommendation

- 3.1 Scrutiny Committee are asked to note the content of the presentation.

4. Background Papers

- 4.1 Education Act 2011

- 4.2 Access to the Act in full is available through the Department for Education website

5. Glossary

GTC	General Teaching Council
TDA	Training and Development Agency
SSSNB	School Support Staff Negotiating Body
QCDA	Qualifications and Curriculum Development Agency
SIP	School Improvement Partner
PRU	Pupil Referral Unit (now Short Stay Schools)
YPLA	Young People's Learning Agency
SFA	Skills Funding Agency

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Education Act 2011: Summary of changes

Part 1: early years provision

- Enables a new entitlement for disadvantaged two-year-olds to 15 hours' free early years education

Part 2: discipline

- Extends the power of staff to search pupils without their consent for any dangerous or banned items
Extends the power of staff to search pupils without their consent for any dangerous or banned items
- Reforms the process for reviews of permanent exclusions
Independent Appeal Panels are replaced with Review Panels which can either:
 - (a) Uphold the decision of the head teacher/governing body,
 - (b) Recommend that the head/governing body reconsider the matter, or
 - (c) If it considers that the decision was flawed when considered in the light of the principles applicable on an application for judicial review, quash the decision and direct the responsible body to reconsider the matter.Review Panels cannot therefore order reinstatement.
- Ends the need for schools to give 24 hours' written notice to parents for detentions
- Ends the requirement for schools to enter into a behaviour and attendance partnership with other schools

Part 3: school workforce

- Abolishes the General Teaching Council for England (GTC) and the Training and Development Agency for Schools (TDA), transferring relevant functions to the secretary of state and where appropriate, to Welsh ministers
- Abolishes the School Support Staff Negotiating Body (SSSNB)
- Restricts public reporting of allegations made against teachers to protect them from false accusations

Part 4: qualifications and the curriculum

- Requires schools to take part in international education surveys
- Abolishes the Qualifications and Curriculum Development Agency (QCDA) and transfers relevant functions to the secretary of state
- Requires schools to secure independent and impartial careers guidance for pupils from the age of 14: schools cannot fulfil this duty by asking a teacher or other person employed by the school to provide guidance
- Ends the need for LAs, schools and governing bodies to secure access to the Diploma entitlement for 16 to 18 year olds and pupils in Key Stage 4 (KS4)

Part 5: educational institutions

Repeal of duties of governing bodies and LAs

- Removes the duty of governing bodies to publish a school profile
- Ends the requirement for LAs to appoint a school improvement partner (SIP) in each school
- Introduces a cap on the amount that LAs and schools can charge for school meals, milk, etc.
- Ends the power of the schools adjudicator to make a change to a school's admissions arrangements in response to a complaint

New schools and constitution of governing bodies

- Introduces a presumption that when LAs set up new schools they will be academies (including free schools)
- Changes the composition of school governing bodies
- Makes it possible for one or more, but not all, of the schools in a federation to become an academy without going through the process of leaving the federation

Changes to Ofsted inspections

- Changes the inspections framework for schools so that inspectors will report on:
 1. The achievement of pupils at the school
 2. The quality of teaching in the school
 3. The quality of leadership in and management of the school
 4. The behaviour and safety of pupils at the school
- In addition, Ofsted must consider how well a school provides for different groups of pupils and the school's provision for the spiritual, moral, social and cultural development of pupils
- Exempts certain categories of school and further education (FE) institution from routine inspection by Ofsted
- Allows Ofsted to charge schools for the cost of carrying out an inspection if the school has requested the inspection
- Gives the secretary of state power to close schools which are eligible for intervention, rather than only those in special measures
- Gives the secretary of state power to direct an LA to issue a warning to a school on grounds of performance or safety concerns
- Stops parents complaining about schools to the local commissioner

Finance of institutions

- Enables the secretary of state to issue directed revisions to LA schemes for financing schools
- Allows governing bodies to fund the costs of premature retirement and dismissal of community staff

- Makes changes to what costs can be included in charges made by nursery schools and schools with nursery classes for early years provision that is not funded by the LA
- Allows pupil referral units (PRUs) to be funded by LAs by way of a budget share, in the same way as maintained schools
- Repeals the change of name of PRUs to short stay schools

Part 6: academies

- Introduces the establishment of 16 to 19 academies
- Introduces the establishment of alternative provision academies
- Removes the need for academies to have a specialism
- Requires governing bodies of schools to consult those they think appropriate before or after an application for academy status
- Makes changes to the way a school in a federation becomes an academy
- Clarifies the law surrounding LA powers to provide financial or other assistance to academies
- Allows schools adjudicators to deal with objections to academies' admissions arrangements

Part 7: post-16 education and training

- Abolishes the Young People's Learning Agency for England (YPLA) and transfers relevant functions to the secretary of state
- Repeals the duty on the Skills Funding Agency (SFA) to find an apprentice place for all suitably qualified young people. The SFA must provide proper facilities for apprenticeship training for certain groups of young people who have secured an apprenticeship opportunity
- It also places a new duty on the chief executive of the SFA to make reasonable efforts to ensure employers participate in apprenticeship training, and gives the secretary of state new powers in relation to the function of the chief executive
- Maintains Labour's policy of raising the participation age to 18 in 2015

Part 8: direct payments

- Allows local authorities to make a direct payment for children and young people with special educational needs or learning difficulties. The power must only be exercised in accordance with a pilot scheme made by the secretary of state

Part 9: student finance

- Increases the cap on the interest rates that can be charged on new student loans

Part 10: general

- Supplementary provisions about orders and regulations, the interpretation of the Act, financial provision and commencement

Education Act 2011

Children, Young People and Learning Scrutiny Committee –
23 February 2012

Mike Foster

Deputy Executive Director Children's Services

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CHILDREN, YOUNG PEOPLE & LEARNING SCRUTINY COMMITTEE

SPECIALIST COMMUNITY CHILDREN AND YOUNG PEOPLE'S SERVICE – PRESENTATION

REPORT OF THE NHS SOUTH OF TYNE AND WEAR

23 FEBRUARY 2012

1. Purpose of the Presentation

- 1.1 The presentation will provide Members with an overview of the development and reform of CAMH (Child and Adolescent Mental Health) Services in Sunderland, South Tyneside and Gateshead.

2. Background Information

- 2.1 NHS South of Tyne and Wear is looking at a new way of delivering a joined up Specialist Community Child and Adolescent Mental Health and Learning Disability Service (CAMH and LD Service) to ensure that the needs of the local population are met most effectively when the new service is commissioned in the autumn of 2011.
- 2.2 Key outcomes of the development and reform will include delivering nationally agreed child and adolescent mental health outcomes demonstrating improved outcomes for children, young people and families against the set of measures recommended by the Clinical Outcomes Research Consortia and its improved effectiveness through the collection and reporting of performance against quality indicators.
- 2.3 The aims and objectives of the new service will contribute to improved mental health outcomes for individuals and for the population as a whole. The service will provide effective, outcome focused services that put the needs of children, young people and their families and carers at the centre of their care and are delivered as part of an integrated model of multi-agency service provision.

3. Current Position

- 3.1 An extensive consultation programme took place between August and November 2010 to give children, young people, parents, carers, staff, local people, interested organisations and key partners their say on the way in which the new service will be delivered across their area. It was carried out by means of a formal consultation document, a children's and young people's survey, and a parents and carers survey. These were available online and were used in focus groups, public meetings and one-to-one interviews. Assistance with the consultation was provided by Investing in Children, NHS South of Tyne and Wear's Patient and Public Involvement Team, patient and

carer groups and CAMHS workers. In summary, the key themes arising from the consultation were as follows:

- Access and appointments;
- Out-of-Hours Support;
- Staff;
- Service Design;
- Promotion of the Service; and,
- Use of Language.

3.2 The findings from the consultation process have been used by NHS SoTW to inform the final service specification for a formal tender process to procure a new CAMH and LD Service.

4. Recommendations

4.1 That the committee notes and comments on the Specialist Community Children and Young People's Service presentation.

5. Background Papers

The re-provision of Specialist Community Child and Adolescent Mental Health and Learning Disability Service in Gateshead, South Tyneside and Sunderland: Consultation Feedback 2011 (NHS South of Tyne and Wear).

