



Rutland County Council

Catmose Oakham Rutland LE15 6HP
Telephone 01572 722577 Facsimile 01572 758307 DX 28340 Oakham

Meeting: PEOPLE (CHILDREN) SCRUTINY PANEL

Date and Time: Thursday 23 April 2015 at 7.00 pm

Venue: COUNCIL CHAMBER, CATMOSE

Clerk to the Panel: Corporate Support (01572 758169)
Email - corporatesupport@rutland.gov.uk

AGENDA

Apologies

1. MINUTES OF MEETING

- i) To confirm the minutes of the meeting of the People (Children) Scrutiny Panel held on 26 February 2015 (previously circulated)

2. DECLARATIONS OF INTEREST

In accordance with the Regulations, Members are invited to declare any disclosable interests under the Code of Conduct and the nature of those interests in respect of items on this Agenda and/or indicate if Section 106 of the Local Government Finance Act 1992 applies to them.

3. PETITIONS, DEPUTATIONS AND QUESTIONS

To receive any petitions, deputations and questions received from Members of the Public in accordance with the provisions of Procedure Rule 216.

The total time allowed for this item shall be 30 minutes. Petitions, declarations and questions shall be dealt with in the order in which they are received. Questions may also be submitted at short notice by giving a written copy to the Committee Administrator 15 minutes before the start of the meeting.

The total time allowed for questions at short notice is 15 minutes out of the total time of 30 minutes. Any petitions, deputations and questions that have been submitted with prior formal notice will take precedence over questions submitted at short notice. Any questions that are not considered within the time limit shall receive a written response after the meeting and be the subject of a report to the next meeting.

4. QUESTIONS WITH NOTICE FROM MEMBERS

To consider any questions with notice from Members received in accordance with the provisions of Procedure Rules No 219. and No. 219A.

5. NOTICES OF MOTION FROM MEMBERS

To consider any Notices of Motion from Members submitted in accordance with the provisions of Procedure Rule No 220.

6. CONSIDERATION OF ANY MATTER REFERRED TO THE PANEL FOR A DECISION IN RELATION TO CALL IN OF A DECISION

To consider any matter referred to the Panel for a decision in relation to call in of a decision in accordance with Procedure Rule 206.

SCRUTINY

Scrutiny provides the appropriate mechanism and forum for members to ask any questions which relate to this Scrutiny Panel's remit and items on this Agenda.

7. OFSTED REPORTS

To receive Report No. 86/2015 from the Director of People (Brooke Hill Academy)(Pages 5 to 22)

To receive Report No. 87/2015 from the Director of People (Leighfield Academy) (Pages 23 to 41)

8. FUNDING AND PROVISION FOR 2 YEAR OLDS

To receive Report No. 88/2015 from the Director of People (Pages 43 to 80)

9. REVIEW OF CHILD HEALTH

To receive Report No. 89/2015 from the Director of People (Pages 81 to 94)

10. EDUCATION PERFORMANCE BOARD: PROGRESS REPORT

To receive Report No. 90/2015 from Director of People (Pages 95 to 114)

11. LOCAL SAFEGUARDING CHILDREN'S BOARD AND SAFEGUARDING ADULTS BOARD ANNUAL REPORT

To receive Report No.76/2015 from Director of People (Pages 115 to 246)

12. SACRE REPORT 2013-14 RUTLAND

To receive Report No. 91/2015 from Director of People (Pages 247 to 266)

13. KEY STAGE 5 REPORTS

To receive verbal update from Director of People

PROGRAMME OF MEETINGS AND TOPICS

14. REVIEW OF FORWARD PLAN 2014/15

Copies of the Forward Plan will be available at the meeting.

15. ANY OTHER URGENT BUSINESS

To receive any other items of urgent business which have been previously notified to the person presiding.

16. DATE AND PREVIEW OF NEXT MEETING

TBC | 2015

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TO: ELECTED MEMBERS OF THE PEOPLE (ADULTS & CHILDREN) SCRUTINY PANEL

Miss G Waller (Chairman)
Mr S Asplin
Mr M E Baines
Mrs C Cartwright
Mr R Clifton

Mr G Conde
Mr J M Lammie
Mr J Munton
Mr N M Wainwright
Mr A S Walters

Mr K Bool

Portfolio Holder for Children and Young People

CO-OPTED MEMBERS (VOTING)

Mr A Menzies (Diocesan RC)
Mr P Goringe (Diocesan C of E)

Ms S Gullan-Whur (Primary)
Vacancy (Secondary)
Vacancy (Tertiary)

CO-OPTED MEMBERS (NON-VOTING)

Miss A Loomes Representative of Young People in Rutland

OTHER MEMBERS FOR INFORMATION

Mr R Begy Portfolio Holder for Culture, Community Safety & Housing
Mrs C Emmett Portfolio Holder for Health

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PEOPLE (CHILDREN) SCRUTINY PANEL

23 April 2015

OFSTED REPORT ON THE INSPECTION OF BROOKE HILL ACADEMY

Report of the Director for People

STRATEGIC AIM:	Creating a Brighter Future for All
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1. PURPOSE OF THE REPORT

1.1 This report provides an overview of the Ofsted Inspection report relating to Brooke Hill Academy carried out on 25-26 February 2015.

The Brooke Hill Academy Ofsted inspection grade for overall effectiveness was 'Good' in February 2015 across the key areas of judgment. These are explained below at 3.2.

2. RECOMMENDATIONS

2.1 That Scrutiny Panel considers the content of this report noting the inspection judgements, overall effectiveness, capacity for sustained improvement and what the school needs to do to improve further.

3. KEY FEATURES OF THE FRAMEWORK FOR SCHOOL INSPECTION ARRANGEMENTS FROM JANUARY 2015.

3.1 From January 2015, under the revised Ofsted school inspection arrangements, inspectors are required to focus sharply on those aspects of schools' work that have the greatest impact on raising achievement.

3.2 Inspectors are required to report on the quality of education provided in the school, and must, in particular, cover:

- a) The achievement of pupils at the school;
- b) The quality of teaching in the school;
- c) The behaviour and safety of pupils at the school;
- d) The quality of leadership, and management of, the school;
- e) Early Years provision.

These are the key judgment areas and there has been an increase in the proportion of inspectors' time in school that is spent observing teaching and gathering evidence of learning, progress and behaviour.

- 3.3** Inspectors will continue to engage Head Teachers, school staff and governors in the process of inspection so that they understand better the basis for the judgements that are made. Inspectors will give greater consideration to the views of parents, pupils and staff as important evidence.
- 3.4** In reporting, inspectors must also consider the guidance within the framework for school inspection.

Key features of the framework for school inspection are shown below.

Inspectors focus sharply on those aspects of schools' work that have the greatest impact on raising achievement. They make a small number of key judgements as set out in 3.2 above.

Inspections engage headteachers, school staff and governors. The views of parents, pupils and staff provide important evidence for the inspection.

Inspectors are required to report on the quality of education provided in the school and must, in particular, cover:

- the achievement of pupils at the school
- the quality of teaching in the school
- the behaviour and safety of pupils at the school
- the quality of leadership in and management of the school

When reporting, inspectors must also consider:

- the spiritual, moral, social and cultural development of pupils at the school
- the extent to which the education provided by the school meets the needs of the range of pupils at the school, and in particular the needs of disabled pupils¹ and those who have special educational needs.

Inspectors also consider and report on, where relevant, the overall effectiveness of:

- the early years provision
- the sixth form provision.

The way these judgements are made, the type of evidence considered and the evaluation criteria are set out in the *School Inspection Handbook*.

3.5 Under the 2015 Ofsted Inspection Framework:

- a) Schools cannot be judged 'Outstanding' for overall effectiveness unless they have 'outstanding' teaching;
- b) An acceptable standard of education is defined as a 'good' standard of education;**
- c) A school that is not deemed 'Good', but that is not judged 'Inadequate', is a school that 'Requires Improvement';
- d) A school that is 'Inadequate' overall and that requires significant improvement, but where leadership and management are not 'Inadequate' is a school with serious weaknesses;
- e) A school that is 'Inadequate' overall and where leadership and management are also 'Inadequate' is a school requiring special measures;
- f) Schools that are judged as 'Requires Improvement' will normally be monitored and re-inspected within a period of two years, the timing of the re-inspection will reflect the individual school's circumstances and will be informed by what inspectors find at the monitoring visits;
- g) If a school is judged as 'Requires Improvement' at two consecutive inspections and is still not 'Good' at a third inspection, it is likely to be deemed 'Inadequate' and to require 'Special Measures';
- h) Inspectors will normally contact the school by telephone during the afternoon of the working day prior to the start of a Section 5 inspection; however, where appropriate, inspection may be conducted without notice.
- i) Inspections will evaluate the robustness of performance management arrangements, and consider whether there is an appropriate correlation between the quality of teaching in a school and the salary progression of the school's teachers.

3.6 This framework sets out the statutory basis for inspections conducted under the Education Act 2005 (as amended), from January 2015. The framework applies to all schools in England that are to be inspected under Section 5 of the Education Act 2005 (as amended). This includes all maintained schools and state-funded independent schools and certain non-maintained independent schools.

The specific types of schools subject to Section 5 inspection are:

- a) Community, foundation and voluntary schools;
- b) Community and foundation special schools;
- c) Pupil referral units;
- d) Maintained nursery schools;
- e) Academies;
- f) City technology colleges;
- g) City technology colleges for the technology of the arts;
- h) Certain non-maintained special schools approved by the Secretary of State under Section 342 of the Education Act 1996.

3.7 How does inspection promote improvement?

Ofsted is required to carry out its work in ways that encourage the services it inspects and regulates to improve, be user-focused and be efficient and effective in the use of resources.

Inspection acts in a number of ways to drive and support school improvement, for example by:

- a) Raising expectations through criteria and grade descriptors that illustrate the standards of performance and effectiveness expected of schools;
- b) Offering a sharp challenge and the impetus to act where improvement is needed;
- c) Clearly identifies strengths and weaknesses;
- d) Recommends specific priorities for improvement for the school and when appropriate, checking on and promotes subsequent progress;
- e) Promotes rigour in the way that schools evaluate their own performance, thereby enhancing their capacity to improve;
- f) Monitors the progress and performance of schools that are not deemed 'good' and challenges and supports senior leaders, staff and those responsible for governance.

3.8 What inspection judgements mean

When finding the overall effectiveness of the school and when making the four key judgements about the achievement of pupils, the quality of teaching, the behaviour and safety of pupils and the quality of leadership in, and management of, the school, inspectors use the scales below:

- a) Grade 1 Outstanding
- b) Grade 2 Good
- c) Grade 3 Requires Improvement
- d) Grade 4 Inadequate

3.9 Outcomes and Ofsted monitoring process

Section 5 Inspections

The section below is from paragraph 19 from the Framework for school Inspection January 2015:

Certain schools are exempt from Section 5 inspection, although they may be inspected under section 8 of the Education Act 2005 (as amended). These schools are known as 'exempt schools'. Regulations specify that maintained primary and secondary schools, and academies that were judged to be 'outstanding' overall at their most recent Section 5 inspection are exempt from future inspection under Section 5.

This exemption also applies to an academy converter school whose predecessor school achieved an outstanding grade overall at its most recent section 5 inspection.

The section below is from paragraph 19 from the Framework for school Inspection January 2015:

Certain types of schools cannot be exempt schools. These are special schools (including maintained residential special schools and non-maintained special schools with residential provision), pupil referral units and maintained nursery schools.

Section 8 Inspections

Where Her Majesty’s Chief Inspector (HMCI) or the Secretary of State has concerns about the performance of an exempt school (or any other school covered by this framework), HMCI has powers to inspect at any time under Section 8. Such concerns may be identified through the risk assessment process set in paragraphs 28-34 or when Ofsted becomes aware through other means of concerns about a school’s performance or the safety of pupils.

