



CHILDREN'S SERVICES SCRUTINY COMMITTEE

MONDAY, 23 NOVEMBER 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 and Alan Shuttleworth

Mr Simon Parr (Roman Catholic Diocese representative)
Dr Ann Holt (Church of England Diocese representative),
Ms Nicola Boulter (Parent Governor representatives),
Councillor Johanna Howell (District/Borough Representative)

A G E N D A

- 1 Minutes of the meeting held on 21 September 2015 (*Pages 3 - 12*)
- 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 Services to care leavers - Action Plan update (*Pages 13 - 26*)
Report by Director of Children's Services
- 6 Early Years Attainment Update (*Pages 27 - 46*)
Report by Director of Children's Services
- 7 Scrutiny Review of Raising the Participation Age (RPA) (*Pages 47 - 74*)
Report by the Chair of the Raising the Participation Age Review Board
- 8 Children's Services Scrutiny Committee future work programme (*Pages 75 - 82*)
- 9 Forward Plan (*Pages 83 - 88*)
The Forward Plan for the period to 1 November 2015 to 29 February 2016. The Committee is asked to make comments or request further information.
- 10 Any other items previously notified under agenda item 4

PHILIP BAKER
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13 November 2015

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CHILDREN'S SERVICES SCRUTINY COMMITTEE

MINUTES of a meeting of the Children's Services Scrutiny Committee held at Council Chamber, County Hall, Lewes on 21 September 2015.

Present Kathryn Field (Chair), Angharad Davies, Claire Dowling, Michael Ensor, Roy Galley, Stephen Shing, Alan Shuttleworth and Kim Forward.

Dr Ann Holt, Church of England representative
Councillor Johanna Howell (District and Borough Council Representative)
Nicola Boulter, Parent Governor Representative

Lead Members: Councillor Sylvia Tidy (Lead Member Children & Families / designated statutory Lead Member for Children's Services).

Councillor Nick Bennett (Lead Member for Learning & School Effectiveness) and Councillor David Elkin (Deputy Leader of the Council and Lead Member for Resources)

Also present Becky Shaw, Chief Executive
Stuart Gallimore, Director of Children's Services; Alison Jeffery, Assistant Director (Early Help and Commissioning); Liz Rugg, Assistant Director (Safeguarding, LAC and Youth Justice); Louise Carter, Assistant Director (Communication, Planning and Performance), Louisa Havers, (Head of Performance and Engagement – Adult Social Care), Reg Hooke, Independent Chair LSCB, Douglas Sinclair, Head of Children's Safeguards & Quality Assurance, Marion Rajan, Local Safeguarding Children Board Business Manager

Senior Democratic Services Advisor Stuart McKeown

9 MINUTES OF THE MEETING HELD ON 15 JUNE 2015

9.1 RESOLVED – to confirm as a correct record the minutes of the last Committee meeting held on 15 June 2015.

10 APOLOGIES FOR ABSENCE

10.1 Apologies for absence were received from Councillor Peter Charlton, Simon Parr, Roman Catholic Diocese and Catherine Platten, Parent Governor Representative.

11 DISCLOSURES OF INTERESTS

11.1 Councillor Ensor declared a personal, non-prejudicial interest in item 6 (minute 14) as a member of Bexhill Street Pastors.

11.2 Councillor Shuttleworth declared a personal, non-prejudicial interest in Item 6 (minute 14) as Chair of the Safer Communities Partnership in Eastbourne.

11.3 Councillor Claire Dowling declared a personal, non-prejudicial interest in Item 6 (minute 14) as Chair of the Safer Communities Partnership in Wealden.

12 URGENT ITEMS

12.1 No urgent matters were notified.

13 RECONCILING POLICY, PERFORMANCE AND RESOURCES (RPPR) 2015/16

13.1 The Lead Member for Resources, Councillor David Elkin, introduced the report by discussing the context of the current RPPR process. It was confirmed that no budget was exempt from investigation for potential savings and that comments were welcome from the Committee on the areas of search. The Chief Executive then updated the Committee on developments relating to the RPPR process. This included reference to the ongoing assessments of both the implications of the Government's July budget statement and the introduction of a National Living Wage.

13.2 The Committee then discussed the areas of search before them. The Committee sought more detailed information about the potential impact of the proposed savings and also made a number of more specific comments which are set out below:

- that the Children's Services Budget be presented (at future RPPR discussions) separately from the Dedicated Support Grant;
- more detailed information about the longer-term impact of disinvestment in preventative activities in respect of children's centres, especially the impact of any proposed centre closures;
- more information about the flexibility of health visiting and the extent to which a much more targeted approach could be adopted when dealing with individual families that require a range of support from different health and social work professionals;
- exploration of the impact of a more general disinvestment in preventative activities and the kinds of problems likely to ensue in the future (e.g. whether this will ultimately cost the local authority more);
- more information about the extent to which the department considers it would be able to continue to provide services at the current standards given the level of savings required; and
- further exploration of opportunities for income generation.

13.3 The Committee also considered that:

- representations should be made to the Department for Education (DfE) arguing that it is no longer sustainable for local authorities to continue to have responsibility for aspects of schools' performance over which they have no direct control;
- in response to anecdotal evidence cited at the meeting that the DfE is actively advising academy sponsors not to purchase services from local authorities, that this matter also be raised with the DfE; and
- if the local authority finds that it is unable to effectively influence schools/academies to improve in areas that we don't control directly, then this would indicate areas to investigate for savings.

13.4 RESOLVED to:

(1) to ask that the information requested in Minute 13.2 is provided to the Committee and that consideration is given to the requests made in Minute 13.3; and

(2) establish a scrutiny review board to meet in December to consider the developing portfolio plans and savings proposals as they emerge.

14 ANNUAL REVIEW OF SAFER COMMUNITIES PERFORMANCE

14.1 Louisa Havers, Head of Performance and Engagement (Adult Social Care Department), introduced the report on the current community safety priorities outlined in the East Sussex Safer Communities Partnership Business Plan (appendix 1 of the report). A Children's Services Scrutiny Information Pack was provided in Appendix 2 of the report which provided more detail on those issues which are of particular relevance to the Committee (including Domestic Abuse and Sexual Violence and Abuse, Preventing Violent Extremism and Youth Offending).

14.2 After significant reductions over the past 8 years, the Committee were informed that the latest crime figures show a 15.7% increase. However, it was clarified that the increase was due in part to changes in recording practices. For example, new guidance issued by Her Majesty's Inspectorate of Constabularies has resulted in an increase in recorded instances of public place crime. There has also been a drive to increase the reporting of Sexual Offences, Hate Crimes and Domestic Abuse which have also contributed toward the increased figure.

14.3 The new priorities identified in the Business Plan were discussed, with the Committee's attention drawn in particular to the following priorities:

- **Street Communities.** Research indicates that when compared to the national average, East Sussex has a high proportion of homeless women. Given this an action plan is being developed to address the specific needs of this group; and
- **White Ribbon.** Since East Sussex County Council was accredited its White Ribbon status last year, a number of awareness raising initiatives have taken place. These include a raising awareness training event for ambassadors and champions on 1st July. The next steps will include raising awareness activities on an ongoing basis with community groups and local sports clubs and engaging with schools and colleges.

14.4 The Committee welcomed the report. A debate then ensued with the Committee raising a number of issues which are summarized below, together with responses from the relevant officers present:

- **Targets in the Plan.** It was accepted that the report contained very useful information and set out clear priorities which the Committee welcomed. However, the Committee felt that the report lacked clear targets against which progress could be effectively measured. In response Louisa Havers explained that the Business Plan is a strategic document and that work is being undertaken to produce a more detailed action plan. This action plan will be a working document which will set out clear targets and deadlines.
- **Community Policing in relation to children and young people.** The Committee discussed community policing and the positive impact this has had in helping prevent some young people from becoming involved in criminal activity. There was a general view that savings within the police budget might negatively impact on the gains made in this area. Given this view, a request was made to invite a representative of Sussex Police to attend a future meeting of the Committee. This would enable the Committee

to ask questions about those aspects of Sussex Police's plans for community policing which impact more directly on young people. In response the Committee were informed that the police are engaging with lead community safety officers and seeking feedback from local councils on their proposals.

- **Domestic Abuse and its impact on Children.** The Committee asked for clarification about how the emotional trauma children experience as a result of domestic abuse is dealt with. In particular, the Committee were concerned that if children do not have access to counselling they may go on to perpetuate a cycle of domestic abuse later in life. In response Liz Rugg, Assistant Director, stated that the Department is very aware of the impact of domestic abuse on children. For example, staff within the Department are closely involved in discussions with colleagues from other agencies when Multi Agency Risk Assessment Conferences (MARACs) are required – ensuring that the needs of the child are kept central. There is also a training programme for the Department's staff and for partners from the Local Safeguarding Children's Board. Work is also being done in schools about what is an appropriate and safe relationship. The purpose of this being to both help children understand what may be going on in their own lives and reduce the likelihood that they perpetuate abusive relationships when they reach adulthood.
- **Engagement with the Voluntary Sector.** The Committee discussed the role of the voluntary sector and whether volunteer organisations could be engaged with more systematically to help reduce, for example, instances of anti-social behaviour. Involving the voluntary sector more widely might also have the additional benefit of lessening the financial burden on the local authority at a time of reduced resources. In response Louisa Havers welcomed involving the voluntary sector more closely and noted that one of the recommendations coming to the Safer Communities Board will relate to broadening community engagement. As a result, finding ways of including businesses and the voluntary sector will feed directly into priority setting and the action plan moving forward.
- **Road Safety.** The Committee highlighted the importance of road safety as a concern for them and were assured by Louisa Havers that this is an area which is being looked at closely by Local Community Safety Partnerships.

14.5 Councillor Sylvia Tidy, Lead Member for Children and Families informed the Committee that she will be attending future meetings of the Community Safety Board. Cllr Tidy endorsed the comments made earlier in the meeting relating to the importance of noticing the impact of domestic abuse on children and that schools understand this impact.

14.6 RESOLVED to:

- (1) note the performance in 2014/15 and the priorities and issues identified for 2015/16.
- (2) note the relevant components of the agenda specific to Children's Services.
- (3) invite a representative of Sussex Police to attend a future meeting of the Children's Services Scrutiny Committee to give evidence in relation to future plans for community policing, with reference to its impact on children and young people.

15 EAST SUSSEX LOCAL SAFEGUARDING CHILDREN'S BOARD (LSCB) ANNUAL REPORT 2014/15 AND BUSINESS PLAN 2015-2018

15.1 The East Sussex Local Safeguarding Children Board (LSCB) annual report 2014/15 and Business Plan 2015-2018 was introduced by Reg Hooke, the Independent Chair of the LSCB. Mr Hooke provided the Committee with an overview of the key issues covered in the report. This included reference to an independent safeguarding schools group which the LSCB have brought together with the independent sector and which has proved to be both popular and

effective. Mr Hooke also explained that together with the Director of Children's Services, the schools audit programme has been pushed forward and that safeguarding in education will be a specific priority for the next three years. The Committee were also informed that the number of child protection plans has dropped from over 600 to around 450 and that this has been achieved via a mixture of effective leadership from within the Children's Services Department and improved supervision. It was also noted this improvement has occurred in the context of the THRIVE programme and that early help and intervention work is ongoing. Other positive trends in terms of the management of demand on services include reductions in both referrals and reductions in numbers of children in care.

15.2 The Committee were also informed about the process of setting the five new priorities for the next three years up to 2018. In particular, Mr Hooke commented on how helpful the input of the Children in Care Council and the Youth Cabinet were in determining what mattered most in East Sussex. The LSCB's focus over the next three year period mean it will measure the impact it is having in making improvements for children in East Sussex, and particularly for those children within its priority areas.

15.3 The LSCB are very mindful of the ongoing issue of financial savings and the impact this might have on safeguarding. Mr Hooke assured the Committee that the LSCB will be looking to ensure that where changes are being made, the risks to safeguarding children are being identified and efforts are being made to mitigate those risks as far as can be done. Mr Hooke concluded his remarks with his evaluation that the LSCB is in a strong position and that it is growing well. A particular strength of the Board is its willingness to learn and the rigour with which learning reviews are conducted. Mr Hooke also praised the work of his vice chair, Dr Tracey Ward and the eight sub-groups, all of whom he has now visited and all of whom are working in a very committed and effective manner. Finally, Mr Hooke noted the LSCB's training programme was highly rated by attendees with 97% of them considering the course to be either good or excellent.

15.4 The Committee thanked the Board for its work and made a number of comments which are summarized below, together responses from relevant officers:

- **Unaccompanied Asylum Seeking Children (UASC).** Clarification was sought about the number of UASC coming into the county who are taken on as Looked After Children (LAC). The specific concern here being that East Sussex County Council are finding, for example, foster placements and school places for these children and then significant numbers are absconding. The Committee wanted to know what could be done to reduce the numbers absconding. In response the Director of Children's Services explained that the number of UASC is small in East Sussex. However there will always be potential for UASCs to enter the county. For example, Newhaven has served recently as an entry point for UASCs. It is clear responsibility for these children falls on East Sussex County Council - once it is established via an age assessment process that the individuals are indeed children. With regard to the issue of absconding, this is a challenge for all local authorities as children cannot be detained unless there are legal grounds to place them in a secure unit.
- **Monitoring Training.** The Committee asked for clarification as to how the LSCB monitor the safeguarding training provided in other agencies that have a key role in this area. This question was prompted by the recent Care Quality Commission's (CQC) finding that there has been inadequate safeguarding training within the East Sussex Healthcare NHS Trust. In response Reg Hooke confirmed that the multi-agency training the LSCB provides is available to all professionals and that it is recognised by the Board that promoting the availability of this training is key. Furthermore the Board has the goal of not only delivering training to a large number of individuals, but also establishing what percentage of people within each organisation or specialism are receiving appropriate training. In summary the LSCB are seeking to ensure it has a clear understanding of training needs and the safeguarding shortfalls across all of the agencies. Liz Rugg also

confirmed that as part of the Section 11 audit which partner agencies complete on a regular basis for the LSCB, there is a question about whether sufficient safeguarding training is provided. The audit requires agencies to rate themselves. However, there is a challenge process which was implemented last year within East Sussex whereby Section 11 audits were presented to a sub-group of the LSCB for challenge. Marion Rajan (Local Safeguarding Children Board Business Manager) also informed the Committee that consideration will be given to strengthening the training questions that go into the Section 11 audit which is a pan-Sussex document. The Committee were also informed that at the next meeting of the LSCB, a senior health manager will be presenting a report that considers the safeguarding implications of the recent CQC findings.

