



**CHILDREN'S SERVICES SCRUTINY COMMITTEE**

**MONDAY, 15 JUNE 2015**

**10.00 am COUNCIL CHAMBER, COUNTY HALL, LEWES**

MEMBERSHIP - Councillor Kathryn Field (Chair)  
Councillors Stephen Shing (Vice Chair), Peter Charlton, Angharad Davies,  
Claire Dowling, Michael Ensor, Kim Forward, Roy Galley, Alan Shuttleworth,  
  
Mr Simon Parr (Roman Catholic Diocese representative)  
Dr. Ann Holt (Church of England Diocese representative)  
Ms Nicola Boulter and Catherine Platten (Parent Governor Representatives)  
Councillor Johanna Howell (District / Borough representative)

**A G E N D A**

- 1 Minutes of the meeting held on 16 March 2015 (*Pages 3 - 10*)
- 2 Apologies for absence
- 3 Disclosures of interests  
Disclosures by all members present of personal interests in matters on the agenda, the nature of any interest and whether the member regards the interest as prejudicial under the terms of the Code of Conduct.
- 4 Urgent items  
Notification of items which the Chair considers to be urgent and proposes to take at the appropriate part of the agenda. Any members who wish to raise urgent items are asked, wherever possible, to notify the Chair before the start of the meeting. In so doing, they must state the special circumstances which they consider justify the matter being considered urgent.
- 5 Local Safeguarding Children Board, Serious Case Reviews - report by Director of Children's Services (*Pages 11 - 32*)
- 6 Scrutiny Review of Early Years Attainment - report by Director of Children's Services (*Pages 33 - 64*)
- 7 Scrutiny committee future work programme (*Pages 65 - 72*)
- 8 Forward Plan (*Pages 73 - 80*)  
The Forward Plan for the period June to September 2015. The Committee is asked to make comments or request further information.
- 9 Any other items previously notified under agenda item 4

PHILIP BAKER  
Assistant Chief Executive  
County Hall, St Anne's Crescent  
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5 June 2015

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MINUTES of a meeting of the Scrutiny Committee for Children's Services held at County Hall, Lewes on 16 March 2015.

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PRESENT: Councillors Kathryn Field (Chair), Stephen Shing (Vice Chair), Claire Dowling, Michael Ensor, Roy Galley, Alan Shuttleworth and Francis Whetstone.

Nicola Boulter (Parent Governor Representative).  
Cllr Johanna Howell (District & Borough Council Representative).

Lead Members: Councillors Sylvia Tidy (Lead Member Children & Families / designated statutory Lead Member for Children's Services).  
Nick Bennett (Lead Member for Learning & School Effectiveness)

Senior Democratic Services Advisor                      Martin Jenks

Also present                                      Stuart Gallimore, Director of Children's Services; Fiona Wright, Assistant Director (Schools, Youth & Inclusion Support); Mark Whiffin, Head of Finance, Stuart McKeown, Senior Democratic Services Adviser

32.    MINUTES OF LAST MEETING

32.1   RESOLVED – to confirm as a correct record the minutes of the last Committee meeting held on 17 November 2014.

33.    APOLOGIES FOR ABSENCE

33.1   Apologies for absence were received from

Councillors Kim Forward, Trevor Webb (substituting for Cllr Forward), Ann Holt (Church of England Diocese Representative) and Catherine Platten (Parent Governor Representative).

34.    DISCLOSURES OF INTERESTS

34.1   None.

35.    URGENT ITEMS

35.1   No urgent matters were notified.

36.    IN YEAR ATTAINMENT DATA FOR SCHOOLS 2015

36.1   The Chair introduced the report by clarifying that the attainment data summarised in the report was collected at the end of Term 2 and is focused on trends, rather than individual schools.

36.2   The Assistant Director (Schools, Youth & Inclusion Support) provided an overview of the attainment data in the report. The purpose of the data collection exercise is to enable schools and providers of school improvement services to identify where there

may be challenges around performance in the summer. This enables appropriate actions to be taken with schools to address those areas of under-performance.

36.3 During last year a similar strategy was deployed and an evaluation of the interventions was undertaken. Only those interventions which have had a consistent impact across a range of schools have been taken forward. As a consequence, the Standards and Learning Effectiveness Service (SLES) is confident that the intervention strategies on offer will be effective.

36.4 The department started collecting in year performance data for the first time last year at the end of Key Stage 2 (KS2) and GCSE. This year a wider set of data was collected including:

- Early Years Foundation Stage (EYFS)
- Key Stage 1(KS1): Number and percentage of Year 2 pupils currently working at Level 1A+ in each of Reading, Writing and Mathematics;
- Key Stage 2(KS2): Number and percentage of Year 6 pupils currently working at Level 3A+ in Reading, Writing and Mathematics (combined) and in each of these subjects separately
- Key Stage 4(KS4): Most likely predicted outcomes for pupils achieving five or more GCSEs at A\*-C, including English and Mathematics.

36.5 The Standards and Learning Effectiveness Service (SLES) has identified very clearly which schools will need support, and where those schools will need to make improvements. Section 3 of the report outlines the criteria that are used to target interventions. The aim is to review performance with schools during Term 3 and have interventions in place by the end of Term 4. Not all intervention activities on offer are delivered by the SLES, some are commissioned from other providers.

36.6 The Assistant Director (Schools, Youth & Inclusion Support) outlined the predicted attainment levels based on the data that the department has received. The key findings are:

- If the KS1 results are in line with the predicted levels of attainment, then there will be a significant improvement. The trajectory of improvement is steeper than it has been previously. The department is a little cautious about the predicted results as they did not collect KS1 data last year.
- The predicted KS2 attainment data is slightly disappointing. This year there is an improvement with 73.5 % of pupils achieving or exceeding level 3a in reading, writing and maths combined and are therefore predicted to achieve level 4b or above. This compares with 72% last year, but is not as strong an improvement as hoped for. Therefore KS2 has been made a priority for interventions.
- For KS4 the predicted results for achieving five or more GCSEs at A\*-C (including English and Mathematics) range between 63% at the highest and 56% at the lowest. The most likely results are 59% to 60%, which represents a significant improvement in outcomes and above national average this year.

36.7 The Committee discussed the report and examined a number of issues that arose from the predicted attainment results. The Chair also relayed a number of questions raised by Catherine Platten via email.

#### Predicted attainment levels

36.8 The Committee welcomed the predicted improvement in attainment levels which provides an encouraging picture for school performance. This has been accompanied by a lower number of schools across the County which are in Ofsted categories of 'special measures' or 'requires improvement'. This has been thanks to targeted intervention and a huge effort to lift school performance.

36.9 Over the past two years the SLES has put in place a robust process to support and challenge school performance in East Sussex. The department believes that this is starting to show results. In future it will be increasingly important that resources at school level are targeted effectively to improve attainment. The challenge for the East Sussex County Council (ESCC) will be to make sure this happens.

#### Value added measures and those not achieving 5 GCSEs

36.10 The Key Stage 4 (KS4) results focus on those children that are likely to achieve 5 GCSE's and grades A-C including English and Mathematics. The Committee asked how the progress of children who do not meet these targets is measured and monitored. The analysis that has been undertaken of KS4 results does not capture those pupils who are not working at this level, but it will pick up the cohort whose performance is lower than expected.

36.11 At this stage in the school year, the department does not have data on value added measures and data on individual children. Both schools and Ofsted do look at how different children perform throughout their school career. Ofsted inspections aim to make sure there is progress over time.

36.12 The prior attainment performance data that schools receive is broken down into groups (e.g. by gender, free school meals, ethnic background, special educational need and disability etc.) Comparison data is provided so schools can take proper attainment into account when supporting children's learning. The practice of schools focussing on the performance of those pupils at the D/C grade boundary has improved, with a greater emphasis on all children's performance, including the higher performers.

#### Consistency of data collection from schools

36.13 The provision of the interim data from schools is not a statutory requirement, but ESCC does have a duty to know all schools. Therefore ESCC cannot require schools to provide interim data, but works with them to collect data based on accepted good practice. Guidelines are given to schools on how to collect good data to ensure consistency. Performance data is collected at the end of Term 2 and Term 4.

36.14 Last year 14% of schools underperformed against their own data. The analysis of the data aims to establish the reasons why there are inconsistencies in performance results. The SLES team has targeted these schools for intervention and has carried out some work around the accuracy of assessments.

36.15 Some schools collect performance data using a different methodology, others supplied no data at all. This is frustrating, but ESCC cannot force schools to provide interim performance data or provide it in a standard format.

#### Data collection measures and Fisher Family Trust (FFTD) target

36.16 Free School Meals (FSM) ever 6 is a measure that includes all children who have been in receipt of free school meals at some time in their last six years at school. FSM (ever 6) is used at a national level to define children in receipt of free school meals.

36.17 The SLES team does not think the Fischer Family Trust D (FFTD) target is too aspirational for East Sussex schools. If all schools achieve the FFTD target then East Sussex will meet the national average performance levels. There are some schools that exceed the FFTD target, but it may be a significant stretch for schools with children with low prior attainment. The FFTD target is used to encourage schools to set challenging targets and raise school aspirations.

36.18 The basis for collecting KS2 data has been changed this year so that separate results, as well as combined results, for reading, writing and mathematics are collected. This has been changed so that interventions can be made more precisely if there are identified weaknesses in particular subjects. This change may have depressed results slightly, but there has been progress compared with last year.

36.19 Interim performance data has been collected for the first time for KS1 and the early years foundation stage (EYFS). This and other interim data collection is designed to allow the SLES to identify risks around performance and intervene appropriately. Schools also have responsibility and their own resources for school improvement. The interim performance data helps schools to identify the need for more intervention and highlight the key issues.

#### Destination measures

36.20 The Committee asked if destination data could be provided for those pupils leaving KS4 and secondary school, especially whether they go on to university. The Assistant Director (Schools, Youth & Inclusion Support) commented that this data was reported to the Scrutiny Committee last year, and included data on the number of pupils going on to places at the Russell Group Universities. The department does have a report for this year and the Assistant Director (Schools, Youth & Inclusion Support) will see if it is ready to distribute.

#### Summary and actions

36.21 The department has confidence in the data, the processes involved in identifying weaknesses in performance and the targeted interventions that have been put in place. Having taken this approach of intervening early and in a targeted way for a second year, the department believes this will build a sound foundation for improved attainment in the future.

36.22 The Committee asked if the Director of Children's Services could provide a range of information about children who are working below the 5 GCSE grades A-C level and what happens to them in terms of their performance and outcomes.

36.23 RESOLVED: – It was resolved to request the Director to provide information on children who are working below the 5 GCSE grades A-C level to a Scrutiny Committee "Away Day" so that the Committee can examine what happens to these children in terms of their performance and outcomes.

### 37. STANDING ADVISORY COMMITTEE ON RELIGIOUS EDUCATION (SACRE)

37.1 The Chair of the Standing Advisory Committee on Religious Education (SACRE), introduced the report, which contains up to date performance data for Religious Education (RE). The purpose of the report is to raise the profile of the work that SACRE undertakes and the plans for future work. SACRE would welcome any suggestions from the Scrutiny Committee on how to spread information about its work further. The report includes a letter from Lord Nash in appendix 1 which outlines the responsibilities of SACRE; the need to review the RE syllabus every five years; and the requirement to submit annual reports to the national body.

37.2 The GCSE results for Religious Studies and the take up of the full and short courses are contained in appendix 2 of the report. The results for East Sussex are mixed but are not too far from the national average. The SACRE development plan is contained in appendix 3 of the report. This includes annual activity such as the training plan and an annual questionnaire which is sent out to schools. Members of SACRE also undertake School visits and attend Governors meetings throughout the year.

