Sunderland City Council

CHILDREN, EDUCATION AND SKILLS SCRUTINY COMMITTEE

AGENDA

Extraordinary Meeting to be held in the Civic Centre (Committee Room No. 1) on Tuesday, 14th February, 2017 at 5.30 p.m.

Membership

Cllr Beck, Bell, Francis (Vice-Chairman), Hunt, Jackson, F. Miller, O'Neil, Scullion, P. Smith (Chairman), Stewart, M. Turton and Tye

Coopted Members – Mrs A Blakey, Ms R Elliott and Mr S Williamson

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	Report of the Executive Director of Children's Services (copy attached)	

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Information contained in this agenda can be made available in other languages and formats on request

E. WAUGH,
Head of Law and Governance,
Civic Centre,
SUNDERLAND.

6th February, 2017.

Item 3

CHILDREN, EDUCATION AND SKILLS SCRUTINY COMMITTEE   **14th February 2017**

IMPROVEMENT PLAN PROGRESS REPORT

REPORT OF EXECUTIVE DIRECTOR OF CHILDREN'S SERVICES

1. Purpose of the Report

1.1. This report provides an overview of changes to the Learning and Improvement Plan that are currently being considered by members of the Improvement Board. In December 2016, the Directors together with the Commissioner of Children's Services reviewed the position of the 59 actions to determine those that can be safely removed from the plan and those actions that need to be amended to reflect our current position and progress. A number of new actions have been identified that we believe will drive further improvements over the next 12 months. The changes take into consideration findings from performance datasets, internal reviews including case file and themed audits, and the following external reports:

- Ofsted Monitoring Visit August 2016 on the experience and progress of Care Leavers. Report published 2nd September 2016.
- Review of Sunderland Children's Services by the Commissioner for Children's Services and DfE October 2016
- Ofsted Monitoring Visit November 2016 on help and protection, with a focus on contact, referral and assessment arrangements. Report published 8th December 2016.

1.2. The refreshed plan can be found in Appendix A

2. Current Position - Updated Position of Priority Actions

Table 1: Current RAG Rating Assigned to Action by Priority

Priority	RAG Ratings									
	Red		**Amber**		**Light Green**		**Dark Green**		**Completed**	
	Nov 16	Current	Nov 16	Current	Nov 16	Current	Nov 16	Current	Nov 16	Current
1. Recruiting, retaining and developing a skilled and confident social care workforce.	0	0	2	0	1	0	2	3	2	4
2. Providing coherent and coordinated early help services to children and their families.	0	0	1	1	0	0	0	0	0	0
3. Improving the quality and timeliness of assessment and care planning.	0	0	4	1	10	3	0	10	6	6
4. Ensuring high quality support and services for looked-after children and effective permanency planning.	0	0	3	3	6	2	1	4	2	3
5. Putting the voice of the child at the centre of social care practice.	0	0	0	0	1	0	0	1	1	1
6. Supporting young people leaving care to have a positive and successful transition to adulthood and independence.	0	0	2	2	2	0	2	2	0	2
7. Embedding strong quality assurance and governance mechanisms to drive continual improvement in services.	0	0	1	1	9	3	1	6	0	1
Totals	**0**	**0**	**13**	**8**	**29**	**8**	**6**	**26**	**11**	**17**

Priority 1: Recruiting, retaining and developing a skilled and confident social care workforce

2.1.   The workforce strategy has been developed and approved and the success measure that requires 90% of social work posts to be filled with permanent staff has been achieved. It is however acknowledged that the recruitment of social workers remains a challenging area. In the region, demand for recruiting social care posts is high with other neighbouring local authorities also recruiting for the same positions. Joanne Parkinson (from HR) has been identified to support the development of a recruitment and retention strategy. We need to renew our efforts for recruiting high quality permanent staff to underpin the improvement work that is still needed. Therefore a new action regarding the recruitment of a permanent workforce to support the needs of the company is proposed in section 3 (P8).

2.2.   There is an agreed profile for our social care workforce to ensure we have sufficient capacity to deliver the current levels of activity. At the time of the inspection in June 2015, 269 cases were unallocated. At the end of December 2016, 14 cases were unallocated, all of which were then allocated within 48 hours. Also in December 2016, the average caseload across all teams was 17 or less.

2.3.   A career progressions framework was implemented in December 2015 for social workers that is in line with the Professional Capabilities Framework and other regional schemes. We have developed a Learning and Development plan which is based on our practice standards and required competencies. In preparation for moving to a company, we intend to complete a further skills audit to baseline the current competencies of the workforce and to inform our learning and development offer.

2.4.   A revised supervision policy is operational. Although the frequency of supervision has improved, recent audits show the quality and recording of supervision remains variable. Additional training is scheduled for January 2017 with a view to improving the quality and recording of management oversight. A programme of further audits is scheduled for March 2017 to see if training and practice standards have been effective.

2.5.   The following table shows the changes to the actions under priority 1

Action	Previous	Current
1.1 - Ofsted 7 (a) Implement a workforce strategy and strategic working group with a focus on improving the recruitment and retention of social workers	A	DG
(1.2) - Complete a skills and audit of the workforce to determine the current levels of professional competence and to inform the design of the learning and development offer	DG	C
(1.4 – Ofsted 7) Commission training to improve the qualifications, skills and confidence of all practitioners responsible for supervising contact.	A	DG
(1.5) Improve the quality and recording of professional supervision to ensure that it is reflective, improves the quality of practice through case discussion and focuses on professional and personal development.	LG	DG
(1.6 - Ofsted 8) Determine manageable caseloads for social workers and ensure compliance so that they can respond appropriately and in a timely manner to the needs of children and young people.	DG	C

2.6.   Priority 2: Providing coherent and coordinated early help services to children and their families

2.7.   The following action remains Amber.

Action	Previous	Current
(2.1 - Ofsted 18) Engage with partner agencies to implement an early help strategy and operational framework which clearly sets out the early help offer and referral pathways.	A	A

2.8. Following the inspection in 2015 our Early Help service engaged with partner agencies to develop an early help strategy and operational framework which set out the early help offer and referral pathways. Training, guidance and information to support the framework were also developed. In December 2016 the service reported that 84% of early help assessments were closed with one or more outcomes achieved which is above the target of 70% set in the improvement plan. Although the framework has been revised we acknowledge that further improvement is required to provide a coherent and coordinated early help offer. The new Director of Early Help, Karen Davison has started with the Authority (on 1st February 2017) and will initiate a further review of the service with an aim to provide targeted early help interventions that are effective at preventing the escalation of children's needs.

2.9. Priority 3: Improving the quality and timeliness of assessment and care planning

2.10. The work within the ICRT team has been refocused. Decision-making has been improved together with the prompt allocation of cases for assessment or section 47 investigations. The November Ofsted Monitoring Visit confirmed that "arrangements for contact and referrals have been reviewed and strengthened to ensure a more coordinated, timely and appropriate response".

2.11. Work is continuing to improve the Duty and Advice arrangements. The Service Manager is working comprehensively with Team Managers, utilising performance data to assess any cases out of timescale. Ofsted confirmed in their November Monitoring Visit that "the timeliness and quality of assessments are improving" and "arrangements for contact and referrals have recently been reviewed and strengthened to ensure a more coordinated, timely and appropriate response".

2.12. PLO Panel meetings are chaired by our Strategic Managers and dedicated business support personnel record and review actions. The meetings provide greater management oversight and enable decision making on cases entering care proceedings. In December 2016, 98% of cases were reviewed within the last 12 weeks.

2.13. Processes have been reviewed to ensure assessments, care plans and decisions to initiate S47 investigations are approved and clearly recorded by a manager. All decisions to initiate Section 47 investigations are made in strategy meetings, chaired by Team Managers or Advanced practitioners.

2.14. The quality of assessments for children with disabilities, including the assessments of young people that are due to transition to adult services has improved. In November 2016 a themed audit was carried out on Children with Disabilities cases. 18 audits were completed and 13 were graded 'Good'. In the main, the audits show evidence that improvements have been made and children do have good plans and assessments in place. A further audit will take place in February 2017 to review the quality of a sample of assessments.

2.15. We have put in place clear arrangements to systematically gather information in relation to children missing from home, children missing from care and children missing from education. Multi-agency MSET meetings are a forum for sharing information, identifying risks and making decisions regarding safety plans for children identified as being at risk. We have embedded a risk assessment tool for child sexual exploitation with the aim of improving referrals and responses. . In our recent Ofsted Monitoring Visit, Inspectors stated that "Sunderland's multi-agency arrangements to respond to children at risk of going missing and being sexually exploited and trafficked have been strengthened. The quality of information recorded and collated in the risk management tool ensures a well-coordinated multi-agency response".

2.16. The completion of return home or return to care interviews has increased significantly rising from 37% in October 2016 to 78% in November 2016. In our recent Ofsted Monitoring Visit, Inspectors stated that "arrangements for return interviews for children missing have been strengthened through the commissioning of a voluntary agency to undertake this work". The performance team will continue to work closely with commissioning to drive up the actual completion of interviews for missing episodes.