HMCI may treat an inspection of an exempt school conducted under Section 8 as if it were an inspection under Section 5. Under Section 8, HMCI may be required by the Secretary of State to conduct an inspection of an exempt school (or any other school covered by this framework). The Secretary of State may also require that the inspection be treated as if it were also an inspection under Section 5.

Exempt schools (in the same way as all other schools inspected under this framework) may be subject to inspection as part of a programme of surveys, of curriculum subjects and thematic reviews, including those focused on good practice. These inspections are conducted under Section 8.

3.10 Brooke Hill Academy

Key Findings:

Inspection Dates 25-26 February 2015
Report Published March 2015

Overall Effectiveness This inspection **Grade 2 Good**

Key Judgment Area February 2015	Grade Awarded	Outcome
Leadership and management	Grade 2	Good
Behaviour and safety of pupils	Grade 2	Good
Quality of teaching	Grade 2	Good

Achievement of pupils	Grade 2	Good
Early Years	Grade 2	Good

3.11 Main findings

The **attached** Ofsted inspection report provides background information about the Section 5 inspection carried out on 25-26 February 2015.

In summary: This is a **Good** school.

It is **Good** because:

- The headteacher, supported by the leadership team and governing body, has created a positive drive for improvement
- Leaders have high expectations for the pupils and school as a whole.
- The leadership and management of teaching ensure teaching is consistently good, and the school meets the needs of all groups of pupils.
- The governors support the leadership team effectively. They monitor all aspects of their work and hold all staff to account. Governors know how effective teaching is and how well all pupils are doing.
- Behaviour in school is good and pupils have a positive attitude to learning. The school's work to keep the pupils safe is good.
- Teaching across the school is good. Key Stage 1 pupils achieve well above the national average. In Key Stage 2 pupils make good progress, from varying starting points.
- The pupils' spiritual, moral, social and cultural development is good.
- The senior leadership team track the pupils' progress effectively. They put into place robust intervention measures to ensure any underachievement is quickly reversed.
- Due to excellent routines, children settle into the early years quickly, which helps them make good progress.

3.12 It is not yet an **Outstanding** school because:

- Teachers do not consistently use the marking policy to help pupils improve their work, which results in their rates of progress sometimes slowing.
- There are insufficient opportunities for pupils to develop their understanding of the diverse society in which they live.

3.13 What does the school need to do to improve further?

- Raise the quality of teaching by ensuring that the school's marking policy is consistently applied by all staff and, therefore allows all pupils to understand how to improve their work and so make progress even more quickly.
- Improve pupils' understanding of other religions and cultures by providing more opportunities for pupils to experience and be aware of the diverse nature of our society.

3.14 Further information

Further information is available within the content of the inspection report. See Appendix A.

4. RISK ASSESSMENT

See chart below.

RISK	IMPACT	COMMENTS
Time	Moderate	Brooke Hill Academy has taken immediate action to address the recommendations within the inspection report. There is every reason that this school can achieve an Outstanding overall effectiveness judgement at its next inspection should it sustain its current performance and make the necessary improvements.
Viability	Low	The Local Authority is committed to improving outcomes for children and young people and endeavours to support and challenge schools to improve teaching and learning. Support is available to this academy from the Local Authority at any point and including the annual visit and safeguarding support.
Finance	Low	There has been a reduction in funding to Local Authorities over recent years to support schools. The introduction of the school funding reform on 1 st April 2013 delegated the Dedicated Schools Grant to schools. Delegated funding needs to be used effectively by schools to support learners and maintain improvement.
Profile	High	Any school inspection outcomes will create interest in the local and wider community.
Equality and Diversity	Moderate	Effective equality and diversity practice and good relationships with parents and the local community are key factors in the success of schools. Additionally, Brooke Hill should improve pupils' understanding of other religions and cultures by providing more opportunities for pupils to experience and be aware of the diverse nature of our society.

March 2015
Dr Tim O'Neill
Director, People
Tel.: 01572 722577
email: enquiries@rutland.gov.uk

A Large Print or Braille Version of this Report is available upon request – Contact 01572 722577.

Brooke Hill Academy

Brooke Road, Oakham, LE15 6HQ

Inspection dates 25–26 February 2015

Overall effectiveness	Previous inspection:	Not previously inspected as an academy	
	This inspection:	Good	2
Leadership and management	Good		2
Behaviour and safety of pupils	Good		2
Quality of teaching	Good		2
Achievement of pupils	Good		2
Early years provision	Good		2

Summary of key findings for parents and pupils

This is a good school.

- The headteacher, supported by the leadership team and governing body, has created a positive drive for improvement. Leaders have high expectations for the pupils and school as a whole.
- The leadership and management of teaching ensure teaching is consistently good, and the school meets the needs of all groups of pupils.
- The governors support the leadership team effectively. They monitor all aspects of their work and hold all staff to account. Governors know how effective teaching is and how well all pupils are doing.
- Behaviour in school is good and pupils have a positive attitude to learning. The school's work to keep the pupils safe is good.
- Teaching across the school is good. Key Stage 1 pupils achieve well above the national average. In Key Stage 2 pupils make good progress, from varying starting points.
- The pupils' spiritual, moral, social and cultural development is good.
- The senior leadership team track the pupils' progress effectively. They put into place robust intervention measures to ensure any underachievement is quickly reversed.
- Due to excellent routines, children settle into the early years quickly, which helps them make good progress.

It is not yet an outstanding school because

- Teachers do not consistently use the marking policy to help pupils improve their work, which results in their rates of progress sometimes slowing.
- There are insufficient opportunities for pupils to develop their understanding of the diverse society in which they live.

Information about this inspection

- The inspection team observed a wide range of learning across the whole school. In some lessons, inspection members were accompanied by the executive headteacher and head of school.
- Inspectors talked to and observed pupils during break and lunch times and during their lessons.
- Meetings were held with the Chair of the Governing Body, members of the senior leadership team and staff with other allocated responsibilities, and with a group of pupils.
- Inspectors heard pupils read.
- The inspection team took account of the 35 responses to the staff questionnaire.
- They also took account of the 49 responses to the online parent questionnaire, Parent View, and the 82 responses to a recent school questionnaire.
- The inspection team scrutinised a range of documentation including information about the quality of teaching; the school’s self-evaluation; information regarding pupils’ progress and their attendance, and child protection and safeguarding documentation. The inspection team also scrutinised information relating to the use of the pupil premium funding and the primary physical education and sport funding.

Inspection team

Ronald Hall, Lead inspector	Additional Inspector
Rebecca King	Additional Inspector
Lindsay Alldis	Additional Inspector

Full report

Information about this school

- Brooke Hill Academy converted to become an academy school on 1 September 2011. When its predecessor school, Brooke Hill Primary school, was last inspected by Ofsted it was judged to be outstanding overall.
- Brooke Hill Academy is a larger than average-sized primary school.
- The early years is made up of a Nursery and Reception. Key Stage 1 and Key Stage 2 are organised in two open plan areas with several mixed aged classes in each area. Year 6 are split into three separate classes.
- Children in the early years initially attend part time before becoming full time after a few weeks.
- The vast majority of pupils are of White British heritage.
- The proportion of pupils who are disabled or have special educational needs is below average.
- The proportion of pupils who receive support from the pupil premium, which is the additional funding for pupils known to be eligible for free school meals and looked after children, is well below average.
- The school meets the government's current floor standards, which set the minimum requirements for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.
- The school currently supports a local primary school in terms of leadership and management and developing the quality of teaching and learning. The headteacher is the executive head of both schools.
- The school runs a daily breakfast club managed by the governing body.

What does the school need to do to improve further?

- Raise the quality of teaching by ensuring that the school's marking policy is consistently applied by all staff and, therefore allows all pupils to understand how to improve their work and so make progress even more quickly.
- Improve pupils' understanding of other religions and cultures by providing more opportunities for pupils to experience and be aware of the diverse nature of our society.

Inspection judgements

The leadership and management are good

- The headteacher, governing body and school leadership team have ensured the school has a clear direction for improvement and is securely raising standards. This has eliminated poor teaching and as a result, raised achievement. They ensure that all safeguarding aspects are robust and so pupils, staff and parents rightly feel behaviour is good and the school is a safe and secure place to be. All safeguarding procedures meet current requirements and are effective.
- The senior leadership team has an accurate picture of the school and their self-evaluation is well founded on robust monitoring of all aspects of the school. The leadership and management of teaching are good across the whole school, as the senior leadership team reacts quickly to any underperformance by staff. This links closely to the school's total commitment to equality of opportunity for all and in tackling any form of discrimination. This is shown by the good achievement of the different groups within the school, including disadvantaged pupils, disabled pupils and those with special educational needs.
- Subject leaders have a good understanding of their areas of responsibility. They make sure teachers use information on pupils' progress to plan work at the right level for pupils and they check the quality of teaching in their subject areas. They take an active part in whole-school development and in managing teachers' performance. These activities help the school to make rapid and secure improvements and confirm that the school has a good capacity to improve further.
- Tracking, monitoring and assessment systems are all robust, which means that staff have an accurate picture of pupils' progress. This means that staff can plan accurately for their lessons and so ensure all pupils make good progress.
- Leaders use pupil premium funding successfully to support disadvantaged pupils. They ensure they are treated equally and can and do participate in all aspects of the school's life. The breakfast club is used to ensure that where necessary disadvantaged pupils have a good start to the day. One-to-one support and small-group work in lessons, with specially trained teaching assistants, help to make sure these pupils make good progress from their different starting points.
- The primary physical education and sport premium is used effectively to provide specialist teaching in a range of activities such as archery, judo, gymnastics and other sports. These specialists also help to train the staff and so raise the quality of sports teaching across the school. This has resulted in at least nine in ten pupils in each year group taking up lunch time and after-school sporting clubs. Pupils also benefit from the use of the partner school's swimming pool.
- The senior leadership team is developing the range of subjects effectively to ensure it meets the needs of all pupils. As the pupils happily comment, 'We love our lessons because the themes the teachers use are fun and interesting.' The pupils' spiritual, moral, social and cultural development is good. However, although the pupils know about other religions and cultures, opportunities to fully understand the diverse society in which they live are limited.
- Other British values are effectively developed as the whole school culture is focused on tolerance, understanding, courtesy, mutual respect and good manners. This was seen during the whole inspection with pupils being very polite to each other and to adults. Pupils regularly visit relevant places such as the local law courts, council offices and have held their own 'trials', debates and elections.
- The school provides support to another local school. This partnership, although currently a soft federation, has been successful for Brooke Hill which has benefited from a greater diversity of staff skills and a sharing of resources.
- Parental responses to the online questionnaire were positive and parents feel the school is well led and managed. They recognise the positive aspects of the links with another school and how this supports the

development of their own children.

■ The governance of the school:

- The governing body supports the senior leadership team robustly. They challenge any underperformance, which can be clearly demonstrated by their reaction to the dip in the 2014 national assessment results. The governing body immediately set up a sub-committee to investigate the drop in standards, and alongside the senior leadership team initiated a series of measures to ensure any further underachievement was rectified. They monitor all aspects of the school, which means they know how the pupils compare to their peers nationally and the quality of teaching across the school. Performance management systems are used to reward good or better performance and to tackle any underperformance. Governors carry out their statutory duties effectively and so all safeguarding aspects meet current requirements. Governors monitor all financial aspects and ensure that all money spent has a positive result on the pupils.

The behaviour and safety of pupils are good

Behaviour

- The behaviour of pupils is good. From the moment the children enter the early years provision they settle into learning and enjoy all they do. They gain positive attitudes to learning and carry these forward across the rest of their time in school.
- All staff have high expectations of behaviour and when teaching and learning motivates them, pupils concentrate and are fully engaged in their learning. Where teaching is not so strong then very occasionally pupils wander off task.
- All pupils are polite and well-mannered and have respect for each other. Throughout the inspection pupils were eager to tell the inspectors how good they felt behaviour was in school. They regularly opened doors for others and adults alike.
- Behaviour logs show that behaviour across the school is improving. Pupils recognise that some pupils have difficulty at times controlling their behaviour, but also state this does not cause any issues for their learning.
- Relationships between pupils and staff are very positive. Pupils want to do their best for the staff and themselves and this is clearly shown in their books and the good presentation that can be seen across the school. Attendance is above average and is testament to the pupils' enjoyment of attending Brooke Hill.