- **Online Safety.** The Committee asked for clarification about the nature of the training provided regarding online safety. The Committee were informed that one of the reasons why online training has been established as a priority over the next three years is that whilst the quality of training is good, it is not delivered consistently. The goal for the LSCB is to ensure that all children and professionals within schools get the appropriate level of training. In response to a question about what would success look like in terms of online safety, the Committee were informed that success would include adults feeling more confident dealing with online safety issues and all children feeling able to come forward and talk about their concerns.
- **Female Genital Mutilation (FGM).** In response to a query about the extent of FGM in East Sussex, the Committee were informed that there have been no reported incidents in the county to date. However, East Sussex County Council has a responsibility to both help raise awareness of this problem and to help foster confidence amongst the local community that if individuals were to report a concern regarding FGM, they would be provided with an appropriate response. It is a subject therefore which will need ongoing monitoring.
- **Priorities for 2015/16.** The Committee expressed concerns about those schools which had not completed Section 175 and 157 audits. In response the Committee were informed that Reg Hooke and Stuart Gallimore wrote a letter to those schools which hadn't responded last year making it clear that it is their duty and an expectation that they complete the audit. With regard to those schools which had responded, the Board are also following up on these to ensure it is satisfied with the responses given and that their assessments have been performed properly. Mr Gallimore also added that he had written to Ofsted on this matter and suggested that when conducting a survey they ask schools for a copy of their 175 audit. In response to a query regarding the mental health priority, Mr Hooke confirmed that this is an area the Board are just starting to develop. A more detailed overview therefore was not possible in the meeting, although the Board are aware of the capacity issues within CAMHS and are planning a half day board meeting to consider the issues within this priority.

15.5 RESOLVED: - It was resolved to receive the Annual Report of the East Sussex Local Safeguarding Children Board. The Committee also commended the Board for its clear and well-presented report.

16 THRIVE PROGRAMME REVIEW

16.1 The report provided an opportunity for the Committee to review the outcomes of the Thrive programme. The Director of Children's Services commended the report to the Committee and highlighted the fact that the programme had been awarded the Local Government Chronicle's 'Children's Services of the Year' and 'Business Transformation' awards for 2015.

16.2 The Committee welcomed the report. A debate then ensued with the Committee raising a number of issues which are summarized below, together with responses from the relevant officers present:

- **Activities covered by the Thrive Programme.** The Committee asked for reassurance that the positive data included in the report did not hide activities which the department were no longer performing. In response to these questions, Liz Rugg agreed that the Department needs to be careful that top line indicators don't mask activities that are no longer being engaged in. However, the Committee's attention was drawn to the target 'more children receiving targeted support from early help'. A key goal of the THRIVE programme was to ensure that children and families were responded to as promptly as possible by the right people. The Thrive programme therefore involved 'recalibrating the system' so that the right people were able confidently to deal with queries or to ensure they were passed on to appropriate colleagues to respond to. A range of measures have been put in place to assist with this. For example, the Department have established with partners a multi agency screening hub, including the Police, which deal with high level cases where there is a safeguarding concern. Alison Jeffery, Assistant Director also added that at the start of the Thrive Programme the Department undertook an analysis of where its resources were being directed. The analysis revealed resources could be more effectively re-directed to families at Level 3 on the Continuum of Need (which ranges from Level 1 where children's needs are met by universal services to Level 4 where children have acute needs and families need a possible multi agency response and specialist intervention). Resources were therefore accordingly re-allocated. Given this and a range of other measures undertaken as part of Thrive, the Department is confident it is doing all it can in the current financial circumstances to focus resources where they are most needed.
- **Sustainability of the Thrive Legacy.** The Committee also questioned whether the proposed level of savings required in the coming years would have a negative impact on the legacy of the Thrive programme and whether without further funding, the benefits of the programme would be lost or at least reduced. In response to this question the Committee were informed that given the reduced resources available to ESCC, a key aim of the Thrive programme was to develop a sustainable framework for coping with future demand. The Department felt Thrive had embedded within its teams a whole range of new ways of working which were efficient, effective and targeted.
- **Initial Contact and Referrals.** The Committee noted that Table 1 of the Finance and Performance Review document indicated a negative impact for initial contacts and therefore asked whether this is something the Department was concerned about. In response the Committee were informed that the impact of change column was shown as negative as rates have gone up, although the Department did not necessarily view this as a problem. The key factor for the Department here being to ensure that the work coming in is dealt with at the right level. So, for example, the Department are working to build up the early help hub because contacts are still being received at a level higher than they should be.
- **Clarification on cost.** The Committee asked why agency fostering costs in East Sussex County Council are higher than average. In response it was explained that the figures for agency foster costs were based on a benchmark that pools data from 71 authorities. Included with this pool is data taken from authorities in parts of the country where costs are on average lower. If compared to near neighbours East Sussex County Council costs are lower.
- **Partnership working.** In response to a query about the extent of liaising with partner organisations, Stuart Gallimore assured the Committee the Department is working together with relevant organisation to ensure the impact of savings on children and young people is minimized.

16.3 Councillor Tidy, Lead Member for Children and Families, commended the Thrive programme to the Committee and said that the Department are now in a much stronger position to deal with the challenges ahead and that it is her desire to help ensure the positive benefits of the programme are maintained.

16.4 RESOLVED: - It was resolved to note the report.

17 CHILD AND ADOLESCENT MENTAL HEALTH SERVICE (CAMHS) POSITION STATEMENT

17.1 The Coalition Government announced in March 2015 additional funding for CAMHS services. Following on from this announcement, NHS England produced guidance for Clinical Commissioning Groups (CCGs) requesting they produce and submit transformation plans by 16 October 2015. As there is a long history of East Sussex County Council working closely with its local NHS partners over mental health, it was agreed a single East Sussex Plan should be drawn up by the Children's Services Department and then submitted to the CCGs for consideration. This draft Plan, which was attached to the report for the Committee's attention, details the ways in which the additional money could be spent by the CCGs. The Committee were also informed that work is being undertaken to develop a performance management framework to help ensure that the additional funding is spent effectively.

17.2 The Committee welcomed the report and asked for clarification on the items listed below.

- **Increase in Perinatal Mental Health Services.** It was clarified to the Committee that the increase in perinatal mental health services refers to the support offered to women who suffer from post-natal depression. As things stand resources for this support are stretched. The Hastings and Rother CCG are therefore providing some additional funding as part of their inequalities programme. This will then be reviewed with the intention that the learnings from this programme will help inform a whole county approach. It was confirmed that although the funding for post-natal depression is ostensibly for supporting the mother, such support directly benefits the child. This is because post-natal depression may negatively affect a mother's ability to form an attachment with their child, which in turn may impact negatively on the child's development and well-being.
- **Transition arrangements.** The Committee asked for more detail about the measures in place to assist children in their transition to adulthood with regard to mental health services. In response the Department acknowledged that this is an area where more work is required. As a result it is hoped a drop-in centre in Hastings for 14 to 25 year olds will be helpful in terms of piloting different approaches for supporting young people. Another piece of work being undertaken in this area relates to developing a possible social impact bond. The bond would be used to invest in young people who experience trauma in childhood.

17.3 RESOLVED: - To note the report.

18 SCRUTINY COMMITTEE FUTURE WORK PROGRAMME

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

18.2 It was agreed to establish a Review Board to sit for a single meeting to consider the following two proposals:

- Proposed changes to discretionary SEND transport provision from the 2016/17 academic year; and
- Proposed changes to discretionary Low Income Families (LIF) and Further Education Link transport provision from the 2016/17 academic year.

18.3 The above proposals are being determined by the Lead Member for Learning and Schools Effectiveness on 12 November 2015. The Review Board's comments will be included in the reports being put before the Lead Member for his consideration.

18.4 It was agreed that a review of Educational Attainment for Key Stage 1 would be the subject of the next Children's Services Scrutiny Committee review. Accordingly it was agreed that members of the Committee would be contacted after the meeting with a view to convening the Review Board.

18.5 The Committee were also informed that the final report of the Raising the Participation Age Scrutiny Review Board would be presented at its next meeting on 23 November 2015.

18.6 The Committee asked that a Scrutiny Review of Educational Attainment for Key Stage 4 also be added to the Forward Plan. It is proposed this review will commence after the conclusion of the current Key Stage 1 Scrutiny Review.

18.7 In response to a query from the Committee, Stuart Gallimore provided an update on his understanding regarding Ofsted's plans for inspections in East Sussex. The update included reference to an anticipated re-inspection of school effectiveness services.

18.8 RESOLVED: It was resolved that the work programme will be amended in line with paragraphs 14.6 (3), 18.2, 18.4 18.5 and 18.6.

19 FORWARD PLAN

19.1 The Committee noted the Forward Plan for the period 1 September 2015 to 31 December 2015.

20 ANY OTHER ITEMS PREVIOUSLY NOTIFIED UNDER AGENDA ITEM 4

20.1 None received.

The meeting ended at 12.37 pm

The date of the next meeting is Monday 23 November 2015.

COUNCILLOR KATHRYN FIELD
Chair

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Report to: Children's Services Scrutiny Committee

Date of meeting: 23 November 2015

By: Director of Children's Services

Title: Services to care leavers – Action Plan update

Purpose: To update members on progress for services to care leavers following the Ofsted inspection judgement of 'Requires Improvement' in the inspection of February 2014.

RECOMMENDATIONS:

- 1) The Committee is asked to note the progress that has been made in key areas within services to care leavers**
 - 2) The Committee is also asked to note the ongoing challenges in providing sufficient suitable accommodation options and the likelihood that this position will deteriorate still further given the financial position of the Council.**
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1 Background

1.1 Although overall Children's Services were judged by Ofsted to be 'Good' with an 'Outstanding' sub-judgement for Adoption following the inspection in February 2014, the sub-judgement for services to care leavers was 'Requires Improvement'. Consequently an Action Plan was developed to respond and an update on progress is attached as Appendix 1.

2. Supporting information

2.1 Since the inspection, the service has benefited from being consolidated into one office base and from strengthened management. At the end of 2014/15, the service was working with a cohort of 209 care leavers; 56 of whom were 16 - 17 year olds and 153 of whom were 18 - 24 year olds. A significant proportion (about 30%) of this cohort, are highly complex young people presenting with a range of challenging behaviours and consequent safeguarding issues.

2.2 Following the feedback from Ofsted, significant attention has been focused on the key areas identified by the inspection team namely: quality of overall planning, education and employment, accommodation and teaching independence/life skills.

2.2.1 Quality of overall planning

A revised Pathway Plan and Risk Assessment tool is now in place and a bespoke training offer has been developed to provide specialist knowledge and expertise to all staff working with this client group.

The service has a process for storing all valuable documents and care leavers now have all key documents available to them. A review of entitlements has taken place and the revised offer has been uploaded onto a website to ensure the greatest level of availability/access to young people.

2.2.2 Education

As of 31st March 2015 80% of 16 – 17 year olds (year 12) were in education, training and employment (EET); 69% of 17 - 18 year olds (year 13) were EET. This cohort included care leavers who have significant learning disabilities and who are managed within the Transition Service, and were in continuous care for at least 12 months before sitting their GCSE

examinations. Of 155 eligible care leavers, 14% (22) were at University. A greater level of detail on educational attainment is provided in Appendix 2.

2.2.3 Employment

The Care2Work strategic multi agency board has implemented a range of developments designed to improve the skills of care leavers and to ensure a successful transition into education and employment. It has also continued to track and monitor the education and training of all care leavers. Similarly, the board has raised the profile of Looked After Children (LAC) and care leavers within the wider Council. As a result colleagues within Personnel and Training delivered a number of bespoke employability workshops to assist care leavers to be ready for work, and to support them to apply for in-house work experience and apprenticeship opportunities. The Council Plan for 2014/15 incorporated specific targets for each department to identify apprenticeship opportunities for care leavers. The Virtual School set up a Service Level Agreement with the Universities of Brighton and Sussex to raise awareness and aspiration for ESCC LAC and care leavers. In addition a 16+ caseworker was employed specifically to work alongside the Care Leavers Service and external providers to support students with training and employment opportunities. Links with seconded staff from the Department of Work and Pensions who are co-located in the Targeted Youth Support Service have been strengthened.