2.17. The following table shows the changes to the actions under priority 3

Action	Previous	Current
(3.2 - Ofsted 3) Refocus the work of the MASH so that it becomes an effective front-door into early help and children's social care services, with appropriate and timely decision-making and the prompt allocation of cases for assessment or S47 investigation.	LG	DG
(3.3 - Ofsted 3) Implement a duty social work team responsible for receiving referrals from the MASH for assessment or S47.	A	DG
(3.7 - Ofsted 5) Ensure that assessments, care plans and decisions to initiate S47 investigations are approved and clearly recorded by a manager in a timely manner; implement a mechanism to monitor compliance.	LG	DG
(3.9) Implement a single assessment framework and supporting protocol for all early help and children's social care assessments for children pre-birth to age 18 years.	LG	DG
(3.11) Implement the CAADA-DASH tool to identify and assess the risk of domestic abuse and determine which cases should be referred to the MARAC and what other support should be provided	LG	DG
(3.12 - Ofsted 19) Implement a tracking tool for children missing from home, care and education which bring together key information from partner agencies to inform risk assessment and safety planning.	LG	DG
(3.13 - Ofsted 19) Ensure that return home or return to care interviews is routinely completed for all missing children in line with agreed local protocols.	LG	DG
(3.14 - Ofsted 19) Embed the risk assessment matrix for child sexual exploitation and improve the referral pathway into the multi-agency sexual exploitation group in line with agreed local protocols	LG	DG
(3.18) Improve the quality of assessments for children with disabilities, including the assessments of young people that are due to transition to adult services.	A	LG
(3.19) Develop and implement a formal case escalation procedure for the child protection conference service and the independent reviewing service	LG	DG
(3.20) Provide or commission a family group conference service.	A	DG

2.18. The following table shows actions within priority 3 that have a RAG rating of Red or Amber.

Action	Previous	Current
(3.10) Continue to improve the consistency and quality of case chronologies and genograms and ensure these are consistently used to inform assessment and care planning	A	A

2.19. Improving the consistency and quality of case chronologies and genograms remains a priority for the service. The format of the chronologies has been improved, standards and guidance have been produced and training delivered. We are expecting to see improvements from our next round of audits.

2.20. Priority 4: Ensuring high quality support and services for looked-after children and effective permanency planning

2.21. A permanence tracker has been developed to provide assurance that every child with a plan for long-term care has a robust plan for permanence. A life story tracker has also been developed to ensure effective life story work is progressing. Performance relating to the percentage of CLA with an up-to-date care plan (within 6 months) has remained consistently high over the last year. Life story work is progressing in accordance with the age and circumstances of each child but remains a priority for the service.

2.22. A review of the arrangements for supervised contact has been concluded and changes are being implemented. Plans are being considered to relocate the team to more suitable accommodation. It is envisaged that the new arrangements will be more appropriate to meet children's needs.

2.23. Although mechanisms to track the progress of CLA have been enhanced the service is continuing to seek ways to reduce the gap between CLA and other children at all stages. In October 2016 the Commissioner for Children's Services and DfE undertook a review of our Children's Services and concluded that the educational needs of CLA were not well enough understood or addressed. During this visit the service was able to demonstrate how they were going to address the issues and what action was to be taken.

2.24. The following table shows the changes to the actions under priority 4

Action	Previous	Current
(4.8) Implement an awareness campaign with all agencies with high-time access to children and young people to promote private fostering requirements	LG	DG
(4.9) Ensure that all private fostering arrangements have a current assessment and children are visited regularly (every 6 weeks in the first year and every 12 weeks in subsequent years).	LG	DG
(4.10 - Ofsted 23) Establish an effective recruitment strategy for adopters including a foster to adopt policy.	LG	DG
(4.11 - Ofsted 24) Develop and implement a comprehensive post-adoption support offer.	LG	DG
(4.12) Provide guidance to the adoption panel chair and the fostering panel chair on the requirements of their reports so that the panels are able to demonstrate the impact of their work on achieving permanency for children.	DG	C

2.25. The following table shows actions within priority 4 that have a RAG rating of Red or Amber.

Action	Previous	Current
(4.3 - Ofsted 14) Update the Placement Sufficiency and Commissioning Strategy to ensure the local authority has sufficient breadth and quality of placements to meet the needs of children looked-after	A	A
(4.4 - Ofsted 20) Review the arrangements for supervised contact to ensure these are driven by children's needs.	A	A
(4.6 - Ofsted 22) Improve the quality and monitoring of all personal education plans with clear targets and action plans to achieve those targets.	A	A

2.26. Our Placement Sufficiency and Commissioning Strategy have been updated to increase the placement choice for children looked after but requires further review. The number of CLA with unplanned placement moves and the percentage of CLA who have experienced 3+ placement moves in the last 12 months continue to perform well and are below the latest reported statistical neighbour and national average.

2.27. Following our Ofsted Monitoring Visit of Care Leavers in August 2016, Inspectors concluded that although young people were receiving appropriate support to access education and college, personal education plans are not consistently provided or updated. Since the monitoring visit a new template has been provided for PEPs and a self-assessment sheet has been shared with schools to allow them to monitor their own PEP quality before submitting them to the Virtual School. Improving the quality of the plans remains a priority.

2.28. Priority 5: Putting the voice of the child at the centre of social care practice

2.29. To ensure the views, wishes and feelings of children and young people are fully considered we have improved our capacity and monitoring processes. This has allowed children to be seen more regularly in line with agreed timescales. In December 2016, 95% of CLA had had a statutory visit within the last 6 weeks compared to 70% in June 2015.

2.30. The following table shows the changes to the actions under priority 5

Action	Previous	Current
(5.1 - Ofsted 6) Ensure that children are seen regularly in line with agreed timescales and that their views inform assessments, care planning and reviews.	LG	DG

2.31. Priority 6: Supporting young people leaving care to have a positive and successful transition to adulthood and independence

2.32. In August 2016 Ofsted conducted our first Monitoring Visit which reviewed the progress made in respect of the experiences and progress of care leavers. The report concluded that the local authority is making significant progress to improve services for care leavers.

2.33. We have a clear policy that informs care leavers about their rights and entitlements. The Next Steps Team moved into new premises in June 2016 to allow care leavers to have drop-in access to the service. Following the August Monitoring Visit, Ofsted confirmed that "the 'Next Steps' service has been relocated close to the city centre, which enables care leavers to meet with their allocated workers more easily and is resulting in better support for them". In December 2016, 73.6% of care leavers had a contact within the last 8 weeks compared with 30% in June 2015.

2.34. A team has been created with staff from Next Steps, Sunderland Virtual School and Connexions to support care leavers into EET (ELEET Team). This team works with Young People who are currently NEET to provide them with a number of Education/Employment opportunities, including apprenticeships. In August 2016, Ofsted commended the support provided to care leavers to access education and employment opportunities. The number of care leavers who are NEET has improved from the time of inspection from 85% to 53.4% in December 2016, however progress is slower than expected and performance is still outside of national and statistical neighbour averages.

2.35. Following a review of housing commissioning arrangements, care leavers have a greater choice of accommodation options. In May 2015 only 44% of care leavers were living in suitable accommodation compared with 66.9% in December 2016. Following the Care Leavers Monitoring visit, Ofsted Inspectors stated "a key aspect of improvement for care leavers has been in their access to better housing options. Increasing use and promotion of staying put arrangements and supported lodgings helps to ensure that care leavers have a better range of options".

2.36. The following table shows the changes to the actions under priority 6

Action	Previous	Current
(6.1 - Ofsted 25) Improve ways for social workers and personal advisers to keep in touch with care leavers by providing them with a space for them to drop-in and have access to the Leaving Care Team.	DG	C
(6.2) Produce a clear and accessible statement and policy that sets out the rights and entitlements of care leavers. A financial policy for care leavers is in place and leaflets are provided to young people	DG	C
(6.4 - Ofsted 27) Improve arrangements to provide and monitor education, employment and training opportunities for care leavers and increase the range and take-up of apprenticeships and work-based training.	LG	DG
(6.5) Implement improved commissioning arrangements to secure a broader range of housing options for care leavers.	LG	DG

2.37. The following table shows actions within priority 6 that have a RAG rating of Red or Amber.

Action	Previous	Current
(6.3 - Ofsted 26) Improve pathway plans so that they reflect the needs and aspirations of young people and which involves them in the planning process.	A	A
(6.6) Implement a health passport or equivalent for each care leaver to record their health history.	A	A

2.38. Pathway planning has been a priority for the Next Steps service to ensure that care leavers' needs are identified and action is taken to provide support. The pathway plan template has been revised in consultation with Care Council. In December 2016, 87.8% of care leavers had a pathway plan compared with 69% in November 2015. Whilst the number of pathway plans has improved, a recent sampling exercise has shown that the quality of plans is not consistently good. This was noted as an area for improvement in our first Ofsted Monitoring Visit and is a priority for the service.

2.39. The health needs of care leavers are addressed within the pathway planning process. However, care leavers do not always receive their medical histories or health passports, despite raising this with our health partners. The CCG has recruited a dedicated CLA Nurse who is working with young people to develop the health passports. Immediate improvements are to be expected following the appointment of the LAC nurse in October 2016. The proposed new performance measure will also monitor the percentage of CLA with an annual health assessment.

2.40. **Priority 7 Embedding strong quality assurance and governance mechanisms to drive continual improvement in services**

2.41. The Children's Strategic Partnership (CSP) was established in January 2016. In October 2016, a workshop took place to decide the priorities of the partnership and how they will be delivered. Work is progressing to finalise the multi-agency strategic plan.

2.42. Strategic and operational datasets are in place. Performance information is used at all levels of the service to monitor performance and inform practice and service development. Inspectors commented in the recent monitoring visit that "Performance management processes are being used effectively to focus on key priorities and to help to drive improvement in services and practice".

2.43. The Scrutiny Committee has been strengthened. The Committee has new terms of reference, meets regularly and focuses on actions contained within its Children's Workplan. Our Corporate parenting group also has clear terms of reference, appropriate membership and a workplan in place. Children in Care Council now attend the Corporate Parenting Board and we have published our pledge to CLA.

2.44. The QA framework is operational and a reporting timeline agreed. In the recent Ofsted Monitoring Visits inspectors have commented that "Improved performance monitoring and quality assurance processes are key factors in securing improvement". Inspectors also stated "Quality assurance processes, including auditing on children's cases and thematic audits, are enhancing senior managers' understanding of the underlying factors influencing performance".