Safety

- The school's work to keep pupils safe and secure is good. Pupils, staff and parents all feel that Brooke Hill is a safe place to be. The staff and senior leadership team make sure that everything possible is done to keep the pupils safe and pupils know staff will always be there for them.
- Pupils know how to stay safe and have a good understanding of e-safety and the different types of bullying they may experience. They were able to explain to the inspectors how they can deal with these issues and were clear that they would talk to staff should anything concern them.
- All safeguarding arrangements meet requirements and from the early years provision upwards, good welfare and health routines ensure that all pupils have a good understanding of how to stay safe and healthy both in and outside of school.
- The daily breakfast club provides a very positive start to the day for the many pupils who attend each day.

The quality of teaching is good

- The quality of teaching across the school and in the early years is good. There is an increasing proportion of outstanding teaching. Teachers plan their lessons well to ensure that all groups of pupils are catered

for.

- The pupils' books clearly show that, over time, good teaching has ensured good progress in reading, writing and mathematics. Books also show that as pupils move through the school their level of attainment rises rapidly.
- All pupils spoken to knew their targets for improving their work and how to achieve them. Targets are challenging but attainable and this is especially so for the most-able pupils who are now making accelerated progress. As one pupil stated, 'The teachers set us challenges that make us think and work hard.'
- Teachers create interesting and enjoyable lessons, which engage the pupils. In a Year 6 lesson for example, pupils were studying grammatical language and structures. The teacher used the interactive white board to provide a visual stimulus of a spinning universe. Pupils created imaginative, fluent and highly descriptive stories. The level of subject language used was exceptional by both the adults and pupils alike. Good or better teaching in writing has resulted in pupils reaching above average attainment by the end of Year 6.
- Teachers assess pupils' work constantly and use this to plan future activities. In some classes marking is used successfully to help pupils improve their work. However, this is inconsistent across the school and so pupils do not always understand how to make their work better.
- The teaching of reading has improved and, as a result, school information shows that standards are rising across the school. Pupils enjoy reading for a range of purposes and can use a range of strategies to decode text and understand what they are reading. In a Key Stage 1 class pupils were observed reading a range of information and used phonics skills (the sounds that letters make) successfully.
- Teachers' questioning enhances pupils' learning, stretches their thinking and challenges them throughout their lessons. Teaching assistants are used creatively to help support all groups of pupils, but especially the disadvantaged and less-able pupils.
- The teaching of mathematics has improved due to the new initiatives the senior leadership team has put in place. As pupils move through year groups teachers ensure they gain a good understanding of the skills involved and are rapidly gaining mastery of the subject through Year 6.

The achievement of pupils is good

- Due to good teaching across the school pupils make good progress in reading, writing and mathematics as they move through Brooke Hill Academy.
- The 2014 national assessments for Year 6 showed a dip in attainment in both reading and mathematics. This was due to poor teaching earlier in their school careers, which resulted in these pupils being approximately two terms behind their peers nationally when they reached Year 6. However, due to the rapid reaction of the senior leadership team, school information on pupils' attainment and progress confirms the school has quickly recovered from the dip and achievement is now good.
- The ability of children joining the school fluctuates. School information shows that an increasing proportion of children enter with skills that are below those expected for their ages. This is particularly so in their speech, language and communication skills. Many children also initially find it difficult to socialise with others. However, good teaching ensures that all children in the early years make good progress and are well prepared for their future learning.
- Pupils in Year 1 reached broadly average results in the phonics check in 2014. School information and national information on pupils' progress and attainment show that by the end of Year 2 pupils attain above average results in reading, writing and mathematics.

- The school uses pupil premium funding successfully and as a result, disadvantaged pupils make levels of progress similar to their classmates in school in reading, writing and mathematics. The very small number of disadvantaged pupils in the 2014 Year 6 group means that it is difficult to make comparisons between their performance and that of other pupils in the school or nationally without identifying them. However, although numbers in each year group are very small, school information clearly shows that the gaps in attainment between disadvantaged pupils currently in school and their peers in school have closed in all subjects.
- The proportion of disabled pupils and those who have special educational needs varies across the school, but in 2014 the number of pupils was small. Leaders fully meet the needs of each of these pupils through providing one-to-one support by well-trained teaching assistants and highly focused group work in lessons. This work is then carefully monitored by the senior leadership team to ensure the achievement of these pupils constantly rises, and as a result these pupils make good progress in line with that of other pupils.
- In 2014 the most-able pupils in Year 6 did not make the progress expected of them from their Key Stage 1 results. However, the school quickly initiated a range of effective interventions which is ensuring that the most-able pupils across the school are once again making at least good progress. This accelerates rapidly in Year 6 and school data clearly indicate that current Year 6 pupils are on track to be well above the national average in reading, writing and mathematics by the end of the year.
- Through a review of a wide range of pupils' books across the school, inspectors found that progress in reading, writing and mathematics is at least good. Pupils across all year groups and levels are currently reaching standards at or above those expected for their various age groups. However, the proportion making rapid progress is not yet high enough to make achievement outstanding.

The early years provision

is good

- The leadership and management of the early years are good. As a result, the quality of teaching is consistently good, leading to children reaching good levels of development. Excellent routines and welfare arrangements ensure that all the children are safe and happy. All safeguarding arrangements meet requirements.
- An increasing proportion of children are joining the school with speech, language and communication difficulties. However, staff support these children effectively and they quickly overcome their difficulties. This was clearly seen during observations when staff consistently provided the children with excellent examples of how to respond verbally to a range of questions and/or comments. All staff insisted on the children using whole sentences and never accepted just one-word replies.
- The good relationships the staff build with the children help to develop positive learning attitudes and this sets them up well for their future learning and the move into Year 1. Children quickly learn to work and play together without any issues; they become confident and develop good social skills. This means their behaviour is good.
- Both the indoor and outdoor learning areas provide a wide range of learning opportunities for the children. The whole provision is well resourced and this helps the children make good progress. The early years provision is not yet outstanding, as not enough children are yet making outstanding progress. The children's 'learning journeys' confirm that they are making good progress and record their achievements over time.
- Staff in the provision carefully monitor all aspects of the children's learning and use this information to ensure future learning meets the needs of all the children.

What inspection judgements mean

School	Grade	Judgement	Description
	Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
	Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
	Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
	Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	137358
Local authority	Rutland
Inspection number	453190

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Academy converter
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	312
Appropriate authority	The governing body
Chair	Keith Potts
Headteacher (Executive)	Sharon Milner
Date of previous school inspection	Not previously inspected
Telephone number	01572 724214
Fax number	N/A
Email address	office@brookehill.rutland.sch.uk

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PEOPLE (CHILDREN) SCRUTINY PANEL

23 April 2015

OFSTED REPORT ON THE INSPECTION OF LEIGHFIELD ACADEMY

Report of the Director for People

STRATEGIC AIM:	Creating a Brighter Future for All
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1. PURPOSE OF THE REPORT

1.1 This report provides an overview of the Ofsted Inspection report relating to Leighfield Academy carried out on 3-4 March 2015.

The Leighfield Academy Ofsted inspection grade for overall effectiveness was 'Good' in February 2015 across the key areas of judgment. These are explained below at 3.2.

2. RECOMMENDATIONS

2.1 That Scrutiny Panel considers the content of this report noting the inspection judgements, overall effectiveness, capacity for sustained improvement and what the school needs to do to improve further.

3. KEY FEATURES OF THE FRAMEWORK FOR SCHOOL INSPECTION ARRANGEMENTS FROM JANUARY 2015.

3.1 From January 2015, under the revised Ofsted school inspection arrangements, inspectors are required to focus sharply on those aspects of schools' work that have the greatest impact on raising achievement.

3.2 Inspectors are required to report on the quality of education provided in the school, and must, in particular, cover:

- a) The achievement of pupils at the school;
- b) The quality of teaching in the school;
- c) The behaviour and safety of pupils at the school;
- d) The quality of leadership, and management of, the school;
- e) Early Years provision.

These are the key judgment areas and there has been an increase in the proportion of inspectors' time in school that is spent observing teaching and gathering evidence of learning, progress and behaviour.

- 3.3** Inspectors will continue to engage Head Teachers, school staff and governors in the process of inspection so that they understand better the basis for the judgements that are made. Inspectors will give greater consideration to the views of parents, pupils and staff as important evidence.
- 3.4** In reporting, inspectors must also consider the guidance within the framework for school inspection.

Key features of the framework for school inspection are shown below.

Inspectors focus sharply on those aspects of schools' work that have the greatest impact on raising achievement. They make a small number of key judgements as set out in 3.2 above.

Inspections engage headteachers, school staff and governors. The views of parents, pupils and staff provide important evidence for the inspection.

Inspectors are required to report on the quality of education provided in the school and must, in particular, cover:

- the achievement of pupils at the school
- the quality of teaching in the school
- the behaviour and safety of pupils at the school
- the quality of leadership in and management of the school

When reporting, inspectors must also consider:

- the spiritual, moral, social and cultural development of pupils at the school
- the extent to which the education provided by the school meets the needs of the range of pupils at the school, and in particular the needs of disabled pupils¹ and those who have special educational needs.

Inspectors also consider and report on, where relevant, the overall effectiveness of:

- the early years provision
- the sixth form provision.

The way these judgements are made, the type of evidence considered and the evaluation criteria are set out in the *School Inspection Handbook*.

3.5 Under the 2015 Ofsted Inspection Framework:

- a) Schools cannot be judged 'Outstanding' for overall effectiveness unless they have 'outstanding' teaching;
- b) An acceptable standard of education is defined as a 'good' standard of education;**
- c) A school that is not deemed 'Good', but that is not judged 'Inadequate', is a school that 'Requires Improvement';
- d) A school that is 'Inadequate' overall and that requires significant improvement, but where leadership and management are not 'Inadequate' is a school with serious weaknesses;
- e) A school that is 'Inadequate' overall and where leadership and management are also 'Inadequate' is a school requiring special measures;
- f) Schools that are judged as 'Requires Improvement' will normally be monitored and re-inspected within a period of two years, the timing of the re-inspection will reflect the individual school's circumstances and will be informed by what inspectors find at the monitoring visits;
- g) If a school is judged as 'Requires Improvement' at two consecutive inspections and is still not 'Good' at a third inspection, it is likely to be deemed 'Inadequate' and to require 'Special Measures';
- h) Inspectors will normally contact the school by telephone during the afternoon of the working day prior to the start of a Section 5 inspection; however, where appropriate, inspection may be conducted without notice.
- i) Inspections will evaluate the robustness of performance management arrangements, and consider whether there is an appropriate correlation between the quality of teaching in a school and the salary progression of the school's teachers.

3.6 This framework sets out the statutory basis for inspections conducted under the Education Act 2005 (as amended), from January 2015. The framework applies to all schools in England that are to be inspected under Section 5 of the Education Act 2005 (as amended). This includes all maintained schools and state-funded independent schools and certain non-maintained independent schools.

The specific types of schools subject to Section 5 inspection are:

- a) Community, foundation and voluntary schools;
- b) Community and foundation special schools;
- c) Pupil referral units;
- d) Maintained nursery schools;
- e) Academies;
- f) City technology colleges;
- g) City technology colleges for the technology of the arts;
- h) Certain non-maintained special schools approved by the Secretary of State under Section 342 of the Education Act 1996.

3.7 How does inspection promote improvement?

Ofsted is required to carry out its work in ways that encourage the services it inspects and regulates to improve, be user-focused and be efficient and effective in the use of resources.