2.2.4 Accommodation

Disappointingly the number and range of accommodation options for care leavers remained broadly static during 2014/15. Building on existing practice, particular emphasis was placed on encouraging care leavers to remain with their carers in "Staying Put" arrangements, either in foster care or in Supported Lodgings. Supporting People providers continued to offer a range of Foyer type accommodation across the county – Newhaven, Eastbourne, Hastings and Hailsham. The partnership between the Care Leavers Service and YMCA Eastbourne has delivered a fully renovated and refurbished 3 bedroom flat which is staffed at evenings and weekends. However providing sufficient accommodation for the most chaotic and challenging young people continues to be problematic and on the 30th March 2015 there were 6 care leavers in total living in B&B accommodation, 3 were aged 16 - 17 and 3 were over 18. Clearly this type of accommodation is unsuitable for any vulnerable young person and particularly so for those with a care background. There are no 'approved' B&B providers in the county, although the service has developed relationships with some providers who will offer additional support and oversight. This option is only used in emergency situations where the young person has completely exhausted all alternatives and to avoid street homelessness. Any decision to place a young person in B&B accommodation must be authorised by an Assistant Director and be accompanied by a clear risk assessment. A wrap around package of support is identified and reviewed regularly whilst suitable alternative accommodation is sought. Most young people are only in B&B for short periods. The Assistant Director is reporting to the Director about B&B use on a regular basis. The funding reductions currently being modelled by Supporting People will reduce further already scarce supported housing options for young people and will increase use of B&B for care leavers. This will result in additional and significant pressure across the whole county but particularly in Hastings where there is already a lack of suitable provision.

2.2.5 Teaching independence/life skills

Building on what was already in place, independence training will continue to be offered to young people where they live and core training to foster carers and supported lodgings

providers is delivered by staff from the service. The children's group homes continue to work with young people to develop independence skills.

Personal advisers use Targeted Youth Support facilities across the county to deliver independence skills training. Group work on developing life skills has been accredited by AQA and is being delivered either to small groups or individually as appropriate.

3. Conclusion and reasons for recommendations

3.1 Significant progress has been made since the Ofsted inspection in all of the key areas identified apart from increased accommodation options for care leavers. Given the challenging financial position of the Council it will not be possible to develop alternative supported housing options and current supported housing stock is likely to reduce even further. This will inevitably result in increased risk for care leavers and in reputational risk for the Council.

STUART GALLIMORE

Director of Children's Services

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Appendices

Appendix 1 – Action Plan

Appendix 2 - Educational Attainment

LOCAL MEMBERS

All

BACKGROUND DOCUMENTS

None

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October 2015 Progress and Impact Review – ESCC inspection of services for children in need of help and protection, children looked after and care leavers

The experiences and progress of Care Leavers							RAG
4.	Ensure that there is suitable and sufficient accommodation available for all vulnerable young people, to avoid the continued use of bed and breakfast (B&B) provision as a last resort.	i) Carry out an updated needs analysis to identify range of young people who will need increased support at this level	Sally Carnie/ Teresa Lavelle Hill	Sept 2014	Number and range of housing options available to vulnerable young people including: vulnerable 16 – 18 olds Care Leavers	This is being taken forward by the short life Care Leavers' Task and Finish Group/SMT. Any options to increase the range of housing options will need to involve re-configuration of existing services within current resources.	RAG
		ii) Establish short life task and finish group to review possible options going forward, including streamlining and reconfiguring existing services to better support Care Leavers.				An additional allocation of £184k for "Staying Put Arrangements" has been allocated by the DfE for 2015/16. The ESCC Staying Put policy has been reviewed.	
		iii) Report back to Children's Services Senior Management Team with option appraisal.				The use of Lee Rd and Fort Rd has been reviewed. There are now 8 beds available to Care Leavers 18+ where there is a move on plan from Supported Lodgings.	
5.	Improve training opportunities for all staff to ensure that the quality of pathway planning for Care Leavers aged 16 and 17 is improved so that	i) Jointly with Care Leavers reference group, develop specialist training offer for all staff working with older looked after children, and Care	Sally Carnie/ Teresa Lavelle-Hill	Jan 2015	Audit of Pathway Plans Feedback from the Care Leavers User Group	The Pathway Plan and Risk Assessment tool is now in place. A bespoke training offer has been developed to provide the specialist knowledge and expertise for all staff working with this client group.	

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Page 18	<p>the plans are clearer and are much more meaningful to help in supporting young people as they move towards independent living.</p>	<p>Leavers to deliver more comprehensive needs assessment and Pathway Planning tools.</p> <p>ii) Develop consistent process for the storage and acquisition of all key documents for looked after children and Care Leavers; i.e. National Insurance numbers, birth certificates, passports, etc.</p> <p>iii) Review current information regarding legal entitlements, financial support, etc. and ensure it is disseminated widely.</p> <p>iv) All Care Leavers to be offered welfare/benefits advice (explore links with voluntary organisations).</p>		<p>Sept 2014</p> <p>Dec 2014</p>		<p>The Service has a process for storing all valuable documents and Care Leavers now have all key documents available to them.</p> <p>A review of entitlements has taken place and the revised offer is currently in the process of being uploaded onto the 360 degree website. This will ensure the greatest level of availability/access to young people.</p> <p>Links with seconded staff from Department of Work and Pensions in the Early Help Service have been strengthened.</p>	
6.	<p>Ensure that a better range of employment and training opportunities are available for post-18 Care Leavers.</p>	<p>i) Review planning and performance documentation to identify how each service area will incorporate care leavers in to the development of their service.</p>	<p>Teresa Lavelle-Hill/ Caroline McKiddie</p>	<p>June 2014</p> <p>Report to Corporate Parenting Panel (CPP) Sept</p>	<p>%of care leavers who go on to university (Council Plan -Children's Services Department [CSD])</p> <p>% of care leavers who take up an apprenticeship linked to ESCC</p>	<p>Each service has identified in their Performance Improvement Plan (PIP) an employability opportunity for a care leaver. This will need to be monitored via Departmental Management Team (DMT).</p>	

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Page 19		<p>ii) Ensure the needs of Care Leavers are clearly articulated in ESCC Employability and Skills Strategy.</p> <p>iii) Develop an internal process which matches Care Leavers to a full range of work experience within the County Council.</p>	Teresa Lavelle-Hill/Louise Carter	<p>2014</p> <p>June 2014</p> <p>June 2014</p>	<p>(Council Plan - CSD)</p> <p>Provide job interview guarantees to People on ESCC programmes for Care Leavers, people with learning disabilities and other vulnerable groups (Portfolio Plan – Communities, Economy and Transport [CET])</p> <p>Number of Pathways to Employment scheme placements for Care Leavers, people with learning disabilities and other vulnerable groups (Council Plan - CET)</p>	<p>The Virtual School and Head of Service for Looked after Children has ensured that targets for employability opportunities have been identified in the ESCC Employability and Skills strategy.</p> <p>A clear process for setting up and matching care leavers to work experience and apprenticeships across the council has been agreed with Personnel. A rolling programme of support to care leavers with the application process and interview preparation is also in place. Asylum seekers are routinely referred and included in this work.</p> <p>Examples of ongoing support as follows:</p> <ul style="list-style-type: none"> • YES offer support up to 21, • ISEND assessment and planning/EHCP post 16 processes, • the Virtual School has embedded a 16+ caseworker in the Care Leaver service which also links with transitions, the pupil premium 	
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October 2015 Progress and Impact Review – ESCC inspection of services for children in need of help and protection, children looked after and care leavers

						<p>funds education related activities</p> <ul style="list-style-type: none"> • Post 16 Education Providers monitor engagement on a termly basis. • ESCC is also now part of a national network focussing on the education of Care Leavers 	
7.	<p>Ensure that all Care Leavers receive appropriate independence training to equip them with sufficient skills to help them to live independently.</p>	<p>i) With input from the Care Leavers reference group, develop and deliver a specific independence training programme for Care Leavers.</p>	<p>Sally Carnie/ Teresa Lavelle-Hill</p>	<p>Jan 2015</p>	<p>Audit of Pathway Plans</p> <p>Feedback from the Care Leavers User Group</p>	<p>Independence training will continue to be offered via foster carers and supported lodgings providers to ensure care leavers develop independence skills whilst in placement. Care Leavers staff deliver core training to foster carers and supported lodgings providers.</p> <p>East Sussex children’s group homes continue to work with young people to develop independence skills</p> <p>Personal advisers will utilise Targeted Youth Support facilities across the county to deliver independence skills training. Life Skills groupwork has been accredited by AQA and will be rolled out via groupwork and/or individually.</p>	

Indicator ref	Performance Measure	2014/15 Outturn	2015/16 Target	Q2 Outturn	Q2 Commentary	Q2 RAG
PP16	The percentage of Care Leavers who go on to university	7.7%	8%	22% (24/107)	<p>22% (24/107 18+ care leavers) are attending University</p> <p>Four young people have started university, 13 young people have returned for year 2, and, six young people have returned for year 3.</p> <p>One young person has returned to do an MA, having achieved a 2:1</p>	G
PP17	The number of Care Leavers who take up an apprenticeship	New measure	10	One	One young person is currently on an apprenticeship. Nine young people are actively seeking apprenticeships with one that went on the work readiness programme to seek an East Sussex County Council opportunity.	A
CP07	Proportion of LAC achieving five or more A*-C GCSE's including English and maths	Ac Year 2013/14: 12.5% National average: 12.0%	Ac Year 14/15 Equal to or above the national average for LAC	Ac Year 2014/15: 8.9% (4/45) against National 2013/14 12.0%	<p>There were 45 children who had been in continuous care for the 12 months ending on 31st March 2015 who finished Year 11 last summer. 40 children have special educational needs (89% of the cohort) and 26 of these (58%) have statements or EHC plans. This is higher than looked after children in England generally at Key Stage 4 where the percentages are 55% and 23% respectively. Educationally this is our most challenging cohort by far.</p> <p>Of the 45 children 33 are educated in East Sussex maintained schools or Academies and 12 are educated outside of East Sussex (6 of these in Special Schools) In total 15 (33%) are educated in Special Schools.</p> <p>8.9%(4) of children achieved 5+ A*-C including English and Maths</p>	Appendix 2 R

					2 of the 4 YP had statements one had achieved L3 at KS2. 5 children achieved a C grade in English or maths.	
CP08	The percentage of LAC participating in education, training, or employment with training at academic age 16 (Year 12)	80%	84%	91% (41/45)	<p>91% (41/45) of this cohort are currently participating in education, training or employment with training.</p> <p>The cohort of year 12 students that we will be monitoring this year is made up of 45 young people, 25 of whom have statements of SEND. There is also an additional Year 12 student who is remaining in Year 11, this student also has a statement of SEND.</p> <p>Of the students with statements, five are in special provision, one is doing A Levels, 14 are doing supported learning within an FE setting, two are seeking traineeships and working with YES, one is receiving education in a secure setting with a place in FE on exit, and two are enrolled with training providers.</p> <p>Of the remaining students, two have enrolled on to level 3 programmes either at school sixth form or at FE, one is attending Military Preparation College, one is working with YES with an expectation that they will enrol on a traineeship in November and four are enrolled on courses at FE. The others have places doing a variety of vocational courses at FE.</p> <p>Four of the students achieved C's and above in GCSE English and maths, all other students will be continuing with English and or maths as part of their courses, this will either be GCSE or functional skills. This will be a challenge for some of the students.</p>	G

CP09	The percentage of LAC participating in education, training, or employment with training at academic age 17 (Year 13)	69%	70%	76% (38/50)	<p>76% (38/50) of this cohort are currently participating in education, training or employment with training.</p> <p>There are 50 Year 13 LAC/careleavers who moved on to post 16 provision in September 2014. 22 have statements of SEND.</p> <p>Of the 12 young people who are NEET, four have statements and are engaged in available support. Three are seeking apprenticeships (two have interviews lined up, one has an interview with Workingrite*), three are working with YES to consider available options, one is unwell and one girl has recently become a parent.</p> <p>Of those in education, two young people are doing A levels and looking at university applications, while three others are doing L3 learning. One is doing A levels but has changed settings and is repeating the year. The remaining students are engaged in FE provision, employed with training or doing Princes Trust</p> <p>* Working rite are a provider for 16-19 year olds, they individually match young people to local businesses for work placements lasting up to six months. Trainees learn in a proper workplace, receive one-to-one mentoring, earn a weekly allowance and are given the chance to prove themselves in the real world of work.</p>	G
SMT16	Percentage of LAC making three levels or more of progress between KS2 and KS4 in English	Ac Year 2013/14 23% against National 2013/14 of 34.5%	Ac Year 14/15 Equal to or above the national average for LAC	Ac Year 2014/15 31.4% against National 2013/14 of 34.5%	<p>There were 45 children who had been in continuous care for the 12 months ending on 31st March 2015 who finished Year 11 last summer. 40 children have special educational needs (89% of the cohort) and 26 of these (58%) have statements or EHC plans. This is higher than looked after children in England generally at Key Stage 4 where the percentages are 55% and 23% respectively. Educationally this is our most challenging cohort by far.</p> <p>Of the 45 children, 33 are educated in East Sussex maintained</p>	R

					<p>schools or Academies and 12 are educated outside of East Sussex (6 of these in Special Schools) In total 15 (33%) are educated in Special Schools.</p> <p>The Expected Progress percentages are provisional – the “official” DfE published cohort is difficult to determine at this stage – it excludes those children for whom there is no Key Stage 2 test results (3 children have teacher assessment only in English and 4, teacher assessment only in Maths) and six children attend non maintained (private) special school which can be excluded from any progress calculations. The majority of children who have not made “expected Progress” were working at “W” at the end of KS2 – that is they were deemed to be “working towards” a national curriculum level or were working on P scales. Most of these children did not sit GCSEs but (appropriately) took entrance level exams or undertook other forms of assessment.</p>	
SMT17	Percentage of LAC making three levels or more of progress between KS2 and KS4 in Maths	<p>Ac Year 2013/14 26.5% against National 2013/14 of 26.3%</p>	<p>Ac Year 14/15 Equal to or above the national average for LAC</p>	<p>Ac Year 2014/15 30.6% against National 2013/14 of 26.3%</p>	<p>There were 45 children who had been in continuous care for the 12 months ending on 31st March 2015 who finished Year 11 last summer. 40 children have special educational needs (89% of the cohort) and 26 of these (58%) have statements or EHC plans. This is higher than looked after children in England generally at Key Stage 4 where the percentages are 55% and 23% respectively. Educationally this is our most challenging cohort by far.</p> <p>Of the 45 children 33 are educated in East Sussex maintained schools or Academies and 12 are educated outside East Sussex (6 of these in Special Schools) In total 15 (33%) are educated in Special Schools.</p> <p>The Expected Progress percentages are provisional – the “official” DfE published cohort is difficult to determine at this stage – it excludes those children for whom there is no Key Stage 2 test results (3 children have teacher assessment only in English</p>	G

					and 4, teacher assessment only in Maths) and six children attend non maintained (private) special school which can be excluded from any progress calculations. The majority of children who have not made “expected Progress” were working at “W” at the end of KS2 – that is they were deemed to be “working towards” a national curriculum level or were working on P scales. Most of these children did not sit GCSEs but (appropriately) took entrance level exams or undertook other forms of assessment.	
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Report to: Children's Services Scrutiny Committee

Date of meeting: 23 November 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

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.