37.3 Actions that address pupil's spiritual, moral, social and cultural (SMSC) development are contained within the SACRE development plan. New guidelines on promoting British values through SMSC were issued in November 2004 by the Department for Education (DfE).

37.4 The Committee discussed the report and the work of SACRE. The Committee debated a number of issues which are summarised below.

#### The teaching of Religious Studies in schools

37.5 The Committee commented that Religious Studies is taught very well in primary schools, but very few secondary schools offer a GCSE in Religious Studies. There are concerns about the standard of teaching at secondary level, with RE being delivered through the Personal, Social and Health Education (PHSE) syllabus. Secondary schools do not appear to cover Christianity and other faiths in any great depth.

37.6 The level of take up of the short course is very positive. Secondary schools such as Bishop Bell (Church of England) and St. Richards (Roman Catholic) appear to be meeting demand for GCSE at secondary level, despite the lack of provision elsewhere.

37.7 The report recognises the challenges in teaching Religious Education (RE) locally and nationally. There is a problem with recruiting RE teachers. A £4,000 - £9,000 training bursary is being offered by the DfE to encourage high quality teachers to take up RE teaching.

#### SMSC and British values

37.8 Spiritual, moral, social and cultural (SMSC) development is the overall syllabus within which RE and British values are taught. Ofsted will be inspecting SMSC and the teaching of British values within this subject area. There is information on the DfE web site regarding the curriculum and schools should not find SMSC teaching challenging.

37.9 The Committee commented that British values are about respecting other people's beliefs and faiths. An understanding of different religions and ways of life is important for all young people. RE teaching is also important in developing an understanding of the art, literature and culture of the United Kingdom.

#### Concluding comments

37.8 The Lead Member for Learning and School Effectiveness explained that there will be input to school governors on SACRE's work through the Schools Forum. The Committee expressed their gratitude for SACRE's work.

37.9 RESOLVED: – It was resolved to agree the recommendations of the report to:

- 1) note the work of SACRE in improving the quality of religious education;
- 2) note the three year development plan for SACRE; and
- 3) continue to support SACRE in its role in promoting British values.

#### 38. RECONCILING POLICY, PERFORMANCE AND RESOURCES (RPPR) 2015/16

38.1 The Director of Children's Services introduced the report. He noted the views previously expressed by the Committee that they would have liked more choice around the reductions to service budgets. As the Council is very close to starting to look at the next medium term financial plan, there is an opportunity for the Committee to reflect on and feed into the next corporate budget setting process.

38.2 The Committee discussed the idea of holding an "Away Day" to review the impact on services of the reductions in funding that had already taken place. It would be useful to start with areas of statutory service provision and then look at levels service provision provided by the department. The Committee thought it would be helpful to look in more

detail at some service areas and suggested undertaking a number of structured visits to see a range of front line services at first hand.

38.3 The Director of Children's Services stated that the department would be happy to arrange visits to front line services, or attendance at Scrutiny Committee meetings by particular services. He will liaise with the Senior Democratic Services Advisor to put in place arrangements for the visits. The issue of statutory levels of service provision is more difficult because it involves a judgement about the level of risk involved and the depth of the service offer.

38.4 The Lead Member for Children and Families agreed that it is important to know the statutory level of service, but it is important to maintain service levels. At present ESCC's children's social care services have been judged by Ofsted as 'Good' with some service areas 'Outstanding'. The Lead Member for Children and Families warned that if services were allowed to slip down to 'Inadequate', it would take a lot more resources to bring them back up to 'Good'.

38.5 The THRIVE programme has recently won two awards for the services it provides. The Committee sent its congratulations to all the staff involved in the service for this success and in recognition of their work.

38.6 The Committee agreed that they would like to start looking at the budget setting process earlier than in previous years and will hold an "Away Day" to start this process. The Committee also agreed that it would like to undertake a number of visits to front line services as part of this work.

38.7 RESOLVED: - It was resolved to:

- 1) note the recommendations of the report;
- 2) hold an "Away Day" for the Scrutiny Committee to examine the impact on services of the changes to funding that have already been implemented as part of the current medium term financial plan; and
- 3) undertake a number of structured visit to front line services.

## 39. SCRUTINY WORK PROGRAMME

39.1 The Committee discussed the work programme and the potential areas for future reports and scrutiny reviews.

39.2 The Chair of the Raising the Participation Age (RPA) Scrutiny review board gave an update to the Committee on the progress of the review. The review board has found that the number of young people who are not in education, employment or training (NEET) in East Sussex is low and the review board is now examining careers advice provision. The review board has visited Priory School in Lewes and attended the Youth Conference to gather evidence about careers provision.

### June Meeting

39.3 The Committee asked if it would be possible to have a report at the 15 June 2015 meeting on the outcomes of the Serious Case Reviews that have been undertaken. The Director of Children's Services stated that he thought that this would be possible, but he would check with the Chair of the Local Safeguarding Children Board (LSCB).

39.4 In the light of the announced changes to funding for children's mental health services, the Committee asked for an initial report to be brought to the June Scrutiny Committee meeting on how ESCC's Child and Adolescent Mental Health Service (CAMHS) will benefit from the improved funding.

### September Meeting

39.5 The Committee requested a report on the THRIVE programme be brought to the Scrutiny Committee being held on the 21 September 2015 to update the Committee on



the end of the programme and to examine any financial implications for the budget setting process.

RESOLVED: It was resolved that the work programme will be amended in line with paragraphs 36.23, 38.7, 39.3, 39.4 and 39.5 above.

40. FORWARD PLAN

40.1 The Committee considered the Forward Plan for the period 1 March 2015 to 30 June 2015. The Senior Democratic Services Advisor outlined the items on the Forward Plan that were relevant to the remit of the Children's Services Scrutiny Committee.

40.2 The Committee requested that at briefing on the outcome of the consultation on the proposed changes to Discretionary Home to School Transport be emailed to the Scrutiny Committee members prior to the Lead Member meeting on the 12 October 2015.

41. URGENT ITEMS

41.1 None received.

The meeting ended at 11.40 am.

The date of the next meeting is Monday 15 June 2015

COUNCILLOR KATHRYN FIELD  
Chair

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**Report to:** Children's Services Scrutiny Committee

**Date of meeting:** 15 June 2015

**By:** Director of Children's Services

**Title:** East Sussex Local Safeguarding Children Board Serious Case Reviews

**Purpose:** To brief the Committee on the findings and learning from published Serious Case Reviews 2013/14 and 2014/15

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## **RECOMMENDATION**

**The Children's Services Scrutiny Committee are recommended to note the findings and learning from Serious Case Reviews**

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### **1 Background**

1.1 The Local Safeguarding Children Board (LSCB) has the statutory responsibility for undertaking and publishing Serious Case Reviews (SCRs).

1.2 This links to the priority outcome of Keeping Vulnerable People Safe in the Council Plan and informs the Pan-Sussex Child Protection and Safeguarding Procedures and council practice and policy.

1.3 The Annual Report and Business Plan of the LSCB are presented to Children's Services Scrutiny Committee by the Independent Chair. When it came to the Committee in 2014 it was agreed that the findings and learning from published reviews would be presented to the Committee on an annual basis (this report covers reports published in the years 2013/14 and 2014/15 as the Annual Report presented in 2014 refers to SCRs in 2013/14).

1.4 The Lead Member for Children and Families is a participating observer on the LSCB.

1.5 The LSCB is independent of the Council and has the responsibility for scrutinising and challenging multi-agency safeguarding practice. Therefore the Committee is not tasked to scrutinise the work of the LSCB or the SCRs, the SCR reports are submitted to the Department for Education (DfE) and Ofsted.

### **2 Supporting information**

2.1 Regulation 5 of the Local Safeguarding Children Boards Regulations 2006 sets out the functions of LSCBs (under Working Together 2015, DfE). This includes the requirement for LSCBs to undertake reviews of serious cases in specified circumstances. Regulation 5(1)(e) and (2) set out an LSCB's function in relation to serious case reviews, namely:

5(1)(e) undertaking reviews of serious cases and advising the authority and their Board partners on lessons to be learned.

(2) For the purposes of paragraph (1) (e) a serious case is one where:

(a) abuse or neglect of a child is known or suspected; and

(b) either — (i) the child has died; or (ii) the child has been seriously harmed and there is cause for concern as to the way in which the authority, their Board partners or other relevant persons have worked together to safeguard the child.

“Seriously harmed” in the context of regulation 5(2)(b)(ii) above includes, but is not limited to, cases where the child has sustained, as a result of abuse or neglect, any or all of the following:

- a potentially life-threatening injury;
- serious and/or likely long-term impairment of physical or mental health or physical, intellectual, emotional, social or behavioural development.

2.1 Since 2013 there has been a national panel of independent experts to advise LSCBs about the initiation and publication of SCRs. The role of the panel is to support LSCBs in ensuring that appropriate action is taken to learn from serious incidents in all cases where the statutory SCR criteria are met and to ensure that those lessons are shared through publication of final SCR reports. The panel also reports to the Government their views of how the SCR system is working.

2.2 If SCRs make recommendations for individual agencies then this leads to an action plan that is scrutinised and signed off by the LSCB.

2.3 East Sussex LSCB published 1 SCR in December 2013 (Child G) and 1 SCR in April 2014 (Child H).

2.4 Appendix 1 provides a brief summary, key learning and summary of recommendations from the SCRs on Child G and Child H (the full reports can be found on the LSCB website).

### **3. Conclusion and reasons for recommendations**

3.1 This report has been provided in order to brief Members on key learning and findings from East Sussex LSCB SCRs.

Appendix 1 – Brief summary, key learning and summary of recommendations

**Stuart Gallimore**  
**Director of Children’s Services**

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#### LOCAL MEMBERS

All electoral divisions are specifically affected by the report.

#### BACKGROUND DOCUMENTS

Full SCR reports <http://www.eastsussexlscb.org.uk/professionals/serious-case-reviews/>



# LSCB

# Learning from Reviews

May 2015

# SCR Child G

- 15 year old girl abducted by a teacher from her school. They had been in a relationship for several months prior to the abduction
- The teacher was subsequently convicted of child abduction and sexual activity with a child

# SCR Child G

- In the months leading up to the abduction information came to light within the school on a number of occasions that was suggestive of a relationship between Child G and the teacher.
- These were interpreted as evidence of a “crush” by the pupil on the teacher rather than an abusive relationship

# SCR Child G

## Key Learning

- Recognising Abuse- the ability of staff to see the teacher as a potential abuser
- Listening to Children- no one spoke to Child G in a meaningful way. A number of children provided information indicating a relationship between Child G and the teacher



# SCR Child G

## Key Learning

- Working with parents- lack of contact by school with Child G's mother
- Record Keeping- lack of coordinated and centrally located recordings in schools
- E-safety- Lack of understanding by school staff of these issues and access to advice

# SCR Child G

## Summary of Recommendations

- Ensure that the school can demonstrate;
  - an appropriate understanding, at all levels of seniority, of safeguarding issues and how to respond to them, including appropriate parental involvement
  - arrangements for the support and supervision of staff with specialist child protection responsibilities
  - compliance with arrangements for the recording of safeguarding concerns and actions taken in response to such concerns

# SCR Child G

## Summary of Recommendations

- Developing initiatives which promote the ability of young people to raise safeguarding concerns, and the capacity of schools and other agencies to hear and respond to such concerns.
- Use the report and the outcomes of this review in training and development opportunities, particularly for school staff with safeguarding responsibilities: “What would stop this happening in our school?”