Inspection acts in a number of ways to drive and support school improvement, for example by:

- a) Raising expectations through criteria and grade descriptors that illustrate the standards of performance and effectiveness expected of schools;
- b) Offering a sharp challenge and the impetus to act where improvement is needed;
- c) Clearly identifies strengths and weaknesses;
- d) Recommends specific priorities for improvement for the school and when appropriate, checking on and promotes subsequent progress;
- e) Promotes rigour in the way that schools evaluate their own performance, thereby enhancing their capacity to improve;
- f) Monitors the progress and performance of schools that are not deemed 'good' and challenges and supports senior leaders, staff and those responsible for governance.

3.8 What inspection judgements mean

When finding the overall effectiveness of the school and when making the four key judgements about the achievement of pupils, the quality of teaching, the behaviour and safety of pupils and the quality of leadership in, and management of, the school, inspectors use the scales below:

- a) Grade 1 Outstanding
- b) Grade 2 Good
- c) Grade 3 Requires Improvement
- d) Grade 4 Inadequate

3.9 Outcomes and Ofsted monitoring process

Section 5 Inspections

The section below is from paragraph 19 from the Framework for school Inspection January 2015:

Certain schools are exempt from Section 5 inspection, although they may be inspected under section 8 of the Education Act 2005 (as amended). These schools are known as 'exempt schools'. Regulations specify that maintained primary and secondary schools, and academies that were judged to be 'outstanding' overall at their most recent Section 5 inspection are exempt from future inspection under Section 5.

This exemption also applies to an academy converter school whose predecessor school achieved an outstanding grade overall at its most recent section 5 inspection.

The section below is from paragraph 19 from the Framework for school Inspection January 2015:

Certain types of schools cannot be exempt schools. These are special schools (including maintained residential special schools and non-maintained special schools with residential provision), pupil referral units and maintained nursery schools.

Section 8 Inspections

Where Her Majesty's Chief Inspector (HMCI) or the Secretary of State has concerns about the performance of an exempt school (or any other school covered by this framework), HMCI has powers to inspect at any time under Section 8. Such concerns may be identified through the risk assessment process set in paragraphs 28-34 or when Ofsted becomes aware through other means of concerns about a school's performance or the safety of pupils.

HMCI may treat an inspection of an exempt school conducted under Section 8 as if it were an inspection under Section 5. Under Section 8, HMCI may be required by the Secretary of State to conduct an inspection of an exempt school (or any other school covered by this framework). The Secretary of State may also require that the inspection be treated as if it were also an inspection under Section 5.

Exempt schools (in the same way as all other schools inspected under this framework) may be subject to inspection as part of a programme of surveys, of curriculum subjects and thematic reviews, including those focused on good practice. These inspections are conducted under Section 8.

3.10 Leighfield Academy

Key Findings:

Inspection Dates 3-4 March 2015
Report Published March 2015

Overall Effectiveness This inspection **Grade 2 Good**

Key Judgment Area February 2015	Grade Awarded	Outcome
Leadership and management	Grade 2	Good
Behaviour and safety of pupils	Grade 2	Good
Quality of teaching	Grade 2	Good

Achievement of pupils	Grade 2	Good
Early Years	Grade 2	Outstanding

3.11 Main findings

The **attached** Ofsted inspection report provides background information about the Section 5 inspection carried out on 3-4 March 2015.

In summary: This is a **Good** school.

It is **Good** because:

- The headteacher, other staff and the governing body lead and manage the academy well. They ensure that teaching and achievement are good and continue to improve.
- Attainment is above average by the end of Year 6, because pupils achieve well throughout the academy. Pupils' progress in writing is outstanding.
- All aspects of teaching are good overall at each key stage, with some outstanding practice.
- Teachers engage pupils' interest and enthusiasm, so that the pupils work hard and are keen to succeed.
- Teachers are particularly successful in giving pupils work at just the right level of difficulty, so that it is challenging, without being too hard. This leads to good progress for all.
- The excellent quality of education in the early years means that Reception-Year children make outstanding progress.
- The academy provides a wide variety of learning experiences in different subjects that pupils enjoy greatly. The activities available in music and sport are particularly extensive.
- The promotion of pupils' spiritual, moral, social and cultural development is good. The academy is a happy, harmonious community, where relationships are excellent between pupils and with staff.
- Pupils behave well. They are safe and feel safe, because they are confident that their friends and the adults will take care of them. Attendance is high.

It is not yet an **Outstanding** school because:

- Progress in mathematics, while good, is not currently as strong as in English, particularly for girls, some of whom lack confidence in this subject.
- Progress is good rather than outstanding, because of minor weaknesses in teaching. In particular, not all teachers explain exactly what pupils should do when applying what they have learned in their work.

3.12 What does the school need to do to improve further?

- Improve progress in mathematics to match that in English. In particular, help girls to develop more confidence in the subject, so that their progress matches that of boys.
- Make teaching outstanding, so that pupils make excellent progress, by eliminating any weaknesses in what teachers do, ensuring particularly that teachers always explain precisely what pupils should do when applying what they have learned in their work.

3.13 Further information

Further information is available within the content of the inspection report. See Appendix A.

4. RISK ASSESSMENT

See chart below.

RISK	IMPACT	COMMENTS
Time	Moderate	Leighfield Academy intends to immediate action to address the recommendations within the inspection report. There is every reason that this school can achieve an Outstanding overall effectiveness judgement at its next inspection should it sustain its current performance and make the necessary improvements.
Viability	Low	The Local Authority is committed to improving outcomes for children and young people and endeavours to support and challenge schools to improve teaching and learning. Support is available to this academy from the Local Authority at any point and including the annual visit and safeguarding support.
Finance	Low	There has been a reduction in funding to Local Authorities over recent years to support schools. The introduction of the school funding reform on 1 st April 2013 delegated the Dedicated Schools Grant to schools. Funding needs to be used effectively by schools to support learners and maintain improvement.
Profile	High	Any school inspection outcomes will create interest in the local and wider community.
Equality and Diversity	Low	Effective equality and diversity practice and good relationships with parents and the local community key factors in the success of schools.

March 2015
Dr Tim O'Neill
Director, People
Tel.: 01572 722577
email: enquiries@rutland.gov.uk

A Large Print or Braille Version of this Report is available upon request – Contact 01572 722577.

Leighfield Academy

Newtown Road, Uppingham, Oakham, LE15 9TS

Inspection dates 3–4 March 2015

Overall effectiveness	Previous inspection:	Not previously inspected as an academy	
	This inspection:	Good	2
Leadership and management	Good		2
Behaviour and safety of pupils	Good		2
Quality of teaching	Good		2
Achievement of pupils	Good		2
Early years provision	Outstanding		1

Summary of key findings for parents and pupils

This is a good school.

- The headteacher, other staff and the governing body lead and manage the academy well. They ensure that teaching and achievement are good and continue to improve.
- Attainment is above average by the end of Year 6, because pupils achieve well throughout the academy. Pupils’ progress in writing is outstanding.
- All aspects of teaching are good overall at each key stage, with some outstanding practice.
- Teachers engage pupils’ interest and enthusiasm, so that the pupils work hard and are keen to succeed.
- Teachers are particularly successful in giving pupils work at just the right level of difficulty, so that it is challenging, without being too hard. This leads to good progress for all.
- The excellent quality of education in the early years means that Reception-Year children make outstanding progress.
- The academy provides a wide variety of learning experiences in different subjects that pupils enjoy greatly. The activities available in music and sport are particularly extensive.
- The promotion of pupils’ spiritual, moral, social and cultural development is good. The academy is a happy, harmonious community, where relationships are excellent between pupils and with staff.
- Pupils behave well. They are safe and feel safe, because they are confident that their friends and the adults will take care of them. Attendance is high.

It is not yet an outstanding school because

- Progress in mathematics, while good, is not currently as strong as in English, particularly for girls, some of whom lack confidence in this subject.
- Progress is good rather than outstanding, because of minor weaknesses in teaching. In particular, not all teachers explain exactly what pupils should do when applying what they have learned in their work.

Information about this inspection

- Inspectors observed 12 lessons, two of these as joint observations with the headteacher.
- The team examined a variety of documentation, particularly that which related to the academy’s self-evaluation, the management of teaching, pupils’ progress, and safeguarding.
- Inspectors held formal discussions with representatives of the governing body, members of staff, and groups of pupils. The team heard several pupils reading.
- Inspectors analysed samples of work in pupils’ books and looked at displays around the academy.
- The team took note of the 51 replies to the online questionnaire, Parent View, as well as replies to the academy’s own questionnaire for parents. Inspectors analysed 17 replies to a questionnaire for staff.

Inspection team

Steven Hill, Lead inspector	Additional Inspector
Daniel Kilborn	Additional Inspector

Full report

Information about this school

- Leighfield Academy converted to become an academy school on 1 April 2013. When its predecessor school, Leighfield Primary School, was last inspected by Ofsted, it was judged to be good.
- The academy is average in size for a primary school. Most pupils are White British.
- The proportion of disabled pupils and those who have special educational needs is below average.
- The academy provides full-time education for children of Reception age.
- The proportion of disadvantaged pupils who are eligible for the pupil premium is well-below average. The pupil premium is extra government funding provided to support the education of pupils who are known to be eligible for free school meals and children who are looked after by the local authority.
- The academy meets the government's current floor standards, which set minimum expectations for pupils' attainment and progress in reading, writing and mathematics.

What does the school need to do to improve further?

- Improve progress in mathematics to match that in English. In particular, help girls to develop more confidence in the subject, so that their progress matches that of boys.
- Make teaching outstanding, so that pupils make excellent progress, by eliminating any weaknesses in what teachers do, ensuring particularly that teachers always explain precisely what pupils should do when applying what they have learned in their work.

Inspection judgements

The leadership and management are good

- The headteacher has successfully established a team of staff who work together to maintain a culture in which effective teaching and pupils' good behaviour and well-being are firmly established. Leaders, including governors, check systematically on the impact of current practice and are continually working with colleagues to improve teaching and learning.
- Findings arising from checks on pupils' progress are accurate and staff use the information well to give extra help to any pupils who are in danger of falling behind in their learning. Leaders have successfully introduced the new National Curriculum and are working together well to implement a new system to check pupils' progress against the new national requirements. As a result, leaders and staff are secure in their judgements on progress and act swiftly to remedy any weaknesses.
- Subject leaders have established good systems to monitor how well their subjects are organised and taught and to check on the impact on pupils' achievement. They have worked well with colleagues to build on successes and to address any areas of concern. Changes to how science is taught, for example, have increased pupils' interest through a greater focus on investigative and collaborative work.
- The leadership of education for disabled pupils and those who have special educational needs is good and ensures that these pupils do well, both socially and academically. Excellent leadership of the early years leads to outstanding progress for children in the Reception Year.
- Senior leaders ensure that the quality of teaching is good. They check on each individual's performance through direct observation of lessons, by analysis of data on pupils' progress, and through examining work in pupils' books. Leaders give teachers advice about how to improve, set targets for future performance, and organise extra training to help teachers meet their targets. Regular reviews enable managers to reward good performance and to tackle any weaknesses that arise. Consequently, teaching is at least good throughout the academy.
- The academy spends pupil premium funding effectively to help meet both the social and the academic needs of disadvantaged pupils. Leaders ensure that extra help is matched carefully to the specific needs of individuals and check on the impact of this, so that support can be refined over time. The funding ensures that disadvantaged pupils take a full part in academy life and achieve well. This exemplifies the academy's commitment and success in ensuring equal opportunity for all its pupils.
- The academy provides a diverse range of subjects, which contributes well to pupils' enjoyment, interest and achievement. Pupils have particularly good opportunities to learn to play a musical instrument and to take part in a variety of sports. The curriculum contributes considerably to pupils' spiritual, moral, social and cultural development. The impact of this can be seen most strongly in pupils' extremely positive relationships with each other.
- The academy ensures that pupils learn about the variety of communities and religions in modern British society. They learn, too, about life in the wider world, through the academy's links with a school in China, for example. The academy promotes British values well. Pupils know that the academy does not tolerate discrimination. Pupils show respect for other people's feelings and beliefs, and enjoy learning about diversity. Older pupils talk enthusiastically about their visit to a Gurdwara, for example. Pupils learn about democracy at first hand, through elections to the school council, as well as through discussions and a variety of visitors. The academy prepares pupils well for life in modern Britain.
- The primary school physical education and sports premium is used well. The academy has bought new equipment and provided extra training to staff. It has obtained the expertise of specialist coaches to extend the range of activities available to pupils, to enhance the expertise of staff, and to run a number of extra-curricular sporting activities. As a result, participation rates have risen, the academy has great success in inter-school competitions, and pupils are extremely enthusiastic about exercise and gain in health and fitness.