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 presentation to Cabinet on 15 October 2014, with publication of the report and action plan, including recommendations for action, on 21 October 2014. A report on the progress against the action plan was presented to the Children's Services Scrutiny Committee on 15 June 2015. This report has been produced following the committees request for a six monthly update.

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

2. Supporting information

2.1 Throughout the Action Plan the progress summaries provide a clear indication that the targets agreed with the Scrutiny Review Board have been met or exceeded within the proposed time scales. In some cases, as in the 2015 outcomes for the Early Years Foundation Stage, the target has been significantly exceeded. East Sussex made the 3rd best improvement since last year of all our statistical neighbours in both the Good Level of Development (GLD) and the Average point score (APS) (74.3% GLD compared to the national average of 66.3%)

2.2 OfSTED inspection outcomes for the EYFS in schools has a separate judgement and of 35 schools inspected 4 achieved outstanding, 27 achieved good and only 4 received requires improvement. OfSTED inspection outcomes across all EYFS settings, including childminders, are also now above the published national average with 87.8% good or better. The percentage judged as outstanding increased from 17% in June 2014 to 21.3% in October 2015.

2.3 East Sussex has been recognised by the Secretary of State for Education as one of only 44 local authorities achieving 70-79% take-up of funded early learning places for two year olds, the national average was 63%, placing us 39th out of 152.

2.4 The Phase 1 Village schools are now demonstrating initial impact into Key Stage 1, with improvements from 2013 to 2015 consistently above East Sussex average for 2B+ in all areas.

3. Conclusion and reasons for recommendations

3.1 The Committee are asked 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

LOCAL MEMBERS

All

BACKGROUND DOCUMENTS

None

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

SUMMARY OF PROGRESS October 2015

SCRUTINY RECOMMENDATION		DIRECTOR'S RESPONSE AND ACTION PLAN	TIMESCALE
	Home learning & Children's Centres		
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"> 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 & 10). b) Co-ordinating work to support families to ensure school readiness and language development needs are being met (children's centres KPI 1 & 5). c) Making child development progress and language development checkers available to all parents/carers. 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). <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>	

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

SUMMARY OF PROGRESS October 2015

SCRUTINY RECOMMENDATION

DIRECTOR'S RESPONSE AND ACTION PLAN

TIMESCALE

support.

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.

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.

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.

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

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

SUMMARY OF PROGRESS October 2015

SCRUTINY RECOMMENDATION	DIRECTOR'S RESPONSE AND ACTION PLAN	TIMESCALE	
		<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>	

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

SUMMARY OF PROGRESS October 2015

SCRUTINY RECOMMENDATION	DIRECTOR'S RESPONSE AND ACTION PLAN	TIMESCALE
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R1 & 2	<p>Summary of Progress Update May 2015</p> <ul style="list-style-type: none"> 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. 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. <p>Summary of Progress Update October 2015</p> <ul style="list-style-type: none"> Children's Centres started a detailed re-structure consultation on 1 October 2015 focusing on the requirement for significant savings over the next three years, the future priorities for delivery of children's centre services and the integration with health visiting responsibilities. The outcomes will be implemented from 1 April 2016. The Integrated Progress Review pilot has produced recommendations agreed by health and children's services through the 0-5 Commissioning Group for East Sussex. This highly successful project has required Health Visitors and early education providers to agree new ways of working when assessing children's developmental progress. The roll out of the pilot will lead to improved working across the county and better opportunities to improve outcomes for children. 	
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CHILDREN'S SERVICES SCRUTINY REVIEW OF EARLY YEARS ATTAINMENT – ACTION PLAN

SUMMARY OF PROGRESS October 2015

SCRUTINY RECOMMENDATION		DIRECTOR'S RESPONSE AND ACTION PLAN	TIMESCALE
	Information for parents and carers		
R3	<p>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>Actions:</p> <ul style="list-style-type: none"> • 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. • Improve the quality of information provided on the website. 	<p>March 2015</p> <p>November 2014</p>

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

SUMMARY OF PROGRESS October 2015

SCRUTINY RECOMMENDATION	DIRECTOR'S RESPONSE AND ACTION PLAN	TIMESCALE
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R3	<p>Summary of Progress May 2015</p> <ul style="list-style-type: none"> We have improved the information provided on ESCIS (community information directory), as it now includes direct links to all OFSTED reports and ratings 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. 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. 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. <p>Summary of Progress Update October 2015</p> <ul style="list-style-type: none"> Children's Services Digital Advice and Guidance Project is working on improvements across all areas of communication. This approach includes 'Client Insight Testing'. East Sussex has received a letter from Sam Gyimah MP, the Parliamentary Under-Secretary of State for Education, recognising us as one of only 44 local authorities achieving 70-79% take-up of funded early learning places for two year olds. This is a fantastic achievement given that the average take up within our statistical neighbours was 68% placing East Sussex third out of 11. For the South East Region it was 64% placing East Sussex fourth out of 19. Nationally, the average take up was 63%, placing us 39th out of 152. The letter recognised this above average take-up and the continuing dedication to raise the standards for children from the most disadvantaged backgrounds and to give them the crucial support that they need in order to do well at school and beyond. Current take up for 2 Year Old funding in East Sussex is 82% To secure the best possible environments for the very youngest children in East Sussex. We have supported the opening of more than 1,000 new early learning places for 2-year-old children in pre-schools and nurseries rated by Ofsted to be Good or Outstanding. 	
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CHILDREN'S SERVICES SCRUTINY REVIEW OF EARLY YEARS ATTAINMENT – ACTION PLAN

SUMMARY OF PROGRESS October 2015

SCRUTINY RECOMMENDATION	DIRECTOR'S RESPONSE AND ACTION PLAN	TIMESCALE
<p>Transitions, assessment and the quality of early years teaching practice</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> <ul style="list-style-type: none"> a) The Early Years 'Village' and quality across the foundation stage (QUAFS) projects are extended to all primary schools by September 2016. 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 Early Years Team). c) Pre-school providers should be included in primary school alliances to facilitate the spreading of best practice across all settings. d) ESCC should take opportunities to promote pre-school provision co-located with primary schools, which could be private, voluntary or maintained provision. 	<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>Actions:</p> <ul style="list-style-type: none"> • 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. • Work with a group of identified headteachers to develop strategically placed Early Years Hubs across the county • Monitor the impact of the model to strengthen Early Years and KS1 outcomes by collecting progress data and feedback. • Work with Capital Project colleagues to ensure that all new building projects related to expansion of places include pre-school provision. 	<p>October 2014</p> <p>October 2014</p> <p>January and April 2015 data collection points and end of Key Stage outcomes July 2015</p> <p>As opportunities arise</p>

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

SUMMARY OF PROGRESS October 2015

SCRUTINY RECOMMENDATION	DIRECTOR'S RESPONSE AND ACTION PLAN	TIMESCALE
	<p>Outcome measures:</p> <ul style="list-style-type: none"> • Number of schools and settings engaged in Village Project increased by 50%. • In Year progress data and end of Key Stage data shows at least a 5% increase from previous year. 	<p>September 2016 July 2014</p>
R4	<p>Summary of Progress May 2015</p> <ul style="list-style-type: none"> • 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. • 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. • EYFS Profile outcomes from Village projects in 2014 showed: <ul style="list-style-type: none"> ○ GLD Village schools average 30.2% improvement ○ GLD East Sussex average of 22.5% improvement. <p>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.</p> • 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). • 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 	

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

SUMMARY OF PROGRESS October 2015

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- sustainable model of improved provision, which will ultimately have an impact on children's future education opportunities.
- 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).
 - 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.

Summary of Progress Updated October 2015

- **The EYFS lead head teachers group established in October 2014 is now being re-launched in order to create Early Years Excellence Hubs across the county. This will build upon the learning from the pilots with 10 schools introduce in 2014 and makes direct links into the work of the Education Improvement Partnerships. This re-launch will take account of some changes in leadership within some of the schools leading on the development of Early Years Excellence Hubs.**
- **The Village approach to providing seamless Early Years Foundation Stage continues to be a strategy supported by more head teachers and governors. The EYFS Profile outcomes for 2015 consistently demonstrate the impact of this approach.**
- **EYFS Profile outcomes from Village projects in 2015 showed:**
 - **GLD Village schools an additional average 10.% improvement from 2014**
 - **GLD East Sussex schools an additional average of 8.4% improvement from 2014.**
- **Village schools from Phase 1 are now showing initial sustainable impact with the average improvements from 2013 to 2015 consistently above East Sussex average for 2B+ in all areas in Key Stage 1.**
- **The capital funding has been used to secure the best possible environments for the very youngest children in East Sussex we have**

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	<p>supported the opening of more than 1,000 new early learning places for 2-year-old children in pre-schools and nurseries rated by Ofsted to be Good or Outstanding.</p> <ul style="list-style-type: none"> A further 11 schools have lowered their age range to include nursery age children, of these 7 have included expansion to include places for two year olds. 		
	<p>Quality of Early Years Provision</p>		
R5	<p>Evidence suggests that attending good quality early years provision leads to higher levels of attainment. However, not all provision in 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 & language development and mathematics development.</p> <p>c) Primary schools consider including an early years specialist as</p>	<p>The CSD recognises the significance of high quality early years provision in securing the best outcomes for children 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>Actions: 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>Outcome measure:</p> <ul style="list-style-type: none"> New enhanced and intensive support protocols agreed and communicated to settings. Increase in the number of settings improving OfSTED grading on re-inspection. <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</p>	<p>October 2014 Termly review - December 14 - March 2015 - July 2015</p>

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<p>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>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 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>Actions:</p> <ul style="list-style-type: none"> • commissioning of specialist training in Early Years speech, language and communication to accelerate improvement in targeted schools and settings; • Provision of EYFS CPD training programme to increase the focus on writing in Reception and early mathematics; • Identifying schools and pre-schools where improved outcomes are required; • Provision of ELKLAN training to identified schools and pre-schools. • Ensuring that all schools report in-year 'progress towards targets' attainment data for writing and mathematics. • Ensuring that schools participating in targeted programmes provide entry and exit data, as well as ongoing data throughout the programme. 	<p>Termly September 2014 Term 2 2014 and Term 4 2015</p> <p>Term 1 2014 to Term 4 2015 (according to programme)</p>

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	Outcome measures Increased levels of attainment across all aspects of language and communication and mathematics evident in end of year assessment, which are above national averages.	
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<p>R5 Summary of Progress May 2015</p> <ul style="list-style-type: none"> • The success of the first ELKLAN training project for 2013/14 has led to further targetted delivery in 2014/15. Schools were targetted 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. EYFSP Percentage points increase 2013-14. <table style="margin-left: 40px; border-collapse: collapse;"> <tr> <td></td> <td align="center">GLD</td> <td align="center">C&L</td> <td align="center">Literacy</td> </tr> <tr> <td>ELKLAN</td> <td align="center">36.12</td> <td align="center">27.39</td> <td align="center">29.13</td> </tr> <tr> <td>East Sussex</td> <td align="center">22.9</td> <td align="center">13.7</td> <td align="center">15.9</td> </tr> </table> <ul style="list-style-type: none"> • 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. • 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. • The 2014 EYFSP outcomes across all aspects of language and communication and mathematics were above the national averages: <table style="margin-left: 40px; border-collapse: collapse;"> <tr> <td></td> <td align="center">C&L</td> <td align="center">Literacy</td> <td align="center">Maths</td> </tr> <tr> <td>National</td> <td align="center">77%</td> <td align="center">66%</td> <td align="center">72%</td> </tr> <tr> <td>East Sussex</td> <td align="center">83%</td> <td align="center">69%</td> <td align="center">77%</td> </tr> </table>		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%		
	GLD	C&L	Literacy																							
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- 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.

Summary of Progress Updated October 2015

- **The 2015 EYFSP outcomes across all aspects of language and communication and mathematics were above the national averages: The percentage of children achieving a good level of development (GLD) in East Sussex in 2015 was 74.3%. East Sussex was 1st among our statistical neighbours and above the England figure by 8 percentage points. East Sussex was highest among our geographical neighbours.**

East Sussex pupils achieved 36.7 average total points score (APS), which is above the figure for England of 34.3 points. 34 points is the equivalent of children achieving the expected level across all early learning goals. East Sussex was 1st among our statistical neighbours and our geographical neighbours.

East Sussex made the 3rd best improvement since last year of all of our statistical neighbours and 2nd best amongst our geographical neighbours in both GLD. East Sussex made the best improvement since last year of all of our statistical neighbours and 2nd best amongst our geographical neighbours in APS,

In East Sussex girls achieved higher scores than boys in both Good Level of Development percentage and in Average Total Points score. Girls achieved 82.3% and boys 66.6% in GLD, with girls achieving 38.2 against boys 35.4 in APS.