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Specialist Community Children and Young People's Service



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South of Tyne and Wear healthy for you.***

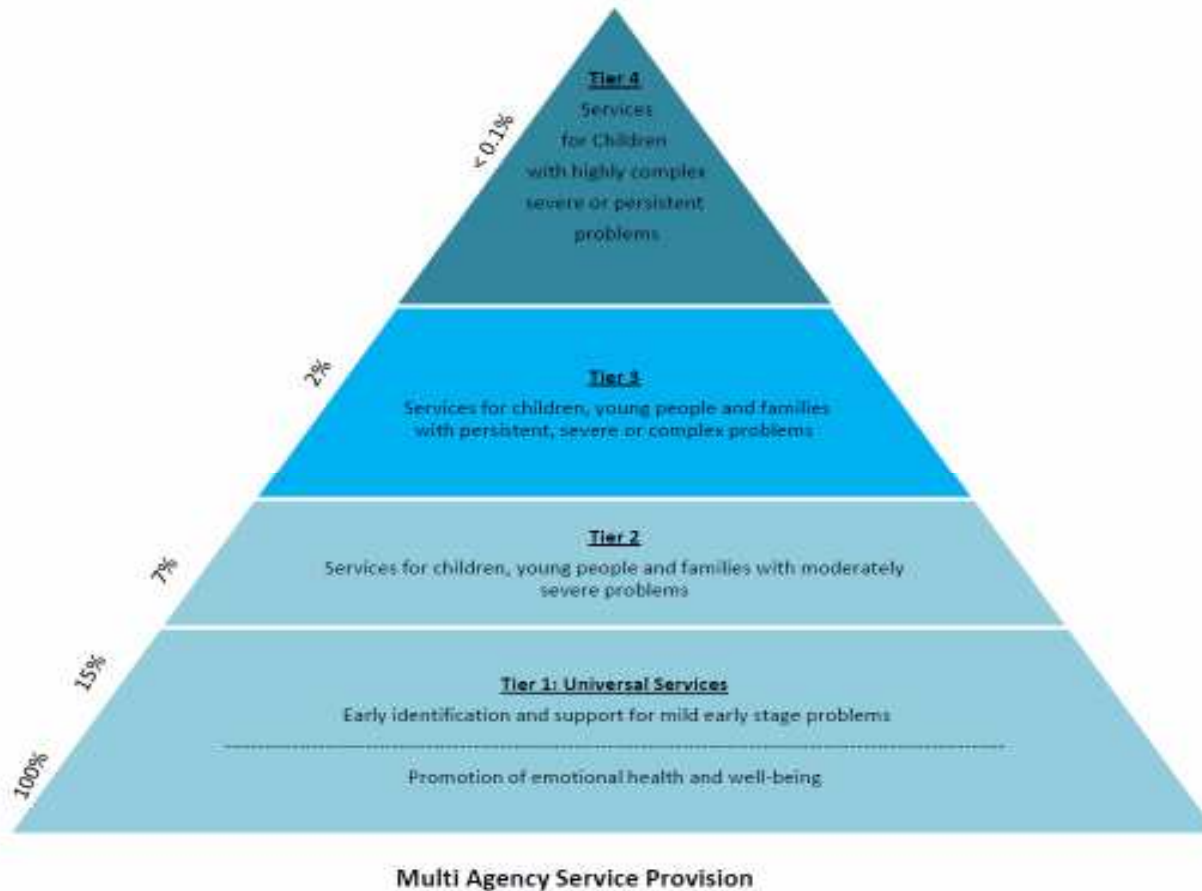
Gateshead Primary Care Trust • South Tyneside Primary Care Trust • Sunderland Teaching Primary Care Trust

Context

- Forms part of development and reform of CAMH Services in Sunderland South Tyneside and Gateshead
- Led by Programme Board for CAMHS, Learning Difficulties and Complex Needs Programme Board



Service Development and Reform



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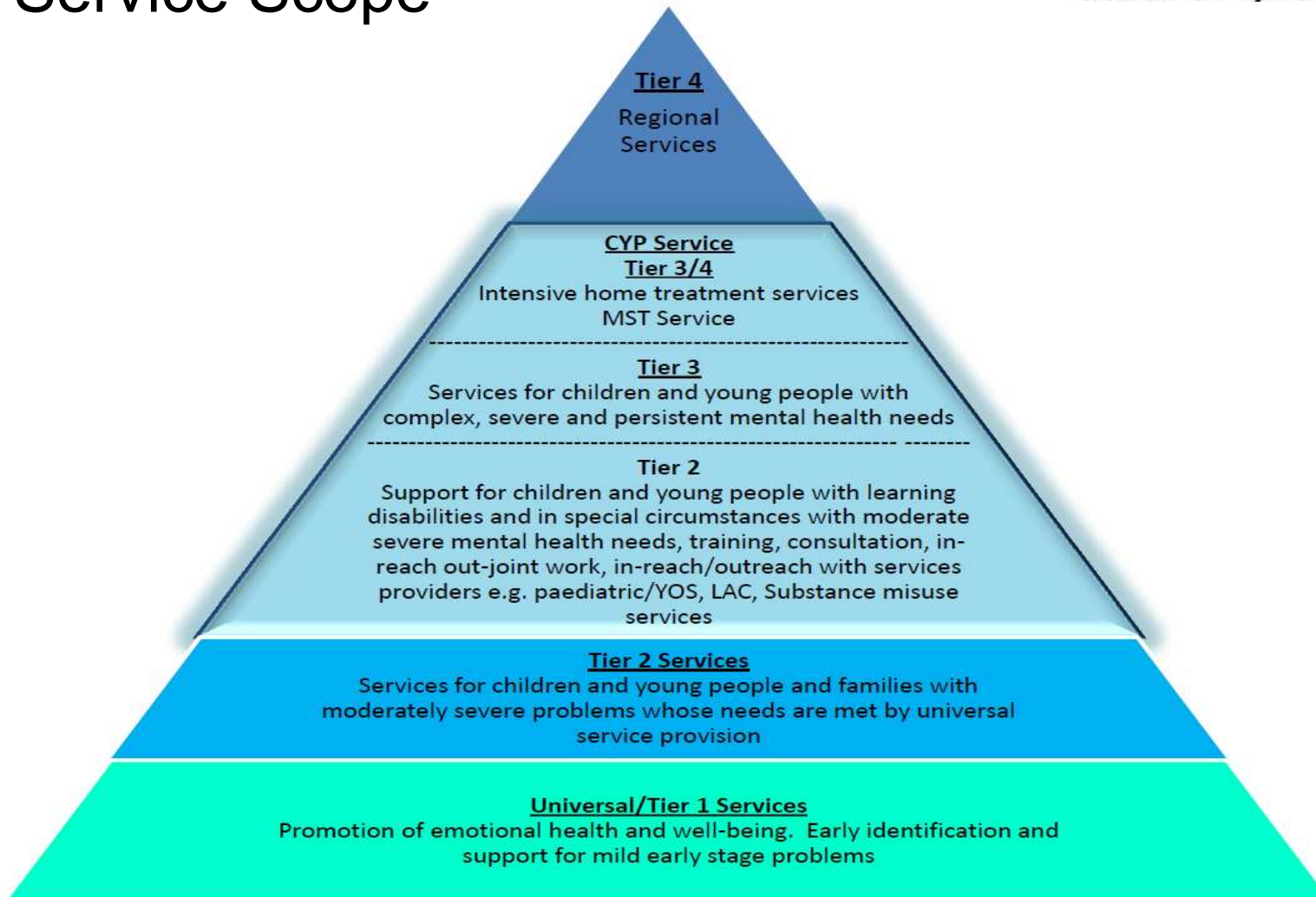


Background

- The Need for Change
 - Quality of Existing Service Provision
 - Service Development and Reform
- Development of the Service Specification
 - National Guidance, evidence base and quality standards
 - Local Context
 - Local demographic and locally adjusted epidemiological information
 - Extensive consultation
 - National and local work on the views of parents, children and young people in relation to CAMH Service provision



Service Scope



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Key Features

- Direct and Indirect services
- Improved outcomes for children, young people and families
- Needs led service provision
- Improved access to services
 - Days and hours of operation
 - Location of services
 - Communication and information
 - Single point of access to the service as part of agreed local integrated arrangements
 - Choice and Partnership and Care co-ordination approach to draw services around the child and family
- Services delivered as an integral part of services for children:
 - Other elements of CAMH Service provision
 - Aligned to locality based working arrangements for children, young people and families
 - Integrated models of care for children and young people in special circumstances
 - Work with universal, targeted and specialist services to deliver holistic team around the family approach
 - Operate from a value base of “no giving up on families”