# SCR Child G

## Summary of Recommendations

- Development of robust “e-Safety” arrangements in schools.
- Review the arrangements for the LADO service, with reference to the key issues arising for that service from this SCR.

# SCR Child H

- 5 year old child who was found by police standing in a bucket with a bin liner taped to the body following a call from a neighbour. Child H had significant bruising to the face, body and genital area.
- At the time Child H and a sibling were being looked after by Mother's partner in his flat. Child H later referred to being hit by this man, and being punished for urinating on the floor

# SCR Child H

- Both children were placed in local authority care. The Mother and her partner were later convicted of GBH and Neglect and received custodial sentences.
- Given the significance of the injuries, had the neighbours not called the police to intervene the outcome in this case could have been fatal

# SCR Child H

- Prior to arriving in Sussex the family had lived in Bristol and then Grimsby. There had been GP and health visitor involvement in Bristol but no concerns
- Whilst in Grimsby there were concerns over parental supervision of the children and when the older sibling was at school, of on-going issues of neglect and attendance

## SCR Child H

- Later the family left Grimsby and both children were considered as missing from school.
- Around this time the police were called to assist the RSPCA in the recovery of an abandoned dog from the family's flat, which described by the landlord as being in an appalling condition with animal and human faeces on the walls.



# SCR Child H

Although it was clear children had been living in the flat, no consideration was given by the police to the potential child protection issue for a family living in these circumstances when the dog was recovered

# Child H

## Key Learning

- Difficulties in working with mobile families who do not inform agencies of their plans
- Impact for professionals working in areas of poverty and deprivation
- Avoiding ‘Tunnel Vision’; most intervention was at a low level and relied on information provided exclusively by mother- the need for management challenge and critical review

# Child H

## Key Learning

- ‘Invisible men’ and risks to children; need for all agencies to collect information on current partners and be considered in assessment process
- The role of the community in protecting children; both grandparent and the manager of the B&B hotel where the family lived in Sussex had seen bruising on the child prior to the incident
- The importance of early intervention processes being owned and understood by all agencies

# Child H

## Summary of Recommendations

- Children's Services to report to the LSCB on the effectiveness of the THRIVE programme in enabling professionals like teachers and health visitors to provide early help for vulnerable families
- Agencies to report on effectiveness of supervision and management processes
- Review of MARAC processes

# Child H

## Summary of Recommendations

- Need for research about the impact on professional judgement when working in areas of poverty and deprivation where the boundary between poor parenting and neglect may be blurred
- How to increase public awareness around safeguarding

# Child H

## Summary of Recommendations

- Develop mechanisms for managers reporting shortfalls of resources to the LSCB
- Safeguarding training for providers of accommodation used by district and borough councils
- Assessment processes to ensure effective consideration of fathers and partners

# Emerging Themes from all Reviews

- Promoting Professional Curiosity
- Effectiveness of Strategy Discussions; inter-agency communication and understanding of roles and responsibilities
- Understanding of ‘unexplained injury’ within investigations
- Role of men within the child protection process
- Elective Home Education

# Emerging Themes from all Reviews

- The need for practitioners to have critical challenge and reflective supervision
- Use of chronologies to assist assessment
- Importance of seeing the child in all assessments and ensuring the views, wishes and feelings of the child are represented
- Professional challenge and escalation
- The need to consider verifying information in cases where domestic abuse is totally self reported



**Report to:** Children's Services Scrutiny Committee

**Date of meeting:** 15 June 2015

**By:** Director of Children's Services

**Title:** Scrutiny Review of Early Years Attainment

**Purpose:** To provide the Scrutiny Committee with a six month update report on the implementation of the recommendations of the Scrutiny Review of Early Years Attainment

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## ***Recommendation***

**The Committee is recommended to note the summary of progress in the attached updated Action Plan of the Children's Services Scrutiny Review of Early Years Attainment.**

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## **1 Background**

1.1 The Children's Services Scrutiny Review of Early Years Attainment was carried out between December 2013 and August 2014. A full report was published on 15th September 2014. This was followed by a presentation to Cabinet on 15 October 2014, with publication of the report and action plan, including recommendations for action, on 21 October 2014.

1.2 The Action Plan (Appendix 1) provides a progress summary against each of the recommendations.

## **2 Supporting information**

2.1 In addition to the Action Plan, key documents are attached (Appendices 2 to 5) to provide more in depth information about specific items within the Action Plan.

## **3. Conclusion and reasons for recommendations**

3.1 Throughout the Action Plan the progress summaries provide a clear indication that the targets agreed with the Scrutiny Review Panel have been met or exceeded within the proposed time scales. In some cases, as in the 2014 outcomes for the Early Years Foundation Stage, the target has been significantly exceeded (23.5% improvement in a Good Level of Development (GLD) across all East Sussex Early Years settings as opposed to a target of 5% improvement). OfSTED inspection outcomes across all EYFS settings, including childminders are also significantly higher than had been anticipated.

3.2 Therefore we ask the panel to recognise the significant progress made against the actions and the future long term benefits for all key stages.

**STUART GALLIMORE**  
**Director of Children's Services**

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## **Appendices**

Appendix 1 – Action Plan

Appendix 2 – Case Study – Early Years Foundation Stage Village Project

Appendix 3 – Case Study – Early Years Foundation Stage Village Project – data table

Appendix 4 – Case Study – Manor Primary School Village Project

Appendix 5 – East Sussex Case Study of Local Authority support to Schools and Early Years Setting

## **LOCAL MEMBERS**

All

## **BACKGROUND DOCUMENTS**

None

**CHILDREN'S SERVICES SCRUTINY REVIEW OF EARLY YEARS ATTAINMENT – ACTION PLAN**

**SUMMARY OF PROGRESS MAY 2015**

<b>SCRUTINY RECOMMENDATION</b>		<b>DIRECTOR'S RESPONSE AND ACTION PLAN</b>	<b>TIMESCALE</b>
	<b>Home learning &amp; Children's Centres</b>		
R1	<p>Children's Centres fulfil a number of roles. However, they should focus their work to improve children's early development and educational attainment by:</p> <ul style="list-style-type: none"> <li>a) Conducting outreach work in order to know all the families in their area and to identify their needs early (children's centres KPI 9 &amp; 10).</li> <li>b) Co-ordinating work to support families to ensure school readiness and language development needs are being met (children's centres KPI 1 &amp; 5).</li> <li>c) Making child development progress and language development checkers available to all parents/carers.</li> <li>d) Providing parenting courses for parents/carers and examine ways of involving parents/carers in their children's learning to improve home learning environments (children's centres KPI 4).</li> </ul> <p>Working with Health providers to review the child development advice and guidance given to parents/carers from pre- birth through to age 2 in the light of the withdrawal of free universal antenatal classes.</p>	<p>Children's Centres offer a range of services that encourage and support children's development and activities are planned that address key areas of early learning. Centres identify those children who are at a higher risk of achieving poor outcomes and monitor their take up of services.</p> <p>Centres acknowledge that many families may find it difficult to access services in the designated building and do therefore take services out into communities, an example being a Come and Play session that is offered at Jarvis Brook, an area of need near Crowborough, which focuses on encouraging language development and offers a range of home learning suggestion for parents to take away.</p> <p>The focus on early communication has resulted in the development of an Early Communication Pathway in partnership with the SLES early years improvement team and the NHS. The pathway aims to identify children whose language development is delayed or at risk of delay. The use of language checkers, a key element of the pathway, is extending and these materials are now available on CZONE for early years setting to access. It is not planned to make language checkers available for parents to use independently as if any developmental delay is identified professionals need to be on hand to offer advice and</p>	

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		<p>support.</p> <p>Those families who have more complex needs are offered support at home by the Children's Centre keywork service. The keyworker will agree a plan with a family which addresses a range of issues which impact on a child's development and readiness for school.</p> <p>The keywork service also offers parenting courses across the County in partnership with the NHS. Courses are scheduled in every Children's Centre Cluster. The courses offered are evidence based and cover a range of issues that impact on children's readiness to learn.</p> <p>Children's Centres work closely with the health visiting service who, through the recent "Call to Action" and resulting expansion of the service, are now offering a number of universal contacts at significant points in a child's early years. Health Visitors are able to identify children who are at risk of developmental delay and signpost them to group based activity or refer them to the Team Around the Family (which includes the Children's Centre keywork service) where support needs can be discussed and a support plan developed. It would be inappropriate to duplicate these universal contacts at a time when resources are decreasing.</p> <p>We have discussed with colleagues in the NHS the recent replacement of universal antenatal preparation classes with on line support. Antenatal education is not included in new</p>	

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		<p>national payment arrangements for midwifery. CCG colleagues and colleagues in East Sussex Health Care Trust appreciate our concern about opportunities for expectant parents to meet each other, and the need for additional support for the most vulnerable families. Very vulnerable pregnant women will receive support through the keywork service. In addition, however, we have developed plans with midwifery, health visiting and Family Nurse Partnership colleagues to deliver new group based support to young parents in Hastings. The provision is due to start in early October. If the model is successful it may be extended to vulnerable parents in other areas.</p>	
R2	<p>Following the withdrawal of early years teachers from Children's Centres, examine the feasibility and benefits of bringing Children's Centres and the Early Years Improvement Team under the same management to strengthen the early years education role of Children's Centres.</p>	<p>Although currently sitting in different divisions within the department Children's Centres and the early years improvement team work closely together to ensure services are consistent and avoid duplication. The two services jointly facilitate network meetings for early years settings and have worked together to develop and implement the early communication pathway.</p> <p>Children's Centres also work closely with social care colleagues in the delivery of early help to families with complex needs. With the forthcoming transfer of commissioning responsibility for Health Visiting and the Family Nurse Partnership to the Local Authority in October 2015, a review of the structural relationship between the different elements of early years provision will be appropriate.</p>	

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R1 & 2	<p><b>Summary of Progress</b></p> <ul style="list-style-type: none"> <li>• Children's Centres and the Early Years Improvement Team have looked to see how they can best enhance opportunities for the development of Early Years provision across the county. E.g. De-designated Children's Centres have been used to enable nursery provision at Silverdale Primary School and Polegate Primary School.</li> <li>• The Standards and Learning Effectiveness Service and Children's Centres are also working very closely together to implement the new Integrated Progress Review for two year olds. This new review brings together the education progress check for all children aged two to three years, which is a statutory EYFS requirement, and the Two Year Olds Health Visitor Developmental Check. Four pilot areas have been identified and an evaluation and proposal for integrating the two checks will be presented in summer 2015.</li> </ul>	
<p><b>Information for parents and carers</b></p>		

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<p>R3 Children attending high quality early years provision have higher levels of attainment. It is important for parents and carers to have good information so they can access high quality early years provision and understand the benefits for their children. The review board recommends that:</p> <p>a) Information for parents/carers on the quality of pre-school providers should be improved to make it easier for them to identify high quality provision in their area and those settings who are working with the Council to improve attainment.</p> <p>b) Information for parents/carers on the East Sussex County Council (ESCC) web site must be easier to find, be up to date and show the Ofsted rating for the setting together with the qualification level of the staff (e.g. an A-Z list of settings assessed as 'good' or 'outstanding' together with qualification levels of lead and support staff).</p> <p>c) The ESCC website should contain advice for parents/carers highlighting the benefits of choosing 'good' or 'outstanding' settings for children's education.</p>	<p>The SLES Early Years team has been exploring ways of improving communication with parents and carers so that information is more accessible and recognises the importance of ensuring that parents and carers receive clear information about the location and quality of Early Years settings in their area.</p> <p><b>Actions:</b></p> <ul style="list-style-type: none"> <li>• Work with Children's Centres and other agencies to provide a wider network of communication links, so that parents and carers have a clear understanding of how to access appropriate Early Years provision /support for their children.</li> <li>• Improve the quality of information provided on the website.</li> </ul>	<p>March 2015</p> <p>November 2014</p>