2.45. Policies and operating procedures are updated regularly and all staff have access via the social care online hub. Audit programmes are determining compliance and identifying any necessary changes to policies and procedures or training requirements. An electronic recording case management system for allegations made against the children's workforce and reported to the LADO has been implemented.

2.46. The following table shows the changes to the actions under priority 7.

Action	Previous	Current
(7.3 - Ofsted 10) Develop and implement a quality assurance framework that clearly establishes how the service will test the quality of practice, prioritise areas for improvement, and measure the impact of change on children and young people.	LG	DG
(7.4 - Ofsted 11) Develop and implement a performance management framework and datasets (strategic and operational) so that managers are able to address areas of poor performance and celebrate improved performance.	LG	DG
(7.6 - Ofsted 13) Ensure that the Corporate Parenting Group has clear terms of reference and the appropriate membership to be focused on improving the quality of services provided to looked-after children and care leavers. This to include a forward plan of scrutiny areas	DG	C
(7.7 - Ofsted 16) Review all strategies, policies and operating procedures to ensure these are current, appropriate and in line with statutory and other best practice guidance. Ensure that all strategies, policies and protocols are accessible and understood by all the professionals working to them.	LG	DG
(7.8 - Ofsted 16) Develop and implement a practice framework or methodology that sets out the standards of practice expected from social workers and Early Help practitioners.	LG	DG
(7.10) Develop and implement minimum standards for case recording.	LG	DG
(7.11) Develop and implement an electronic case management system for allegations made against the children's workforce and reported to the LADO.	LG	DG

2.47. The following table shows actions within priority 7 that have a RAG rating of Red or Amber.

Action	Previous	Current
(7.9) Procure and implement a new electronic social care recording system which enables effective case recording and data sharing and provides appropriate management information.	A	A

2.48. Slow progress has been made against the implementation of a new electronic social care recording system. The IT contact has been awarded and implementation is in progress. In the meantime steps are being taken to improve the current system in order to support social workers and managers.

3.   Actions to be Added to the Plan

3.1.   Following our two Ofsted Monitoring Visits and the Commissioners review of Children's Services the following actions are to be added to the Improvement Plan. Success measures will be determined for each action:

- NEW1: Recruit and retain a workforce that meets the needs of young people in line with the new structure for the service

- NEW2: Improve the recording and consistency of assessments

- NEW3: Reduce the number of re-referrals to children's social care

- NEW4: Evaluate the effectiveness of support services for children and families who are at risk of domestic violence

- NEW5: Review all children in need under section 17 to ensure they have a plan aimed at reducing risk and improving their welfare that is consistently reviewed and updated to reflect children's changing needs

- NEW6: Improve procedures to assure the quality of alternative educational provision, particularly for those placed outside the LA area

- NEW 7: Leaving Care staff to receive adequate training and development to ensure they have the skills to respond to young people's needs around mental health and well-being, domestic abuse, drug and alcohol use and sexual health.

- NEW8: All services to seek the voice of children when considering the quality of services provided and making decisions regarding service development

4   Conclusion

4.1   The report will provide members with an overview of the progress being made in implementing the Safeguarding Children Learning and Improvement Plan focusing on the Improvement Plan priority to provide coherent and coordinated early help services to children and their families.

5.   Recommendations

5.1   The Scrutiny Committee is asked to:-

(1)   To note the improvements made to date and the proposed changes to the Learning and Improvement Plan that are currently being considered by members of the Improvement Board. If all changes are agreed there will be 50 actions contained within the Plan (excluding 'completed' actions). 26 of the 50 actions will be ragged Dark Green to be monitored for several months to ensure the improvements are sustained before moving to a completed status. A full version of the plan can be found in Appendix A.

(2)   To note that the third Ofsted Monitoring Visit (2nd & 3rd February 2017) focused on Children Looked After and achieving Permanence. Once the report is published in March 2017 we will consider if further actions need to be added to plan.

6.   Glossary

None

7   Background Papers

Safeguarding Children Learning and Improvement Plan

Priority1: Recruiting, retaining and developing a skilled and confident social care workforce.

Outcome: There is permanent and stable social work workforce. The workforce is well qualified and motivated with access to high quality professional development and supervision focused on delivering excellent outcomes for children, young people and their families. There are attractive career pathways enabling the organisation to retain social workers and support them into advanced practitioner and management roles.

Action	Success measure(s)	Lead	Time	RAG Initial	RAG Previous	RAG Current
1.1 - Ofsted 7 (a) Implement a workforce strategy and strategic working group with a focus on improving the recruitment and retention of social workers	90% of social work posts are filled with permanent employees; 80% of social work management posts are filled with permanent employees. There is a reduced reliance on agency social workers. _To be evidenced through performance information_	Principal Social Worker & Director of Children's Social Care	03/16	A	A	DG
1.4 - Ofsted 7 (c) Commission training to improve the qualifications, skills and confidence of all practitioners responsible for supervising contact.	Children have appropriate and supported contact with family members and other people who are important to them. _To be evidenced through casework audits._	Principal Social Worker & Director of Children's Social Care	03/16	A	A	DG
1.5 Improve the quality and recording of professional supervision to ensure that it is reflective, improves the quality of practice through case discussion and focuses on professional and personal development.	Supervision records are clear, up-to-date and demonstrate reflective practice. _To be evidenced through performance information and observation._	Associate Director	12/15	A	LG	DG
NEW 1: Recruit and retain a workfoce that meets the needs of young people in line with the new structure for the service.	TBC	TBC	TBC			

Priority 2: Providing coherent and coordinated early help services to children and their families.

Outcome: Children and families in need of help are identified early and their needs are assessed; targeted support is provided to address the assessed needs child and their family which brings multi-agency services together to improve outcomes and reduce the likelihood of needs escalating so that they require support from statutory social work services.

Action	Success measure(s)	Lead	Time	RAG Initial	RAG Previous	RAG Current
2.1 - Ofsted 18 Put in place a coherent and coordinated early help offer.	The framework clearly sets out the early help offer and referral pathways. The early help offer is available to children and families which meets their needs. Targeted early help interventions are effective at preventing the escalation of children's needs.	Director of Children's Services & Director of Early Help	06/16	A	A	A

Priority 3: Improving the quality and timeliness of assessment and care planning

Outcome: Assessments and plans are timely and analytical with clear identification of needs and risks and a focus on measurable goals and outcomes for children and young people, including planning for permanency where this is appropriate.

Action	Success measure(s)	Lead	Time	RAG Initial	RAG Previous	RAG Current
3.2 - Ofsted 3 (a) Refocus the work of the MASH so that it becomes an effective front-door into early help and children's social care services, with appropriate and timely decision-making and the prompt allocation of cases for assessment or S47 investigation.	The MASH process and team structure is reviewed to facilitate timely decision-making on contacts into children's services. 90% of contacts have decisions made on their outcome (referral, IAG, NFA etc.) within 24 hours. _To be evidenced through compliance reporting and performance information_	Director of Children's Services & Director of Early Help	12/1	LG	LG	DG
3.3 - Ofsted 3 (b) Implement a duty social work team responsible for receiving referrals from the MASH for assessment or S47.	Review current processes and arrangements to ensure that they provide a safe, appropriate and timely response.	Director of Children's Social Care	01/16	A	A	DG

2

Action	Success measure(s)	Lead	Time	RAG Initial	RAG Previous	RAG Current
	Look at best practice and establish proposal for implementing Duty and Advice arrangements that are safe, appropriate and sustainable					
	Consult with partners on proposed arrangements					
	Implement new arrangements					
	There is an effective duty social work team in place facilitating the appropriate and prompt allocation of cases for assessment or S47 investigation					
	65% of initial child assessments are completed within agreed timescales (60% core assessments; 90% of S47 investigations are completed within agreed timescales (15 w/days). _To be evidenced through compliance reporting and performance information._					
3.7 - Ofsted 5 Ensure that assessments, care plans and decisions to initiate S47 investigations are approved and clearly recorded by a manager in a timely manner; implement a mechanism to monitor compliance.	Assessments, care plans and decisions to initiate S47 investigations are approved and clearly recorded by a manager in a timely manner. Practice is monitored through regular performance reports and casework audits. _To be evidenced through performance information and casework audits._	Director of Children's Social Care	09/15	A	LG	DG

3

Action	Success measure(s)	Lead	Time	RAG Initial	RAG Previous	RAG Current
3.9 Implement a single assessment framework and supporting protocol for all early help and children's social care assessments for children pre-birth to age 18 years.	A single assessment framework (with supporting guidance and/or protocol) is in place which helps to improve the quality of assessments. _To be evidenced through compliance reporting and casework audits._	Director of Children's Social Care)	10/15	A	LG	DG
3.10 Improve the consistency and quality of <u>case chronologies and genograms</u> and ensure these are consistently used to inform assessment and care planning.	50% of case files have a complete and up-to-date chronology (updated within the last 6 weeks) which has been used to inform assessment and care planning. 75% of case files have a complete and up-to-date chronology (updated within the last 6 weeks) which has been used to inform assessment and care planning _To be evidenced through performance information and casework audits._	Director of Children's Social Care	06/16	A	A	A
3.11 Implement the CAADA-DASH tool to identify and assess the risk of domestic abuse and determine which cases should be referred to the MARAC and what other support should be provided.	There is an effective tool in place to identify and assess the risk of domestic abuse on children and young people which ensures that appropriate support is provided and appropriate cases are referred to the MARAC. Information provided informs the development of strategy and services for families affected by domestic violence _To be evidenced through compliance reporting and casework audits and service development_	Director Children's Services & Partners	03/16	A	LG	DG