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Key Features

- Clear quality standards for assessment, care and intervention including information and consent, safeguarding line with QUINIC standards, NICE requirements and Safeguarding standards
- Clear transition arrangements from up to 19 years
- **MDT** approach with workforce in line with national staffing requirements 1.5 wte psychiatry + 20wte MDT
 - Training – as a minimum generic CAMHS to BSc level or specific training
 - Full range of therapies
 - Specialist expertise in relation to the needs of children in special circumstances
 - Clear management and supervision arrangements
- Clearly demonstrated service user engagement



NTW design principles

- You should reach us quickly and simply
- The earlier the better
- To get the right help and care, safely and easily
- From our flexible and skilled workforce
- In collaboration with you and your carers and partnership organisations
- So that you can gain/re-gain independence, as far as possible
- By making smooth and sustainable steps forward
- Reaching us again, simply and quickly

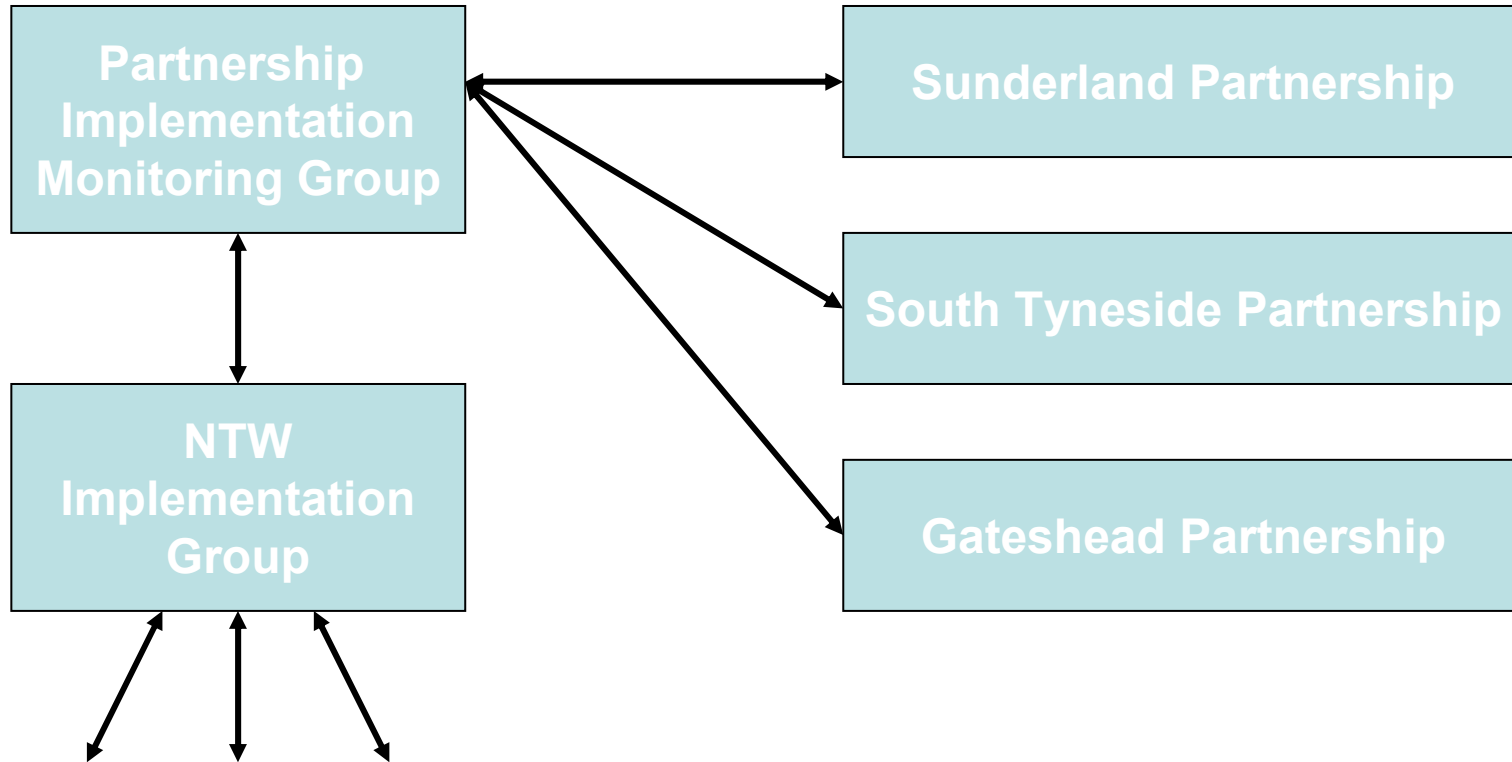


Outline Plan

- Develop delivery plan & systems to deliver - June 2011
- Appoint project team & project manager – July 2011
- Staff TUPE consultation – July / Sept. 2011
- Service and staff transfer – Oct 2011
- Staff consultation on new configuration – Oct / Jan. 2012
- Securing appropriate estate – July / March 2012
- CAPA & Care Pathway Development – July / March 2012
- Full delivery of new model – April 2012



Tender Implementation Plan



WORK STREAMS

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Main features of service

- Direct and indirect care
- Standard and enhanced services
- Increased support
- Single point of access
- Choice and Partnership approach
- Agreed outcomes, shared expectations

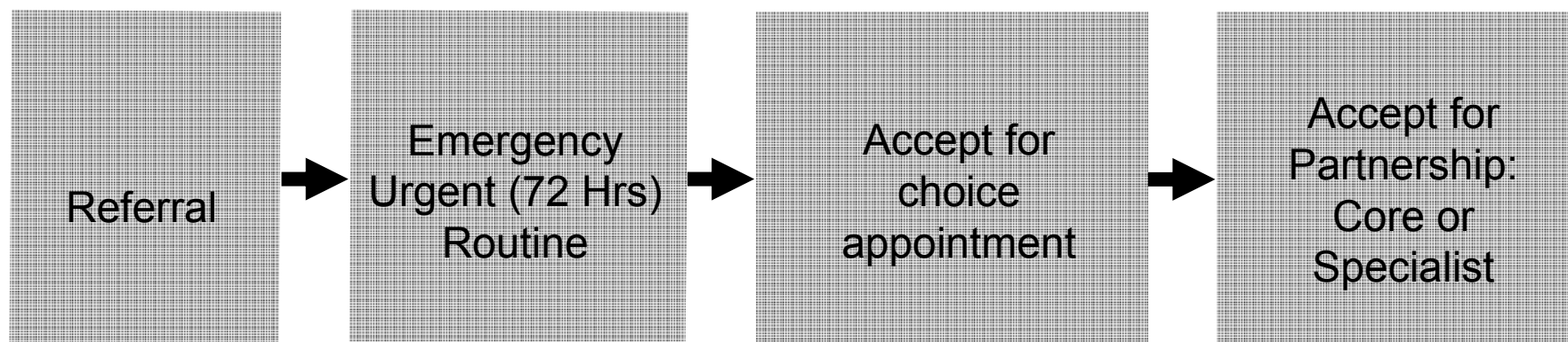


Main features of service

- Team around the child/Think Family
- Extended hours
- Choice of venue
- Extended Transition Planning
- Participation and evaluation



CAPA Pathway



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CAPA Pathway

- Access – via single point of entry with simple clear criteria. Well publicised system for emergencies / crisis
- Choice – fully booked, considers safeguarding and risk, empowers service users / carers to develop an understanding of their difficulties and make an informed choice. Sets goals / outcomes, where clustering happens!
- Core Partnership – Care coordination, clinical intervention, team around the child.



CAPA Pathway

- Specific Partnership – Specialist assessment and intervention, Time limited, bringing on board a clinician with the right skills
- Discharge / Transition – Planned from the outset, measurable outcomes, discharge and aftercare plan, team around the child
- Doing the right things, with the right people at the right time.