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<p>R3 <b>Summary of Progress</b></p> <ul style="list-style-type: none"> <li>• We have improved the information provided on ESCIS (community information directory), as it now includes direct links to all OFSTED reports and ratings</li> <li>• There is a programme of Website updating in the Children's Services Department and the timetable for this has delayed updating. Workshops for the needs of Early Years providers and parents are planned alongside all other Children Services pages – and Early Years information will be updated for publication by September 2015.</li> <li>• All families accessing two year olds funding are sent an up to date list of 'Good' or 'Outstanding' settings. Since September 2014 this list has also been available to view on the ESCC Website with the links updated to make easier searches.</li> <li>• As a result of improved marketing and successfully creating a significant number of new places through capital investment, the East Sussex take up of places is significantly above the national average and the response from schools to extend their age range has also been higher than expected.</li> </ul>		
<p><b>Transitions, assessment and the quality of early years teaching practice</b></p>		
<p>R4 Attainment can be improved if pre-school early years providers work closely with primary schools and one another to improve transitions and school readiness, the quality of their assessment of children's progress, and their teaching practice. The review board recommends that:</p> <p>a) The Early Years 'Village' and quality across the foundation stage (QUAFS) projects are extended to all primary schools by September 2016.</p> <p>b) Early years hubs are developed to promote good practice through clusters of providers and consideration be given to creating foundation stage leaders/area co-ordinators for early years settings (a strategy is currently being introduced by the</p>	<p>It is pleasing that the Scrutiny Review Panel has acknowledged the role played by the Early Years Village Project in improving the quality of education for children in East Sussex and also endorses the planned strategy to establish Early Years Hubs to promote good practice across the county.</p> <p><b>Actions:</b></p> <ul style="list-style-type: none"> <li>• Expand the successful Village Project approach to strengthen the transition between Early Years Providers and Primary Schools, by identifying schools and settings in each Education Improvement Partnership to develop at least one Village Project per area.</li> <li>• Work with a group of identified headteachers to develop</li> </ul>	<p>October 2014</p> <p>October 2014</p>



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<p>Early Years Team).</p> <p>c) Pre-school providers should be included in primary school alliances to facilitate the spreading of best practice across all settings.</p> <p>d) ESCC should take opportunities to promote pre-school provision co-located with primary schools, which could be private, voluntary or maintained provision.</p>	<p>strategically placed Early Years Hubs across the county</p> <ul style="list-style-type: none"> <li>• Monitor the impact of the model to strengthen Early Years and KS1 outcomes by collecting progress data and feedback.</li>   <li>• Work with Capital Project colleagues to ensure that all new building projects related to expansion of places include pre-school provision.</li> </ul> <p><b>Outcome measures:</b></p> <ul style="list-style-type: none"> <li>• Number of schools and settings engaged in Village Project increased by 50%.</li> <li>• In Year progress data and end of Key Stage data shows at least a 5% increase from previous year.</li> </ul>	<p>January and April 2015 data collection points and end of Key Stage outcomes July 2015</p> <p>As opportunities arise</p> <p>September 2016</p> <p>July 2014</p>
<p>R4 <b>Summary of Progress</b></p> <ul style="list-style-type: none"> <li>• <b>A third phase of the Village Project is running this academic year (2014/15) and this has increased the number of participating schools with pre-schools attached to 40. A further phase, 4, is to be developed in the Autumn Term 2015. This extension will ensure that there are Village Projects within each Education Improvement Partnership across the county.</b></li> <li>• <b>An EYFS lead headteachers group was established in October 2014 in order to create Early Years Hubs across the county. Terms of Reference have been agreed with the 10 Early Years Excellence Hubs now leading on local improvement activity for EYFS with schools, pre-schools and childminders. E.g. in Newhaven the Hub has focused on communication, the impact of which is that every school and pre-school within the Hub has been provided with Communicating Ink resources to provide a consistent approach across the entire area for supporting language development.</b></li> <li>• <b>EYFS Profile outcomes from Village projects in 2014 showed:</b> <ul style="list-style-type: none"> <li>○ <b>GLD Village schools average 30.2% improvement</b></li> </ul> </li> </ul>		

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	<ul style="list-style-type: none"> <li>○ GLD East Sussex average of 22.5% improvement. This significantly exceeds the 2014 target of 5% increase from the previous year. The impact of sustainable improvements into KS1 will be assessed from 2015 attainment data. However, the Term 4 progress data returns for 2015 (Phase 1 Village schools) show 73% are above target for KS1 outcomes.</li> <li>• An OfSTED Outstanding judgement for the Early Years Foundation Stage has been given to a Hastings 'Village School' – Christchurch CE Primary – one of the Phase 1 projects (2012).</li> <li>• The longer term impact of the Village Project can now be seen in the way Village Project schools from Phase 1 are extending the model across schools and preschools within their alliances/Education Improvement Partnerships. The success of 'The Village' approach has also inspired headteachers and governors to take over the management of preschools on their sites and this has already brought about noticeable differences in the quality of provision and relationships between preschool providers and schools. Headteachers have become increasingly attuned to the impact their engagement with Early Years education can have on outcomes in all key stages. The Village approach is seen as a sustainable model of improved provision, which will ultimately have an impact on children's future education opportunities.</li> <li>• We also continue to work with our academy chains to promote and sustain 'The Village' approach and this has been well received. The EYFS lead for Oakwood, one of the first Village Projects, now oversees all the EYFS Villages within the Aurora Academy Chain, of which Oakwood is a member. In addition, the County Council's policy to increase maintained nursery provision is being enacted through new builds and extensions, such as the Hailsham New School and Newhaven New School (Lilac Sky Academy chain) and Ringmer Primary School (ESCC maintained).</li> <li>• The capital funding available for the expansion of places for two year olds has enabled a significant investment in Early Years (Pre-school) provision on school sites. £2,290,849 has been spent (or committed to spend) to create 668 new places for 2 year olds. These places are all in areas where there are pressures for places for children eligible for Free School Meals and for families on low incomes. Where possible projects have been developed to create completely new nursery provision such as at All Saints CE Primary School, Bexhill; St Paul's CE Primary School, St Leonards-On-Sea; Silverdale Primary and Polegate Primary School. This has been supported by the Cabinet approval to de-designate Silverdale and Polegate Children's Centre buildings.</li> </ul>		
	<b>Quality of Early Years Provision</b>		
R5	Evidence suggests that attending good quality early years provision leads to higher levels of attainment. However, not all provision in	The CSD recognises the significance of high quality early years provision in securing the best outcomes for children	

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<p>East Sussex is 'good' or 'outstanding' and levels of attainment are below national averages. The review board recommends that:</p> <p>a) ESCC continues to work with early years settings in the Ofsted categories of 'requires improvement/satisfactory' and 'inadequate', so that at least 85% of settings are in Ofsted categories of 'good' or 'outstanding' by September 2015 and at least 90% by September 2016 to ensure all parents/carers have access to a good quality setting in their area.</p> <p>b) The Early Years Improvement Team continue to develop programmes to tackle early years foundation stage (EYFS) profile weaknesses in literacy development, communication &amp; language development and mathematics development.</p> <p>c) Primary schools consider including an early years specialist as part of the school leadership team, and governing bodies should appoint a governor with specific responsibility for the early years foundation stage (EYFS).</p> <p>d) ESCC should develop enhanced quality assurance measures and target those settings whose attainment results are not in line with their Ofsted rating.</p>	<p>and shares the aspirations of the Scrutiny Review to raise the percentage of early years settings that are in OfSTED categories of good or outstanding.</p> <p><b>Actions:</b> Review the Service's processes for support and challenge to Early Years settings, especially those that are inadequate' or 'requires improvement', to ensure that they provide appropriately robust measures for improvement.</p> <p><b>Outcome measure:</b></p> <ul style="list-style-type: none"> <li>• New enhanced and intensive support protocols agreed and communicated to settings.</li> <li>• Increase in the number of settings improving OfSTED grading on re-inspection.</li> </ul> <p>Training for headteachers during 2013-2014 raised their awareness of the importance of their engagement with the Early Years Foundation Stage, so that they are able to support and challenge their practitioners regarding the quality of the curriculum and assessment in their schools. This has had a significant impact on East Sussex 2014 outcomes at the end of the Early Years Foundation Stage and has enabled headteachers to highlight to governors, the need to appoint highly qualified staff and allocate sufficient resources for further development of good quality provision at this key stage.</p> <p>The changes to the OfSTED framework so that the Early</p>	<p>October 2014 Termly review - December 14 - March 2015 - July 2015</p>

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		<p>Years Foundation Stage in school receives a separate judgement, emphasises even more, the need for schools to be able to access good quality training and support.</p> <p><b>Actions:</b></p> <ul style="list-style-type: none"> <li>• commissioning of specialist training in Early Years speech, language and communication to accelerate improvement in targeted schools and settings;</li> <li>• Provision of EYFS CPD training programme to increase the focus on writing in Reception and early mathematics;</li> <li>• Identifying schools and pre-schools where improved outcomes are required;</li> <li>• Provision of ELKLAN training to identified schools and pre-schools.</li> <li>• Ensuring that all schools report in-year 'progress towards targets' attainment data for writing and mathematics.</li> <li>• Ensuring that schools participating in targeted programmes provide entry and exit data, as well as ongoing data throughout the programme.</li> </ul> <p><b>Outcome measures</b></p> <p>Increased levels of attainment across all aspects of language and communication and mathematics evident in end of year assessment, which are above national averages.</p>	<p>Termly September 2014 Term 2 2014 and Term 4 2015</p> <p>Term 1 2014 to Term 4 2015 (according to programme)</p>
R5	<p><b>Summary of Progress</b></p> <ul style="list-style-type: none"> <li>• <b>The success of the first ELKLAN training project for 2013/14 has led to further targetted delivery in 2014/15. Schools were targetted</b></li> </ul>		

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<p>based upon their EYFSP data and then to include their feeder pre-schools. The impact data so far indicates that this is a very successful training and has therefore been the preferred specialist training in speech, language and communication. This has also been commissioned through school alliances.</p> <p>EYFSP Percentage points increase 2013-14.</p> <table border="1"> <thead> <tr> <th></th> <th>GLD</th> <th>C&amp;L</th> <th>Literacy</th> </tr> </thead> <tbody> <tr> <td>ELKLAN</td> <td>36.12</td> <td>27.39</td> <td>29.13</td> </tr> <tr> <td>East Sussex</td> <td>22.9</td> <td>13.7</td> <td>15.9</td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>The Early Years Speech Language and Communication Group (made up of Health (Children's Integrated Therapy Service), Children's Centres, ISEND and SLES staff) is now developing a 'Communication Friendly' audit for the EYFS to enable assessment of impact in addition to the data assessment.</li> <li>Writing in Reception and an Early Mathematics course were delivered. The in year Term 2 progress data for EYFS shows a forecast average increase from the 2014 outcome of 66% GLD to a forecast outcome of 76% GLD. This has been further updated by Term 4 data showing a revised forecast of 73.2% GLD. The improved outcomes for both writing and early maths have contributed to this increase.</li> <li>The 2014 EYFSP outcomes across all aspects of language and communication and mathematics were above the national averages:</li> </ul> <table border="1"> <thead> <tr> <th></th> <th>C&amp;L</th> <th>Literacy</th> <th>Maths</th> </tr> </thead> <tbody> <tr> <td>National</td> <td>77%</td> <td>66%</td> <td>72%</td> </tr> <tr> <td>East Sussex</td> <td>83%</td> <td>69%</td> <td>77%</td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>OfSTED inspection outcomes for EYFS in schools are providing clear evidence of improved standards of provision in our schools. Of the 28 schools with EYFS inspected since the introduction of an EYFS judgement in September 2014, 7% were judged outstanding, 78.5% Good and 14% Requires Improvement.</li> </ul>		GLD	C&L	Literacy	ELKLAN	36.12	27.39	29.13	East Sussex	22.9	13.7	15.9		C&L	Literacy	Maths	National	77%	66%	72%	East Sussex	83%	69%	77%		
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<p><b>Qualifications and Training</b></p>																										
<p>R6 Evidence highlights the role that highly qualified early years</p>	<p>The CSD endorses this view and welcomes the</p>																									