The breakdown of results into Areas of Learning shows East Sussex better than England in all areas.

In East Sussex 76.5% of pupils achieved the expected level in Literacy against the National level of 70.1%.

East Sussex was 2nd or joint 2nd among our statistical neighbours in all areas, except 3rd in Mathematics and 4th in Understanding the World. Among our geographical neighbours,

East Sussex was 1st in Physical Development, Personal and Emotional development, Communication and Language, and Expressive Arts.

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SCRUTINY RECOMMENDATION	DIRECTOR'S RESPONSE AND ACTION PLAN	TIMESCALE	
<p>East Sussex was 2nd in both Literacy and Understanding the World, and 3rd in Mathematics.</p>			
<ul style="list-style-type: none"> • OfSTED inspection outcomes for the EYFS in schools now have a separate judgement and of 35 schools inspected 4 achieved an Outstanding judgement, 27 achieved good and only 4 received a requires improvement. 			
<p>Qualifications and Training</p>			
<p>R6</p>	<p>Evidence highlights the role that highly qualified early years practitioners have in improving attainment. The review board believe that ESSC 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>The CSD endorses this view and welcomes the 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>Actions:</p> <ul style="list-style-type: none"> • Commission leadership and management support/training for voluntary management committees and owners in Early Years settings; • Commission induction/training for new early years leaders, managers and owners; • Investigate the possibility of part funding the costs of additional accredited training for EYFS staff. <p>Outcome measures:</p> <ul style="list-style-type: none"> • Increased number of EYFS settings with highly qualified staff. • More staff accessing courses for higher level qualifications. 	<p>Autumn 2014 Spring 2015</p>

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

SUMMARY OF PROGRESS October 2015

SCRUTINY RECOMMENDATION	DIRECTOR'S RESPONSE AND ACTION PLAN	TIMESCALE
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<p>R6 Summary of Progress May 2015</p> <ul style="list-style-type: none"> • 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) • 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`. • A 2-day programme is being delivered by Tribal for schools to enhance the monitoring and evaluation skills of Early Years Leaders using the Ofsted Inspection framework in Summer 2015 and Autumn 2015. • 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. - 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%. <p>Summary of Progress Updated October 2015</p> <ul style="list-style-type: none"> • OfSTED delivering seminars in Autumn 2015 and Spring 2016 for `Requires Improvement` childminders on `Getting to Good` • OfSTED inspection outcomes at the end of October 2015 for all Early Years settings show 85% judged by OfSTED as Good or better which is now above the published national average. Pre-Schools and nurseries show 87.8% Good or better with the % judged as outstanding increased from 17% in June 2014 to 21.3% in October 2015 <p>There will not be any assessment of impact from the qualifications bursary until 2017 although these settings are being monitored.</p>			
Funding			
R7	<p>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</p>	<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>	

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

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<p>improve attainment at Key Stage 1 & 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"> • transformative measures to raise staff qualification levels in all settings; • training for early years educator level 3 qualifications; • delivery of more quality across the foundation stage and early years village projects and; • the establishment of peer to peer quality improvement networks so that all providers are included within a network of providers. <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>Actions: Prepare paper to present to Schools' Forum on projected costs involved in:</p> <ul style="list-style-type: none"> • facilitating training for early years practitioners to acquire higher qualifications; • supporting expansion of the Village Project to all schools and settings in East Sussex; • establishing peer to peer quality improvement networks; • revising the funding formula for pre-school providers so that they are able to employ more qualified staff; • adjusting the level of funding per child so that it more fairly reflects the needs of the children in East Sussex. 	<p>November 2014</p>
R7	Summary of Progress May 2015	

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- 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.
- 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.
- 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 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.

Summary of Progress Updated October 2015

The introduction of the Early Years Pupil Premium from April 2015 has begun to focus on early intervention within pre-schools. Although significantly less than Pupil Premium for Schools at only 0.57p per hour for each eligible child aged 3 & 4 years. This is a welcome addition to the funding provided alongside early years education entitlement funding.

The provision of additional resources from schools forum for the most vulnerable 2 year olds has enabled eligible children known to Social Care to receive additional resources for use in pre-schools and schools providing for two year olds. Settings have been able to use this funding to attend case conferences, release staff for specialist LSCB safeguarding training and extend their work with parents.

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Report to: Children's Services Scrutiny Committee

Date of meeting: 23 November 2015

By: Chair of the Review Board

Title: Scrutiny Review of Raising the Participation Age (RPA)

Purpose: To present the outcomes of the scrutiny review and make recommendations.

RECOMMENDATION:

The Committee to consider the report of the Review Board and make recommendations to Cabinet for comment, and County Council for approval.

1. Background

1.1 The Children's Services Scrutiny Committee established the scrutiny review of Raising the Participation Age (RPA) to examine whether East Sussex County Council (ESCC) is meeting its statutory duties and to identify whether any improvements can be made to increase participation in education, employment or training.

1.2 The aim of raising the participation age (RPA) is to ensure that young people remain positively engaged with education, employment or training until at least the age of 18, offering the best possible opportunity of developing the skills that will enable them to pursue successful careers.

2. Supporting information

2.1 The members of the Review Board are Nicola Boutler (Chair), Councillors Kim Forward, Roy Galley, and Francis Whetstone. Catherine Platten also took part in the early stages of the review.

2.2 The attached report (appendix 1) contains the findings and recommendations of the Review Board. An evidence pack of supporting documentation is available on request from the contact officer.

2.3 The Committee is recommended to receive the Review Board's report for submission to Cabinet and County Council on 26 January 2016 and 9 February 2016 respectively.

3. Conclusion and reasons for recommendation.

3.1 The Committee is requested to consider and endorse the report of the Review Board for submission to Cabinet and Full Council.

NICOLA BOULTER
Chair of the Review Board

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LOCAL MEMBERS: All.

BACKGROUND DOCUMENTS: None.

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Scrutiny review of raising the participation age.

Report by the Review Board

of the Children's Services Scrutiny Committee

Nicola Boulter (Parent Governor Representative and Chair)

Councillor Kim Forward

Councillor Roy Galley

Councillor Francis Whetstone

November 2015

Children's Services Scrutiny Committee – 23 November 2015

Cabinet – 26 January 2016

Full Council – 9 February 2016



Report of the scrutiny review of raising the participation age

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Recommendations		Page
	Careers Advice	
1	All East Sussex schools should attain the Investors in Careers (IIC) standard for careers advice services, or an equivalent alternative, to demonstrate to Ofsted and ESCC that they operate careers advice to the standard required by the Department for Education (DfE) statutory guidance.	12
2	The Education Improvement Partnership Executive Committee should survey East Sussex schools to identify and disseminate examples of best practice for careers education, information, advice and guidance (CEIAG) and in particular for the provision of work experience.	12
3	All schools should appoint a Governor as careers advice champion.	12
4	All year 10 pupils should be offered work experience placements in conjunction with local employers.	12
	Vulnerable Groups	
5	Schools, ESCC and its partners examine ways to support the 'next most at risk' young people who may not meet the official vulnerability criteria e.g. by expanding services in schools, subject to funding.	16
6	ESCC and its partners explore how mental health awareness and support services to vulnerable young people in schools and colleges could be enhanced.	16
7	Post 16 providers and ESCC take into account the difficulty some young people, from the northern and western parts of the county, experience in paying for travel to access suitable post 16 provision when targeting travel support.	16
	Meeting Employers' Needs	
8	Commend the idea of an Employability Passport and encourage its swift development. Work should be undertaken where possible to make the Employability Passport regionally and nationally accepted and recognised.	21
9	Promote a single point of contact for businesses eager to be involved in work experience opportunities possibly through the new Enterprise Advisor Co-ordinator post or expansion of the ESCC work experience service.	21
10	The Standards and Learning Effectiveness Service (SLES) be requested to seek to match the demand and supply of traineeships to identify whether current provision can be expanded, and together with partners, seek to moderate the high expectations of employers regarding apprenticeships.	21
11	Actively encourage the extension of the provision of Careers Fairs (including apprenticeships), following an evaluation of the Sussex Chambers events, to create a network of Careers Fairs to serve all schools across the County.	21

12	Seek longer term funding for the Skills East Sussex Enterprise Advisor project, upon successful completion of the pilot scheme.	21
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Overview

1. Recent years have seen a significant national focus on improving education, training and skills for young people. The Education & Skills Act 2008 introduced a requirement for all young people to participate in education or training until the age of 18 thereby “raising the participation age” ‘RPA’. The aim of the Act was to ensure that all young people have an opportunity to develop the skills they require to succeed in their chosen career path, and to minimise the number of 16-24 year olds who become ‘NEET’: not in education, employment or training.
2. The Children’s Services Scrutiny Committee established this scrutiny review to examine whether East Sussex County Council (ESCC) is meeting its statutory duties under the Education and Skills Act and to identify whether any improvements can be made to increase participation. The aim of raising the participation age (RPA) is to ensure that young people remain positively engaged with education or training until at least the age of 18, offering the best possible opportunity of developing the skills that will enable them to pursue successful careers.
3. East Sussex County Council (ESCC) has several statutory duties in relation to RPA and post-16 education and training. These include:
 - Promoting participation
 - Securing sufficient suitable education and training places for 16 – 18 year olds
 - Undertaking tracking of the participation status of all 16 and 17 year olds (and reporting this monthly to DfE)
 - Providing support to young people who are at risk of becoming NEET or who have become NEET
4. ESCC is held accountable by Ofsted for the performance of itself and other providers in ensuring young people’s participation in education, employment or training. However, ESCC is no longer directly responsible for providing general careers advice and guidance services. These have been the responsibility of schools and of Further Education (FE) colleges since 2011. These organisations work closely with, but are independent of, ESCC.
5. The responsibility for careers information advice & guidance (CEIAG) for 14-18 year olds (and subsequently 12-18 year olds) was devolved to schools and colleges in 2011. The Department for Education (DfE) published revised statutory guidance to schools, sixth form colleges and FE colleges in 2014, in response to concerns about the poor quality of careers provision. This followed an Ofsted report on careers guidance in schools.
6. ESCC has retained responsibility for providing specific careers information advice & guidance (CEIAG) to those young people at risk of becoming NEET (also referred to as vulnerable groups of learners) and to support and re-engage those who have become NEET. ESCC commissions the Medway Youth Trust, who are a registered charity, to provide these services via the Youth Employability Service (‘YES’).

7. Raising the participation age (RPA) is a very broad area of work, and it would not be possible for a scrutiny review to examine all the work that is taking place. Consequently, the Board decided that, in addition to asking the general high-level question of how far services were succeeding, it would pursue four specific key lines of enquiry. These were:
- **Careers Advice.** Investigate the quality and consistency of careers education information advice and guidance (CEIAG) provided by schools, further education colleges and school sixth forms. In particular, examine the impact of CEIAG and young people's views about its quality from year 8 (ages 12 to 13) to year 13 (ages 17-18).
 - **Data.** Examine how well ESCC collects information on the participation status of young people (tracking and destination data) to see how this may improve participation. Looking at measures to reduce the number of young people whose status is "Not known"; ensuring quality data and examining data sharing issues.
 - **Vulnerable Groups.** Review the help and support for vulnerable groups and examine the impact of services to re-engage and support them.
 - **Meeting Employers' Needs.** Investigate whether young people's skills meet employers' needs; are young people's aspirations matched with education, training and employment opportunities?
8. The Board is mindful of the financial constraints that ESCC and its partners face. In the formulation of its recommendations, the Board has endeavoured to ensure they are capable of implementation within existing resources, or by securing external funding. However, where necessary additional resources may need to be found.

1. Encouraging Participation

9. East Sussex performs better than the national and regional averages in terms of encouraging participation in education, employment and training for 16-18 year olds. Both the number of 16-17 year olds and the number of 17-18 year olds participating are higher than the national and regional averages. For example, performance in November 2014 showed:

16 year olds Meeting the Duty to Participate		
ESCC 95.7%	SE average 84%	England average 88.6%.
17 year olds Meeting the Duty to Participate		
ESCC 85.7%	SE average 76.9%	England average 80.6%.
Participation Status Not Known (at 16)		
ESCC 0.9%	SE average 11.7%	England average 8.6%.
Participation Status Not Known (at 17)		
ESCC 6.1%	SE average 15.6%	England average 13.1%.

(RPA dashboard information November 2014)

The latest figures (May 2015) show:

16 year olds Meeting the Duty to Participate		
ESCC 95.4%	SE average 93.2%	England average 94%
17 year olds Meeting the Duty to Participate		
ESCC 87.4%	SE average 84.1%	England average 86.8%
Participation Status Not Known (at 16):		
ESCC 0.8%	SE average 3.3%	England average 2.4%
Participation Status Not Known (at 17):		
ESCC 0.8%	SE average 7.5%	England average 5.66%

(RPA dashboard May 2015.

<https://czone.eastsussex.gov.uk/supportingchildren/eet/post-16learning/Pages/neet.aspx>)

10. The number of young people who are NEET is consequently low in comparison with regional and national averages. ESCC also has good information about the majority of young people who are NEET and low numbers of young people whose status is unknown. This level of data collection means that ESCC knows the participation status of the majority of young people, which is consistent with a high performing service.