- The academy staff and governors are rigorous in monitoring the safety and well-being of pupils. Pupils are right to feel safe at the academy and parents are equally very positive about this. Safeguarding procedures meet requirements.
- Since becoming an academy, Leighfield has obtained support by buying into services, such as training, finance and human resources, from Rutland and Leicestershire local authorities. The academy has also employed independent consultants to help assess its effectiveness and to provide advice on how to improve, as well as utilising expertise within the governing body. This balance has proved effective, as is shown by the resulting good quality of education that pupils receive.
- **The governance of the school:**
 - The governing body is effective. It provides good support to the academy and holds leaders to account for its performance. Governors challenge the academy’s leaders well, because they have a clear understanding of its strengths and weaknesses, including in the quality of teaching and learning. They check on pupils’ progress and have a good understanding of the relevant data and their implications. Governors know how teachers’ performance is managed and ensure that good performance is rewarded and that any weaknesses are addressed.

The behaviour and safety of pupils are good

Behaviour

- The behaviour of pupils is good. They are keen to learn and usually work hard in class. They say they find learning fun and take a pride in their success. They work well together, when required, and discuss their ideas productively. They share equipment sensibly. They get on equally well when they work on their own or with others, concentrating diligently, so that no time is wasted. They are persistent, if they have difficulties, but are confident in asking for adult help, if they need it.
- Pupils behave well around the academy, at break times and during lunch, for example. Their behaviour during assembly is often exemplary and this contributes strongly to their good spiritual and moral development.
- Boys and girls work and play happily together and enjoy each other’s company. A group of pupils from Year 6 stressed this as a positive aspect of academy life and said how much better they worked together following their residential trip in Year 5. They explained how much they had grown up during that visit and felt more responsible and confident.
- Pupils take on responsibilities willingly and perform them conscientiously, as play-leaders, or as members of the school council, for example. Pupils in Year 6 said how much they enjoyed looking after Reception-Year children at lunchtimes, helping them to settle in when they started at the academy.
- Pupils, generally, listen attentively to their teachers and concentrate well. Very occasionally, particularly in younger classes, a few pupils’ concentration lapses, or they do not listen to instructions carefully enough, and so they are unsure what to do next. This can slow their progress for a while.

Safety

- The academy’s work to keep pupils safe and secure is good. Pupils say they feel safe in the academy and contribute to their own safety through their sensible behaviour and their kindness and care for each other.
- Pupils have a good understanding of different kinds of bullying, such as cyber bullying, and know how this is different from other poor behaviour. They say that bullying seldom happens in the academy and they are confident that adults would deal with it well, if it occurred. Pupils told an inspector that they would be very confident in asking one of the adults for help, if there were problems. However, one said that such action probably would not be needed, as ‘...your friends would notice and would do something about it.’

- Pupils learn how to keep themselves safe, for example, through learning about possible situations arising from use of the internet. They have had input from staff at Childline to help them understand what they can do if they have problems.

The quality of teaching is good

- Teaching is good throughout the academy and is outstanding in the Reception Year. It makes a major contribution to pupils' good progress.
- Teachers make good use of information about pupils' progress to ensure the pupils are given suitably demanding work. The academy makes effective use of skilled extra adults to provide a balance of support and challenge to pupils who struggle with academic work. This ensures that all pupils, including those who are disabled or have special educational needs, are fully involved and learn well. At other times, extra staff work with the most able, challenging them to improve their work and providing them with more demanding tasks.
- Teachers plan learning to develop pupils' understanding systematically, so that they build on what they already know. They engage pupils' enthusiasm successfully, with lively explanations, and keep the pupils fully involved, for example, by comparing and discussing their ideas together. This helps pupils to sort out their thinking, as well as improving their speaking and listening skills.
- Staff keep a careful eye on how well pupils are getting on during lessons and step in quickly to correct misunderstandings. They question pupils effectively to encourage them to explain their thinking and to refine and improve their work.
- Reading is taught well across the academy. Consequently, the youngest children are given a firm grounding in phonics (how sounds in words are represented by different letter combinations), but also learn to recognise words that do not follow the usual sound-and-letter pattern. Pupils become fluent readers quickly. As they get older, their teachers make sure that they learn the skills they need to support learning in different subjects, as well as to read widely and for pleasure.
- Writing is taught particularly well, and Reception-Year children are helped to write independently from an early age. Excellent teaching of writing in Years 5 and 6 is leading to very rapid progress for many pupils.
- Mathematics is generally taught well, but teachers have not yet succeeded in helping all of the girls to gain confidence in the subject. This has been identified as an issue by leaders, who are working to address the problem, but it is too soon to evaluate the impact of the action taken.
- Teachers, often, give excellent explanations of ideas and knowledge that are new to pupils, illustrating those things well by good choice of resources, such as practical materials, or the interactive whiteboards, to clarify pupils' understanding. This leads to rapid gains in understanding.
- In Key Stages 1 and 2, there are minor weaknesses in teaching quality. In particular, for example, teachers do not explain, or demonstrate clearly enough to pupils just what they are expected to do when they come to apply new ideas and what they have learned to their own work. This means that progress often slows for a time, until extra help is given, or pupils work things out for themselves.

The achievement of pupils is good

- All pupils make good progress in Key Stages 1 and 2. Progress in the Reception class is outstanding.
- Standards are usually above average at the ends of each key stage. Some variations from year to year and between subjects are mainly due to differences in the starting points of each cohort of pupils.
- The academy's data on recent progress, confirmed by work in pupils' books, show that achievement in writing is excellent, particularly in Years 5 and 6. Progress in reading is at least good throughout the

academy.

- Recent progress in mathematics, while good overall, is weaker than in reading and writing. At Key Stage 2, girls' progress lags behind that of boys in mathematics, except in Year 6, where recent progress is very strong in all three subjects. The academy has identified that some girls lack confidence in mathematics and is experimenting with a variety of approaches to help girls to do better, but the impact of these approaches has yet to be evaluated.
- Disabled pupils and those with special educational needs progress as well as their classmates. They make good progress from their different starting points, because the academy is careful to provide them with tasks in class that are suitably demanding, but manageable. Staff check that they are keeping up with the work and provide extra support, if needed. In addition, the academy provides specific extra help outside the classroom to address each individual's particular needs and this helps them to make good progress overall.
- The small numbers of disadvantaged pupils make similar progress to that of their classmates and reach similar standards overall, so that their attainment is usually better than that of others nationally by the end of Year 6.
- The most-able pupils do well and reach high standards. The academy ensures that they are given suitably challenging work in all classes. In Year 6, an extra teacher is employed to ensure that they are challenged to deepen and extend their understanding in their final year in the academy. About half the current class have already reached the higher Level 5 in reading, writing and mathematics already, with several on track to reach the very high Level 6.

The early years provision

is outstanding

- The quality of education that children in the early years receive is exceptional and ahead of that in the rest of the school, because outstanding teaching enables the children to make rapid progress and achieve exceptionally well in all areas of learning.
- At the end of the early years provision, they are extremely well prepared to go into Year 1.
- The children are taught phonics effectively in dedicated sessions, so that are given a very good grounding in this basic skill. The reason children make excellent progress in literacy is that this initial learning is built on extremely well in other activities and in play. Adults encourage children continually to use their skills in reading and writing and the most able do this extremely well. For example, the children produce lengthy 'books' they have written about things that interest them.
- Teaching is outstanding. Adults have high expectations and children respond very positively. The staff are very skilled at intervening in pupils' play to extend the pupils' thinking and their vocabulary and to reinforce their learning. For example, children undertaking an exercise trail were encouraged to count how many step-ups they could do. They launched themselves into this enthusiastically, with one group accurately counting to 100, greatly enhancing their counting skills as well as their physical development.
- Children feel very safe and secure in the class and behave extremely well for their age, because of the excellent lead staff provide. They work together particularly well, sharing materials and equipment and chatting about their learning animatedly. They are equally confident in painting a picture in the style of Mondrian, using an 'app' on a tablet computer, or writing short sentences independently in response to the teacher's 'dictation'.
- Leaders manage the setting extremely well. Staff plan and work to make the most effective use of a wide range of equipment, both indoors and out. A good balance is kept between activities directed by an adult and others chosen by children themselves. Staff are organised well so that someone is always checking on children's progress and engagement and is able to intervene to extend learning through skilled questioning.

- Adults keep a very close track of how well children are doing, combining the results of staff observations with contributions from parents. This comprehensive picture of children’s interests and skills helps staff to challenge children to succeed, while building on children’s enthusiasms when planning activities.

What inspection judgements mean

School	Grade	Judgement	Description
	Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
	Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
	Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
	Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	139481
Local authority	Rutland
Inspection number	449953

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Academy converter
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	212
Appropriate authority	The governing body
Chair	Emma Speirs
Headteacher	Debbie Sedgwick
Date of previous school inspection	Not applicable
Telephone number	01572 823 489
Fax number	01572 823 459
Email address	office@leighfield.rutland.sch.uk

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SCRUTINY PANEL

23 April 2015

FUNDING and PROVISION FOR 2 YEAR OLDS

Report of the Director of People

STRATEGIC AIM:	Creating a Brighter Future for All
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1. PURPOSE OF THE REPORT

- 1.1 To present a summary of the funding and provision in Rutland for education of 2 Year Olds.

2. RECOMMENDATIONS

- 2.1 That People (Children) Scrutiny Panel notes funding and provision for 2 Year Olds in Rutland for 2013-14 and 2014-15.
- 2.2 That a report is provided to People (Children) Scrutiny Panel on Nursery Provision in Rutland at an agreed future meeting.
- 2.3 That People (Children) Scrutiny Panel identifies any follow up actions relating to the funding and provision for 2 Year Olds to be reported to a subsequent meeting of its Panel.

3. BACKGROUND

- 3.1 In September 2013, the Government introduced a duty for local authorities to provide educational places for disadvantaged 2 years olds.
- 3.2 In 2013-14 Rutland had a target set by the Government to identify and place 65 of our most disadvantaged 2 Years Olds in Early Years provision. £179,692 funding was provided to support this target. The target in 2014-15 was raised to 73 places requiring £201,808 funding.
- 3.3 Evidence shows that high quality early education at age 2 brings benefits to children's development. The statutory guidance also reflects the Government intention that, as far as possible, early education for 2 Year Olds from lower income households is delivered by providers who have achieved an overall rating of 'Outstanding' or 'Good' in their most recent Ofsted inspection report.
- 3.4 In Rutland Visions Children's Centre helps the local authority to identify eligible 2 Year Olds and checks eligibility using the criteria set out below to support parents to take up an early education place.

4. NATIONAL ELIGIBILITY CRITERIA FOR 2 YEAR OLDS

4.1 The national eligibility criteria for 2 Year Olds requires a family to be in receipt of one of the following:

- income support
- income-based Jobseeker's Allowance (JSA)
- income-based Employment and Support Allowance (ESA)
- support through part 6 of the Immigration and Asylum Act
- the guaranteed element of State Pension Credit
- Child Tax Credit (but not Working Tax Credit) and have an annual income not over £16,190
- The Working Tax Credit 4-week run on
- All 2 Year Olds who are 'looked after' by their local authority are eligible

4.2 Children who meet the national criteria will be eligible for 570 hours of early education per year. This is often taken as 15 hours per week during term time. In Rutland parents are given the option to stretch their funding over 50 weeks. Rutland providers are currently paid £4.85 per hour (which is below the recommended £5.09). The Government provides Rutland with the equivalent of £4.83 per hour which requires Rutland to contribute £1185 per annum to make up the difference between £4.83 and £5.09.