Participation, Inclusion and Evaluation

- **Participation, Investing in Children**

Agenda days, Research, Dialogue, Review



- **Inclusion, Barnardo's**

Improve access, outcomes, flexible approach

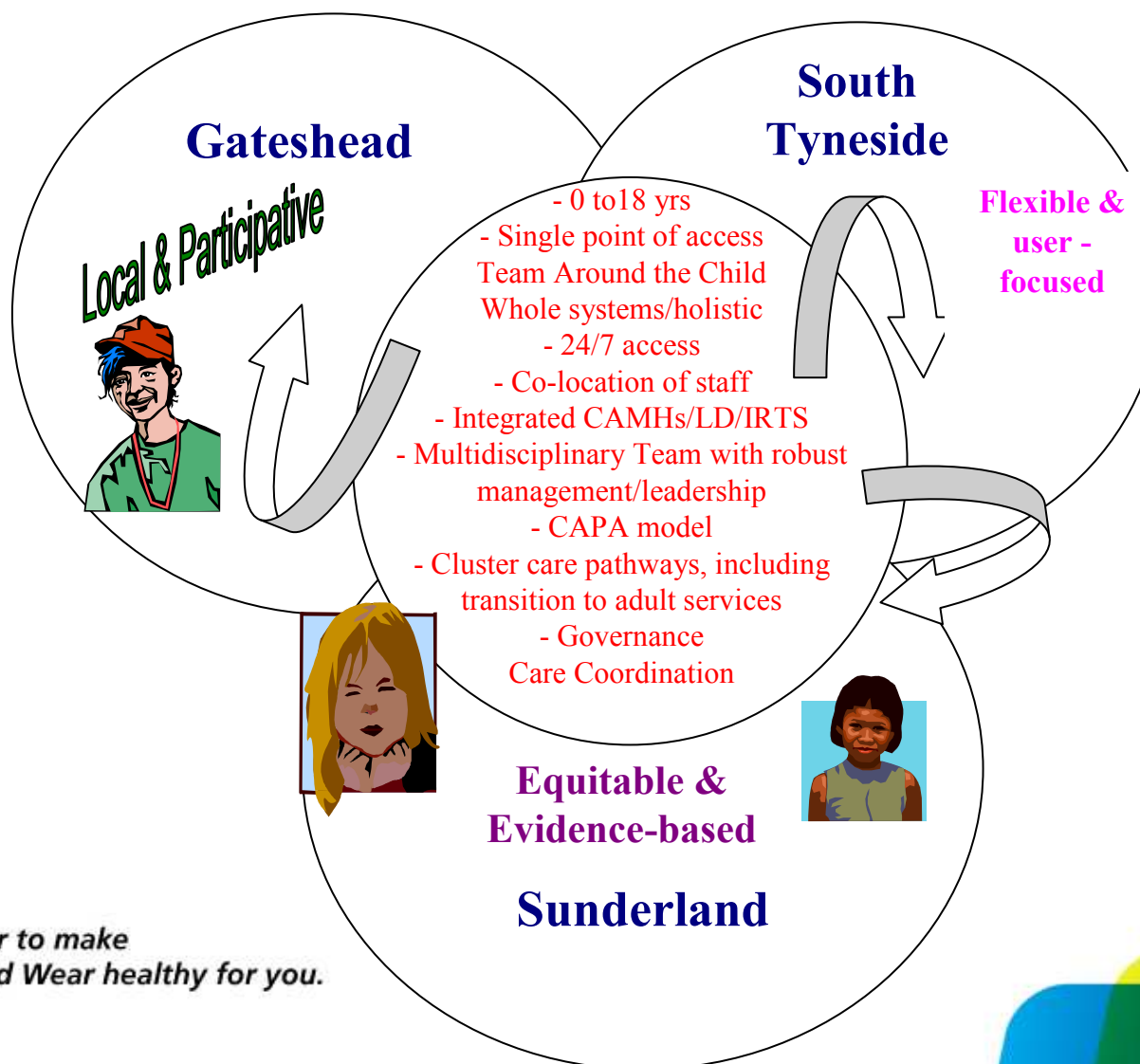


- **Evaluation, Action for Children**

Shaping service with service users and stakeholders. |
on existing work.



Holistic Approach



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Summary

The 0 – 18 Children & Young People’s Community Service Model:

1. Responds to the views of Service Users and Carers
2. Optimises outcomes
3. Strengthen links through partnership working, training and support with targeted and tertiary services
4. Work in partnership with Local Authorities, Third Sector and Children’s Services
5. Deliver NICE standards, quality and value for money
6. Deliver the Commissioners Service Specification



Your thoughts?

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Corporate Parenting Annual Report 2011

Report of the Executive Director Children's Services

STRATEGIC PRIORITIES: Learning City

CORPORATE IMPROVEMENT: Delivering Customer Focused Services

1 Purpose

- 1.1 This report informs members of Scrutiny of the current position of the Council as 'Corporate Parent', ensures that all members are aware of their role as "corporate parents", and provides an update on the current performance of the Council in meeting this responsibility. It also updates Scrutiny members on actions being taken to improve the outcomes for those children and young people to whom the Council has a parenting responsibility.

2 Background

- 2.1 The concept of Corporate Parenting was introduced in 1998 by the Secretary of State for Health, Frank Dobson, who outlined the duties of members as follows:

"For children who are looked after, your council has a legal and moral duty to try to provide the kind of loyal support that any good parents would give to their children...you should do your utmost to make sure that those children in public care get a good start in life..."

- 2.2 In 2007, in response to continuing concern about the persistent gap in outcomes between children in care and their peers, the then Government published the paper, *Care Matters: Time for Change*, requiring each local authority to re-examine and re-invigorate the way it meets the needs of children in care. The key elements of the paper were implemented through the Children and Young Persons' Act 2008

- 2.3 For most children, parents hold together the main strands of their lives, and maintain the knowledge of the child's history, circumstances and development. Access to professional services (for example GP and other health services, and education) and leisure, recreation and cultural activity is managed by the parent. Good parents keep abreast of their child's progress and tailor their support and advocacy according to their own aspirations for the child and their understanding of his or her needs. As their children grow and develop, good parents listen to their views and encourage their aspirations. It is the good parent who manages the services the child receives, not the agency or professional providing that service, and the securely attached child is not disadvantaged by changes in

personnel in the agencies providing services. When a child becomes looked after, he or she enters a system in which their care and upbringing is managed by professionals and paid carers. This has two major consequences for the child. Firstly, in addition to the problems of needing to re-form attachments, he/she moves into a world of paid, and sometimes changing, carers, where life is managed through formal and legal processes. Secondly, in addition to learning to cope with this world, they have lost the continuity of parental management of their access to services and opportunities.

2.4 For 'Corporate Parenting' to replicate the quality of care afforded by a 'good parent', each agency and professional involved needs to consider how they can be proactive, within their own remit, on behalf of looked after children, and for all agencies to strive for ever stronger collaborative working so that the whole of the 'corporate parent' can be greater than the sum of its parts.

2.5 The Corporate Parenting responsibility is shared by the Council as a whole. All members, not just those with an interest in Children's Services, are 'Corporate Parents'.

3. The Corporate Parenting Board

3.1 The Corporate Parenting Board first met in September 2006 and continues to meet quarterly.

3.2 In the past year the Corporate Parenting Board has received reports concerning:

- Children's Services quarterly performance.
- The Children in Care Strategy
- Independent Advocacy for children and young people
- Housing and accommodation issues for Care Leavers
- Feedback from the Change Council regarding the proposed homes closure programme
- Inspection outcomes

3.3 Some members of the Corporate Parenting Board undertake 'Regulation 33' monitoring visits to Children's Homes. Reports of these visits are reported to the Corporate Parenting Board.

4. Outcomes for Looked After Children

4.1 Under "Care Matters" all local authorities were required to develop a 'Pledge' to looked after children and young people. Sunderland's "Pledge" to children and young people in care was launched in 2011 (attached as Appendix 1). In Sunderland we have used this Pledge as a framework to develop the action plan and strategy for the Multi-Agency Looked After Partnership. It also gives a framework that allows us to judge how we are meeting the promises that we have made to the children and young people in our care, and how well we are performing towards the five improved outcomes that the pledge represents.

4.2 The Pledge is made up of the following outcome areas, how the local authority is performing against these outcomes will be described in the below report:

- “If you need to come into care, we will make sure that you are safe and properly cared for”
- “We will ensure that you are listened to”
- “We will help you to get a good education and enjoy your leisure time”
- “We will ensure you are supported to keep fit and healthy”
- “We will work with you to make sure you do not leave care before you are ready”

5. Characteristics of Children Looked After in Sunderland

5.1 At the end of December 2011 there were 398 children and young people looked after by Sunderland City Council. This is equal to 69.9 children for every 10,000 children in the general population of the city. This rate is a slight reduction on previous months where the snapshot was above 400 children.