11. ESCC and its partners are performing well in terms of the Government's 'September Guarantee' that school leavers must be offered a place on a further education course, an apprenticeship or some other suitable training provision. ESCC is also meeting its own internal targets as set out in the ESCC Portfolio Plan.
12. This indicates that the system is working well in relation to 16 and 17 year olds which was echoed by Ofsted in its recent inspection of ESCC services. Ofsted did express some reservations about the offer for 18 year olds which were "*Too few older students attain Level 3 qualifications; the proportion of 18 year olds moving on successfully to education, training or employment is too low*". Concerns around this older cohort are being addressed by an action plan agreed by ESCC's Cabinet on 16 September 2014.
13. ESCC is meeting its statutory duties to promote participation in education, training and employment, and to identify and support young people who are not participating. Our overall performance is currently good, although as with all council services it is important to recognise that the need to make improvements alongside further efficiencies in coming years means that maintaining current service levels will present a challenge.

2. Careers Advice

Investigate the quality and consistency of careers education information advice and guidance (CEIAG) provided by schools, further education colleges and school sixth forms. In particular, examine the impact of CEIAG and young people's views about its quality from year 8 to year 13.

14. Schools and colleges across the county are required to provide good quality and inspirational careers information advice and guidance (CEIAG) to their students by the Education Act 1997 and by the DfE guidance published in April and August 2014. The provision of good quality CEIAG is informed by national and local best practice, and should reflect the evolving needs of local employers.
15. Since ESCC ceased to provide a universal careers service via its Connexions service, schools have had a greater degree of freedom in the way they provide careers advice. East Sussex Schools commission their independent careers advice from range of external providers, who provide independent (one to one) carers guidance for pupils. This has led to variations in the standard to which CEIAG is provided in schools and what is on offer to pupils. Some schools provide a great deal whilst others offer a minimum which could not be considered 'inspirational'.
16. ESCC's Standards & Learning Effectiveness Service (SLES) encourages accreditation for schools under the Investors in Careers standard (IIC) as a way of promoting consistency in the quality of careers provision. ESCC is currently providing funding for accreditation up until July 2016, but funding beyond this point has not been agreed. Accreditation is voluntary and currently not all schools have full IIC accreditation. Once accreditation has been achieved it is re-assessed every three years. The timescale between accreditation assessments means there is a possibility that standards may not be as high as they could be, despite a school having full IIC accreditation. Regularly sharing best practice through School Improvement Partnerships would help address this.
17. The Board investigated the quality and consistency of careers provision by examining the legislation, best practice advice and by talking to staff from the Standards & Learning Effectiveness Team. It visited two schools, the Priory School in Lewes and The Causeway School in Eastbourne to speak to staff and students about careers provision. The Board attended the East Sussex Youth Conference to seek the views of young people on the careers provision they had received and attended a meeting of the Increasing Participation Operational Group to hear the views of ESCC service providers and other partner organisations.

Findings

18. When the Board visited Priory School, Lewes students said that they particularly valued work experience opportunities and school visits from various professionals explaining what their jobs entail. Young people would welcome more opportunities for work experience. Students also emphasised the positive role that parents can play in providing careers advice. CEIAG provision at Priory School is led by a careers department where every child undertakes a recognised qualification in careers and business (GCSE in Business and Enterprise). The Board found the staff passionate about their work to ensure all pupils had a post 16 offer and none were left NEET.
19. The Board also visited The Causeway School, Eastbourne to talk to staff about careers provision. The school has recently commissioned an external careers provider to review its careers provision to ensure that it supports its pupils in the best possible way. Staff at the school are passionate about their work and highlighted the importance of tutor groups to ensure pupils receive the support and careers advice appropriate to their needs. Staff also commented on the positive impact of the support the Youth Employability Service (YES) offer young people when they come into the school and in their wider work to support participation.
20. The Board attended the March 2015 Youth Conference. Young people at the conference told Board members that the provision of careers advice and guidance was not consistent across East Sussex. There were particular concerns that work experience was not being consistently offered across schools in Hastings, and in some schools not at all. More generally work experience was only being offered to students intending to take more vocational subjects. These concerns were echoed by comments from young people who had received support from the YES.
21. Evidence to the Board suggests that careers provision in county schools is inconsistent in the way it is delivered and what is offered to pupils at individual schools varies. Access to work experience is a particular issue. A survey of school websites also showed a wide variation in terms of the career advice, information and activities being offered. Many schools deliver CEIAG as part of the Personal, Social and Health Education (PSHE) and Citizenship curriculum which is taught by a range of staff. Having specialist staff and identifying lead practitioners to co-ordinate CEIAG delivery has the potential to improve provision.
22. The use of a quality standard such as Investors in Careers (IIC) is a pragmatic approach to ensuring consistency in provision across the county where there are many providers and organisations involved in CEIAG. Currently 22 secondary schools and community college schools out of a total of 27 have full IIC accreditation, and 6 out of 9 special schools have full IIC accreditation (a full list of the accreditation status of schools and colleges is contained in the appendix of this report).

23. Achieving IIC accreditation is not mandatory for schools, but it does provide robust evidence of the way in which a school meets the statutory guidance for careers provision. Those schools who believe that they can offer a better approach than that set out in the IIC standard, should be asked to demonstrate that they have an equivalent or superior alternative.
24. There is evidence of good practice and shared careers provision organised at a school level through local Schools Improvement Partnerships. However, it is not clear whether good practice examples are being shared more widely across the county. The existing Education Improvement Partnerships and CEIAG networks are the obvious vehicles to do this, as well as the opportunity to explore whether it makes sense for schools to further pool or share resources to provide specialist support. In other subjects Teaching Schools have been used as a way of spreading best practice, which could be applied to CEIAG.
25. Further Education (FE) colleges employ their own qualified careers advisors, but tend to work in isolation from each other. This may be as a result of the increased competition between colleges for students and the financial pressures the Further Education sector is under. The FE colleges have agreed to work through the established CEIAG network to ensure better links between pre and post 16 CEIAG provision and transition between schools and colleges.
26. It is important that schools treat careers advice and guidance as a high priority. However, the need to achieve consistently higher academic results creates competing demands on the time available in the curriculum, on pupil's time and the demands placed on school resources. Some schools have identified a Governor 'champion' to lead on careers provision. If each school adopts this approach, it would ensure that there is an influential leader pressing the case for high quality careers advice in every county secondary school.
27. The consistent message from young people was that what they valued most from careers services was one-to-one careers advice and high quality work experience opportunities. However, young people and schools reported that many pupils had given up part time work and other outside interests in order to meet the academic work demands of their school courses. This has implications for the employability skills employers are looking for, and supports the proposal develop an Employability Passport for young people (see section 5).
28. Young people who spoke to the Board also stressed the important part that parents can play in offering careers advice. It is important that there is additional support for young people who are unable to rely on this type of parental support. It may be that particular schools can offer examples of best practice in terms of encouraging parental involvement. The YES is considering developing 'parental ambassador' roles, to encourage parents to help other parents to provide this kind of guidance and support. Another possible avenue would be to provide this type of support at Children's Centres.
29. The Board heard evidence from the Youth Employability Service (YES) and its service users about its work to support and re-engage young people. The Board was impressed by the work of YES and the contribution they make. It is evident that their work is having a positive impact on increasing participation levels, and the evidence suggests that the number of young people who are NEET in the county would be much higher without YES services and support.

30. The Board also heard evidence from the Standards & Learning Effectiveness team about the value of starting careers education much earlier in primary school, rather than just before secondary school students choose their GCSE options. This lies outside the remit of this review, which is focused on secondary and post-16 education, but is something that the Board suggests the Children's Services Scrutiny Committee bears in mind when considering the future work programme of the Committee.

Recommendations

- 1) All East Sussex schools should attain the Investors in Careers (IIC) standard for careers advice services, or an equivalent alternative, to demonstrate to Ofsted and ESCC that they operate careers advice to the standard required by the Department for Education (DfE) statutory guidance.**
- 2) The Education Improvement Partnership Executive Committee should survey East Sussex schools to identify and disseminate examples of best practice for careers education, information, advice and guidance (CEIAG) and in particular for the provision of work experience.**
- 3) All schools should appoint a Governor as careers advice champion.**
- 4) All year 10 pupils should be offered work experience placements in conjunction with local employers.**

3. Participation Data Collection

Examine tracking and destination data collection to see how this may improve participation. Looking at measures to reduce the number of young people whose status is “Not known”; ensuring quality data and; examining data sharing issues e.g. obtaining access to HMRC employment data to find out when young people are in employment.

31. ESCC has a statutory responsibility to collect participation data on 16-18 year olds and pass it on to the DfE. Since some groups of young people are more likely than others to disengage from education, employment or training, it is important that local services are able to identify and target support for those at most risk. It is equally important that ESCC and its partners know which initiatives are most effective so that we have a sound evidence base for planning future services.
32. In collecting information about post-16 participation, ESCC starts with a data set of all young people in year 11. The participation status of each of these young people is initially set as ‘unknown’ at the beginning of September and then updated as information comes in from colleges and other education and training providers.
33. ESCC also receives information from Jobcentre Plus on young people known to them who may be claiming benefits or have been referred to national re-engagement schemes. However, there are some problems accessing information on young people who may be in employment or who stopped claiming benefits to move into employment.
34. The Youth Employability Services (YES) provides a commissioned service to support young people back into education, employment or training. Part of the work of YES is to contact those young people whose participation status remains ‘unknown’. This work is carried out by telephone, social media and by using other techniques to see if young people are participating or need support.
35. YES also works with schools, using the Risk of NEET indicator (RONI) assessment tool to identify those considered most at risk of becoming NEET, and then provides targeted support to this group. The Medway Youth Trust have a careers service called “Trust Careers” which schools can buy in to support those young people who are next most at risk.
36. The Department for Education (DfE) publishes destination data for each school and local authority. This details how many pupils went on to higher education (‘A’ levels) further education, apprenticeships, employment without training and those who are NEET. However, the latest published data available is for 2012/13, which is of little use to schools and other providers.

Findings

37. Data collection across East Sussex is good and meets the requirements of the Department for Education (DfE). The current high levels of performance mean that it is unlikely that investing more across the system would significantly improve identification of the relatively low number of 'unknowns' (estimated at 0.8% of the total in May 2015). The number of 'unknowns' is generally more of an issue with 18 and 19 year-olds than with 16-17 year olds who will typically have been assigned a place at college, although some may drop out soon after the start of their courses.
38. However, there may be a case for targeting investment in specific areas where reporting is relatively poor. For example, it may be worth doing more in terms of identifying students who do not fit in the formal categories of vulnerability, but who are in the next most at risk groups (for example those on the GCSE C/D grade boundary).
39. Whilst there are no obvious major improvements to be made to a system that seems to be well run, it is important to bear in mind that coming years will see all council services expected to work more smartly as funding is reduced and re-prioritised. The Standards and Learning Effectiveness Service will therefore need to explore whether it can deliver similar levels of quality more efficiently going forward (e.g. enhanced data sharing with Job Centre Plus and HM revenue and Customs (HMRC) to improve the understanding of the number of young people in work without training).

4. Vulnerable Groups

Review the help and support for vulnerable groups and examine the impact of services to re-engage and support them.

40. Whilst anyone can potentially end up NEET, a disproportionate number of those who become disengaged from education and training are members of 'vulnerable' groups: for example, young people with mental health problems; people with special educational needs or disabilities (SEND); or young people who come from the most deprived backgrounds. Young people with a history of offending are much more likely to become NEET than the average. Looked after children (LAC) are also at greater risk of becoming NEET.
41. There is a good deal of support for young people in these vulnerable groups. For example, ESCC has a project to improve the education of looked after children; and the Youth Offending Team (YOT) has identified participation in education or training as a key objective of its work with young offenders. ESCC's Inclusion Service provides support for young people with SEND and also supports schools to tackle non-attendance and behavioural issues.
42. ESCC's 'Excellence Strategy', which is designed to improve educational attainment across the county, has targets to narrow the gap between the educational performance of students from more deprived backgrounds (e.g. those eligible for free school meals) and others.
43. The Improving Participation Operational Group (IPOG) is a co-ordinating group which brings partners together to work on improving participation across the county. When the Board met with IPOG, they heard that organisations were seeing rising numbers of vulnerable young people requiring support.

Findings

44. There are a number of organisations working to improve participation, both in terms of local initiatives and national programmes. Whilst much of this work is of excellent quality, the number of functionally separate programmes is a worry. There needs to be careful coordination to minimise duplication and ensure that there are no gaps in provision, particularly in terms of integrating national and local initiatives. Services would be easier to coordinate and target if there was more local control of national employability and re-engagement programmes.
45. Many of the initiatives to improve participation are based upon short-term (2-3 year) funding. Practitioners report that this can mean that programmes have little time to bed-in and that it is difficult to measure the longer term impacts of interventions.
46. The Board heard that the cost of travel to college or apprenticeships can present a real barrier for people from disadvantaged backgrounds. This is likely to be particularly so for young people living in the rural areas of East Sussex, given that the majority of training and work placement opportunities are in coastal areas. Proposed changes to the ESCC post-16 Transport Policy may further impact upon participation here.

47. The Review Board visited the Youth Employability Service (YES) at their offices in Eastbourne and spoke to YES Advisors and service users about their work. Anxiety and mental health issues were identified as one of the main barriers to participation and in particular for young people with Autistic Spectrum Disorders. Some young people were so anxious that they would not leave their house or attend college. In general, identity and self-confidence were issues for young people when helping them to participate in education, employment or training.
48. The Board heard that provision of level 1 and level 2 courses is concentrated in the colleges in Eastbourne, Bexhill, Hastings and Plumpton (Level 1 is a basic or Foundation Level course; Level 2 is equivalent to GCSEs or First Diploma Level). There is a lack of provision in the north of the county and in the Newhaven, Seaford, Peacehaven areas of the county. Consequently, young people living in these areas have to travel to access courses and apprenticeships appropriate to their needs. Evidence given to the Board suggests that some young people struggle to afford the travel costs associated with accessing suitable post 16 provision.
49. ESCC is required to provide additional support to groups of young people who are vulnerable to becoming NEET. However, narrowly focusing support on a 'qualifying' group may risk missing out on opportunities to identify and support almost equally vulnerable people. The IPOG told the Board that there is a gap in provision for this group of young people who do not fall into the most vulnerable category. The Youth Employability Service (YES) also reported that their case load increasingly includes young people from this next most vulnerable group, who often self-refer after dropping out of their college course. The expansion of earlier support in schools for this group could tackle this issue, but will require funding from schools or another source.