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Action	Success measure(s)	Lead	Time	RAG Initial	RAG Previous	RAG Current
3.12 - Ofsted 19 (a) Implement a tracking tool for children missing from home, care and education which bring together key information from partner agencies to inform risk assessment and safety planning.	There are clear arrangements in place to systematically gather information in relation to: children missing from home; children missing from care; Children missing education; There are agreed multi agency arrangements in place to: share information assess and identify risk; ensure that there is a safety plan in place for children identified as being at risk; There is a training programme in place to ensure that staff are able to assess and respond appropriately to children who are missing from home or care and those missing education; _To be evidenced through compliance reporting and casework audits._	CSE Strategic Co-ordinator	12/15	A	LG	DG
3.13 - Ofsted 19 (b) Ensure that return home or return to care interviews is routinely completed for all missing children in line with agreed local protocols.	100% of children who have been missing from home or care receive a return interview. Cumulated learning from return interviews is used to inform service development. _To be evidenced through_	Head of Looked After Children CSE Strategic	12/15	A	LG	DG

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Action	Success measure(s)	Lead	Time	RAG Initial	RAG Previous	RAG Current
	performance information and casework audits.	Co-ordinator				
3.14 - Ofsted 19 (c) Embed the risk assessment matrix for child sexual exploitation and improve the referral pathway into the multi-agency sexual exploitation group in line with agreed local protocols.	Children at risk of sexual exploitation are identified and risk-assessed to ensure appropriate safety planning, intervention and referral to the multi-agency sexual exploitation group. *To be evidenced through casework audits.*	CSE Strategic Co-ordinator	12/15	**A**	**LG**	**DG**
3.15 Implement a template for child in need plans and child protection plans.	A template for child in need plans and child protection plans (with supporting guidance is developed; Template reviewed to assess impact and amended as required. *To be evidenced through compliance reporting and casework audits.*	Director of Children's Social Care	06/06	**A**	**LG**	**LG**
3.16 Implement a template for recording actions and progress with CIN for use at CIN and core group meetings. This should clearly identify the task, lead professional and timescale for completion.	Template, with supporting guidance, is developed; Template reviewed to assess impact and amended as required. *To be evidenced through compliance reporting and casework audits.*	Director of Children's Social Care	06/06	**A**	**LG**	**LG**
3.18 Improve the quality of assessments for children with disabilities, including the assessments of young people that are due to transition to adult services.	Improved assessments of children with disabilities lead to the timely provision of support and services. *To be evidenced through casework audits.*	Director of Children's Social Care	03/16	**A**	**A**	**LG**
3.19 Develop and implement a formal case escalation procedure for the child protection	A formal case escalation procedure is in place and effective at progressing cases towards improved outcomes where	Director of Children's	12/15	**LG**	**LG**	**DG**

Action	Success measure(s)	Lead	Time	RAG Initial	RAG Previous	RAG Current
conference service and the independent reviewing service.	there is professional disagreement. *To be evidenced through compliance reporting and casework audits.*	Services (IRO Manager)				
3.20 Provide or commission a family group conference service.	Family-based solutions are fully considered for children subject to a child protection plan or all children likely to enter care proceedings. *To be evidenced through compliance reporting and casework audit and reduction in the number of children looked after is reduced*	Director of Children's Services	12/16	**A**	**A**	**DG**
NEW 2: Improve the recording and consistency of assessments	TBC	TBC	TBC			
NEW 3: Reduce the number of re-referrals to children's social care	TBC	TBC	TBC			
NEW 4: Evaluate the effectiveness of support services for children and families who are at risk of domestic violence	TBC	TBC	TBC			
NEW 5: Review all children in need under section 17 to ensure they have a plan aimed at reducing risk and improving their welfare that is consistently reviewed and updated to reflect children's changing needs	TBC	TBC	TBC			

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Priority 4: Ensuring high quality support and services for looked after children and effective permanency planning

Outcome: Looked-after children have access to high quality care planning, review and support. They are supported in stable care placements and have access to and attend good schools. There are sound arrangements to plan for and achieve permanency where the decision is that a child will not be able to return home. There are effective corporate parenting approaches.

Action	Success measure(s)	Lead	Time	RAG Initial	RAG Previous	RAG Current
4.2 Complete a review of all care plans for looked-after children to ensure that every child with a plan for long-term care has a robust plan for permanence; also ensure that there is effective life-story work.	Life story work has taken place or is planned, in accordance with the child's age and circumstances life-story work. _To be evidenced through performance information and casework audits._	Director of Children's Social Care	03/16	A	LG	LG
4.3 - Ofsted 14 Update the Placement Sufficiency and Commissioning Strategy to ensure the local authority has sufficient breadth and quality of placements to meet the needs of children looked-after.	There is placement for choice for children becoming looked-after. Placement stability for looked-after children is good: 89% of looked-after children who have been in care for 2.5 years or more have been in the same placement for 2 years. _To be evidenced through compliance reporting and performance information._	Director of Children's Social Care	12/16	A	A	A
4.4 - Ofsted 20 Review the arrangements for supervised contact to ensure these are driven by children's needs.	Supervision Contact policy developed Supervised contact arrangements are appropriate and are based on children's assessed needs. _To be evidenced through compliance reporting and casework audits._	Director of Children's Social Care	03/06	A	A	A
4.5 - Ofsted 21	Mechanisms to track the progress and achievement of	Director of	03/16	LG	LG	LG

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Action	Success measure(s)	Lead	Time	RAG Initial	RAG Previous	RAG Current
Strengthen the Virtual School by implementing mechanisms to track the progress of all looked-after children and care leavers and ensure appropriate action is taken where they are not meeting levels of expected progress.	looked-after children 4-16 are in place. Procedure and process for escalating cases where children are not making expected progress in place. Data on cases escalated gathered and analysed to inform service development Gap between looked after children and other children is reduced at all stages. _To be evidenced through compliance reporting and performance information._	Education				
4.6 - Ofsted 22 Improve the quality and monitoring of all personal education plans with clear targets and action plans to achieve those targets.	Guidance on Personal Education Plans reviewed and reissued evidenced through documentation and feedback from participants 95% of eligible looked-after children have a current personal education plan. _To be evidenced through performance information and casework audits._	Director of Education	03/16	LG	A	A
4.8 Implement an awareness campaign with all agencies with high-time access to children and young people to promote private fostering requirements.	Awareness campaign developed; Awareness campaign There is a 100% increase in private fostering notifications to the local authority. _To be evidenced performance information._	Director of Children's Social Care	09/16	A	LG	DG

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Action	Success measure(s)	Lead	Time	RAG Initial	RAG Previous	RAG Current
4.9 Ensure that all private fostering arrangements have a current assessment and children are visited regularly (every 6 weeks in the first year and every 12 weeks in subsequent years).	100% of children known to be living in private fostering arrangements have a current assessment and are visited regularly. _To be evidenced through performance information._	Director of Children's Social Care	03/16	A	LG	DG
4.10 - Ofsted 23 Establish an effective recruitment strategy for adopters including a foster to adopt policy.	There is an effective recruitment strategy for adopters in place. There is a 25% increase in the number of prospective adopters in Stage 2 (assessment). _To be evidenced through performance information._	Director of Children's Social Care	06/16	A	LG	DG
4.11 - Ofsted 24 Develop and implement a comprehensive post-adoption support offer.	Revised post-adoption support offer in place which provides children and adopters with support that meets their needs. There are a low number of adoption breakdowns. _To be evidenced through compliance reporting and performance information._	Head of Looked After Children	03/16	A	LG	DG
NEW 6: Improve procedures to assure the quality of alternative educational provision, particularly for those placed outside the LA area	TBC	TBC	TBC			
NEW 7: Leaving Care staff to receive adequate training and development to ensure they have the skills to respond to young people's needs around mental health and well-being, domestic abuse, drug and alcohol use and sexual health.	TBC	TBC	TBC			

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Priority 5: Putting the voice of the child at the centre of social care practice.

Outcome: The views, wishes and feelings of children and young people are fully and consistently considered in social work assessments, care plans (including the PEP), case conferences, visits and reviews.

Action	Success measure(s)	Lead	Time	RAG Initial	RAG Previous	RAG Current
5.1 - Ofsted 6 Ensure that children are seen regularly in line with agreed timescales and that their views inform assessments, care planning and reviews.	75% of children are seen in a timely manner by social workers when completing social work assessments (within 10 w/days). 80% of children subject to child protection plans are seen every 10 w/days. 80% of looked-after children are seen every 6 weeks. 100% of children in need are seen every 8 weeks. _To be evidenced through performance information, casefile audit and dialogue with children._	Associate Director	09/15	LG	LG	DG
NEW 8: All services to seek the voice of children when considering the quality of services provided and making decisions regarding service development	TBC	TBC	TBC			

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Outcome: Plans for young people leaving care are effective and address their individual needs. They have the skills and emotional resilience to move to independence, and are able to successfully access education, employment, training and safe housing.

Action	Success measure(s)	Lead	Time	RAG Initial	RAG Previous	RAG Current
6.3 - Ofsted 26 Improve pathway plans so that they reflect the needs and aspirations of young people and which involves them in the planning process	Current pathway plan revised; Care experienced young people consulted on the revised format; 100% of eligible looked-after children have a current pathway plan that supports their transition into adulthood and appropriately reflects their needs and aspirations. _To be evidenced through performance information and casework audits._	Director of Children's Social Care	03/16	LG	A	A
6.4 - Ofsted 27 Improve arrangements to provide and monitor education, employment and training opportunities for care leavers and increase the range and take-up of apprenticeships and work-based training.	Opportunities for apprenticeships and work-based training for care leavers are increased ; 70% of care leavers are in education, employment or training. _To be evidenced through performance information._	Director of Education	03/16	LG	LG	DG
6.5 Implement improved commissioning arrangements to secure a broader range of housing options for care leavers.	Commissioning arrangements for care leavers are reviewed Looked-after children have a greater choice about their accommodation when they leave care. 90% of care leavers live in suitable accommodation. There are low levels of tenancy breakdown. _To be evidenced through performance information._	Director of Children's Social Care Head of Housing	03/16	LG	LG	DG

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Action	Success measure(s)	Lead	Time	RAG Initial	RAG Previous	RAG Current
6.6 Implement a health passport or equivalent for each care leaver to record their health history.	Heath passport implemented which gives care leavers access to their health history. _To be evidenced through surveys and focus groups._ 100% of care leavers are provided with their Health Passport and helped to understand their health history	Director of Children's Social Care Designated LAC Nurse	06/16	**LG**	**A**	**A**

Priority 7: Embedding strong quality assurance and governance mechanisms to drive continual improvement in services.