5.2 The ethnic make up of the children in the care of the local authority has remained relatively stable, although the 5.5% of children who were from BME groups at the end of December 2011 is a rise on the 5.1% who were from those groups at the end of March 2011.

5.3 The types of placements used by Sunderland as at the end of December are shown in the below table, and illustrate the capacity of the component parts of the care system. At the end of December 2011 Sunderland had 209 Foster Carers and 6 children’s homes. The number of children in external placements can reflect capacity challenges, but also indicates the need to commission placements for some children from providers who offer specialist services that the authority cannot meet internally.

Placement Type	Children	%
Foster Care in Internally Commissioned Placements	235	59.0%
Foster Care in Externally Commissioned Placements	38	9.5%
Foster Care in Friends or Family Placements	22	5.5%
Internally Commissioned Children’s Home Placements	31	7.8%
Externally Commissioned Children’s Home Placements	15	3.8%
Children Placed for Adoption	30	7.5%
Young People in Independent Living Placements	7	1.8%
Children Placed with Parents under Care Order (or ICO)	20	5.0%

- 5.4 The length that children spend looked after by the local authority has changed over the past four years, with the average length of time in care reducing by 11 months to just under three years.

	Under 6 months	Under 2 years	2 to 4 years	Over 4 years
2011	72	126	67	133
2010	58	123	51	156
2009	64	101	59	164
2008	36	84	89	180

- 5.5 The above table shows that in December 2011 just over 50% of children had been looked after for more than 2 years. This is a significant reduction on the same figure for 2008, where fewer than 70% had been looked after for more than 2 years. Although the total population has been similar over the last four years, the proportion of long term looked after has reduced year on year.

6. Outcome One: “If you need to come into care, we will make sure that you are safe and properly cared for”

- 6.1 In order to measure how the children who come into care feel about their experiences, and the impact that being looked after by the local authority has on their lives, evidence can be shown from the Viewpoint system (see section 11.6 below for a full description of Viewpoint), and also from the placement information that describes a child’s journey through the care system.

6.2 Viewpoint Survey Results - What are Children’s and Young People’s thoughts about being Looked After in Sunderland

- 6.2.1 The Viewpoint survey has identified the satisfaction of children based on several dimensions. This has been aggregated to show the overall satisfaction – 82% of children identified themselves as satisfied. The satisfaction levels change with the age groups questioned – 87% of 10 to 15 year olds, 73% of 7 to 9 year olds, and 72% of 4 to 6 year olds.

- 6.2.2 Within this satisfaction total, there are key figures that show what children think about their placements and their experience of the looked after system. For example, 95% of young people feel “definitely safe” in their placement, while 5% feel “just about” safe. (Those children who reported only feeling “just about safe” were followed up to make sure that they were safe). It is recognised that the high level of positive responses to this question could be due to a lack of safety of in their previous home circumstances.

6.2.3 In all the age groups over 89% of the children said they felt “completely settled” or OK where they were living.

6.2.4 When children are asked whether they feel “Happy” and/or “Sad”, the figures show that two thirds report themselves as “Happy”, and a third report themselves as “Sad”. Although this is perhaps contradictory to the questions around satisfaction, safety, and being settled, it is an indication of the subjective nature of the child’s happiness.

6.3 Standards Monitoring of Placements (Regulation 33 and Ofsted Inspections)

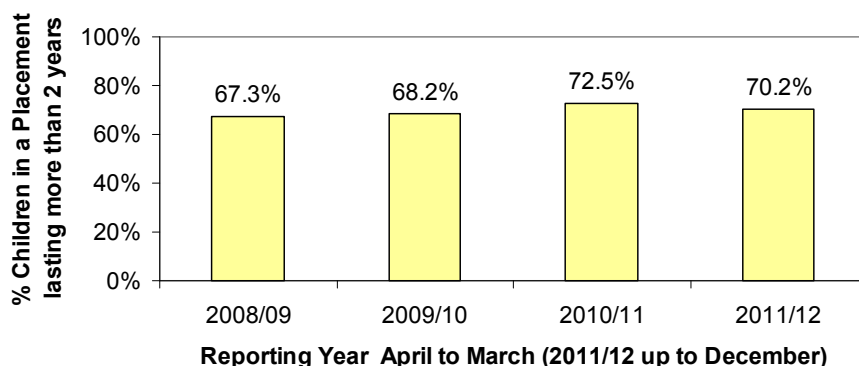
6.3.1 Unannounced visits to children’s homes under Regulation 33 of the Children’s Homes Regulations 2001 are carried out monthly by officers from the Safeguarding and Quality Assurance Unit. They consistently report high quality of care in all the homes.

6.3.2 Ofsted inspects children’s homes twice per year, one full inspection and one partial (both unannounced). Currently, four of the five mainstream homes are judged “Good” and one “Satisfactory”. The Short Break unit for disabled children is judged “Outstanding” overall and “Outstanding” in every aspect

6.4 Stable Placements – Children and Young people can develop relationships and attachments

6.4.1 For children and young people who are looked after by the local authority, it is important that they have the same opportunity for the development of relationships and attachments as those children who live with their own parents. In this sense living in a placement that does not change improves the chances that children will feel happy and safe within that setting.

6.4.2 Long Term Stability - For children in long term care it is an important outcome for the child that a stable placement is maintained. At the end of December 2011, 124 children under the age of 16 had been in the care of Sunderland for more than 2 and a half years. Of these children, 87 of them had been in that placement for more than two years. This gives a Long Term Stability indicator of just over 70%.



NI63, Children looked after for more than 2.5 years and in the same placement for 2 or more years.

6.4.3 As is shown in the above chart, this is slightly lower than the figure that was reported at the end of the last reporting year (March 2011), although it is an improvement on the three year average.

6.4.4 Although there were 37 children who had changed placement within the last two years, only 12 of these were as a result of placement breakdowns. The remaining placement changes were made to improve the outcomes for the children; 22 children were either moved to a permanent placement, removed from unsuitable placement arrangements with their birth parents on orders, or were moved into specialist placements that were suited to their level of need.

Children Looked After at the end of December 2011 for more than two and a half years	124	%
In a Stable Placement for 2 years or more	87	70%
Have been moved in the last 2 years in order to improve their outcomes	22	18%
Have been moved in the last 2 years due to a placement breakdown	13	10%
Other reasons for Placement Change	2	2%

6.4.5 These positive placement moves would increase the indicator by 18 percentage points if they were included - i.e. 88% of children who were looked after for more than two and a half years were either in the same placement for more than two years, or had moved to a different placement to improve their outcomes.

6.4.6 Short Term Stability - For children who have been in care for less than two and a half years, it is equally important that they are given the opportunity of a stable environment. The indicator for short term stability looks at those children who have moved between placements at least twice during the year, and therefore a low percentage indicates positive performance.

6.4.7 At the end of December 2011, 37 children had moved at least twice during the year. This gave the indicator a value of 9.3% for the 2011/12 year so far. This is an improvement on the 2010/11 outturn, and well within the locally set target of 10.5% of children.

6.4.8 Nine of the children who had more than two placements were missing for more than 24 hours from one of their placements; these are counted in the indicator as placement moves, despite the young person returning to the same placement after their missing episode. If this effect upon the indicator is taken into account, the final figure would be at 7%.

7. Outcome Two: “We will ensure that you are listened to”

- 7.1 The Local Authority regularly reviews the care of each Looked After Child. These reviews are carried out by Independent Reviewing Officers, and give Children and Young People the opportunity to participate in decisions around their care. These reviews must take place at minimum statutory intervals, and a performance indicator measures how many looked after children have had all of their reviews in the year within these timescales.
- 7.2 In 2011 all Looked after Children aged over the age of 4 participated in their looked after review; this allowed the Reviewing Officers to listen to the wishes and feelings of each child, and take these into account when making decisions. Just over two-thirds (38%) of children and young people attended these reviews in person, but others either contributed in writing or had their views represented by a third party.
- 7.3 Since January 2010 a project has been in place to improve the way in which looked after children can directly participate in the review of their care arrangements. Staff have been dedicated to visiting children in foster care to assist the children prepare contributions to their reviews, using a computerised system called ‘Viewpoint’.
- 7.4 The ‘Viewpoint’ system provides young children with an attractive medium to record and express their views and wishes, in preparation for their Looked After Review. The process of conducting the questionnaires has shown that the Viewpoint format is very supportive for those less confident with reading and spelling
- 7.5 In 2011 this provided an alternative means of contributing to reviews for 176 children over a range of age groups. Although this was mostly for children in Foster Care placements, there was also a successful pilot period for children in Residential settings.
- 7.6 1133 Looked After Reviews were held for children and young people in 2011, and a further 1230 were held for disabled children receiving Short Break Care. There were 357 children who were looked after at the end of December 2011 for more than 28 days, and of these 343 had all of their reviews in the year within the set timescales. The outturn of 96.1% is slightly below that for 2010/11 (97.2%). However, it is within the top locally set banding of “Very Good”.
- 7.7 Participation and Consultation with Young People
Change Council: ‘Young People in Care Changing Lives’
- 7.8 The white paper ‘Care Matters’ which led to the Children and Young Persons Act 2008, directed every Local Authority to establish a ‘Children in Care Council’ with direct links to the Lead Member and Director of Children’s Services.
- 7.9 Sunderland has had a consultation forum for children and young people in care since 1999. In 2008 this was redeveloped, expanded and strengthened as our