Recommendations

- 5) Schools, ESCC and its partners examine ways to support the 'next most at risk' young people who may not meet the official vulnerability criteria e.g. by expanding services in schools, subject to funding.**
- 6) ESCC and its partners explore how mental health awareness and support services to vulnerable young people in schools and colleges could be enhanced.**
- 7) Post 16 providers and ESCC take into account the difficulty some young people, from the northern and western parts of the county, experience in paying for travel to access suitable post 16 provision when targeting travel support.**

5. Meeting Employers' Needs

Investigate whether young people's skills meet employers' needs? Are young people's aspirations matched with education, training and employment opportunities?

50. What young people learn at school is intended, in part, to provide them with the skills they require to have successful lives at work. The skills and abilities that young people need to acquire will vary depending on what the local jobs market looks like and what employers want. In the modern work environment of insecure employment and rapid technological advances, young people increasingly need general 'employability' skills rather than job-specific knowledge.
51. The Board met with Martin Searle of the Federation of Small Businesses (FSB), and with Christina Ewbank from the Alliance of Chambers in East Sussex (ACES), to hear what local employers think about careers guidance and the work-readiness of young people in East Sussex. This emphasis on the views of small businesses was deliberate: more than 80% of private sector jobs in East Sussex are with small businesses.
52. The FSB stressed the importance of young people being employable, noting that employers frequently report that this is not currently the case. The FSB's Business Manifesto for 2015-20 emphasises this point, calling for the Government to make it an explicit responsibility for schools. The Manifesto also seeks to establish vocational training as equal to academic pathways, the promotion of establishing and/or working in small businesses as a career option for young people, and the further development of apprenticeships.
53. The Board also heard evidence from employability schemes across the county, as well as learning about ESCC plans to develop an 'Employability Passport', a scheme which will enable young people to gather evidence of their skills and experience to present to potential employers.
54. The FSB told the Board that career paths have radically changed in recent years, with many fewer 'jobs for life', and many more people required to pursue a number of careers during the course of their working lives. This makes careers advice much more complicated than it once was: rather than slotting young people into the most appropriate careers paths, advice is now more about helping people develop a wide range of both job specific and generic 'employability' skills.
55. For the FSB employability training should be embedded in a Business & Enterprise GCSE which would be open to all students. Failing this, career building skills should be a core part of PHSE, with a focus on helping young people develop the skills to manage their careers in a fractured and globalised employment market. An employability passport scheme would help drive the idea of employability as a core skill, and may be the most practical short term option to encourage schools and young people to value and develop employability skills.

Employability Passport

56. The Standards and Learning Effectiveness Service (SLES) and the Economic Development departments of ESCC, in conjunction with Alliance of Chambers in East Sussex (ACES) and the Federation of Small Businesses (FSB), have developed the Employability Passport scheme. This is intended to help school leavers collect and document evidence of the practical skills that they have learnt during their schooling and work experience. This evidence is verified and developed into a portfolio that can be shown to prospective employers.
57. The Board was pleased to learn that the scheme is a co-production with small business representatives, which is bound to increase its credibility with employers. A pilot project has been established with thirteen East Sussex schools. The Employability Passports will be moderated to ensure consistency and the pilot evaluated before seeking funding to expand the scheme.
58. ACES surveyed employers to find out what they need from young people entering the job market. They found that small businesses are generally not significantly concerned that young people have specific academic skills beyond good numeracy, literacy and technological aptitude – most employers are willing to provide job-specific training. However, it is vital that young people show practical intelligence and initiative, have a positive attitude, are resilient and are eager to learn. Schools need to reinforce this message to pupils and so these skills can be developed and evidenced through work to complete the core modules of the Employability Passport.

Employability Projects

59. There are a number of projects teaching work skills across the county. For example, the Hastings Furniture Service provides unemployed young people with work experience, helps with CVs and advises on how to cope with interviews, including offering advice on how to prepare for questions and dress appropriately. Other projects include: People Matter, Hastings Works, the Eastbourne and Hastings Jobs Hub and Band of Brothers.

Work Experience

60. ACES work with a number of young people who have struggled to get a job. It found that around a third of the young people it has provided work experience for, have got a job or have secured an apprenticeship directly through their work experience. ACES presents the benefits of work experience to employers, including inviting young people who have benefited from work experience to talk at Chamber meetings. ACES has found that many employers are willing to offer work experience opportunities, although some employers report struggling to make contact with schools.
61. The Board heard that there are barriers to employers providing work experience. Some employers are concerned about the health & safety, insurance and risk implications of taking on young people. Employers may also struggle in terms of having the capacity to spare staff to induct and supervise people on work experience.

62. The FSB reported that when they had run interview skills workshops, there had been limited take up by schools. It appears that businesses are willing to work with schools, but schools find difficulty in taking up these offers. Wealden District Council and a consortium of Eastbourne based schools currently organise Careers Fairs as a way of promoting links between schools and business. There is room to improve the liaison between employers and schools in order to make the most of firms that are keen to engage in work experience and careers advice.
63. The Board has learned that ESCC has obtained fixed term funding from the Careers and Enterprise Company for a Skills East Sussex Enterprise Advisor project. Under the scheme, a project co-ordinator will work to provide a volunteer Enterprise Advisor from the business community for each school. The co-ordinator will carry out brokerage between schools and businesses with the aim of having one local business per school to promote business links.

Apprenticeships

64. Feedback from employers is that the apprenticeship scheme generally works well. However, small employers report sometimes struggling to find the right people to take on. It is very important for small employers that they correctly identify young people who are keen and able to progress in their chosen placement. While larger businesses may be able to cope with the odd apprentice who is not a good fit for their role, this is much more disruptive for smaller concerns. However, small businesses currently tend to rely on college recommendations for apprentices, and it has been suggested that college assessment and employer experience does not always tally. There is scope for small businesses to be offered additional help or support with the process of identifying apprentices who match their needs.
65. The smaller the business, the more onerous will be the burden of any bureaucracy concerning apprenticeships. The FSB considers that the current apprenticeship system is overly bureaucratic and that this may be deterring some businesses from engaging. It is important that administration burdens are minimal and that support is available.
66. ESCC has led the “You’re Hired” campaign with a range of partners to challenge local employers to take on an apprentice. The idea for the “You’re Hired” campaign was developed through the work of Apprenticeships East Sussex. The campaign has been very successful and has led to the offer of 699 apprenticeship places exceeding their target of 500. To date young people have filled 40% of apprenticeship places.

Findings

67. Understandably, employers seek out and select the most academically gifted applicants for apprenticeships. The Board heard evidence from a number of sources that employer expectations of apprentices are not always met. As a consequence, if nothing is done, less academically able applicants will increasingly struggle to find apprenticeships. Some young people who wanted an apprenticeship needed more help and support with learning basic skills before they could start an apprenticeship. One solution would be to focus on promoting and providing more traineeship schemes.

68. For employers, enthusiasm, initiative and flexibility are vital. Employers want schools to teach young people these skills in the context of employment, and ensure that students understand the value employers place on these types of skill.
69. Work experience is important. Young people who understand what doing a job entails are more likely to secure a job or an apprenticeship. Work experience can have a very specific as well as a general value to employers as it can put them into direct contact with potential employees, and therefore reduce the risk of employing young people who are unknown to them.
70. The Federation of Small Businesses (FSB) stressed the importance of schools offering high quality vocational education and working to ensure that vocational pathways have equal status to academic ones.
71. Employers are often willing to work with schools, but may be discouraged by schools' failure to engage. This will be addressed by the development of the Enterprise Advisor project, where each school has a volunteer business advisor who can act as a link to local businesses. The Board believes that all secondary schools should be actively encouraged to participate in the project and ESCC should seek to secure longer term funding for this initiative.
72. The Board believe that the establishment of Careers Fairs for schools across the county could provide a sustainable and cost effective way of delivering a range of careers education, information, advice and guidance (CEIAG) activities that links local businesses and schools. The Sussex Chamber of Commerce has obtained funding to provide four careers fairs across Sussex in the coming year. This project could be used to develop a model to provide Careers Fairs across the county.

Recommendations

- 8) Commend the idea of an employability passport and encourage its swift development. Work should be undertaken where possible to make the Employability Passport regionally and nationally accepted and recognised.**
- 9) Promote a single point of contact for employers eager to offer work experience opportunities, possibly through the new Enterprise Advisor Co-ordinator post or expansion of the ESCC work experience service.**
- 10) The Standards and Learning Effectiveness Service (SLES) examines the provision of traineeships to identify whether current provision needs to be expanded, and together with partners, addresses the high expectations of employers regarding apprenticeships.**
- 11) Actively encourage the extension of the provision of Careers Fairs (including apprenticeships), following an evaluation of the Sussex Chambers events, to create a network of Careers Fairs to serve all schools across the County.**
- 12) Seek longer term funding for the Skills East Sussex Enterprise Advisor project, upon successful completion of the pilot scheme.**

6. Concluding comments

73. It is apparent that East Sussex offers young people high quality education and training opportunities. This is reflected in our high participation rates and the low numbers of young people who are not in education, employment or training (NEET). This good performance is supported by an effective data recording and analysis system.
74. While everyone involved in these services should feel proud of their work, there are still areas where things could be made even better.
75. This is particularly the case in terms of school careers advice and guidance, where there has inevitably been some fragmentation following the ending of the universal schools service. Schools need to work together here to identify and spread the good practice that some local schools are developing.
76. There is excellent work going on with some of our most vulnerable young people, but here too more could be done particularly in terms of coordinating the many separate strands of work, but also in ensuring that we do not use narrow definitions of vulnerability to exclude people who would benefit from additional support.
77. There is more to be done too in developing good relations between employers and schools, understanding what they need, and ensuring that young people who leave education and training do so with really good employability skills that will help them get jobs and help them begin to develop their careers.

Appendix

Scope and terms of reference

The Scrutiny Committee Review Board has identified a number of lines of inquiry: What can ESCC do to improve participation in education, employment or training?

- Investigate the quality and consistency of careers education information advice and guidance (CEIAG) provided by schools, further education colleges and school sixth forms. In particular, examine the impact of CEIAG and young people's views about its quality from year 8 to year 13.
- Examine tracking and destination data collection to see how this may improve participation. Looking at measures to reduce the number of young people whose status is "Not known"; ensuring quality data and; examining data sharing issues e.g. obtaining access to HMRC employment data to find out when young people are in employment.
- Review the help and support for vulnerable groups and examine the impact of services to re-engage and support them.
- Investigate whether young people's skills meet employers' needs? Are young people's aspirations matched with education, training and employment opportunities?

Review Board Members:

Nicola Boulter, Parent Governor Representative

Councillor Kim Forward

Councillor Roy Galley

Councillor Francis Whetstone

Support to the Board was provided by the following officers:

Fiona Wright, Assistant Director (Education and ISEND)

Elizabeth Funge, Head of Education Improvement

Caroline McKiddie, Partnership Manager: Education, Employment & Training

Jessica Stubbings, Senior Manager: Places and Participations

Caroline Bragg, Partnership Manager: Employability

Witnesses

Martin Searle, (FSB)

Christina Ewbank, (ACES)

Priory School, Lewes

The Causeway School, Eastbourne

Youth Employability Service (YES)

East Sussex Youth Conference

Improving Participation Operational Group (IPOG)

Review Board meeting dates:

23 October 2014 3 December 2014 19 January 2015 24 February 2015
 26 March 2015 7 August 2015 13 October 2015

Visits and attendance at other meetings:

26 February 2015 12 March 2015 23 April 2015 2 October 2015
 14 October 2015

List of evidence papers

Item	Date
Participation of young people in education, employment or training: Statutory guidance for local authorities. DfE.	September 2014.
Transforming 16-19 education and training: the early implementation of 16 to 19 study programmes. Ofsted.	September 2014.
Raising the Participation Age. East Sussex Creating Opportunities Strategy: 16-19 learning 2012 - 2014. ESCC.	2012.
ESCC Corporate Employability and Skills Strategy 2014-2016.	June 2014.
Careers guidance and inspiration in schools: Statutory guidance for governing bodies, school leaders and school staff. Department for Education.	April 2014.
Careers guidance and inspiration in schools: Departmental advice for governing bodies, school leaders and school staff. Department for Education.	April 2014.
Careers guidance and inspiration: Guidance for general further education colleges and sixth form colleges. Department for Business, Innovation and Skills / Department for Education.	August 2014.
Notes from the East Sussex Youth Conference.	12 March 2015
The Apprenticeship Journey. Federation of Small Businesses (FSB).	November 2012
FSB Business Manifesto for the 2015-20 Government.	September 2014
East Sussex Employability Passport: Pilot 2015-16	July 2015
Going in the right direction? Careers guidance in schools from September 2012. Ofsted.	September 2013
Securing a better future for all at 16 and beyond – annual lecture for further education and skills 2014. Ofsted.	September 2014
Tracking young people: A 'how to' guide for councils. Local Government Association.	October 2013
Achievement and retention in post 16 education. Local Government Association.	February 2015