Outcome: Services and outcomes for children and young people are continually improving because there are effective management and governance systems in place.

Action	Success measure(s)	Lead	Time	RAG Initial	RAG Previous	RAG Current
7.1 - Ofsted 9 Develop and implement a multi-agency strategic plan with agreed priorities to shape services for children and young people in Sunderland based on a clear understanding of local need.	Children's Strategic Planning Group Established; Information on local need gathered and analysed Priorities agreed; Strategic plan is in place which informs the work of multi-agency partners and the local commissioning of services in line with need. _To be evidenced through compliance reporting._	Director of Children's Services	03/16	**A**	**LG**	**LG**
7.2 Ensure that governance arrangements are in place to drive forward the strategic plan and working closely with the LSCB and improvement board.	See above	Director of Children's Services	03/16	**LG**	**LG**	**LG**

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Action	Success measure(s)	Lead	Time	RAG Initial	RAG Previous	RAG Current
7.3 - Ofsted 10 Develop and implement a quality assurance framework that clearly establishes how the service will test the quality of practice, prioritise areas for improvement, and measure the impact of change on children and young people.	A comprehensive quality assurance framework is in place. Information gathered through the quality assurance framework informs practice and service development. *To be evidenced through minutes of the Practice Improvement Group, Service and Training Plans.*	Director of Children's Services	12/15	LG	LG	DG
7.4 - Ofsted 11 Develop and implement a performance management framework and datasets (strategic and operational) so that managers are able and address areas of poor performance and celebrate improved performance.	Strategic and operational datasets are in place; Practice Improvement Group established; Performance Management Information is used at all levels of the Service to monitor performance and informs practice and service development. *To be evidenced through minutes of the Practice Improvement Group, Service and Training Plans.*. *To be evidenced through compliance reporting.*	Director of Children's Services	12/15	A	LG	DG
7.5 - Ofsted 12 Strengthen the function of the Scrutiny Committee so that it has a clearer impact on improving outcomes for children. This to include (a) training and development of Elected Members and (b) implementation of clear forward plan for scrutiny.	The scrutiny committee is able to demonstrate its impact on improving outcomes for children and young people. *To be evidenced through an annual review or impact statement.*	Director of Children's Services	12/15	LG	LG	LG
7.7 - Ofsted 16 (a) Review all strategies, policies and operating procedures to ensure these are current, appropriate and in line with statutory and other best practice guidance. Ensure that all strategies, policies and protocols are accessible and understood by all	Standards of social work practice are improved through the implementation of a clear and accessible manual of strategies, policies and operating procedures. *To be evidenced through compliance reporting.*	Principal Social Worker	12/15	A	LG	DG

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Action	Success measure(s)	Lead	Time	RAG Initial	RAG Previous	RAG Current
the professionals working to them.						
7.8 - Ofsted 16 (b) Develop and implement a practice framework or methodology that sets out the standards of practice expected from social workers and Early Help practitioners.	Standards of social work practice are improved through the implementation of a clear and accessible practice framework. _To be evidenced through compliance reporting._	Director of Children's Services Principal Social Worker	12/15	LG	LG	DG
7.9 Implement a new electronic social care recording system which enables effective case recording and data sharing and provides appropriate management information.	A new electronic social care recording system is in place that supports the delivery of effective social work practice. _To be evidenced through compliance reporting._	Director of Children's Services &	09/16	A	A	A
7.10 Develop and implement minimum standards for case recording.	Minimum standards for case recording are in place that supports the delivery of effective social work practice. _To be evidenced through compliance reporting._	Director of Children's Services	12/15	A	LG	DG
7.11 Develop and implement an electronic case management system for allegations made against the children's workforce and reported to the LADO.	An electronic recording system for the LADO service is in place that enables effective case management and information sharing. _To be evidenced through compliance reporting._	IRO Manager	03/15	A	LG	DG

Actions agreed by the Improvement Board as Complete

Priority 1

Action	Success Measure (s)	RAG
1.2 Complete a skills and audit of the workforce to determine the current levels of professional competence and to inform the design of the learning and development offer.	A completed skills audit is used to baseline the current competencies of the workforce and informs the learning and development offer. _To be evidenced through compliance reporting._	**C**
1.3 - Ofsted 7 (b) Develop learning and development pathways for social workers and Early Help practitioners that sets out the core and wider learning expected of all professionals. The social work pathway to be based on the employer standards and the Professional Competencies Framework for social workers.	Learning and development pathways are in place based on the core skills and competencies expected of social workers and Early Help practitioners. Social workers and practitioners report and are observed to have increased skills and competence. _To be evidenced through observation, surveys and focus groups._	**C**
1.6 - Ofsted 8 Determine manageable caseloads for social workers and ensure compliance so that they can respond appropriately and in a timely manner to the needs of children and young people.	The average caseload for social workers is 20 and 10% of social workers hold caseloads above the mean average. _To be evidenced through performance information_ – The average caseload for social workers is 18 and 10% of social workers hold caseloads above the mean average. _To be evidenced through performance information_	**C**

Priority 3

Action	Success Measure (s)	RAG
3.1 - Ofsted 1 Take urgent action to review the cases of all children and young people who do not have an allocated social worker or who are not being actively worked with, and provide immediate and appropriate assessments and help as necessary	_A management review of all children and young people who did not, at the point of inspection, have an allocated social worker or were not being actively worked with is undertaken and immediate and appropriate assessment and help is provided as necessary_ 100% of cases that meet the threshold for assessment or S47 investigation are allocated to the appropriate social work team. Training for staff on identifying high quality assessments. _To be evidenced through compliance reporting and performance information._	**C**
3.4 - Ofsted 4 (a) Complete a management review of all children being worked with under the PLO or in care proceedings to ensure that robust plans are in place and that cases are progressing at a pace that matches children's needs.	The management review of all cases in PLO or care proceedings is completed and that there is assurance that all cases have effective management oversight to ensure timely actions. _To be evidenced through compliance reporting._	**C**
3.5 - Ofsted 4 (b) Implement a case tracking system to ensure effective management oversight of cases in the PLO or in care proceedings to prevent drift and delay.	A case tracking system is in place and used to monitor timely care proceedings. 80% of care proceedings are concluded within agreed timescales (26 weeks). _To be evidenced through performance information._	**C**
3.8 - Ofsted 15 Commission or directly provide an out-of-hours	Review of existing arrangements completed;	**C**

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Action	Success Measure (s)	RAG
service that meets the emergency needs of children and young people and which is effectively coordinated with daytime services.	Arrangements in place which ensure that provides Effective out-of-hours support and intervention to children who are in immediate need. Arrangements are in place to monitor the work undertaken by the out-of-hours service to inform future planning. *To be evidenced by new arrangements in place, reports to the Practice Improvement Meetings and casework audits.*	
3.17 Develop and implement a case transfer protocol which sets out the pathways, minimum expectations and decision-making for transferring cases between teams and services.	There is clear transfer protocol in place which facilitates the smooth step-up/step-down of cases between teams and services. *To be evidenced through compliance reporting and casework audits.*	**C**

Priority 4

Action	Success Measure (s)	RAG
4.1 - Ofsted 2 Review all cases where children are looked-after under voluntary care arrangements (S20) to establish whether this legal basis is sufficient to ensure their safety and emotional security.	All cases where children are looked after under voluntary arrangements have been reviewed. Where voluntary arrangements are not sufficient to ensure a child's safety and emotional wellbeing appropriate action is initiated. Information from the review is used to inform training and service development *To be evidenced through compliance reporting and casework audits.*	**C**
4.7 Put in place a system to ensure that all foster carers have formal written confirmation of their delegated authority to make day-to-day decisions for the children in their care.	Foster carers are clear about their delegated authority to make day-to-day decisions for the children in their care. *To be evidenced through compliance reporting.*	**C**
4.12 Provide guidance to the adoption panel chair and the fostering panel chair on the requirements of their reports so that the panels are able to demonstrate the impact of their work on achieving permanency for children.	Guidance provided to the adoption panel chair and the fostering panel chair on the requirements of their reports The reports of the adoption panel chair and the fostering panel chair are able to demonstrate the impact of their work on achieving permanency for children. *To be evidenced in the six-monthly and annual reports of the panel chairs.*	

Priority 6

Action	Success Measure (s)	RAG
6.1 - Ofsted 25 Improve ways for social workers and personal advisers to keep in touch with care leavers by providing them with a space for them to drop-in and have access to the Leaving Care Team.	Leaving Care Team have access to space that enables care leavers to have drop in access to the service. 80 per cent of Care leavers are in contact with their social workers and personal advisers. *To be evidenced through surveys and focus groups.*	**C**
6.2 Produce a clear and accessible statement and policy that sets out the rights and entitlements of care leavers.	Statement and Policy developed that informs care leavers about their rights and entitlements leading to an increased take-up of services. *To be evidenced through surveys and focus groups.*	**C**

Priority 7

Action	Success Measure (s)	RAG
7.6 - Ofsted 13 Ensure that the Corporate Parenting Group has clear terms of reference and the appropriate membership to be focused on improving the quality of services provided to looked-after children and care leavers. This to include a forward plan of scrutiny areas.	Terms of Reference and membership are agreed; Work plan developed The corporate parenting group is able to demonstrate its impact on improving outcomes for looked-after children. _To be evidenced through an annual review or impact statement._	C

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Item 4

CHILDREN, EDUCATION AND SKILLS 　　　　　　　　**14 February 2017**
SCRUTINY COMMITTEE

VERIFIED OVERALL SCHOOL PERFORMANCE DATA FOR THE 2015/16 ACADEMIC YEAR

REPORT OF THE EXECUTIVE DIRECTOR OF CHILDREN'S SERVICES

1.　　Purpose of the report

1.1　　To update members of the Children, Education and Skills Scrutiny Committee on the verified overall school performance data for the academic year 2015 – 2016.