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SCRUTINY RECOMMENDATION	DIRECTOR'S RESPONSE AND ACTION PLAN	TIMESCALE
<p>practitioners have in improving attainment. The review board believe that ESCC should take action to improve the qualification levels and practice of early years leaders and staff in East Sussex. It recommends that:</p> <p>a) ESSC adopt a policy that all child minders and pre-school early years staff should hold or be working towards at least a Level 3 qualification by September 2016. Any prospective child minders should be required to obtain a Level 3 qualification.</p> <p>b) ESSC provide a list of preferred training providers for Level 3 early educator training courses and higher level training, to increase the number of early years staff and practitioners with higher level qualifications.</p> <p>c) The Early Years Improvement Team provide training for managers of early years settings in staff mentoring/supervision, appraisal and staff development to support the development of best practice within settings (i.e. Level 5 minimum qualification standards for lead practitioners).</p>	<p>recommendation that practitioners in East Sussex should have access to, and be encouraged to acquire, higher levels of qualifications. Although a wide range of training is offered to all settings, the opportunity to improve qualifications is limited, due to financial constraints and lack of access to appropriate courses.</p> <p><b>Actions:</b></p> <ul style="list-style-type: none"> <li>• Commission leadership and management support/training for voluntary management committees and owners in Early Years settings;</li> <li>• Commission induction/training for new early years leaders, managers and owners;</li> <li>• Investigate the possibility of part funding the costs of additional accredited training for EYFS staff.</li> </ul> <p><b>Outcome measures:</b></p> <ul style="list-style-type: none"> <li>• Increased number of EYFS settings with highly qualified staff.</li> <li>• More staff accessing courses for higher level qualifications.</li> </ul>	<p>Autumn 2014 Spring 2015</p>
<p>R6 <b>Summary of Progress</b></p> <ul style="list-style-type: none"> <li>• <b>Planning to Succeed! Effective Leadership – was delivered in the Autumn term 2014/15 and has been referred to in a recent OfSTED 'Good' judgement of a pre-school (Bodiam Jan. 2015)</b></li> <li>• <b>OfSTED delivered in the Spring Term 2015 a seminar on 'Getting to Good' to all owners, management committees of pre-schools judged as 'Requires Improvement'.</b></li> <li>• <b>A 2-day programme is being delivered by Tribal for schools to enhance the monitoring and evaluation skills of Early Years Leaders</b></li> </ul>		

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SCRUTINY RECOMMENDATION	DIRECTOR'S RESPONSE AND ACTION PLAN	TIMESCALE
<p>using the Ofsted Inspection framework in Summer 2015 and Autumn 2015.</p> <ul style="list-style-type: none"> <li>• In Spring 2015, through reprioritisation of the existing budget, resources were allocated to run a short qualifications bursary grant. We received 32 applications and have funded 30 of those to study either the Level 3 Early Years Educator or the Level 5 Early Years Foundation Degree. Eight were funded to study a level 3 and 22 were funded for a level 5.</li> <li>- OfSTED outcomes in the EYFS sector are showing a strong trajectory of improvement across all providers, with 86.2% of settings judged good or better at April 2015, an increase of 9.3% since June 2014 and above the National Average of 82.9% in the December 2014 OfSTED Dataview. As at the end of April 2015, 90% of Nurseries and Preschools were judged Good or better, an increase of 10.2% since June 2014 and above the National Average of 85.6%.</li> </ul>		
<p><b>Funding</b></p>		
<p>R7 It is recognised that the Council's financial position may not allow additional resources to be invested in early years education. However, some re-allocation of resources should be considered to improve early years attainment as evidence suggests this will also improve attainment at Key Stage 1 &amp; 2. The review board recommends that:</p> <p>a) ESCC review the allocation of funding for early years education through the Reconciling Policy, Performance and Resources (RPPR) process, and by agreement with the Schools Forum, to provide a 2 year transitional programme of resources for early years provision in 2015/16 and 2016/17 to fund:</p> <ul style="list-style-type: none"> <li>• transformative measures to raise staff qualification levels in all settings;</li> <li>• training for early years educator level 3 qualifications;</li> <li>• delivery of more quality across the foundation stage and</li> </ul>	<p>The CSD share the view that, in spite of the Council's financial position, there is a need to investigate ways of allocating additional resources to the development of Early Years education.</p> <p><b>Actions:</b> Prepare paper to present to Schools' Forum on projected costs involved in:</p> <ul style="list-style-type: none"> <li>• facilitating training for early years practitioners to acquire higher qualifications;</li> <li>• supporting expansion of the Village Project to all schools and settings in East Sussex;</li> <li>• establishing peer to peer quality improvement networks;</li> <li>• revising the funding formula for pre-school providers so that they are able to employ more qualified staff;</li> <li>• adjusting the level of funding per child so that it more fairly reflects the needs of the children in East Sussex.</li> </ul>	<p>November 2014</p>

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SCRUTINY RECOMMENDATION	DIRECTOR'S RESPONSE AND ACTION PLAN	TIMESCALE
<p>early years village projects and;</p> <ul style="list-style-type: none"> <li>• the establishment of peer to peer quality improvement networks so that all providers are included within a network of providers.</li> </ul> <p>b) The East Sussex early years funding formula is changed to encourage and enable pre-school providers to employ well qualified staff through the use of an enhanced lump sum supplement for high quality providers.</p> <p>c) Officers investigate the mechanism for calculating the per child amount in the early years funding that ESCC receives from central government, to ensure it reflects fairly the needs of children in the County.</p>		
<p>R7 <b>Summary of Progress</b></p> <ul style="list-style-type: none"> <li>• <b>Officers wrote to the DfE, on behalf of Schools Forum and Scrutiny to investigate the mechanism 'for calculating funding'. The DfE indicated that the basis was historical and acknowledged the inequity but noted there were no plans to address this prior to the election.</b></li> <li>• <b>Papers were prepared for Schools Forum in November 2014 providing a detailed breakdown of the needs for further details on the proposals from the Scrutiny committee. Further papers were prepared for the January 2015 Schools Forum. This resulted in additional funding being provided through the Dedicated Schools Grant (DSG) to support payments to providers for our most vulnerable two year olds. However, a full financial assessment of the proposals indicated that the additional areas were too costly within current financial resources. As noted earlier, reprioritisation of current resources provided support for some of these activities in relation to training and qualifications.</b></li> <li>• <b>It is clear that headteachers and governors across the county now have a much greater awareness of the need to invest sufficiently in Early Years education. The joint impact of the County Council's investment and the ability to use funding for 2 year olds for capital investment means that East Sussex now has significantly improved capacity to ensure that all children receive good or better education opportunities from an early age. Through work with the Early Years Excellence Hubs and EIPs we will continue to expand</b></li> </ul>		



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**SUMMARY OF PROGRESS MAY 2015**

**SCRUTINY RECOMMENDATION**

**DIRECTOR'S RESPONSE AND ACTION PLAN**

**TIMESCALE**

the influence of 'The Village' approach and ensure that the model is sustained and improved upon.

- During 2015/16 we will be particularly mindful of the impact of changes in assessment and the Early Years inspection framework and work to ensure that the improvement in East Sussex EYFS outcomes is not adversely affected.

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## Case Study: Early Years Foundation Stage Village Project

### 1. Why were we working with schools and settings in this way?

- We were in particular wanting to look at transitions, from home to Early Years setting, from setting to Reception class and finally from Reception into KS1. We wanted to explore successful transitions which produce a high degree of continuity and consistency in approach, including continuation into Key Stage 1.
- The aim is to create an emotionally and physically secure environment where nursery and reception age children can be totally integrated and would not have to experience another transition until the start of Y1. Therefore our wish is to work with schools, nursery classes and pre-schools as early education providers to implement seamless integrated high quality provision for the whole of the foundation stage – to create a Foundation Stage Village.

The intended outcomes from the project include:

- formal partnership agreements around the quality of service provided to parents.
  - expansion of provision to include additional places for 2 year olds.
  - narrowing the gap between the lowest achieving 20% in the Early Years Foundation stage profile and the rest.
  - to improve partnership with parents and carers.
  - early identification and shared responsibility for children in need of additional support.
  - Seamless transition across the Early Years Foundation Stage
- Our definition of Seamless Foundation Stage provision can follow a number of models,
- fully integrated where both school and nursery provider share the same physical space.
  - partial integration where space is shared for some of the day.
  - parallel provision where there is shared practice and ethos but in different buildings.

### 2. What have we done?

#### What we did

- ESCC have been reviewing the methods of delivering the Foundation Stage for all young children from birth through to the end of the Reception year in all types of Early Years provision.
- During July and August 2012 an in depth analysis of East Sussex statistical neighbours identified key local authorities to explore their approach to the delivery of the foundation stage. OfSTED Good practice examples were explored. Additional finances were provided by the LA to support the research and implementation of a project.
- Visits were arranged for Head of Education Improvement, Early Years Development Manager, Head of Whitehill Infants and Head of Churchwood CP School to learn from experiences of other authorities - both the challenges and the successes from developing a Foundation Stage unit approach. Visits were made to Hartlepool (a

statistical neighbour to Hastings), Berkshire, Devon and Westminster.

- We initiated a Foundation Stage Village project for academic year 12/13 working with schools which have either a nursery class, a Governor or Third Party run early years provision and for some schools there will also be strong links with the local children's centre. East Sussex only has 17 nursery classes but of the 145 primary schools a further 43 have either a governor run nursery or a third party childcare provider on their site and a few will also have a children's centre on their site.
- Two events were held for Head teachers and foundation stage leads and all schools with their own nursery or a pre-school on site were invited to attend. The first event outlined the proposals and the second brought Head teachers from Hartlepool and Berkshire to present on what impact the 'village' approach had on whole school improvement.

### 3. What has the impact been?

30 Schools have formally participated in the project and presented formal proposals for the development of their 'Village'. Some have made physical changes to their premises and all have completed a formal assessment of partnership working. In addition, the message of working in close partnership with feeder preschools has expanded beyond those schools taking part in the project. Headteachers regularly comment about having a Village approach to their Early Years Foundation Stage.

30 schools with their 30 partner nurseries are now 'Villagers'

2014 data shows an average improvement of Good Level of Development for Village schools to be 30.2% (ESCC average 23.5%).

One school which participated in Phase 1 of the project has recently received an OfSTED Outstanding grade in its inspection.

**(See the attached Village school data table)**

Strengthening assessment at transition at transition into reception year has been a consistent improvement for all 'villages'.