Children in Care Council under its new chosen title of “Change:-young people in care changing lives”. Generally known as the ‘Change Council’, it meets monthly, has representatives on the Corporate Parenting Board, and communicates with the wider looked after population via its own new magazine ‘Change News”

7.10 In addition Change Members make positive contributions to service development and delivery in a variety of ways including delivery of training courses to staff, members, other professionals and carers both within Sunderland and regionally, participation in staff recruitment and selection, and contributions to policy and procedure development.

8. Outcome Three – “We will help you to get a good education and enjoy your leisure time”

8.1 Viewpoint Survey Results - Children’s views about their education and the support they receive

8.1.1 As part of the Viewpoint process, children were asked if they were happy at school. Just over two-thirds (68.4%) of children said yes, they were happy in school, and about a quarter (24.6%) of children said they were happy sometimes. Only 7% said they weren’t happy at school, these 4 children were all aged 7 to 9 years.

8.1.2 The role that the child’s carer plays in supporting their education was also examined through Viewpoint. Children and young people were asked if their Foster Carer or Key/Link Worker helped with school work; 74% said yes they received help, and another 6.4% said they received help sometimes. Those children aged 7 – 9 had the highest percentage of those who said they didn’t receive help at 27%.

8.1.3 Almost half of the 10 -15 yr olds said they would like more support or continuing additional support with their education, and the majority are having additional support.

8.2 Educational Attainment for Looked After Children

8.2.1 Education Outcomes for Children and Young People are measured in relation to children who have been in care for at least 12 months at 31st March; in 2011 190 children in this group were of school age.

8.2.2 Attainment for Key Stage 1 has improved in reading, writing and mathematics however Key Stage 2 shows a decline compared to the previous year. Educational attainments at GCSE/GNVQ stage have decreased since last year, however Sunderland is above the national average for 5 A* - C grades for Looked After Children in 2011.

8.2.3 *Key Stage 1* – There was a small group of seven looked after children who were in the Key Stage 1 cohort for 2011, however they were achieving broadly in line with their peers. In 2011 there was an improvement in results for reading, writing

and mathematics. Children achieving at least Level 2 in reading increased from 58% in 2010 to 86% in 2011, and compared to 84% for all Sunderland pupils. Children achieving at least Level 2 in writing increased from 50% in 2010 to 71% and mathematics increased from 50% to 86%.

8.2.4 *Key Stage 2* - There were 12 looked after children eligible to sit Key Stage 2 in 2011, with 17% having Statements and 33% at School Action Plus, therefore 50% of the cohort had special educational needs, compared to 38% in 2010.

8.2.5 The table below shows the percentage of looked after children in Sunderland achieving level 4 or above in English, Maths and both English and Maths. Although there has been a decline in those achieving Level 4, of the seven who did not achieve Level 4+ in English, four made progress of two levels and of the nine who did not achieve 4+ in Maths, five made two levels of progress.

	% achieving Level 4 or above			
	2008	2009	2010	2011
English	79%	42%	64%	42%
Maths	99%	47%	64%	25%
	Both English and Maths		64%	17%

8.2.6 *Key Stage 4 / GCSE's* - There were 31 looked after children eligible to sit GCSEs in 2011, of these 21 achieved at least one GCSE pass at any grade (71%).

8.2.7 The educational performance of the year group has to be seen in the context of the challenges facing this particular cohort. 35% of the cohort had statements of educational need compared with 3% of all Sunderland Year 11 children. 29% attended special schools (2% of Sunderland cohort) and 31% of the cohort have special needs assessed at School Action Plus (8% of Sunderland cohort).

8.2.8 The percentage of children obtaining at least 5 GCSEs grades at A*-G decreased from 64.5% in 2010 to 52% in 2011.

8.2.9 There were 11 children obtaining 5 or more A*-C this year in comparison to 14 children in 2010, representing 36% of the cohort (42% in 2010). However, Sunderland is placed above the national average of 31% for 5 A* - C grades for Looked After Children. Where English and Mathematics were included, 7% achieved 5 A* - C grades.

8.2.10 *Absences* – The most recent Department for Education published information shows that Looked After Children missed on average 5% of sessions due to overall absences over a two year period (2009 – 2010). This compares favourably on a national basis; the England average was 6% of sessions, and only 14 local authorities nationally achieved a better outcome than Sunderland.

8.2.11 *Personal Education Plans* - over 95% of school age children in care in Sunderland have an up to date Personal Education Plan.

8.3 Leisure and Recreation

- 8.3.1 The Viewpoint survey results reveal that children's access to sporting and hobby activities varies tremendously, as does the opportunity to see friends. Many children do accept there are restrictions to seeing friends due to distance or the need to keep them safe.
- 8.3.2 Sunderland continues to participate in the regional MAX Card scheme which enables many families and young people to participate in more frequent outings to cultural venues at a reduced or no charge.
- 8.3.3 Every Children's Home has an activity coordinator responsible for ensuring that all the young people are offered a varied programme of activities. Each home has a least one staff member who is 'Evolve' trained to approve external visits.
- 8.3.4 Recent discussions with colleagues in Leisure services have led to increased promotion of the benefits of the Concessionary Life Card which looked after children are entitled to. This card enables looked after young people to access sports and leisure facilities throughout the city at a reduced rate.

8.4 Looked After Children who Offend

- 8.4.1 Incidence of offending amongst Looked After Children is of concern in that it tends to be higher than for other children. However, it is important to recognise that the proportion of offenders amongst looked after children is very small and it is important to recognise that in general the vast majority of Looked After Children do not offend.
- 8.4.1 Reducing offending is a key priority of the Children in Care Strategy and there is a dedicated working group and action plan to address this
- 8.4.2 Offending is measured as the percentage of children aged 10 or over who have been looked after continuously for at least 12 months, and who were given a final warning/reprimand or convicted during the year for an offence committed whilst they were looked after. In the 2011 returns, 20 children (11.2%) offended, a ratio of 2.0 compared to children in the general population.
- 8.4.3 At the end of September 2011 the offending ratio was 1.9. This equates to 21 young people receiving substantive outcomes between April and September 2011 from a cohort of 198 (10.6%). At the end of September 2010 the ratio was 1.6 and 18 young people had received outcomes, 9% of the 2011 cohort.
- 8.4.4 Between April and September 2011, 232 missing episodes for Looked After Children were recorded by Northumbria police, 45 of which lasted more than 24 hours. 15 young people who went missing at least once, also received substantive outcomes during the period. These young people were responsible for 49.1% of all missing episodes by looked after children in the period, highlighting a link between young people who offend and those who go missing from placement.

9 Outcome Four: “We will ensure you are supported to keep fit and healthy”

- 9.1 Health outcomes for Looked After Children are measured as an average of the percentage receiving an annual health check, and the percentage having a dental check in the preceding 12 months.
- 9.2 In 2010-11, 85.8% of our children had an annual health check, and 88.6% had their teeth checked by a dentist. Both of these represent an increase over the previous year.
- 9.3 The average of these figures (87.2%) is consistent with our trend over the past eight years. This has placed Sunderland on a par with our statistical neighbours and the national average.
- 9.4 *Immunisations* - 96.5% of children looked after had their immunisations up-to-date at 31st March 2011; this maintains the same rate as 2010. This includes immunisations due before admission to care and during time spent in care. Where children did not receive immunisations for health reasons or because parents refused consent, these were counted as children whose immunisations were not up-to-date.
- 9.5 All children looked after aged under 5 had their development assessments up-to-date at 31st March 2011. This is an improvement on the 2010 figure of 97.8%.
- 9.6 Substance misuse was identified as an issue for 26 children (9%). Of those children, 16 were offered and accepted intervention to address their substance misuse.