5. EARLY EDUCATION PLACES IN RUTLAND

5.1 Early education places in Rutland are funded in the following locations:

- Playgroups and pre-schools
- Nursery classes in schools and academies
- Nurseries on school sites
- Day nurseries
- Registered childminders

5.2 Registered providers must be registered with Ofsted and deliver the early years foundation stage curriculum provision.

5.3 Early years settings assess children's progress during the year in which they are 2 years old to ensure their development is in line with the age related statements of *Development Matters* or the *Early Years Outcomes* enabling any necessary intervention to be put in place to support the individual needs of each child.

5.4 The Government is publishing data on the number of eligible 2 Year Olds broken down by post code area. This is designed to support local

authorities to ensure that sufficient places are available for every 2 Year Old who meets the eligibility criteria. It is also intended to provide information to early education providers about potential demand so that they can identify where there may be opportunities for business growth that result from the introduction of the entitlement.

6. FUTURE DEVELOPMENTS

- 6.1 The Government will reward local authorities who achieve high levels of take up by moving to participation funding in April 2015. This means funding for 2015-16 will be solely based on actual participation taken from the count from the January 2015 School and Early Year census.
- 6.2 There will be no further allocation of trajectory funding or capital support for local authorities from central government in 2015-16.
- 6.3 As we move towards system whereby local authorities are to be funded on the number of children taking up the 2 Year Old entitlement rather than the number of eligible children, the local authority will need to ensure that it maximises the opportunity to increase the capacity of businesses in their area, encourage schools nurseries to open for longer hours and stimulate the local market to encourage new providers.
- 6.4 In September 2015 the Government is considering the introduction of an integrated review for all 2 Year Olds attending an Early Years education provision. Currently, children are assessed by the Health visiting team at the age of 2, as part of the Healthy Child Programme. 2 Year Olds will also have a '2 Year Old Progress Check' as part of the Early Years Foundation Stage. There is concern that complexity may be introduced by more than one review at this age and it is hoped that the two reviews will be carried out in a coordinated manner to provide a rounded and coherent opportunity to consider how each 2 Year Old child is progressing. This will help to inform early interventions which may need to be implemented to support the child's learning and development.

7. RISK MANAGEMENT

RISK	IMPACT	COMMENTS
Time	High	It is essential that the local authority responds to this central government policy and related statutory duties.
Viability	High	Support for the 2 Year Old programme is critical in meeting the government targets set for Rutland.
Finance	Medium	There is a change in the funding method in 2015 moving away from an eligibility approach to a participation-led funding model.
Profile	High	Early Years performance is high profile.
Equality and Diversity		The local authority observes all principles which underpin Equality and Diversity in relation to Early Years provision.

Report Author
Dr Tim O'Neill
Tel No: (01572) 722577
e-mail: enquiries@rutland.gov.uk

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Department
for Education

Launch date 25th June 2014
Respond by 22nd August 2014
Ref: Department for Education

Early Years Pupil Premium and funding for two-year-olds

Early Years Pupil Premium and funding for two-year-olds

This consultation seeks views on the introduction of an Early Years Pupil Premium for all disadvantaged three- and four-year-olds from April 2015, and on moving to participation funding for the early education entitlement for two-year-olds from 2015-16.

To Nurseries, Primary Schools, Children Centres, Maintained nursery schools, Independent nursery schools, Childminders, Private/voluntary providers of day care, Childcare or early years organisations, Parents and carers, local authorities and representative bodies.

Issued 25 June 2014

Enquiries To If your enquiry is related to the policy content of the consultation you can contact the Department on 0370 000 2288

email: eypp.consultation@education.gsi.gov.uk.

Contact Details

If your enquiry is related to the DfE e-consultation website or the consultation process in general, you can contact the Ministerial and Public Communications Division by email: consultation.unit@education.gsi.gov.uk or by telephone: 0370 000 2288 or via the Department's '[Contact Us](#)' page.

1. Ministerial foreword

- 1.1 Securing better access to high quality early education is at the heart of this Government's social mobility strategy. We have extended the entitlement for Government-funded early education from 12.5 hours to 15 hours for all three- and four-year-olds. And we have created a new entitlement to funded early education for disadvantaged two-year-olds – reaching up to 40% of the least advantaged two-year-olds in September this year.
- 1.2 The Government has prioritised high quality early education because it can make a dramatic difference to children's life chances. High quality nursery can improve later results – generating a term and a half's progress for some children. In Maths, it is nearly two terms. Research has found that high quality pre-school education is especially beneficial for the most disadvantaged pupils and, for those with low qualified parents, in promoting better Mathematics outcomes at age 11.
- 1.3 There is more we can do. Disadvantaged children are already behind when they start school. The Sutton Trust argues that there is a 19 month gap at the start of school between the most and least advantaged children. Gaps between disadvantaged children and their peers are apparent in the early years, persist and widen throughout school and beyond.
- 1.4 Eradicating this inequality is fundamental to ensuring all children get the best start in life. This consultation covers two of the Government's strategies for making opportunity more equal.
- 1.5 We propose a new Early Years Pupil Premium, to build on the successful model of the school age Pupil Premium. It will ensure more money is spent on those three- and four-year-olds that will benefit most from additional investment.
- 1.6 The aim of the Early Years Pupil Premium is to close the gap between children from disadvantaged backgrounds and their peers by providing funding to early years providers to help them raise the quality of their provision. It will complement the Government-funded early education entitlement by providing nurseries, schools, and other providers with up to an additional £300 a year for each eligible child.
- 1.7 We also propose moving funding of the free entitlement for two-year-olds onto a stable, long-term footing, by introducing participation-based funding. This move will mirror the way that the three- and four-year-old entitlements are funded. To ensure that we use the most up-to-date data when determining

funding in the first year of participation-based funding, we propose two data collections in 2015-16. This will help to put the two-year-old entitlement on a stable, long-term basis.

Michael Gove MP

Secretary of State for Education

Nick Clegg MP

Deputy Prime Minister

2. Executive Summary

- 2.1 We know the value of a good start in life and that access to quality early years education is critical to this, particularly for disadvantaged children. The Government is committed to enabling more children to access high quality early education. Every three- and four-year-old is entitled to 15 hours per week of funded early education, for 38 weeks of the year (570 hours/year). Since September 2013 this entitlement has been extended to the 20 per cent least advantaged two-year-olds, and from September 2014 will be extended further to the 40 per cent least advantaged two-year-olds.
- 2.2 This document consults on the introduction of an Early Years Pupil Premium, to give additional resources to early years providers that take disadvantaged children aged three and four. It will improve the quality of the early education that these children receive. It also consults on the introduction of participation-based funding for the two-year-old entitlement.
- 2.3 The EYPP will be introduced in April 2015. It will close the gap at ages 3 and 4 between the additional support disadvantaged children get at age 2 through the new free entitlement and the additional support they get in school through the school-age Pupil Premium.
- 2.4 It will pay early years providers an additional £300 per year for each eligible child that takes up the full 570 hours with them. This equates to an hourly rate of 53p per child per hour. We estimate that over 170,000 children could benefit from the EYPP in 2015-16. The funding will follow the child and go to all providers that are delivering the funded early education entitlement.
- 2.5 The Government has allocated £50m in 2015-16 to fund this. Providers will be funded along with their existing early education funding. Local authorities will be required to pass on the full national rate to providers – they will not be able to hold any of it back, vary funding rates, or place conditions on the funding. Alongside this consultation we are publishing indicative local authority funding allocations for the EYPP, so that providers and local authorities can begin to plan for introduction next April.
- 2.6 The eligible groups for the EYPP will be children from low income families (defined as meeting the criteria for free school meals); children that have been looked after by the local authority for at least one day; have been adopted from care; have left care through special guardianship; and children subject to a child arrangement order setting out with whom the child is to live (formerly known as residence orders).

2.7 As with the school-age Pupil Premium, we believe providers are best placed to know how to support their disadvantaged pupils with the EYPP. We will not impose restrictions on how providers spend the Early Years Pupil Premium. Instead, Ofsted will hold providers to account for how they've used the EYPP to support their disadvantaged children through the regular inspection process.

2.8 The new entitlement to funded early learning for two-year-olds is an important part of the Government's social mobility strategy, with around 260,000 children becoming entitled to a place from this September. This consultation also includes information about the move to participation-based funding of the two-year-old entitlement from 2015-16. This will mirror the way that the three- and four-year-old entitlements are funded. This means that we will fund local authorities according to the actual numbers of eligible two-year-olds taking up a place. We recognise local authorities' concern that we use the most up-to-date data to determine funding and propose to use two data collections rather than one to help us to do this.

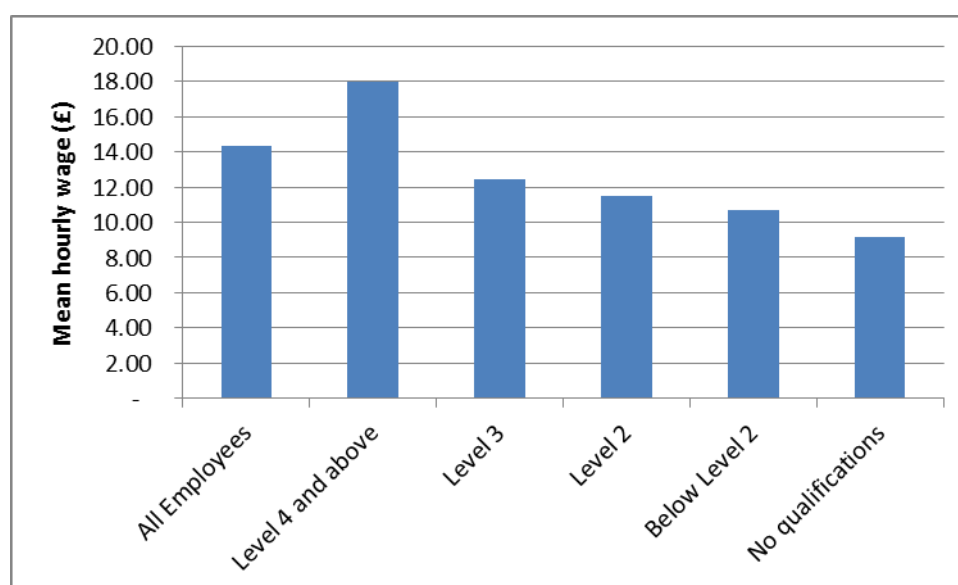
2.9 The Early Years Pupil Premium and the two-year-old entitlement both only apply in England.