***(See the attached Manor Primary School Case Study on the impact of the Village and the development of an Early Years Hub for the town of Uckfield)..***

### 4. What are the next steps

The EYFS Profile outcomes indicate that language development remains a top priority and, despite extensive training, the pace of change needs to be further accelerated. Therefore, a further programme of support, advice and training to focus on the consistent development of early language through pre-schools into Reception and onto Year 1 will take place in 2015/16.

Share what has worked well from the different Village projects with other schools and preschools.

Increase the number partnership agreements between schools and pre-schools on a shared site.

- The final phase 4 Village Project will start October 2015.

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ALL VILLAGE PROJECT PHASES

Name of PVI provider on school site

GLD Outcomes 2013	GLD Outcomes June 2014	% Actual change Village schools	Village Project Phase
16.7	63.2	46.5	1
45.0	64.2	19.2	1
6.8	71.9	65.2	1
75.9	43.3	32.5	1
26.1	63.3	37.2	1
3.0	42.6	39.6	1
50.0	66.7	16.7	1
58.6	61.9	3.3	1
39.0	76.3	37.3	1
29.5	52.6	23.1	1
46.7	61.7	15	1
38.3	60.0	21.7	1
48.6	64.7	16.1	1
28.3	47.5	19.1	1
56.1	65.4	9.2	1
35.3	54.6	19.3	2
29.0	70.0	41	2
21.4	84.6	63.2	2
37.5	76.9	39.4	2
32.1	60.0	27.9	2
0.0	62.5	62.5	2
6.3	75.0	68.8	2
47.4	70.3	22.9	2
53.3	62.2	8.9	2
10.9	63.6	52.7	2
50.0	56.7	6.7	2
38.3	65.0	26.6	2
59.5	57.5	-2.0	2
53.3	83.9	30.5	2
56.5	79.6	23.0	3
55.0	66.7	11.7	3
66.7	73.3	6.7	3
36.7	65.0	28.3	3
26.3	60.0	33.7	3
51.7	65.5	13.9	3
56.7	70.0	13.3	3
10.7	43.6	32.9	3
43.5	68.2	24.7	3
40.0	79.7	39.7	3

Appendix 3

E.Sz av improvement Phase 1 & 2 23.5%

Village School av improvement 30.2%

Colour Key

Phase 1
Phase 2
Phase 3

Phase 3  
Oct-14

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**Case Study: Manor Primary School**  
**Expanding the Early Years Foundation Stage Village**

**1. Why were we working with this school?**

- Manor is a maintained primary school (rated good by Ofsted) located next to Manor Twiglets Nursery, which is a community (voluntary charity) run nursery. Manor Twiglets Nursery has places for 60 children, a large proportion of which move on to the reception year in the school. It is an easy walk between the two sites. Children and staff from the nursery join in with activities in the reception classes within the school.
- The school and nursery wanted to work in partnership to improve the outcomes of all children under five and reduce inequalities.
- Speech and language is one area of weakness on the profile, and a key area for development as part of the project.
- In order to improve outcomes, teachers and practitioners in each phase would mentor each other and share best practice.

**2. What have we done?**

- Provided opportunities for nursery children to visit the school for transition visits.
- Funding has been used to develop resources for literacy and mathematics and joint training for staff on the two sites. The school and nursery have agreed the expected benefits that can be delivered by these additional resources.
- The school has an ASD unit and has been able to secure additional speech and language support to develop the skills of early years' practitioners for recognising and meeting special educational needs early. This has included building the skills of teachers and practitioners in the effective development of phonics.
- The shared language provided by the Development Matters materials has proven to be one of the best sources of examples of good practices for all early years' practitioners.
- The school has undertaken joint moderation (of the EYFS) with surrounding nurseries.
- The school is part of the Uckfield Schools Alliance and has started to expand their transition approach to other schools and nurseries in the area. The nursery has links to all the local primary schools, as not all the children go into the reception year at Manor Primary School.

**3. What has the impact been?**

- Manor Twiglets Nursery has a recent outstanding Ofsted rating: "The manager and staff team work very closely with their partners in the adjoining school. This means that staff learn new teaching skills and are extremely accurate in judging children's achievements."
- Regular joint planning time with pre-school settings has enabled the school to know what stage of development children are working within when coming into reception and to have confidence in the assessments that have been made.
- "Children come into reception immediately ready to learn: they know where everything is

and who everybody is” – Headteacher, Manor Primary School

- In September 2014, the school noted:
  - Summary assessments were secure on entry, allowing for seamless transition
  - An improvement in the baseline from September 2013 to September 2014 - most significantly across the Prime Areas and the Specific Areas of Literacy and mathematics.
  - Confident children who were ready to learn; the increased pace of learning in September was significant.
  - Very positive feedback from parents.
  - Improved staff skills.
  - A positive impact on admissions, as parents have a better knowledge of the school, and places have been accepted more quickly.
- The school achieved an increase in GLD from 39% in 2013 to 76.3% in 2014.

#### **4. What are the next steps**

- To remove the physical fence between the pre-school and the reception on the Manor Primary school site.
- To identify lead practitioners within schools and pre-school providers who can provide nursery to nursery support.
- To share these examples with schools and pre-schools across the Uckfield area.
- To consolidate and continue to provide focused EYFS training opportunities across schools and pre-schools within the Uckfield area.
- To embed partnership with parents within all joint activities and training.
- To improve the use of assessment and observation of child initiated activities.
- To ensure secure judgements through moderation across the Village and beyond to the wider alliance of schools and preschools.
- To support early intervention for children with speech and language difficulties.

## ANNEX A

### Baseline from 2013

Areas of learning	Working below 30-50 months	30-50 months ( expected)	40-60months ( above)
PSED	9%	80%	11%
PD	13%	80%	7%
C and L	16%	69%	15%
Literacy- reading	20%	77%	3%
Literacy – writing	30%	67%	3%
Maths	13%	84%	3%
UW	18%	80%	2%
EAD	15%	82%	97%

### Baseline from 2014

Areas of learning	Working below 30-50 months	30-50 months ( expected)	40-60months ( above)
PSED	13%	47%	40%
PD	12%	43%	45%
C and L	10%	65%	25%
Literacy- reading	10%	68%	22%
Literacy – writing	10%	60%	30%
Maths	10%	58%	32%
UW	13%	60%	27%
EAD	13%	54%	33%

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## East Sussex Case Study of Local Authority support to Schools and Early Years Settings

### 1. Why were we working with these settings?

As part of the expansion of funded places for two year olds East Sussex Early Years Improvement team worked with Primary Schools and Early Years providers to increase capacity and raise quality.

### 2. What have we done?

#### Context

East Sussex put in place a Multi-agency project board in May 2009 dedicated to the work of expanding places for identified two year olds and monitoring quality across the sector. This has brought together Children's Centres, Health, Social Care and Private and Voluntary Early Years providers across the sector to work together to remove barriers for families who wish to access a funded place. It is chaired by SLES Senior manager Early Years.

**Quality Development** to meet the expectation of all provision being Good or Outstanding. Audits of provision for two year olds and improvement work have been completed with all schools and pre-schools. This has been via Early Years Consultants working with Head Teachers and Early Years Foundation Stage Leads to identify what works well and what developments are needed. Working with 'Requires Improvement' Early Years provision and schools to meet the demand from families in areas where there are currently not enough places. Specific quarterly monitoring is now in place for all 'Requires Improvement' provision that offer funded places for two year olds to ensure their standards are maintained.

Training courses jointly developed with Brighton University for those caring for 0 – 36 month old children have been targeted at provision across the whole sector. This training has helped practitioner's gain greater understanding of child development and meeting the needs of two year olds.

Resources totalling £343,859 have been allocated to all providers offering funded places for two year olds to meet their needs, concentrating particularly in prime areas of learning and development.

Conference held in June 2014 and May 2015 targeted Early Years providers across the whole sector, with national speakers with the aim to improve quality provision by indepth focus on the development needs of two year olds.

**Vulnerable** families known to Social Care, Key Worker Service, Children's Centres and Health teams have been given particular attention. The Project Board have worked jointly to ensure advice and support is provided to these families and barriers to accessing a free childcare place removed.

**Communication** Strategy is in place across the sector to inform providers of Early Years provisions what was happening and how to communicate effectively with families, providing a brokering role where necessary.

**Marketing** Strategy in place across the whole sector, providing Early Years providers with tools to help market their provision. Lifting the profile of outcomes for children who access Early Year's provision.

**Capacity building** for 2 year olds especially in schools by increasing places in Early Years provision that is already in place or providing new provision. Detailed data analysis of Department of Work and Pensions information has produced maps giving 'hot spots' for focus on capacity building. To date £2,840,806 has been allocated to capital projects. This has included implementing the strategy of helping schools who already take three and four

year olds lower their age range to include two year olds.

**Data sharing** protocols in place with Children's Centres and Health to aid take-up of funded places and improve safeguarding across the sector.

### **3 What has the impact been?**

Take up of funded places for two year olds currently (March 2015) sits at 78.14%; this is 16.4% above the national average. This means that out of a possible 2155 potentially eligible families, 1684 eligible two year olds have accessed a funded place.

Of those 2155 eligible families, 94.5% have responded to the publicity and marketing put in place by East Sussex and so enquired about potential funding.

Capital projects across the County, especially on school sites will, by September 2015 have provided an additional 1142 funded places (i.e. 15 hour slots) to meet demand.

The number of Ofsted Good/Outstanding settings has increased from June 2014 where it was 76.9% to March 2015 where it has risen to 86.2%. Enhanced work from the Early Years Improvement team and the focused work around the Expansion Project for two year olds has seen an increase in the quality of provision within East Sussex.

The Multi-agency board has been awarded an East Sussex County Council (ESCC) Outstanding Achievement Award for the impact it has made on the outcomes for children and the support it has provided to vulnerable families.

#### **Comments from recent Ofsted Inspections:**

Ofsted feedback, Summerfields Nursery, November 2014 -

*"The management team has effective systems to evaluate their provision and practice. These help them to inform the nursery's priorities and to drive improvement. They work effectively with the local authority support team, welcoming and implementing ideas and suggestions."*

Ofsted feedback, The Farmyard Nursery, January, 2015

*"Recent information from the local authority shows that there has been exceptional progress over the past two years regarding how well prepared children are for school. This enables the management team to identify areas where staff can further develop children's learning."*

Ofsted feedback, Linda Silburn , Childminder, October 2014

*"She has recently taken part in the local authority quality assurance scheme and regularly completes reviews of her practice alongside a local authority support worker" Oct '14 Report*

Ofsted feedback, Hollyhocks Montessori Playschool, June 2014

*"Staff have addressed recommendations raised at previous inspections thoroughly and work willingly with local authority advisors to further improve their practice"*

Ofsted feedback, Malling Windmill Nursery, December 2014

*“They work effectively with the local authority support team by completing regular audits, creating action plans and setting targets for improvement”*

Ofsted feedback, Bodiam Pre-School, January 2015

*“Staff make good use of information gained at training courses to review and improve their overall practices and the educational programmes in the pre-school. For example, a recent letters and sounds course helped staff increase ways in which they promote children's literacy skills”*

#### **4. What are the next steps**

The multi-agency project board will continue to meet and use its personnel resource and data collected to target and support eligible families to access two year funding and also support the implementation on the Integrated Progress Review for two year olds.

The Early Years Improvement team will continue to support all Early Years provision taking funded two year olds.

Regular monitoring will ensure standards are maintained and identify any further training requirements.

Increase role for the Early Years Hubs within Education Improvement Partnerships.

Conference promoting excellent practice and outcomes for children will be held annually (next one 11.05.15), inviting nationally renowned guest to speak and providing additional resources.