10 Outcome Five: “We will work with you to make sure you do not leave care before you are ready”

- 10.1 129 children left the care of the local authority during 2011, most of them under the age of 16 and returning to the care of their parents, or a connected person who was assuming parental responsibility. Some of those returning home do so within a very short period, but most within approximately two years, depending on the time taken to work with the families to address issues of risk and parenting.
- 10.2 *Adoption* - The number of children who have left care in 2011/12 due to being adopted is 38. This is an increasing trend, and is one which points to more positive outcomes for those children. This is 29% of all children who left care, an improvement on the previous three year average of 21% which meant Sunderland was ranked as the eighth highest performing local authority in England by the Department for Education.
- 10.3 Although fewer than three quarters (73.7%) of children adopted in 2011/12 were placed with their adoptive family within a year of the decision of adoption being made, the average age of those children adopted is relatively high. 42% of children adopted are aged over 5, and in 2011/12 two children have been adopted after the age of 10.

10.3 The adoption service was inspected by Ofsted in November 2010 and judged good overall with four outstanding features. The report concluded that:

“This is an agency that undertakes its responsibilities to very high standards in most areas of its work and to exceptional standards in many areas the management of the service is outstanding”.

10.4 Young People Leaving Care over the age of 16

10.4.1 In 2011/12 30 young people left care over the age of 16, 20 of whom stayed in care up to their 18th birthday.

10.4.2 A survey of Care Leavers, called the Care Evaluation Survey, gathers views of young people’s experiences in care. The survey in June 2011 (completed by 15 young people) revealed that 92% felt they received help and support from Social Workers, Assistants and Support Workers. When asked to rate the overall help and support received from all professional staff, young people gave an average score of 5 out of 6.

10.4.3 The Leaving Care Service supports young people until the age of 21 years in line with the Children (Leaving Care) Act 2000. For those young people who are accessing higher education the Service remains involved until the young person reaches 24 years or until they complete their course. The Service holds statutory responsibility for these young people and ensures they have clear pathways in place to address their needs in relation to accommodation, education, training and employment and personal support. The Service works with approximately 180 young people at any one time and is staffed by social workers and support staff who are experienced in meeting the needs of young people.

10.4.4 Each year a small number of severely disabled young people in care reach their 18th birthday and require support from Health Housing and Adult Services into adulthood. In July 2009 the Futures Team was established in HHAS and jointly funded by Children’s Services to undertake person centered planning with all severely disabled young people likely to need ongoing support. Priority is given to young people for whom the Council is a corporate parent and this is already resulting in more individually tailored and community based arrangements for young people as they enter adulthood.

11.1 19 Year old Care Leavers in Suitable Accommodation

11.1.1 The Leaving Care Service measures where Care Leavers are living, and what they are doing, around their 19th Birthday. In 2011 93.5% of care leavers age 19 were in suitable accommodation, which exceeded the target of 90%.

11.1.2 Sunderland has a range of accommodation providers that care leavers access. These include Burlington Close, (a six bed semi independent unit which is staffed 24 hours a day and supports young people to prepare for independence in a safe and supported manner, and associated trainer flat scheme which manages 14 properties) Holmewood (Gentoo supported scheme for young people), the

YMCA, TZ and Centrepoint. There is also a dedicated supported lodgings service.

11.2 19 Year old Care Leavers in Education, Employment or Training

11.2.1 The proportion of care leavers who were in employment, education or training around their 19th birthday at the end of 2011 was 69%. This represents a reduction in performance from 82% in 2010, although this is indicative of the more challenging circumstances facing 19 year old care leavers in the last year, and it does meet the target that was set for 2011/12.

11.3 Higher/Further education

11.3.1 The Leaving Care Service currently supports 10 young people at University, the highest number yet. The Service provides financial support of £6,640.00 a year which ensures that the young person's fees and accommodation are paid for. Feedback from those young people who have succeeded in gaining university places indicates they feel well supported, at a level comparable to their peers who receive parental support. It is anticipated that next year 16 young people will be studying at University.

12 **Services**

12.1 Health Team

A dedicated health team, 'OK2, 'oversees the management of health assessments for looked after children and is also available to provide advice and support. This team has community paediatric specialists and a Specialist Nurse for Looked After Children.

12.2 Virtual Head Teacher and Virtual School

12.2.1 Sunderland has had a "Virtual Head Teacher" with responsibility for the education of children in the care of Sunderland This includes those children in placements away from Sunderland.

12.2.2 Since 2000 every school in Sunderland has had a 'Designated Teacher for Looked After Children'. In 2008 it became a statutory requirement for all schools.

12.2.3 'The Virtual School' comprises three part-time teachers and an Inclusion Officer who advise and support schools and Designated Teachers, carers, social workers and others working to promote educational attainment of looked after children.

12.2.4 Personal Education Allowances are available to personalise the educational experience for our young people, including the provision of a range of equipment and services to support individual children.

12.2.5 Virtual School co-ordinates a range of initiatives to raise attainment:, all of which highlight the importance of targeted support to small groups of young people:

- Individual Tuition. In the past year 918 hours of one to one tuition has been provided.
- Letterbox Club: targets looked after children in Primary school years 3 and 5. Each child receives a brightly coloured parcel containing two books, fiction and non-fiction, a maths game, stationary items and a letter, usually from an author, every month for six months (May to October). The time period is selected to include the six week summer holiday period during which time attainment tends to dip. The reading ability of the children in the cohort was assessed before and after the programme, and the scheme is demonstrating considerable success.
- All looked after children in Y11 have a progression plan and all LAC in Y9 have enhanced support for their option choices.

12.3 Community Support Team

12.3.1 The Community Support Team has five main target areas of work:

- To provide help and specialist support to families and young people who are in crisis and identified as being at immediate risk of becoming looked after.
- To provide support to foster carers and children in foster care.
- To provide an 'on call' rota outside of office hours to include weekends and holiday periods in order to respond to situations that will result in the prevention of accommodation.
- Where young people have been accommodated on an emergency basis, to work with children, their families or extended family members to facilitate a return as soon as is possible.
- To work with young people who may have been looked after for some time, however with additional support may be able to return to their families sooner than may have been anticipated.

12.3.2 Referrals to the team have increased over the past year, with 130 referrals to support young people their families / carers.

12.3.3 Of the 108 young people and their families CST engaged with, only 6 young people went on to be accommodated, 2 of whom for reasons of child protection. 7 young people were supported in a returned from being in care to live with their families sooner than would have been anticipated. Of these 7 young people, only 2 subsequently needed to be re-accommodated. CST are still engaged with the 2 young people accommodated and 1 is to return to her adoptive parents mid February.

12.3.4 Upon closure of cases, practitioners give young people, their families and carers written feedback documentation for their completion. This documentation assists with review of service and enables improvements to service delivery. Responses remain extremely positive with no verbal or written complaints recorded by the

CST Coordinator. All written feedback is recorded in the CST feedback file, Parent/Carer feedback is as follows:

- 19 parents / carers rated the service as “excellent”.
- 4 parents / carers rated the service as “very good”.
- 21 parents / carers felt that they were fully involved with drawing up agreements for support.
- 21 parents / carers recorded that the length of involvement was just right.
- 1 parent / carer recorded that it was shorter than needed.

Young Peoples feedback

- 9 young people rated the service as excellent.
- 6 young people rated the service as very good.
- 3 young people rated the service as good.
- 14 young people recorded that all of the work was helpful to them.
- 4 young people recorded that most of the work was helpful to them
- 3 young people recorded that some of the work was helpful to them.

12.4 Independent Visitors

12.4.1 The Children Act 1989 requires the Local Authority to provide an independent visitor for any young person who does not have regular contact with members of their family. Currently Sunderland has a contract with Action for Children to provide up to 10 Independent Visitors, with provision to purchase additional Independent Visitors as required.

12.4.2 Independent visitors are volunteers from many walks of life who can support children young people in a variety of ways by befriending and assisting them.

12.4 Independent Advocacy Service

12.4.1 Since 2007 we have had arrangements in place to provide independent advocates for any child or young person wishing to make a complaint or representation about the service they receive from the Children’s Services. This is provided under the Advocacy Services and Representations Procedure (Children) (Amendment) Regulations 2004, and is available to any child or young person receiving or entitled to services, (not to parents or professionals).