2.　　Background

2.1　　The Council has a statutory responsibility under the Education Act 1996 to promote high standards in schools and to raise attainment. There is a strong commitment to achieving the best outcomes for children and young people across a full range of measures which includes raising standards of achievement across all key stages.

2.2　　This report presents an overview across the full range of academic outcomes and the key priorities for the school improvement service.

3.　　Current Position

Early Years Foundation Stage Profile

3.1　　Overall, 68.2% of children achieved a 'good level of development' compared to 66% in 2015. The national average for 2016 is 69.3%.

Phonics

3.2　　All children in Year 1 of primary school have a phonics screening check. The percentage of children achieving the expected standard in phonics has risen to 81% in 2016. This represents a 3ppts improvement on the previous academic year.

Key Stage 1

Reading

3.3　　The percentage of children achieving the expected standard in reading was 75%. The percentage of children achieving the higher standard in reading

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was 21%. This is 3ppts below national and as a result is a focus of work this academic year.

Writing

3.4   The percentage of children achieving the expected standard in writing is 70%. The national average for 2016 was 65%. Outcomes across the city are therefore 5ppts above the national figure.

3.5   The percentage of children achieving the higher than expected standards in writing is 13% which is in line with national outcomes.

Mathematics

3.6   The percentage of children achieving the expected standard in mathematics is 76%. The national average for 2016 is 73%.

3.7   The percentage of children achieving the higher standards in mathematics is 17%. The national figure in 2016 is 18%.

3.8   In Summary, overall key Stage 1 outcomes compare strongly to the expected standard nationally where the expectations of children have risen considerably. However, the challenge for Sunderland schools remains to improve the number of children attaining the higher standards.

Key Stage 2

3.9   The percentage of Key Stage 2 pupils achieving the expected standard in Reading, Writing TA and Maths was 61% in 2016, this figure was 8ppts above national. The percentage of children achieving the higher standard is 6% which is 1ppt above national.

Progress scores - reading, writing and mathematics

3.10   The table below demonstrates that overall progress data in Sunderland is above the regional average and reflects the level of support and challenge offered to schools to ensure positive outcomes:

	LA	Regional
Reading	1.1	0.6
Writing	1.5	1.1
maths	1.2	0.8

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Vulnerable Group data – 2015/2016

3.11   The tables below demonstrate that for most vulnerable overall attainment data in Sunderland is above the regional average and reflects the level of support and challenge offered to schools to ensure positive outcomes:

Disadvantaged children	LA	Regional	National
Reading	60%	56%	53%
Writing	72%	68%	64%
Maths	64%	62%	58%
Reading writing & maths combined	47%	43%	39%

SEN Support	LA	regional	national
Reading	37	38	32
Writing	35	36	32
Maths	41	42	36
Reading writing & maths combined	21	19	16

EHCP	LA	regional	national
Reading	15	14	14
Writing	10	12	13
Maths	11	16	15
Reading writing & maths combined	5	7	7

GCSE results 5 A*-C including English & Mathematics

3.12   Whilst this measure is no longer one of the national performance measures used in league tables, Sunderland continues to show an improvement of 3% from the previous year.

The gap between students in Sunderland and national performance is currently 4%. This has been reduced by 2% from the previous year.

Whilst schools are continuing to develop practice, the improvement made does reflect the work / strategies put in place during the previous academic year to support the increase made. The performance gap between girls and boys again reduced further during this academic year by 1%.

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GCSE English A* - C

3.13 Analysis of the year-on-year variation at school level suggests there is more variation at grade C in English/English language than in other subjects.

3.14 In 2016 Sunderland % A* - C English GCSE has improved by eight percentage points to 70%, from the previous year. This has reduced the gap between Sunderland pupils and national figures to 4%, compared to a gap of 5% the previous year.

GCSE Mathematics A* - C

3.15 In Sunderland % A* - C GCSE maths has improved by three percentage points to 66%. This has reduced the gap between Sunderland pupils and national figures to 2%, compared to a gap of 4% the previous year.

A*-C English & Mathematics Combined

3.16 One of the new performance measure for secondary schools is the combined number of pupils achieving A*- C in both English and Mathematics at GCSE level. Within Sunderland 58% of pupils achieved this measure as opposed to 62% nationally (4% gap).

3.17 Compared to the 2015 academic year the overall figure for Sunderland has improved by 3% from 55% to 58%. However, a gap of 4% remains to the national comparator.

English Baccalaureate / Progress 8 / Attainment 8

3.18 The percentage of pupils achieving the Ebacc has improved from 18% in 2015 to 21% in 2016. This has reduced the gap between Sunderland pupils and national figures to 4%.

3.19 Progress 8 was introduced as a performance measure during the 2015-16 academic year. This measure tells us how well pupils at this school have progressed between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils in other schools who got similar results at the end of primary school. This is based on results in up to 8 qualifications, which include English, maths, 3 qualifications including sciences, computer science, history, geography and languages, and 3 other additional approved qualifications.

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The Progress 8 figure for Sunderland was -0.17. Nationally this figure was -0.03.

3.20   Attainment 8 was introduced as a performance measure during the 2015-16 academic year. Attainment 8 measures a student's average grade across eight subjects – the same subjects that count for Progress 8. This new measure is designed to encourage schools to offer a broad, well-balanced curriculum.

The Attainment 8 figure for Sunderland was 48.04. Nationally this figure was 49.34.

Actions taken by the Council to secure improvements a Secondary level included:

3.21   The following actions were taken / facilitated by the School   Improvement Service:
- The issue of a pre-warning notice to Hetton School and a package of support and challenge given to the school.
- Termly meetings with representatives of DfE / Regional Schools Commissioner responsible for the performance of academies (i.e. 84% of secondary schools within the city are now academies) in relation to the outcomes / performance of particular academies.
- Development of the school to school improvement networks in which 14 secondary schools / academies participated.
- Provided bespoke training events for Sunderland schools designed to:
    o Improve transition and expectations from Key Stage 2 to key stage 3.
    o Develop GCSE Mathematics examination practice through presentations from Chief Examiners.
- In partnership with St. Anthony's teaching school established a termly subject network programme across the city for curriculum area leaders.
- Undertook a two day review of each of the three maintained secondary schools with former Ofsted Inspectors and members of the school improvement team to suggest areas to develop.

3.22   In addition to building upon the good practice already developed last year the school improvement service will support / facilitate the additional activities.
- Work with a group of Secondary Headteachers to review in-school alternative curriculum practice to secure better outcomes for pupils at KS4.
- Utilising funding from University of Sunderland to develop schools' learning and teaching strategies so that the proportion of pupils achieving GCSE Grade 8 in Mathematics is at least 8%.

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- Revise the bi-annual city-wide KS4 curriculum document, so that all schools know what is being delivered in each school and key contacts.
- Contribute to the sharing of good practice, with particular reference to parental engagement in Year 11.

3.23   See appendix a for more detailed information

4   Recommendation

4.1   The Children, Education and Skills Shadow Scrutiny Committee is recommended to consider and comment on the information provided regarding school performance data.

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School Performance Measures & Statistical Ranking

2015-16 Unvalidated

Report prepared by Richard Cullen

School Improvement Officer

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2015 – 16 Sunderland Schools **Performance**

Phase & Performance Measure Three year trends	Sunderland 2014	Sunderland 2015	Sunderland 2016	National 2016	Difference
EYFS					
Good Level of Development	59.9%	65.9%	68.2%	69.3%	-1.1%
Key Stage 1					
Phonics	77%	78%	81%	81%	-
Achieved level 2B or above in reading			-	-	-
Achieved level 2B or above in writing			-	-	-
Achieved level 2B or above in mathematics			-	-	-
% Reaching the expected standard at KS1 Reading	-	-	75%	74%	1%
% Reaching the greater depth standard at KS1 at Reading	-	-	21%	24%	-3%
% Reaching the expected standard at KS1 Writing	-	-	70%	65%	5%
% Reaching the greater depth standard at KS1 at Writing	-	-	13%	13%	-
% Reaching the expected standard at KS1 Maths	-	-	76%	73%	3%
% Reaching the greater depth standard at KS1 at Maths	-	-	17%	18%	-1%
Key Stage 2					
% Reaching the expected standard at KS2 Reading, Writing & Maths Combined	-	-	60%	53%	7%