- In most cases hopefully this will be a positive story about lighter touch monitoring of the schools progress and how you plan to build capacity to sustain the improvement
- This might include reference to the role of EIP, ongoing support from LLE/NLE and or movement towards Federation
- In cases where progress hasn't been as hoped this is the place to set out what you are going to do differently next and what lessons you have learnt from the experience

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# Children's Services Scrutiny Committee



## Future work at a glance

Updated: May 2015

This list is updated after each meeting of the scrutiny committee  
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<b>Items that appear regularly at committee</b>	
The Council's <b>Forward Plan</b> Page 65	<p>The latest version of the Council's <b>Forward Plan</b> is included on each scrutiny committee agenda. The Forward Plan lists all the key County Council decisions that are to be taken within the next few months together with contact information to find out more. It is updated monthly.</p> <p>The purpose of doing this is to help committee Members identify important issues for more detailed scrutiny <i>before</i> key decisions are taken. This has proved to be significantly more effective than challenging a decision once it has been taken. As a last resort, the <b>call-in</b> procedure is available if scrutiny Members think a Cabinet or Lead Member decision has been taken incorrectly.</p> <p>Requests for further information about individual items on the Forward Plan should be addressed to the listed contact. Possible scrutiny issues should be raised with the scrutiny team or committee Chairman, ideally before a scrutiny committee meeting.</p>
Committee work programme	<p>This provides an opportunity for the committee to review the scrutiny work programme for future meetings and to highlight any additional issues they wish to add to the programme.</p>

<b>Future committee agenda items</b>		<b>Witnesses</b>
<b>15 June 2015</b>		
Local Safeguarding Children Board, Serious Case Reviews	A report outlining the findings and outcomes of the Serious Case Reviews undertaken by the LSCB during 2013/14.	LSCB Chair / Director / Assistant Director (Safeguarding, LAC & Youth Justice).
Scrutiny Review of Early Years Attainment	The six month update report on the implementation of the recommendations of the Scrutiny Review of Early Years Attainment.	Assistant Director (Schools, Youth & Inclusion Support)
<b>21 September 2015</b>		
THRIVE Programme	An evaluation report at the end of year three of the THRIVE Programme, including performance against agreed targets, financial impacts and the transition plan for the end of the programme.	Assistant Director (Safeguarding, LAC & Youth Justice).
Local Safeguarding Children Board (LSCB) Annual Report	Presentation of the annual report of the Local Safeguarding Children Board (LSCB).	LSCB Chair / Assistant Director (Safeguarding, LAC & Youth Justice).
Reconciling Policy, Performance and Resources (RPPR).	Reconciling Policy, Performance and Resources. The Committee will start looking at departmental portfolio plans and the budget setting process for 2016/17.	Director/Assistant Directors/Scrutiny.
<b>23 November 2015</b>		
Reconciling Policy, Performance and Resources (RPPR).	Reconciling Policy, Performance and Resources. The Committee will examine any additional information requested at the September meetings and continue to review the emerging departmental portfolio plans and the budgets for 2016/17.	Director/Assistant Directors/Scrutiny.
Care Leavers	A report to update the Committee on the progress being made to improve educational outcomes for care leavers following the Ofsted inspection of Children's Social Care in January 2014.	Director / Assistant Director (Safeguarding, LAC & Youth Justice).

<b>Current scrutiny reviews and other work underway</b>	<b>Date available</b>
<p><b>Scrutiny Review of Raising the Participation Age (RPA)</b>            To examine the progress of East Sussex in Raising the Participation Age (RPA) for 16 – 18 year olds in education, employment and training and the reduction in the number of young people not in education, employment or training (NEET).            The initial lines of enquiry include:</p> <ul style="list-style-type: none"> <li>• Investigating the quality and consistency of careers education information advice and guidance (CE IAG).</li> <li>• Examining tracking and destination data collection to see how this may improve participation.</li> <li>• Reviewing the help and support for vulnerable groups and the impact of services to re-engage and support them.</li> <li>• Investigating whether young people’s skills meet employer’s needs in the local labour market.</li> </ul> <p>The Committee has established a review board which is currently gathering evidence working on the agreed lines of enquiry for this review. The review board aims to bring the report from the review to the September Scrutiny Committee meeting.</p>	<p>September 2015</p>

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<b>Potential future scrutiny work (Proposals and ideas for future scrutiny topics appear here)</b>
<p><b>Early Help / THRIVE Programme</b>            In June 2014 the Committee received a report on the evaluation of THRIVE at the end of the second year of the programme. The report outlined the progress against a number key service targets, including the Troubled Families Programme (known in East Sussex as Family Keywork and Early Help). Improving Early Help and prevention services has enabled the Children’s Services Department achieve most of the targets set at the beginning of the THRIVE programme.            The Committee will decide what further work is required once the transition plan for the end of the THRIVE programme has been finalised.</p> <p><b>Child and Adolescent Mental Health Services</b>            The Committee requested an initial report examining how Child and Adolescent Mental Health Services (CAMHS) in the County may benefit from the announced changes in the funding for children’s mental health.</p>

<b>Background / information reports available to the Committee (Items in this list appear on committee agendas when proposed for scrutiny)</b>		<b>Date available</b>
<b>Performance monitoring</b>	Performance monitoring is an integral part of scrutiny. The committee is alerted to the relevant quarterly <b>reports</b> that Cabinet and lead Members receive. Members can then suggest matters for scrutiny to investigate in more detail.	Every quarter
	In the performance reports, achievement against individual performance targets is assessed as either 'Red', 'Amber' or 'Green' ('RAG'): <ul style="list-style-type: none"> <li>• 'Green' means that the performance measure is on target to be achieved</li> <li>• 'Amber' means that there is concern about the likelihood of achieving the performance measure by the end of the year</li> <li>• 'Red' means that the performance measure is assessed as inappropriate or unachievable.</li> </ul> Requests for further information about individual items in the performance reports should be addressed to the listed contact. Possible scrutiny issues should be raised with the scrutiny team or committee Chairman.	Every quarter
<b>Children's Services statutory complaints report 2013-14</b>	This includes information about compliments and other representations for the period April 2013 – March 2014.	July 2014

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<p><b>Enquiries:</b> Scrutiny Team          Author: Martin Jenks, Scrutiny Lead Officer Telephone: 01273 481327 Email: <a href="mailto:martin.jenks@eastsussex.gov.uk">martin.jenks@eastsussex.gov.uk</a>          Website: <a href="http://www.eastsussex.gov.uk/yourcouncil/about/committees/meetings/scrchildren.htm">http://www.eastsussex.gov.uk/yourcouncil/about/committees/meetings/scrchildren.htm</a></p> <p><b>Download this document:</b> <a href="http://www.eastsussex.gov.uk/yourcouncil/about/committees/meetings/downloadchildrens.htm">http://www.eastsussex.gov.uk/yourcouncil/about/committees/meetings/downloadchildrens.htm</a></p> <p><b>Find scrutiny agendas and minutes on the web:</b>  <a href="http://www.eastsussex.gov.uk/yourcouncil/about/committees/meetings/scrchildren.htm">http://www.eastsussex.gov.uk/yourcouncil/about/committees/meetings/scrchildren.htm</a></p>	<p><b>Version: 34</b></p>
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## Glossary of terms and acronyms appearing in Children's Services Committee papers

<b>Term</b>	<b>What it means</b>
<b>CAMHS</b>	The Child and Adolescent Mental Health Service (CAMHS) provides advice, diagnosis of mental disorders and therapeutic work with young people to treat complex, severe or persistent mental health difficulties.
<b>Child Protection Plan (CPP)</b>	A detailed inter-agency plan setting out what must be done to protect a child from further harm; to promote the child's health and development; and, if it is in the best interests of the child, to support the family to promote the child's welfare.
<b>Children in care</b>	Children being looked after by the local authority. See also LAC – Looked after children.
<b>Children's Centre</b>	East Sussex Children's Centres offer all families with children under five a range of services, information and support. Services vary depending on local needs but typically include: advice; home visiting; family 'drop-in'; child health information; help finding specialist and other services they can't provide directly.
<b>Children and Young People's Plan (CYPP)</b>	The CYPP sets out the shared priorities of the <b>Children and Young People's Trust</b> partners to improve the lives of children, young people and their families in East Sussex.
<b>Children and Young People's Trust (CYPT)</b>	The East Sussex CYPT is a group of partners that work together in different ways to improve what we provide for children, young people and families.
<b>DfE</b>	Department for Education (Government department)
<b>Early years foundation stage (EYFS)</b>	The EYFS is a set of welfare and learning and development requirements, which must be followed by providers of care for children below 5 years old – the age of compulsory education in the UK.
<b>ESBAS</b>	East Sussex Behaviour & Attendance Service
<b>Key Stage 1 (KS1)</b>	The two years of schooling in maintained schools in England and Wales normally known as Year 1 and Year 2, when pupils are aged between 5 and 7.
<b>Key Stage 2 (KS2)</b>	The four years of schooling in maintained schools in England and Wales normally known as Years 3, 4, 5 and 6, when pupils are aged between 7 and 11.

<b>Term</b>	<b>What it means</b>
<b>Key Stage 3 (KS3)</b>	The three years of schooling in maintained schools in England and Wales normally known as Years 7, 8 and 9, when pupils are aged between 11 and 14.
<b>Key Stage 4 (KS4)</b>	The two years of school education which incorporate GCSEs, and other exams, in maintained schools in England, Wales, normally known as Years 10 and 11 in England and Wales.
<b>Key Stage 5 (KS5)</b>	An unofficial label used to describe the two years of post-compulsory education for students aged 16-18, or at sixth form, in England and Wales.
<b>LAC (Looked After Children)</b>	Children who are either looked after or in the care of a local authority, or are provided with accommodation for more than 24 hours by a local authority. We use the term 'children in care' to include all children being looked after by a local authority.
<b>Local Safeguarding Children Board (LSCB)</b>	The Children Act 2004 places a duty on every local authority to establish an LSCB. Members of the East Sussex LSCB include an independent chair, two lay members and senior representatives from a wide range of statutory and voluntary sector agencies. The LSCB coordinates the work undertaken by its members to safeguard and promote the welfare of children in East Sussex, and to ensure that the safeguarding work is effective. See <a href="http://www.eastsussexlscb.org.uk">http://www.eastsussexlscb.org.uk</a>
<b>NEETs</b>	People who are <b>Not in Education, Employment or Training</b> .
<b>Pupil Premium</b>	The pupil premium was introduced in April 2011 and is an additional payment paid directly to schools by the government for every pupil who has been registered for free school meals at any point in the last six years (known as 'Ever 6 FSM'). Schools also receive funding for children who have been looked after continuously for more than six months, and children of service personnel.
<b>RPA (Raising the school participation Age)</b>	From summer 2013, all young people will have to continue in education or training until the end of the academic year in which they turn 17. From summer 2015, this will change to their 18th birthday.
<b>RPPR</b>	Reconciling Policy, Performance and Resources is the County Council's budget and business planning process.
<b>Safeguarding</b>	<ul style="list-style-type: none"> <li>- protecting children from maltreatment</li> <li>- preventing impairment of children's health or development</li> <li>- ensuring that children are growing up with safe and effective care</li> <li>- undertake that role so as to enable those children to have optimum life chances and to enter adulthood successfully.</li> </ul>
<b>Schools Forum</b>	A body which advises the local authority on how the schools budget is spent. Members include headteachers, school governors and councillors.
<b>SE7(South East 7)</b>	South East 7 group of local authorities is a partnership of local authorities in the South East that are committed to working

<b>Term</b>	<b>What it means</b>
	together on some key work areas for mutual benefit.
<b>SEN</b>	Special Educational Needs
<b>SEND Pathfinder</b>	Special Educational Needs and Disability (SEND) Pathfinder is a national programme trying to find better ways to help families who need it. The main thing is to put families at the centre of the process when assessing their needs and those of their child, to give them more choice and control over the help they can get.
<b>THRIVE Transformation programme</b>	In East Sussex - a means of improving outcomes for children by investing more money in the early help services to give families the support they need <i>before</i> they get into difficulties. The thinking is that if families solve their problems before they escalate, the need for more costly social care services, such as Child Protection Plans or taking children into care, is reduced.
<b>TYS Targeted Youth Service)</b>	The Targeted Youth Support (TYS) Service offers young people advice, information and support around issues such as: sexual and mental health, drugs and alcohol, family and relationships, money and accommodation. Youth work sessions include: sports and arts based activities, getting involved in youth councils and local volunteering opportunities.
<b>Youth Offending Team</b>	The Youth Offending Team aims to cut youth crime by changing the behaviour of young people who offend. It helps them get into mainstream education and health services, so that they can be diverted from crime in the future.
<b>VSB</b>	Virtual Schools Bank.