12.4.2 Independent Advocates are experienced professionals with backgrounds in social care, health or education, and a sound knowledge of the care system and related services.

12.4.3 The service contract has been renewed for 2010-13 with Action for Children North-East Children’s Rights Service.

13. The Pledge

13.1 Under Care Matters all local authorities were required to develop a 'Pledge' to looked after children and young people. Sunderland's "Pledge" to children and young people in care was launched in 2011 (attached as Appendix 1). In Sunderland we have used this Pledge as a framework to develop the action plan and strategy for the Multi-Agency Looked After Partnership.

14. Care Planning and Review Regulations

14.1 The Government implemented the new statutory regulations and guidance for Care Planning and Review on 1st April 2011. The new regulations have increased the frequency with which Social Workers are required to visit children in care. They have also impacted on the role of the Independent Reviewing Officer which has been extended to allow more rigorous scrutiny of the establishment and implementation of Care Plans for individual children, and a greater frequency of contact with individual children in care.

15. Looked After Service Developments

15.1 Fostering

15.1.1 There is currently a target to increase net recruitment by ten fostering households per year. In order to help achieve this, a career progression scheme was introduced for all foster carers in April 2011. Its aim is to introduce personal development and the acquisition of skills and confidence, which will enable carers to provide high quality care for children with a range of needs, including permanence. There is an ongoing carer recruitment and marketing programme. The recruitment target is challenging due to the high level of competition from other local authorities and independent fostering agencies

15.1.2 Finance for the scheme is being provided by reducing the number of children's homes over time (1 children's home was closed in October 2011) and by reducing the use of external placements (increasing the numbers of carers will enable this to happen). Payment of fees is linked to carers' experience, skills and commitment and ensures that they are remunerated appropriately for the complexity and challenge of the work they undertake.

15.2 Adoption

15.2.1 The challenge for the adoption service is to maintain our good performance despite it now being harder to recruit adopters due to the national financial climate.

16. Peer Challenge

16.1 A Safeguarding Children Peer Challenge was undertaken in December 2011, as part of the improvement journey and in preparation for the anticipated Announced Ofsted inspection of Safeguarding and Looked After Services.

16.2 The Peer Challenge identified a number of strengths in relation to services for looked after children, including:

- A number of strong outcomes for children and young people e.g. educational attainment for looked after children and adoption performance
- Recognition that we had worked hard to minimise the number of looked after children placements outside the borough
- Several specific service areas were identified as effective including fostering, adoption, looked after children, the referral process and pathways for children with disabilities, and the community support team
- Acknowledgment that the Council has prioritised children's social care in a challenging financial climate
- Success in recruiting new social workers, improving staff stability and experience in social work

16.3 There were also a number of areas for consideration, however none of those related to looked after children

16.4 Learning from the experience of the Peer Challenge will help equip services to prepare for the expected Announced inspection of Safeguarding and Looked After children, which will take place in the first half of 2012.

17. **Recommendations**

17.1 That the Scrutiny Committee notes the content of this report.

17.2 That given the Performance reporting year Scrutiny Committee considers changing the timetable for this report for future years until June, so that the full year performance can be considered.

17.3 That following Scrutiny's review of Corporate Parenting, members of Scrutiny may wish to request more regular or in depth reports on aspects of Corporate Parenting.

18. **Background Papers**

- Putting Corporate Parenting into Practice: Understanding the Councillors Role' (National Children's Bureau)
- Children's Services Performance Update 2011
- Corporate Parenting Annual Report to Scrutiny Committee February 2011

Local Authority Pledge to Looked After Children

Our Pledge to Children and Young People

- 1 We will support you to live with your own family or with relatives wherever possible.**
- 2 If you need to come into care, we will make sure that you are safe and properly cared for:**
 - We will ensure that being in care is a positive experience for you, that your needs are met and your hopes for the future are supported and encouraged
 - You will have a qualified social worker and we will not change the social worker unless it is for a good reason and it is discussed with you
 - You will be consulted about your care, and will have an up to date care plan which covers the things which are important for you and for your future
 - You will get the right support to help to do things you need to do because of your culture, religion or ethnic background
 - You will have a place to live with carers who will meet your needs
 - You will be helped to keep in touch with members of your family. If regular visits are not possible we will help you keep in touch by telephone calls or letters, and if you do not see your family for a long time we will make sure that important information about your family is kept for you
- 3 We will ensure that you are listened to:**
 - Your views and wishes will be taken into account when we work with you to make your Care Plan and you will be involved in any decisions about your life or changes in the services you need
 - We will explain things to you in a way that you will understand
 - You will have an Independent Reviewing Officer, to co-ordinate your looked after review, and whom you can contact in between reviews if you are concerned about anything.
 - You may have an Independent Visitor to support you if you need it
 - If you want to say anything about the service you receive you can have an Independent Advocate to help you to make a complaint, suggestion or compliment
- 4 We will help you to get a good education and enjoy your leisure time:**
 - You will go to the best school for you and have a designated teacher to make sure you get the help you need. We will not make you change school without good reason
 - You will have a Personal Education Plan which sets out what you need to achieve in school and what support you need to fully enjoy school life, including

going to after school clubs and activities, trips and educational visits, and extra help if you fall behind

- We will support you to enjoy leisure activities, including sport, music, the arts, hobbies, clubs and young people's organisations.

5 We will ensure you are supported to keep fit and healthy:

- You will get the best health advice possible from the health assessment team
- You will be offered a full health assessment and an annual health review which will be done in a way which suits you best
- We will make sure that you get the right services to deal with any health problems properly,
- We will help you to learn to look after your own health.

6 We will work with you to make sure you do not leave care before you are ready:

- If you cannot return to live with your own family we will help you to move into good quality accommodation,
- You will have a Pathway Plan which sets out the help and support you will need for your own situation
- We will support you to get further education, employment or training.
- We will give you practical and financial support if you wish to go to college or university.

1. We will Listen to you

2. We will Respect you

3. We will be Proud of you

CHILDREN, YOUNG PEOPLE & 23 February 2012 LEARNING SCRUTINY COMMITTEE

WORK PROGRAMME 2011-12

REPORT OF THE CHIEF EXECUTIVE

1. Purpose of Report

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

2. Background

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

3. Current position

- 3.1 The work programme reflects discussions that have taken place at the 12 January 2012 Scrutiny Committee meeting. The current work programme is attached as an appendix to this report.

4. Conclusion

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

5 Recommendation

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

6. Glossary

n/a

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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
Cabinet Referrals and Responses		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
Policy Review	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 2010/11 - Update	Policy Review – Draft Report
Performance	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) Outcomes from Unannounced Inspection Early Intervention Core Offer Library Plan (JH)	Verified Key Stage Results (MF) Education Act 2011 CAMHS - specialist Community Children and young People's Service (NHS).	Schools Performance – Termly Report (MF)
Scrutiny	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)		Work Programme 2011/12 (NC) Forward Plan (NC)	Corporate Parenting Annual Report (MB) Work Programme 2011/12 (NC) Forward Plan (NC)	Scrutiny Annual Report (NC) Work Programme 2011/12 (NC) Forward Plan (NC)
CCFA/Members items/Petitions									

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 MARCH 2012 – 30 JUNE 2012

REPORT OF THE CHIEF EXECUTIVE

23 FEBRUARY 2012

1. Purpose of the Report

- 1.1 To provide Members with an opportunity to consider those items on the Executive's Forward Plan for the period 1 March – 30 June 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 March 2012 – 30 June 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 To consider the Executive's Forward Plan for the period 1 March 2012 – 30 June 2012.

5. Background Papers

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

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**Forward Plan -
Key Decisions
for the period
01/Mar/2012 to
30/Jun/2012**



**E Waugh,
Head of Law and Governance,
Sunderland City Council.**

14 February 2012

Forward Plan: Key Decisions from - 01/Mar/2012 to 30/Jun/2012

No.	Description of Decision	Decision Anticipated Taker Date of Decision	Principal Consultees	Means of Consultation	When and how to make representations and appropriate Scrutiny Committee	Documents to be considered	Contact Officer	Tel No
01563	To approve the arrangements for admissions to schools in Sunderland for the academic year 2012/2013	Cabinet 14/Mar/2012	All Sunderland schools, CE & RC Diocese, neighbouring LAs, Commercial and Corporate Services	Distribution of documents and publication on website	Via the contact officer by 22 February 2012 - Children, Young People and Learning Scrutiny	DfE Guidance on school admissions	Val Thompson	5611372