3. Why provide additional support for disadvantaged children?

3.1 Children's educational outcomes are a major predictor of their future life chances. High quality early education makes a difference to children's academic attainment. High quality pre-school can improve Key Stage 2 English results – and is equivalent to about a term and a half's progress; in Maths, it is nearly two terms. The benefits of pre-school are higher for pupils from disadvantaged backgrounds.¹

3.2 And in turn how well children do at school is the strongest determinant of their future earnings as shown in Figure 1 below. Pupils who achieve 5 A*-C grades at GCSE earn around 10% more than those who do not and are more likely to be employed. This matters both for individuals and for the country. Analysis by the Sutton Trust has suggested that reducing the attainment gap between children from poorly educated and highly educated families to Finnish levels would add £56 billion to UK GDP by 2050.²

Figure 1: Mean hourly wage of full-time employees in England age 19-59/64 by level of highest qualification³



3.3 But there are already wide variations in ability between children from different backgrounds when they start school. As shown in Chart 2 disadvantaged children are already behind when they start school. The Sutton Trust have suggested that there is a 19 month gap in school readiness between the most

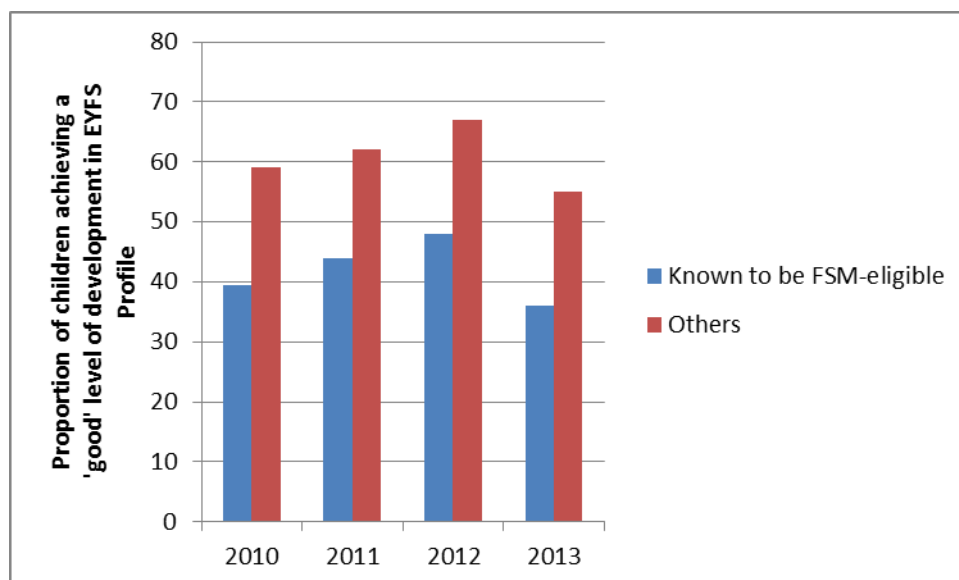
¹ Sylva, K et al (2008) Final Report from the Primary Phase: Pre-school, School and Family Influences on Children's Development during Key Stage 2 (Age 7-11) EPPE.

² The Sutton Trust, (2010), The Mobility Manifesto, available at www.suttontrust.com/public/documents/20100312_mobility_manifesto20102.pdf.

³ Labour Force Survey, Q4 2012.

and least advantaged children.⁴ Gaps between disadvantaged children and their peers are apparent in the early years, persist and widen throughout school and beyond.

Figure 2: Proportion of children achieving a 'good' level of development in EYFS Profile⁵



3.4 We also know that disadvantaged children can benefit the most from receiving a high quality early years education. Research has found that high quality pre-school is especially beneficial for the most disadvantaged pupils and for those of low qualified parents in promoting better Mathematics outcomes at age 11.⁶

3.5 Despite this, we know that disadvantaged families are less likely than the average to make use of the funded early education entitlement, and when they do it is less likely to be at a provider rated 'good' or 'outstanding' by Ofsted.

⁴ Sutton Trust and University of Oxford, *Sound Foundations: A Review of the Research Evidence on Quality of Early Childhood Education and Care for Children Under Three*. Accessible at <http://tempsuttontrust.files.wordpress.com/2014/01/sound-foundations-jan2014.pdf>.

⁵ Foundation stage profile attainment by pupil characteristics, DfE (November 2013). Available at www.gov.uk/government/publications/eyfsp-attainment-by-pupil-characteristics-2013.

⁶ Sylva, K et al (2008) Final Report from the Primary Phase: Pre-school, School and Family Influences on Children's Development during Key Stage 2 (Age 7-11) EPPE.

Figure 3: Take up of the early education entitlement for three- and four-year-olds, by family income.⁷

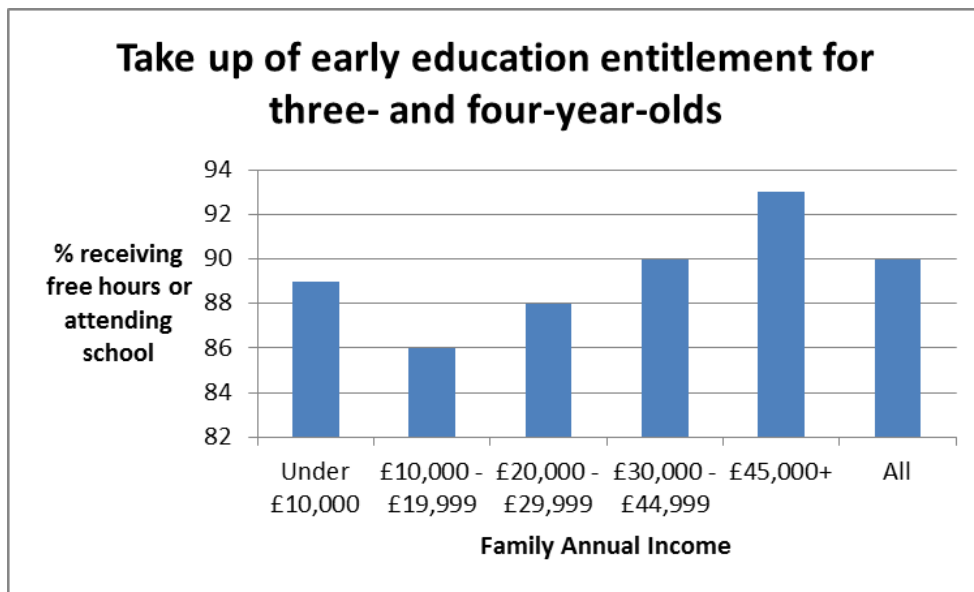
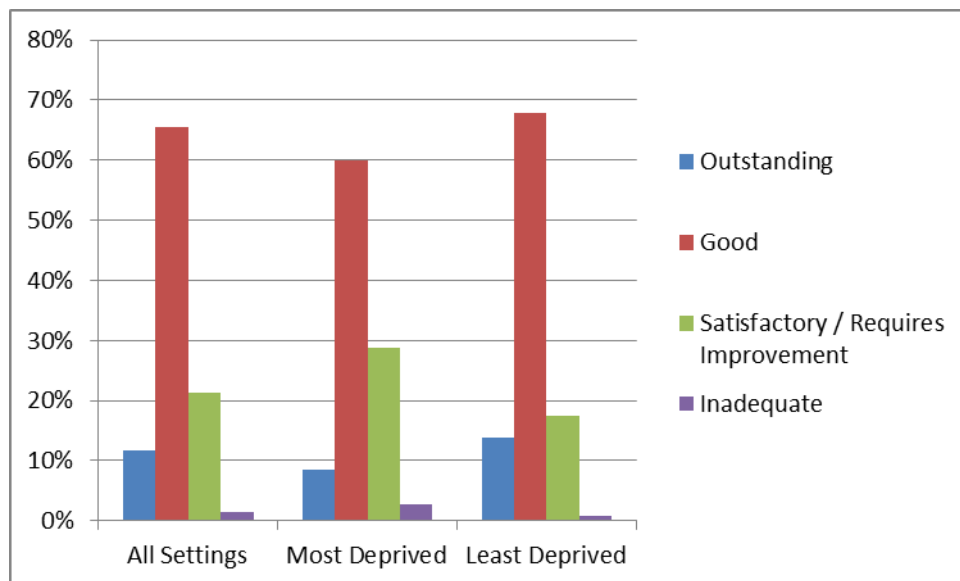


Figure 4: Ofsted rating of early years provider quality, comparison of most and least disadvantaged areas⁸



3.6 Tackling this is fundamental to ensure all children get the best start in life and go on to succeed at school. We are introducing an Early Years Pupil Premium to address this.

⁷ Childcare and early years survey of parents: 2012 to 2013, DfE (Jan 2014). Accessible at www.gov.uk/government/publications/childcare-and-early-years-survey-of-parents-2012-to-2013.

⁸ Ofsted data from August 2013. Accessible at <http://dataview.ofsted.gov.uk>.

3.7 The Early Years Pupil Premium will:

- give all early years providers the additional resources in order to provide the best possible early education to the most disadvantaged children;
- give guaranteed additional funding to all providers who take the most disadvantaged children; and
- together with the two-year-old entitlement, it will encourage more of the best providers to expand into disadvantaged areas.

3.8 The Early Years Pupil Premium fills the gap at ages three and four between the additional support disadvantaged children get at age two through the new free entitlement and the additional support they get in school through the school-age Pupil Premium.

4. The Early Years Pupil Premium eligibility requirements

4.1 For the Early Years Pupil Premium to be effective, it is essential that it goes to the right children. That means setting the right eligibility criteria, and it means having an accurate, simple system for checking eligibility.

Who will be eligible?

4.2 Eligibility for the EYPP is set out in the table below.⁹

A child will be eligible for the Early Years Pupil Premium IF...	
They are three- or four-years old and receiving 15 hours of Government funded early education in ANY provider, AND they are either:	
<p>In a low income family. Their parents are in receipt of one or more of the following benefits:</p> <ul style="list-style-type: none"> • Income Support • Income-based Jobseekers Allowance • Income-related Employment and Support Allowance • Support under Part VI of the Immigration and Asylum Act 1999 • the guaranteed element of State Pension Credit • Child Tax Credit (provided you're not also entitled to Working Tax Credit and have an annual gross income of no more than £16,190) • Working Tax Credit run-on – paid for 4 weeks after you stop qualifying for Working Tax Credit 	<p>have been:</p> <ul style="list-style-type: none"> • looked after by the local authority for at least one day • have been adopted from care • have left care through special guardianship; and • children subject to a child arrangement order

4.3 The majority of the current welfare benefits which give entitlement to the Early Years Pupil Premium will be replaced by Universal Credit (UC). We are

⁹ From 22 April 2014, residence orders and contact orders are replaced by Child Arrangements Orders (s8 Children Act 1989). Child arrangements orders are orders making arrangements about the person with whom a child lives or has contact. Only Child Arrangement Orders relating to a child's living arrangements immediately after they leave local authority care (looked after children) are relevant for the purpose of the EYPP.

currently working with the Department for Work and Pensions to develop suitable eligibility criteria for the Early Years Pupil Premium under UC.

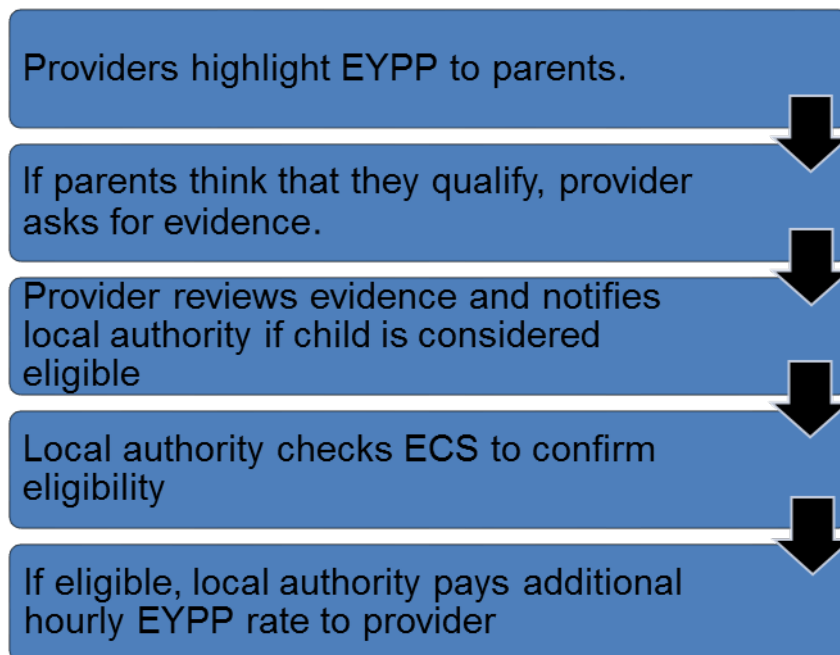
- 4.4 These groups are the same as those that receive the school-age Pupil Premium. As set out in the previous chapter, there are strong reasons for prioritising the EYPP for children from low income families – the evidence shows that they are the most behind when they start school, and also that they benefit most from quality early years provision. Children who are in the care system have also lower attainment in formal education compared to their peers and also can benefit from additional support. There are other groups of children that we considered for inclusion – however, these either already receive additional funding from other Government sources, and/or are likely to be already eligible for the EYPP through the criteria above.
- 4.5 The two-year-old early education entitlement is already targeted at the most disadvantaged children. We do not feel that it would make sense to overlay a further premium on top of the two-year-old entitlement itself.
- 4.6 Four-year-olds in Reception classes in maintained schools already receive the school-age Pupil Premium. They will not receive the EYPP in addition to this.
- 4.7 As 2015-16 will be the first year of the EYPP, we will not introduce an “Ever-FSM” measure at this stage.
- 4.8 We are extending the school-age Pupil Premium into the Early Years – we do not have plans to extend the Service Premium into the Early Years.
- 4.9 Each local area is different, and local authorities may identify other groups of children within their community that they believe should be eligible for the EYPP. They will be free to use their own resources to fund an EYPP for other groups of children, so long as they meet the requirement to provide it to the core eligible groups set out here.