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% Reaching the expected standard at KS2 Reading	-	-	80%	66%	14%
% Reaching the higher standard at KS2 at Reading	-	-	19.6%	19%	0.6%
% Reaching the expected standard at KS2 Writing	-	-	78%	74%	4%
% Reaching the greater depth standard at KS2 at Writing	-	-	19%	15%	4%
% Reaching the expected standard at KS2 Maths	-	-	75%	70%	5%
% Reaching the higher standard at KS2 at Maths	-	-	18%	17%	1%
% Reaching the expected standard at KS2 SPAG	-	-	75%	72%	3%
% Reaching the higher standard at KS2 at SPAG	-	-	24.8%	23%	1.8
Progress score Reading	-	-	0.9	0	0.9
Progress score Writing	-	-	1.5	0	1.5
Progress score Mathematics	-	-	1.2	0	1.2
Key Stage 4					
% of pupils achieving grades 5A*-C including English and mathematics GCSEs	51	50.3	53.3	52.8-	0.5%
Achieving three levels of progress English			-	-	-
Achieving three levels of progress Mathematics			-	-	-
% of pupils achieving grades A*-C in both English and mathematics GCSEs	-	-	58.4%	58.7%	-0.3%
Progress 8 measure	-	-	-0.17	0	-0.17
Average Attainment 8 score per pupil	-	-	48.1	48.2	-0.1
% of pupils achieving the ebacc			21.2	22	-0.8

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2015 – 16 Sunderland Schools **Performance**

Phase & Performance Measure North East Comparative & Statistical Neighbors 2016	Sunderland 2016	National 2016	North East Performance	North East Ranking	Statistical Neighbors Performance	Statistical Neighbors Ranking	National Ranking
EYFS							
Good Level of Development	68.2%	69.3%	68.4%	7th	66%	4th	98th
Key Stage 1							
Phonics	81%	81%	82%	7th	80	5th	58th
% Reaching the expected standard at KS1 Reading	75%	74%	75%	7th	72.5	5th	58th
% Reaching above the expected standard at KS1 at Reading	21%	24%	24%	10th	21.3	7th	109th
% Reaching the expected standard at KS1 Writing	70%	65%	68%	3rd	64.5	3rd	21st
% Reaching above the expected standard at KS1 at Writing	13%	13%	14%	9th	11.9	6th	76th
% Reaching the expected standard at KS1 Maths	76%	73%	74%	2nd	71.5	2nd	26th
% Reaching above the expected standard at KS1 at Maths	17%	18%	18%%	7th	16.1	5th	83rd
Key Stage 2							
% Reaching the expected standard at KS2 RWM Combined	56	53	56	-	53.5	4th	34th
% Reaching the expected standard at KS2 Reading	70	66	68-	3rd	65.7	2nd	25th

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% Reaching the higher standard at KS2 at Reading	20	19	19	3rd	17	2nd	47th
% Reaching the expected standard at KS2 Writing			-				
% Reaching the greater depth standard at KS2 at Writing			-	-			
% Reaching the expected standard at KS2 Maths	75	70	73	3rd	71.6	2nd	22nd
% Reaching the higher standard at KS2 at Maths	18	17	17	3rd	15.6	2nd	44th
% Reaching the expected standard at KS2 SPAG	75	72	74	3rd	73.4	5th	39th
% Reaching the higher standard at KS2 at SPAG	25	23	22	1st	22.1	1st	36th
Average scaled score Reading	103	103	103	1st	102.2	1st	29th
Average scaled score SPAG	104	104	104	4th	103.9	1st	47th
Average scaled score Mathematics	104	103	104	8th	103.1	1st	19th
Key Stage 4							
% of pupils achieving grades 5A*-C including En & Ma GCSEs	53.3	52.8	55.7-	-	55.4	9th	113th
% Of pupils achieving grades A*-C in both En & Ma GCSEs	58.4	58.7	61.2	10th	60.85	10th	122nd
Progress 8 measure	-0.17	0	-0.16	9th	-0.2	6th	-
Average Attainment 8 score per pupil	48.1	48.2	48.5	7th	48.53	9th	113th
% of pupils achieving the ebacc	21.2	22	21.8	7th	21.46	5th	99th

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% of Pupils achieving grades A*-C in both En & Ma GCSEs

	Sunderland	National	North East
All Pupils	58.9	63.3	61.6
Boys	54.4	59.4	58.4
Girls	63.7	67.3	65
Disadvantaged	39.9	43.2	41.4
Non Disadvantaged	68.3	71	71.4
Pupils with no identified SEN	66	70	69
SEN Support	20.7	29	27.3
SEN with EHCP	6.8	10.5	7.6

Average Progress 8 Score

	Sunderland	National	North East
All Pupils	-0.17	-0.03	-0.16
Boys	-0.27	-0.17	-0.26
Girls	-0.08	0.11	-0.05
Disadvantaged	-0.56	-0.38	-0.52
Non Disadvantaged	0.02	0.1	0.02
Pupils with no identified SEN	-0.08	0.06	-0.05
SEN Support	-0.45	-0.36	-0.45
SEN with EHCP	-1.45	-1.03	-1.38

Average Attainment 8 score per pupil

	Sunderland	National	North East
All Pupils	48.2	50.1	48.7
Boys	46.3	47.8	46.8
Girls	50.2	52.4	50.8
Disadvantaged	39.7	41.2	29.8
Non Disadvantaged	52.4	53.5	53.1
Pupils with no identified SEN	51.6	53.3	52.3
SEN Support	34.6	36.2	35.7
SEN with EHCP	15.4	17	14

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Vulnerable Group Data

Phase & Performance Measure North East Comparative & Statistical Neighbors 2016	Sunderland 2016	National 2016	North East Performance	North East Ranking
Key Stage 4				
% of Pupils achieving grades A*-C in both En & Ma GCSEs	58.9	63.3	61.6	10th
Average Progress 8 Score	-0.17	-0.03	-0.16	7th
Average Attainment 8 score per pupil	48.2	50.1	48.7	8th
% of Pupils achieving the Ebacc	21.3	24.8	22	7th
% of Pupils entering the Ebacc	36.9	39.8	36.2	6th

% of Pupils achieving grades A*-C in both En & Ma GCSEs

	Sunderland	National	North East
All Pupils	58.9	63.3	61.6
Boys	54.4	59.4	58.4
Girls	63.7	67.3	65
Disadvantaged	39.9	43.2	41.4
Non Disadvantaged	68.3	71	71.4
Pupils with no identified SEN	66	70	69
SEN Support	20.7	29	27.3
SEN with EHCP	6.8	10.5	7.6

Average Progress 8 Score

	Sunderland	National	North East
All Pupils	-0.17	-0.03	-0.16
Boys	-0.27	-0.17	-0.26
Girls	-0.08	0.11	-0.05
Disadvantaged	-0.56	-0.38	-0.52
Non Disadvantaged	0.02	0.1	0.02
Pupils with no identified SEN	-0.08	0.06	-0.05
SEN Support	-0.45	-0.36	-0.45
SEN with EHCP	-1.45	-1.03	-1.38

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Average Attainment 8 score per pupil

	Sunderland	National	North East
All Pupils	48.2	50.1	48.7
Boys	46.3	47.8	46.8
Girls	50.2	52.4	50.8
Disadvantaged	39.7	41.2	29.8
Non Disadvantaged	52.4	53.5	53.1
Pupils with no identified SEN	51.6	53.3	52.3
SEN Support	34.6	36.2	35.7
SEN with EHCP	15.4	17	14

% of Pupils achieving the English Baccalaurate

	Sunderland	National	North East
All Pupils	21.3	24.8	22
Boys	14	19.7	16.9
Girls	29.1	30.1	27.3
Disadvantaged	10.5	11.7	8.9
Non Disadvantaged	26.6	29.8	28.4
Pupils with no identified SEN	42.2	44.7	41.2
SEN Support	3.7	14.7	12.2
SEN with EHCP	1.9	4	1.9

% of Pupils entering the Ebacc

	Sunderland	National	North East
All Pupils	36.9	39.8	36.2
Boys	26.2	34.6	30.3
Girls	48.4	45.3	42.4
Disadvantaged	10.5	11.7	8.9
Non Disadvantaged	26.6	29.8	28.4
Pupils with no identified SEN	42.2	44.7	41.2

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SEN Support	11.5	14.7	12.2
SEN with EHCP	1.9	4.0	1.9

North East Local Authorities	County Durham
	Darlington
	Gateshead
	Hartlepool
	Middlesbrough
	Newcastle upon Tyne
	North Tyneside
	Northumberland
	Redcar and Cleveland
	South Tyneside
	Stockton-on-Tees
	Sunderland

EBacc

The English Baccalaureate (EBacc) is a performance measure for schools, awarded when students secure a grade C or above at GCSE level across a core of five academic subjects – English, mathematics, history or geography, the sciences and a language. It is not a qualification in itself. By introducing this performance measure, the Government hoped that more pupils will be offered the chance to take a broad core of more traditional academic options.

English

To pass the English element of the EBacc, pupils needed to do one of the following:

- get an A* to C in English GCSE
- take both English literature and English language at GCSE, and get an A* to C in at least 1 of them

Science

To pass the science element of the EBacc, pupils need to do one of the following:

- get an A* to C in core and additional science GCSE (in core and additional science, pupils take 2 modules in each of the 3 main sciences: biology, chemistry and physics)
- take 3 single sciences at GCSE and get an A* to C in at least 2 of them (the single sciences are biology, chemistry, computer science and physics)
- get A* to C in GCSE science double award (in science double award, pupils take 2 GCSE exams that cover the 3 main sciences: biology, chemistry and physics)

Progress 8

Progress 8 was introduced as a performance measure during the 2015 -16 academic year. This measure tells us how well pupils at this school have progressed between the end of primary school (Key Stage 2) and the end of secondary school (Key Stage 4), compared to pupils in other schools who got similar results at the end of primary school. This is based on results in up to eight qualifications, which include English, maths,

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three qualifications including sciences, computer science, history, geography and languages, and three other additional approved qualifications.

Attainment 8

Attainment 8 was introduced as a performance measure during the 2015 -16 academic year. Attainment 8 measures a student's average grade across eight subjects – the same subjects that count for Progress 8. This new measure is designed to encourage schools to offer a broad, well-balanced curriculum.