Investors in Careers (IiC) Accreditation – November 2015

School/college	Matrix or Investors in Careers (level and date gained)
Beacon	IiC Full Award Jun 2015
Bexhill High	IiC Full Award Dec 2014
Chailey School	IiC Full Award Mar 2015
Claverham Community College	IiC Full Award Jul 2012 and IiC Reassessment Jun 2015
Eastbourne Academy	IiC Full Award Jun 2015
St. Leonards Academy	IiC Full Award Dec 2012
Hailsham Community College	IiC Full Award Dec 2014
Heathfield Community College	IiC Full Award Apr 2013
Helenswood School	IiC Full Award Mar 2012 and IiC Reassessment Jun 2015
Hastings Academy	IiC Full Award May 2013
Peacehaven Community School	IiC Full Award Nov 2014
Priory School	IiC Full Award Nov 2011 and IiC Reassessment Dec 2014
Ratton School	IiC Full Award Jul 2014
Ringmer Community College	
Robertsbridge Community College	IiC Full Award Oct 2012 and IiC Reassessment due in Dec 2015
Rye Studio School	
Rye College	IiC Full Award Jul 2014
Seaford Head Community College	IiC Full Award Jul 2013
St Richard's Catholic College	IiC Full Award Apr 2013
The Bishop Bell	IiC Full Award Jul 2013
The Causeway School	

School/college	Matrix or Investors in Careers (level and date gained)
The Cavendish School	liC Full Award Dec 2013
Seahaven Academy	liC Full Award Jul 2013
Uckfield Community Technology College	
Uplands Community College	
William Parker Academy	liC Full Award Dec 2013
Willingdon Community School	liC Full Award Nov 2011 and liC Reassessment in Dec 2014

Special schools	Matrix or Investors in Careers (level and date gained)
Glyne Gap	
Hazel Court	liC Full Award Mar 2015
Grove Park	
College Central	liC Full Award Jul 2013
Lindfield	liC Full Award Jul 2013
New Horizons	
Saxon Mount	liC Full Award Jul 2013
Cuckmere House	liC Full Award Jul 2013
St Mary's Horam	liC Full Award Jul 2013
FE colleges	Matrix or Investors in Careers (level and date gained)
Bexhill College	liC Full Award Jul 2011 and liC Reassessment in Jul 2014
Sussex Coast College	Matrix accredited
Sussex Downs College	Matrix accredited
Plumpton College	Matrix accredited

Contact officer for this review:

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West E

County Hall

St Anne's Crescent,

Lewes BN7 1UE

Children's Services Scrutiny Committee



Future work at a glance

Updated: November 2015

This list is updated after each meeting of the scrutiny committee
 Follow us on Twitter for updates: @ESCScrutiny

Items that appear regularly at committee

<p>The Council's Forward Plan</p> <p>Page 75</p>	<p>The latest version of the Council's Forward Plan 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 call-in 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>
<p>Committee work programme</p>	<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>

Future committee agenda items		Witnesses
21 March 2016		
Reconciling Policy, Performance and Resources (RPPR).	Reconciling Policy, Performance and Resources. The Committee to review their input into the RPP&R process, and make recommendations for improvements for the future RPP&R process.	Director/Assistant Directors.
Safer Communities - Community Policing	At its meeting on 21 September 2015, the Committee resolved to invite a representative of Sussex Police to attend a future meeting to give evidence in relation to future plans for community policing, with reference to its impact on children and young people.	Scrutiny
27 June 2016		
Local Safeguarding Children Board (LSCB) Serious Case Review.	A report outlining the findings and outcomes of the Serious Case Reviews undertaken by the LSCB during 2014/15.	LSCB Chair / Director / Assistant Director (Safeguarding, LAC & Youth Justice).

Future committee agenda items		Witnesses
26 September 2016		
Local Safeguarding Children Board (LSCB) Annual Report.	Presentation of the annual report of the Local Safeguarding Children Board (LSCB).	LSCB Chair / Director / Assistant Director (Safeguarding, LAC & Youth Justice).
Reconciling Policy, Performance and Resources (RPPR).	Reconciling Policy, Performance and Resources. The Committee to continue looking at departmental portfolio plans and the budget setting process.	Director/Assistant Directors/Scrutiny
28 November 2016		

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Current scrutiny reviews and other work underway	Date available
<p>Key Stage 1 Educational Attainment Review</p> <p>The Committee agreed at its meeting in September 2015 to continue with a rolling programme of educational attainment reviews for different key stages. As part of this programme, the Committee agreed to appoint a Key Stage 1 Review Board.</p>	December 2015

Current scrutiny reviews and other work underway	Date available

Potential future scrutiny work (Proposals and ideas for future scrutiny topics appear here)
<p>The Scrutiny Committee agreed at its meeting in September 2015 to consider conducting an educational attainment review of Key Stage 4, once the current Key Stage 1 educational attainment review has concluded.</p>

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Background / information reports available to the Committee (Items in this list appear on committee agendas when proposed for scrutiny)		Date available
<p>Performance monitoring</p>	<p>Performance monitoring is an integral part of scrutiny. The committee is alerted to the relevant quarterly reports that Cabinet and lead Members receive. Members can then suggest matters for scrutiny to investigate in more detail.</p> <p>In the performance reports, achievement against individual performance targets is assessed as either 'Red', 'Amber' or 'Green' ('RAG'):</p> <ul style="list-style-type: none"> • 'Green' means that the performance measure is on target to be achieved • 'Amber' means that there is concern about the likelihood of achieving the performance measure by the end of the year 	<p>Every quarter</p> <p>Every quarter</p>

Background / information reports available to the Committee (Items in this list appear on committee agendas when proposed for scrutiny)		Date available
	<ul style="list-style-type: none"> • 'Red' means that the performance measure is assessed as inappropriate or unachievable. 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.	
Children's Services statutory complaints report	This includes information about compliments and other representations made during the relevant period.	December 2016

<p>Enquiries: Scrutiny Team Author: Stuart McKeown, Senior Democratic Services Adviser. Telephone: 01273 481583 Email: stuart.mckeown@eastsussex.gov.uk Website: http://www.eastsussex.gov.uk/yourcouncil/about/committees/meetings/scrchildren.htm</p> <p>Download this document: http://www.eastsussex.gov.uk/yourcouncil/about/committees/meetings/downloadchildrens.htm</p> <p>Find scrutiny agendas and minutes on the web: http://www.eastsussex.gov.uk/yourcouncil/about/committees/meetings/scrchildren.htm</p>	Version: 38
<p>Accessibility help Zoom in or out by holding down the Control key and turning the mouse wheel. CTRL and click on the table of contents to navigate / Press CTRL and Home key to return to the top of the document. Press Alt-left arrow to return to your previous location.</p>	

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Glossary of terms and acronyms appearing in Children's Services Committee papers

Term	What it means
CAMHS	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.
Child Protection Plan (CPP)	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.
Children in care	Children being looked after by the local authority. See also LAC – Looked after children.
Children's Centre	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.
Children and Young People's Plan (CYPP)	The CYPP sets out the shared priorities of the Children and Young People's Trust partners to improve the lives of children, young people and their families in East Sussex.
Children and Young People's Trust (CYPT)	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.
DfE	Department for Education (Government department)
Early years foundation stage (EYFS)	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.
ESBAS	East Sussex Behaviour & Attendance Service
Key Stage 1 (KS1)	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.
Key Stage 2 (KS2)	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.

Term	What it means
Key Stage 3 (KS3)	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.
Key Stage 4 (KS4)	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.
Key Stage 5 (KS5)	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.
LAC (Looked After Children)	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.
Local Safeguarding Children Board (LSCB)	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 http://www.eastsussexlscb.org.uk
NEETs	People who are Not in Education, Employment or Training .
Pupil Premium	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.
RPA (Raising the school participation Age)	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.
RPPR	Reconciling Policy, Performance and Resources is the County Council's budget and business planning process.
Safeguarding	<ul style="list-style-type: none"> - protecting children from maltreatment - preventing impairment of children's health or development - ensuring that children are growing up with safe and effective care - undertake that role so as to enable those children to have optimum life chances and to enter adulthood successfully.
Schools Forum	A body which advises the local authority on how the schools budget is spent. Members include headteachers, school governors and councillors.
SE7(South East 7)	South East 7 group of local authorities is a partnership of local authorities in the South East that are committed to working

Term	What it means
	together on some key work areas for mutual benefit.
SEN	Special Educational Needs
SEND Pathfinder	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.
THRIVE Transformation programme	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.
TYS Targeted Youth Service)	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.
Youth Offending Team	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.
VSB	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:

- Page 83
- 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.

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) –3 November 2015 TO 29 February 2016

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
3 Nov 2015	Lead Member for Strategic Management and Economic Development	To consider for the County Council to reallocate the Local Growth Fund monies received in 2015/16 between approved Local Growth Fund projects	KD		Report, other documents may also be submitted	Jonathan Wheeler 01273 482212
12 Nov 2015	Lead Member for Learning and School Effectiveness	To consider changes in support for students from LIF and post-16 students receiving link transport from rural addresses to their post-16 placements			Report, other documents may also be submitted	Sara Candler 01273 336670
12 Nov 2015	Lead Member for	To consider proposed changes in support			Report, other	Sara Candler

	Learning and School Effectiveness	for students with SEND (Special Educational Needs and Disabilities)			documents may also be submitted	01273 336670
12 Nov 2015	Lead Member for Learning and School Effectiveness	To consider school admission arrangements for 2017/18 year	KD		Report, other documents may also be submitted	Fiona Wright 01273 481231
12 Nov 2015	Lead Member for Learning and School Effectiveness	To consider the proposal for the East Sussex County Council School Funding Formula 2016/17	KD		Report, other documents may also be submitted	Jill Fisher 01273 482542
16 Nov 2015	Lead Member for Transport and Environment	To consider the proposed allocation of community match funding for 2015/16 to a number of community led local transport improvement schemes			Report, other documents may also be submitted	Sarah Valentine 01273 335724
24 Nov 2015	Lead Member for Resources	To consider a Notice of Motion on the Trade Union Bill 2015.			Report, other documents may also be submitted	Sarah Mainwaring 01273 482060
24 Nov 2015	Lead Member for Resources	To consider the proposed transaction at Dunbar Drive, Hailsham	P / KD	Local Members	Report, other documents may also be submitted	Chris Reed 01273 336237
24 Nov 2015	Lead Member for Resources	To consider the proposed disposal of 1 Garfield Road, Hailsham	P / KD	Local Members	Report, other documents may also be submitted	Chris Reed 01273 336237
24 Nov 2015	Lead Member for Resources	To consider the acquisition and disposal of land at Sandrock Hall, The Ridge, Hastings		Local Members	Report, other documents may also be submitted	Chris Reed 01273 336237

15 Dec 2015	Lead Member for Community Services	To consider proposed changes to Fee Structure for Registration Service			Report, other documents may also be submitted	Nick Skelton 01273 482994
15 Dec 2015	Cabinet	To consider the quarterly council monitoring report.			Report, other documents may also be submitted	Jane Mackney 01273 482146
15 Dec 2015	Cabinet	To consider the annual Looked after Children report for 2014/15			Report, other documents may also be submitted	Teresa Lavelle-Hill 01323 747197
15 Dec 2015	Cabinet	To consider the external auditor's Annual Audit Letter for 2014/15			Report, other documents may also be submitted	Ola Owolabi 01273 482017
15 Dec 2015	Cabinet	To consider the Highways and Infrastructure Services Contract for 2016 – 2023	KD		Report, other documents may also be submitted	Dale Poore 01273 481916
15 Dec 2015	Cabinet	To consider an update on the outcome of the Comprehension Spending Review (CSR)			Report, other documents may also be submitted	Marion Kelly 01273 335078
15 Dec 2015	Cabinet	To consider the Libraries' Transformation Programme	KD		Report, other documents may also be submitted	Nick Skelton 01273 482994
21 Dec 2015	Lead Member for Transport and Environment	To consider the proposal to set up a board which will include external stakeholders at Newhaven Energy Recovery Facility		Local Members	Report, other documents may also be submitted	Andy Arnold 01273 481606

21 Dec 2015	Lead Member for Transport and Environment	To consider the Waste and Minerals - Monitoring Report 2014/15 and Local Aggregates Assessment			Report, other documents may also be submitted	Tony Cook 01273 481653
21 Dec 2015	Lead Member for Learning and School Effectiveness	To consider the Education Commissioning Plan			Report, other documents may also be submitted	Gary Langford 01273 481758
21 Dec 2015	Lead Member for Learning and School Effectiveness	To consider the proposal to reconsider ESCC co-sponsorship role in Eastbourne Academy			Report, other documents may also be submitted	Jill Fisher 01273 482542
22 Dec 2015	Lead Member for Resources	West St. Leonards Site To seek consent for the disposal of the West St. Leonards Site.	P		Report, other documents may also be submitted	Chris Reed 01273 336237
20 Jan 2016	Lead Member for Learning and School Effectiveness	Proposed enlargement of Cradle Community Primary School To seek approval to publish notices in relation to a proposal to enlarge Cradle Hill Community Primary School.		The Local Authority will have consulted with the local community prior to the decision.	Report, other documents may also be submitted	Gary Langford 01273 481758
26 Jan 2016	Cabinet	Conservators of Ashdown Forest Budget 2016/17 To consider the budget for Conservators of Ashdown Forest 2016/17		Local Members	Report, other documents may also be submitted	Marie Nickalls 01273 482146
26 Jan 2016	Cabinet	Treasury Management 2016/17 To consider the Treasury Management			Report, other documents may	Marion Kelly 01273 335078

		Strategy for 2016/17			also be submitted	
26 Jan 2016	Cabinet	Reconciling Policy, Performance and Resources. To consider proposals in relation to the revenue budget 2016/17 and Capital Programme	<i>KD</i>		Report, other documents may also be submitted	Jane Mackney 01273 482146