## EAST SUSSEX COUNTY COUNCIL'S FORWARD PLAN

The Leader of the County Council is required to publish a forward plan setting out matters which the Leader believes will be the subject of a key decision by the Cabinet or individual Cabinet member in the period covered by the Plan (the subsequent four months). The Council's Constitution states that a key decision is one that involves

- (a) expenditure which is, or the making of savings which are, significant having regard to the expenditure of the County Council's budget, namely above £500,000 per annum; or
- (b) is significant in terms of its effects on communities living or working in an area comprising two or more electoral divisions.

As a matter of good practice, the Council's Forward Plan includes other items in addition to key decisions that are to be considered by the Cabinet/individual members. This additional information is provided to inform local residents of all matters to be considered, with the exception of issues which are dealt with under the urgency provisions.

For each decision included on the Plan the following information is provided:

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- the name of the individual or body that is to make the decision and the date of the meeting
  - the title of the report and decision to be considered
  - groups that will be consulted prior to the decision being taken
  - a list of other appropriate documents
  - the name and telephone number of the contact officer for each item.

The Plan is updated and published every month on the Council's web-site two weeks before the start of the period to be covered.

Meetings of the Cabinet/individual members are open to the public (with the exception of discussion regarding reports which contain exempt/confidential information). Copies of agenda and reports for meetings are available on the web site in advance of meetings. For further details on the time of meetings and general information about the Plan please contact Andy Cottell at County Hall, St Anne's Crescent, Lewes, BN7 1SW, or telephone 01273 481955 or send an e-mail to [andy.cottell@eastsussex.gov.uk](mailto:andy.cottell@eastsussex.gov.uk).

For further detailed information regarding specific issues to be considered by the Cabinet/individual member please contact the named contact officer for the item concerned.

**EAST SUSSEX COUNTY COUNCIL**

County Hall, St Anne's Crescent, Lewes, BN7 1UE

For copies of reports or other documents please contact the officer listed on the Plan or phone 01273 335138

**FORWARD PLAN – EXECUTIVE DECISIONS (including Key Decisions) –1 June 2015 TO 30 September 2015**

Additional notices in relation to Key Decisions and/or private decisions are available on the Council's website via the following link:

<http://www.eastsussex.gov.uk/yourcouncil/about/committees/download.htm>

**Cabinet membership:**

Councillor Keith Glazier - Lead Member for Strategic Management and Economic Development

Councillor David Elkin – Lead Member for Resources

Councillor Chris Dowling – Lead Member for Community Services

Councillor Rupert Simmons – Lead Member for Economy

Councillor Carl Maynard – Lead Member for Transport and Environment

Councillor Bill Bentley – Lead Member for Adult Social Care

Councillor Sylvia Tidy – Lead Member for Children and Families

Councillor Nick Bennett – Lead Member for Learning and School Effectiveness

Date for Decision	Decision Taker	Decision/Key Issue	Decision to be taken wholly or partly in private (P) or Key Decision (KD)	Consultation	List of Documents to be submitted to decision maker	Contact Officer
8 Jun 2015	Lead Member for Learning and School Effectiveness	Hastings Academy Trust - process for ending sponsorship		Local Members	Report, other documents may also be submitted	
8 Jun 2015	Lead Member for Learning and School Effectiveness	Review of the implementation of the home to school transport policy regarding children living within the shared community areas			Report, other documents may also be submitted	Gary Langford 01273 481758
8 Jun 2015	Lead Member for Learning and School Effectiveness	To consider the consultation on Discretionary Transport			Report, other documents may also be submitted	Sara Candler 01273 336670

16 Jun 2015	Lead Member for Resources	Annual write off of debts	Fully exempt		Report, other documents may also be submitted	Janyce Danielczyk 01273 481893
16 Jun 2015	Lead Member for Resources	Disposal of Rose Cottage, Bexhill		Local Members	Report, other documents may also be submitted	Roger Simmons 01273 335522
16 Jun 2015	Lead Member for Resources	Gray's School appropriation for planning purposes		Local Members	Report, other documents may also be submitted	Roger Simmons 01273 335522
22 Jun 2015	Lead Member for Transport and Environment	Petition requesting controlled parking in the Rylstone Road area of Eastbourne To consider the response to a petition calling upon the County Council to introduce controlled parking to the Rylstone Road area of Eastbourne.		Local Members	Report, other documents may also be submitted	Michael Blaney 01424 726142
22 Jun 2015	Lead Member for Transport and Environment	To consider a petition calling for a pelican crossing outside St Thomas a Becket School, Eastbourne		Local Members	Report, other documents may also be submitted	Helen Pace 01273 482235
22 Jun 2015	Lead Member for Transport and Environment	To consider a petition calling on the County Council to address excess speeds of traffic in Flitterbrook Lane and Bakery Lane, Punnetts Town, Heathfield.		Local Member	Report, other documents may also be submitted	Andrew Keer 01273 336682
22 Jun 2015	Lead Member for Transport and Environment	To consider a petition calling on the County Council to reduce the speed limit on Shortbridge Road and Golf Course Lane, Piltdown to 40mph		Local Members	Report, other documents may also be submitted	Michael Higgs 01273 482106

22 Jun 2015	Lead Member for Transport and Environment	To consider a petition requesting an HGV ban along the B2100		Local Member	Report, other documents may also be added	Alan Cook 01273 482263
22 Jun 2015	Lead Member for Transport and Environment	To consider the 20mph scheme in Malling, Lewes		Local Member	Report, other documents may also be submitted	Michael Higgs 01273 482106
22 Jun 2015	Lead Member for Transport and Environment	To consider the provision of an on street advisory disabled bay in Sandown Road, Hastings		Local Members	Report, other documents may also be submitted	
29 Jun 2015	Cabinet	Ashdown Forest Trust Fund 2014/15			Report, other documents may also be submitted	Marie Nickalls 01273 482146
29 Jun 2015	Cabinet	External Audit Plan 2014/15			Report, other documents may also be submitted	Ola Owolabi 01273 482017
29 Jun 2015	Cabinet	Quarter 4 - Council Monitoring			Report, other documents may also be submitted	Jane Mackney 01273 482146
29 Jun 2015	Lead Member for Strategic Management and Economic Development	Queensway Gateway Road, Hastings: funding agreement with Seachange Sussex		Local Members	Report, other documents may also be submitted	Jonathan Wheeler 01273 482212
29 Jun 2015	Cabinet	Review of the East Sussex Local Flood Risk Management Plan's Delivery Plan			Flood Risk Management	Nick Claxton 01273 481407

					Strategy (2013-16) Delivery Plan, and report, other documents may also be submitted.	
29 Jun 2015	Cabinet	South East 7 Update			Report, other documents may also be submitted	Lee Banner 01273 481857
29 Jun 2015	Cabinet	State of the County			Report, other documents may also be submitted	Jane Mackney 01273 482146
7 Jul 2015	Lead Member for Economy	European Regional Development Fund - Support for Low Carbon Sector Business			Report, other documents may also be submitted	Andy Arnold 01273 481606
13 Jul 2015	Lead Member for Learning and School Effectiveness	Primary school age range changes			Report, other documents may also be submitted	Gary Langford 01273 481758
13 Jul 2015	Lead Member for Children and Families	Proposed de-designation of Langney Children's Centre			Report, other documents may also be submitted	
14 Jul 2015	Lead Member for Resources	Bexhill and Hastings Link Road land transaction		Local Members	Report, other documents may also be submitted	Roger Simmons 01273 335522
14 Jul 2015	Lead Member for	Hastings Library and Register Office			Report, other	

	Community Services	Redevelopment			documents may also be submitted	
15 Jul 2015	Lead Member for Economy	Illegal Money Lending Team - Authorisation of Birmingham City Council to investigate and institute proceedings against illegal money lenders operating within the East Sussex County Council area			Report, other documents may also be submitted	Lucy Corrie
20 Jul 2015	Lead Member for Transport and Environment	Bancroft Road Bexhill - Proposed Adoption		Local Members	Report, other documents may also be submitted	
20 Jul 2015	Lead Member for Transport and Environment	Petition to East Sussex County Council to reduce the speed limit to 20mph on Station Road, Groombridge.		Local Members	Report, other documents may also be submitted	Michael Higgs 01273 482106
20 Jul 2015	Lead Member for Transport and Environment	To consider Road Safety Priorities			Report, other documents may also be submitted	Brian Banks 01424 724558
20 Jul 2015	Lead Member for Transport and Environment	To consider the identified sites in Bexhill where formal parking restrictions have been requested and identify the most appropriate way to take them forward		Local Members	Report, other documents may also be submitted	Brian Banks 01424 724558
20 Jul 2015	Lead Member for Transport and Environment	To consider the petition to improve safety on the roads and lanes around Arlington		Local Member	Report, other documents may also be submitted	Michael Higgs 01273 482106
21 Jul 2015	Cabinet	Internal Audit Strategy 2015/16 and Annual Plan			Report, other documents may	Russell Banks 01273 481447

					also be submitted	
21 Jul 2015	Cabinet	Surrey County Council Partnership - Business Plan			Report, other documents may also be submitted	
22 Sep 2015	Cabinet	Waste & Minerals Sites Plan - Regulation 19 Consultation		South Downs National Park Authority and Brighton & Hove City Council		
13 Oct 2015	Cabinet	Treasury Management - annual report			Report, other documents may also be submitted	Ola Owolabi 01273 482017
13 Oct 2015	Cabinet	Treasury management Stewardship report for 2014/15 and Mid Year review for 2015/16		Local Members	Report, other documents may also be submitted	Ola Owolabi 01273 482017
20 Oct 2015	Lead Member for Resources	Transaction at Dunbar Drive, Hailsham	Fully exempt	Local Members	Reports, other documents may also be submitted	Roger Simmons 01273 335522
10 Nov 2015	Cabinet	Area review of school places - stakeholder meetings outcomes & proposals			Report, other documents may also be submitted	Lisa Schrevel 01273 481617
12 Nov 2015	Lead Member for Learning and School Effectiveness	Consultation on Discretionary Home to School Transport, final decision			Report, other documents may also be submitted	Sara Candler 01273 336670

	Lead Member for Community Services	Change of Processes & Fees for Licensing Renewals of Approved Marriage Premises To establish a more efficient process for the renewal of licencing of Approved Marriage Premises, and as part of that process, to agree the fees for licencing for 2016/17.			Report, other documents may also be submitted	