Data sources: DfE SFR03/2017 / NCER Nova

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Item 5

CHILDREN, EDUCATION AND SKILLS SCRUTINY COMMITTEE   14th FEBRUARY 2017

YOUTH OFFER UPDATE

REPORT OF EXECUTIVE DIRECTOR OF CHILDREN'S SERVICES

1.   Purpose of Report

1.1   This report provides an update on Sunderland's youth offer for children and young people and describes the work that will be undertaken in 2017/18 in relation to this following cessation of the commissioned funding to the voluntary sector and XL provision from 31st March 2017.

2.   Background

2.1   The Education and Inspections Act 2006 requires the Council to secure services and activities to improve the wellbeing of young people aged 13-19 (and up to age 24 for those young people with Learning Difficulties or Disabilities).

2.2   The potential future benefits for young people through having access to additional opportunities and support are recognised, therefore the duty to the Council is described as being to "secure, so far as is reasonably practicable, equality of access for all young people to the positive, preventative and early help they need to improve their wellbeing". This includes:
- connecting young people with their communities, enabling them to belong and contribute and have a voice in decisions which affect them;
- offering safe environments to take part in sports, arts, music and other activities to develop a sense of belonging, improve social skills and relationships with adults they trust;
- supporting the personal and social development of young people to develop their capabilities for learning, work and adulthood;
- improving their physical and mental health and emotional wellbeing;
- helping those at risk of dropping out of learning or not achieving their potential to engage and attain;
- raising their aspirations, building their resilience and informing their decisions – thereby reducing teenage pregnancy, substance misuse and anti-social behaviour.

2.3   Neither the services and activities to be provided, nor the level of funding are prescribed. The Local Authority's responsibility is described as "securing, so far as is reasonably practicable, a local offer that is sufficient to meet local needs … within available resources, reviewing the sufficiency of the offer in light of feedback and data that is indicative of wellbeing and personal and social development". The Government will launch a new youth policy statement in the coming months, setting out a road map until at least 2020.

2.4 The current youth offer meets requirements as set out above, with a range of services including:
- internally provided services (such as XL Youth Village);
- externally commissioned contracts;
- non commissioned services provided by the voluntary sector – these services may have a local remit, or a specific focus (such as the uniformed cadets);
- a range of services available through open spaces and leisure facilities.

2.5 There are a range of opportunities to involve young people through participation arrangements including Youth Parliament; Childrens Trust Advisory Network; City Equals; Change Council; Annual Young People's State of the City Debate; and Schools Councils. The achievements of young people are celebrated throughout the year and specifically at the annual Young Achievers Awards Ceremony.

3. Current Position

3.1 For the past 11 years, youth work in Sunderland has been delivered through a commissioning model with voluntary sector providers. Over time, this has changed in response to need – for example moving from locality to ward based provision as well as including a provision for 8-10 year olds in addition to the provision for 11-19 and an offer that included holiday sessions. In the last 7-8 years the ward based sessions have been supplemented by Council funded services delivered at weekends, such as XL Youth Villages and Mobile Bus.

3.2 In 2014, the need to find financial efficiencies saw the introduction of greater flexibility for providers through minimum delivery contracts that meant a financial reduction of 30% for 8-10 year old provision and 20% for 11-19.

3.3 On this basis, contracts were extended for 24 months to 31st March 2017 – with 10 voluntary sector organisations offering a minimum of 1 session per week for 8-10 year olds and 3 sessions for 11-19 across 25 wards.

3.4 One off reserves were put in place to continue funding the XL provision to 31st March 2017.

3.5 Continued financial pressures has resulted in the proposal that both the XL provision and provider contracts will not be funded beyond the end of March 2017. This has resulted in:
- Voluntary Sector providers receiving formal notification in December 2016;
- Council staff employed either by the VCS or in the XL provision having been given formal notice of redundancy.

3.6 In preparation for this, review activity took place across 2015 and 2016 to support the development of a revised youth offer. This included consultation with young people, members of the public, providers, elected members and other interested partners and organisations to determine levels of current access and satisfaction within the current service as well as the wider offer. The findings of this exercise can be found in Appendix One.

3.7   During this review, officers have also been working with VCS providers to support them to prepare for deliver with reduced funding. This "All Together Consortia" is made up of 13 youth organisations (including the 10 currently commissioned by the Council). It collaborates well to attract funding from external sources to provide youth activities over and above those funded by the Council.

3.8   The Council will continue to support the consortia to identify funding opportunities via the Grant Finder. Most recently, they have supported a bid to the Youth Investment Fund, which, if successful could bring significant funding to the VCS over a 3 year period.

3.9   Given the funding position, the next stage of the review is to identify and develop Sunderland's wider offer of activities for Children and Young People. This will factor in those activities provided by schools, leisure centres, and a range of other social groups, including those sessions the VCS will continue to provide. An initial trawl has identified a sizeable number of activities already in place.

3.10   When the Government publishes its strategy for youth services in 2017, it is expected that it will look to target resources to those most in need and will require the voluntary sector to explore diverse income streams in order to increase impact. This strategy will inform the work done by the Consortia in Sunderland.

4.   Recommendation

4.1   Members are asked to consider and comment on the report, an update to which will be submitted once the outcome of the Youth Investment Fund bid is known.

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                          Telephone 0191 561 1965

Appendix One

**Summary of Youth Offer Survey – April 2016**

<u>Demographics</u>
- During 2015/16, 13,240 8-19 year olds attended a Council funded youth provision – 7,652 of these attended 4 or more times – the reach of the service being 36% of the population.

- The 12-15 age range attend most regularly.

- Ethnicity across all age ranges is predominantly White British, with 2-3% coming from BME communities.

- In the 8-10 age range, 53% of attendees are male, 47% female. For 11-19, this changes to 61% male and 39% female.

- There were 1,367 respondents to the survey, 62% of which were members of a Youth Group.

<u>Priorities</u>
- The priority issues for the 8-10 age range were:
  1. Diet & health
  2. School issues
  3. Bullying
  4. Education
  5. Family

- And those for the 11-19 age range were:
  1. Education
  2. Diet & health
  3. School
  4. Environment
 5. Relationships
  6. Alcohol

<u>Youth Group Attendance</u>

Frequency of Attendance at Youth Provision
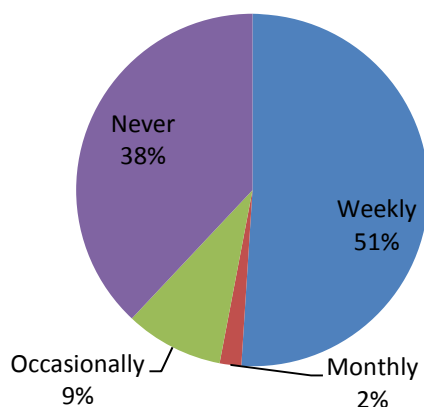
When asked the type of activities, they attended, the most popular responses were Sporting Activities, Youth Groups and After School Clubs and the least popular were Employment, Uniformed and Church Groups.

Travel

Young people were asked how they travelled to their youth provision
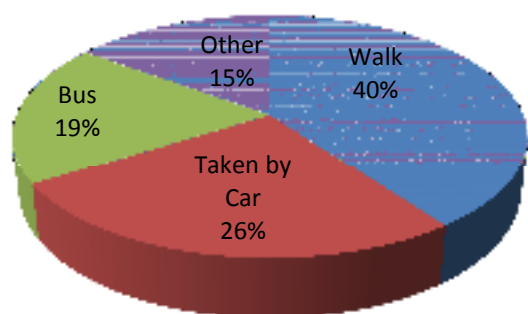
The average travel time was 32 minutes.

Young people were asked how long they would be prepared to travel and while this ranged from seconds to hours, the majority were prepared to travel up to 30 minutes.

Timing of Provision
Young people were asked when they would prefer to attend youth provision.

Preferences were as follows:
1. Weekday evenings 23%
2. School holidays 19%
3. School term time 15%
4. Saturday day time 13%
5. Saturday evening 11%
6. Sunday day time 10%
7. Sunday evening 9%

Parent / carer responses, as well as those given by providers, mirrored the young people's preferences.

Reason for Attendance
The most popular reason for attendance was being with friends (38%), with somewhere to go (21%) and that they want to learn something different (17%) also being popular responses.

When asked what they wanted to get from activities, enjoyment was the most popular response (28%) followed by being in a safe environment (19%) and trying new activities or meeting new people (15%).

Parent / carer responses, as well as those given by providers, mirrored the young people's responses, but with a safe environment featuring slightly higher.

<u>Reason for Non-Attendance</u>
Those young people who do not attend a youth provision were asked why not, the primary responses to this were:
- they meet their friends elsewhere
- the provision is boring or that there will be nothing of interest.

Some described themselves as lazy or that they couldn't be bothered and others said they had other family commitments.

Residents Survey

- 47 residents responded to the survey.

- 60% stated that the youth services in Sunderland meets local need, whilst 40% responded that it does not.

- Of those that answered yes, many felt it was a good service, or that it was provided at low cost to families.

- Of those that answered no, the main issues were lack of provision in a particular area or funding cuts.

Provider Survey

- 26 providers responded to the survey.

- 73% stated they would like to offer additional activities.

- Those who do not wish to offer additional activities either felt that they already offered a wide range, or that they did not wish to duplicate good work done elsewhere.

- Those who do wish to offer more, indicated the following:
  - They have excellent facilities and a good track record of providing high quality services;
  - They are able to offer a wide range of activities in a safe environment;
  - The potential for further work with specific groups (BME) or around specific issues (NEET, health & lifestyle, behaviour);
  - They would like to maintain the excellent working relationship with the Council;
  - The need to develop responses to local need;
  - The potential to bring in additional funding (to compliment Council funding).