Checking Eligibility

- 4.10 We want a simple, accurate and secure means of checking whether children are eligible to receive the Early Years Pupil Premium that does not create additional burdens for providers or parents.
- 4.11 There is an existing Eligibility Checking Service that already provides a means to do this. It is already used by councils and schools to check children’s eligibility for the funded early education entitlement for two-year-olds, and for free school meals for school age children.

- 4.12 We may need additional primary legislation to enable us to use the data in the Eligibility Checking Service for the Early Years Pupil Premium. If it is necessary then we will legislate at the earliest opportunity.
- 4.13 Checking eligibility will be very straightforward. Providers typically already collect paperwork from parents claiming the funded entitlement – for instance proof of child’s age. To check eligibility for the EYPP, they will simply need to ask parents to identify whether they believe that they are eligible, and to give the provider their National Insurance Number and the parent’s date of birth. It will also be entirely voluntary for parents to give this information.
- 4.14 We expect that in most cases providers will encourage eligible parents to take up the EYPP. We will publish a short toolkit for providers in the Autumn giving advice on what they need to do to be ready for the EYPP, including how to encourage parents to identify as eligible and how to collect the required information. We hope that some parents will be encouraged to ask providers how the EYPP is being used for their child; and that providers will actively involve parents when preparing their plans.

Checking children’s eligibility for the Early Years Pupil Premium



- 4.15 Providers already submit information about children taking up the funded early education entitlement to their local authority. To claim the EYPP, they will in addition have to submit National Insurance Numbers and parents’ date of birth. For asylum seeking children, local authorities will need the parents’ National Asylum Support Service number (NASS), the parents’ date of birth and surname. Using this information, the local authority can use the

Eligibility Checking Service to confirm whether the child is eligible for the Early Years Pupil Premium, and if eligible, local authorities will pay the additional rate to the provider. Since September 2013, local authority teams have used the Eligibility Checking Service to check eligibility for the two-year-old entitlement. We do not expect there to be a substantial additional burden from EYPP checks.

- 4.16 Local authorities will know which children are in their care and therefore eligible for the premium. We expect local authorities looked after children and early years departments to work closely to identify children who may be eligible.
- 4.17 For children who have been adopted from care and those who are subject of a special guardianship order or a child's arrangements order (setting out with whom the child is to live and formerly known as 'residence orders'), parents/guardians will need to provide evidence of the relevant order made by the courts.
- 4.18 If legislation is necessary, and it is not possible to have it in place by April 2015, then we will put transitional arrangements in place until we can use the Eligibility Checking Service. We propose that parents of eligible children will need to provide evidence of benefits they receive to providers. Local authorities use that information to check eligibility. We do not believe that this short additional check would be onerous for either parents or providers. It will be for local authorities and providers to decide how best to implement this in their area. We hope that all eligible parents will want to identify themselves, but it will be entirely voluntary.
- 4.19 To help local authorities and providers plan ahead and organise their resources, we will confirm whether transitional arrangements will be necessary by January 2015.

5. The Early Years Pupil Premium – How Will it Work?

- 5.1 To have the biggest impact, arrangements for the Early Years Pupil Premium must be clear, simple and consistent. We want all providers to be certain of the additional money that they will receive, so that they can plan for how they will use it. Like the school-age Pupil Premium, we have designed a system in which money follows the child, so that providers are guaranteed a nationally-set amount of money for each disadvantaged child.

5.2 For 2015-16, providers will get an extra £300 premium per eligible child taking up the full 570 hours entitlement per year, in addition to the rate that local authorities are already paying for the three- and four-year-old entitlement. This will be paid to providers on an hourly basis – in 2015-16 there will be a national rate of £0.53 per child per hour. The Government has committed £50m in 2015-16 to fund this. Alongside this consultation we are publishing indicative local authority funding allocation to enable providers and local authorities to plan – these can be found at Annex C.

Allocation to Local Authorities

5.3 The Early Years Pupil Premium will be paid to all local authorities through the Dedicated Schools Grant. The Department does not have child level data on the number of eligible children in each LA. Instead, for 2015-16, the Department will make initial allocations to local authorities based on an estimate of the number of disadvantaged three- and four-year-olds in each area who meet the eligibility for the premium.¹⁰

5.4 Indicative local authority allocations have been published alongside this consultation (see annex C), to enable local authorities and providers to begin to plan ahead of implementation in April 2015. We will publish updated allocations in Autumn 2014.

5.5 Take up rates may vary across the country, and some local authorities may have more or fewer eligible children than anticipated. For that reason, in 2015-16 we will collect information about take up numbers from local authorities mid-year. In October 2015 we will ask all local authorities to provide data on how many children are receiving the Early Years pupil Premium. We will use this to adjust allocations to reflect actual numbers. This will make sure that all local authorities have the money they need to pay providers the EYPP.

5.6 It will not be necessary to make estimated allocations with an in-year adjustment in future years. We intend to collect data about whether a child receives the Early Years Pupil Premium in the Early Years and Schools censuses from January 2016. This will give us accurate take-up data, which we will use to make funding allocations from 2016 onwards. When this data is available we will move to funding the EYPP according to actual local take up levels, like the school-age pupil premium. The diagram in Annex A shows simply how this will work.

¹⁰ This uses data on the projected number of children in each LA who will participate in early education and FSM take up rates for 4 -6 year olds as a proxy for eligible children. This proxy measure was used to allocate two year old early learning funding to LAs in 2013-14. It aims to allocate funding to LAs based on the actual EYPP costs they will incur in 2015-16.

Local authority allocation to providers

- 5.7 We want all eligible three- and four-year-olds to benefit from the EYPP. All registered early years providers that take children for the funded early education entitlement – including school nurseries and maintained nursery schools; private, voluntary and independent providers; and childminders – will therefore be eligible to claim the EYPP for their disadvantaged three- and four-year-olds. As set out in the Department’s recent consultation, ‘Childminder agencies and changes to local authority role’, local authorities are required to fund any provider rated ‘outstanding’ or ‘good’ for the three- and four-year-old entitlement, as long as the provider is willing to accept the conditions of funding and that a parent wishes to send their child there. Local authorities are also required to fund providers rated ‘requires improvement,’ and have additional powers to attach conditions to funding these providers requiring them to address Ofsted’s recommendations. All of these providers will also all be eligible to claim the EYPP for their eligible children.
- 5.8 To improve outcomes for disadvantaged children they need to be receiving quality early education. Local authorities should remove any funding for the entitlement – including the EYPP – from a provider rated ‘inadequate’ as soon as is practicable.
- 5.9 Funding will follow individual children, meaning that providers can be certain that if they take an eligible child they will receive the additional resources that they need to support them. Local authorities will pass all of this funding on to front-line providers as clearly identified additional funding to the hourly rate providers already receive. We will amend the School and Early Years Finance Regulations to require that LAs **must** fund at the national rate for all eligible children, with no flexibility to reduce the amount. LAs will not, for example, be permitted to fund at a lower rate for certain provider types.
- 5.10 The EYPP will be paid as an hourly rate, in addition to the rate for the funded entitlement. This will make it simple to match the amount providers receive to the number of hours that eligible children take up. Where a child takes up the entitlement at more than one provider, the providers will receive the EYPP proportionate to the number of hours. If an eligible child moves to a different provider during the year the new provider will receive the EYPP for the funded entitlement hours that they provide.
- 5.11 Where a childminder is registered with a childminder agency the local authority should pay the EYPP alongside other funding for the early education entitlement. This means that if the childminder has opted to receive funding via the agency then they will receive the EYPP by the same means.

How providers may use the EYPP

- 5.12 We believe that providers will use this funding most effectively where they have the flexibility to innovate and to spend it on the strategies that they think will be most effective. This is the approach which has proven effective with the school-age Pupil Premium. If anything, it is even truer in the early years given the very wide diversity of providers.
- 5.13 We will not, therefore, impose conditions on providers about how the EYPP is spent. We will, however, be clear that they must use it to improve the quality of early years education for their disadvantaged children. We expect that providers will consult the evidence on what works in improving quality when making decisions about how to use their EYPP funding. Providers will be held to account for the quality of the early education that they provide to disadvantaged children through Ofsted inspection.
- 5.14 We encourage providers to use their EYPP funding to contribute to pay for reconfiguring their nursery to be teacher led and employing a teacher. Evidence tells us that teacher-led early education leads to the best outcomes, and we know that in deprived areas, only 10% of staff in private nurseries are teachers with support.¹¹ The Nuffield Trust recently reported that Ofsted data shows that the most highly graded providers employ a graduate *and* have a high proportion of staff qualified to level 3. The report also found that graduate leadership was associated with a smaller gap in quality between PVI providers in disadvantaged and more affluent areas.¹² Evidence shows that input from specialist graduates has the greatest impact on children's outcomes.¹³

There is evidence that one of the best things a provider can do to improve child outcomes is employ a specialist graduate member of staff. The evaluation of the Graduate Leader Fund found that providers with a graduate leader with Early Years Professional Status (EYPS) significantly improved the quality of provision and child outcomes for pre-school children. Gains were seen in overall quality and in a number of individual dimensions of practice, including positive staff: child interactions and language and literacy. For maximum impact, the graduate should be working directly with children. The more time Early Years Professionals spent in rooms with children, the greater the impact that had on quality of provision in that room.

¹¹ Department for Education, *Childcare and Early Years Provider Survey 2011* accessible at https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/219589/osr18-2012v2.pdf

¹² Nuffield Foundation *Early Years Educators Quality and Inequality: Do three- and four-year-olds in deprived areas experience lower quality early years provision?* Accessible at <http://www.nuffieldfoundation.org/news/disadvantaged-three-and-four-year-olds-losing-out-good-quality-nursery-provision>

¹³ EPPE Project: Findings from the pre-school period accessible at [http://www.ioe.ac.uk/RB_summary_findings_from_pre-school\(1\).pdf](http://www.ioe.ac.uk/RB_summary_findings_from_pre-school(1).pdf)

- 5.15 A greater proportion of school based provision is teacher-led (41% of school-based provision in deprived areas). We know that some of the best quality early education can be found in schools. We are keen to see schools as an integral part of quality improvement in the early years, particularly through the Teaching Schools programme. Teaching Schools alliances offering early years training and improvement will be well placed to provide professional development for providers and to develop and share good practice that results in improved outcomes for disadvantaged children, including the impact of teacher-led provision.
- 5.16 We encourage providers to use their EYPP funding to purchase services from teaching schools alliances, whose excellence is already proven by their Ofsted rating. There are 100 teaching schools with registered nursery provision on site and over 1,000 more schools with nursery provision on site that are linked to teaching school alliances. In addition, 20 regional hubs are bringing together all types of early years providers and enabling them to benefit from shared knowledge and expertise to drive up quality in their area. As the network of Teaching Schools and alliances offering early years support continues to expand, even more providers will have the opportunity to both provide and benefit from locally delivered support.¹⁴
- 5.17 Some providers may wish to pool their EYPP funding together in order to get more for their money. For example a group of small providers may use their funding to contribute to the cost of a shared Early Years Teacher to work across a number of providers, potentially as part of a teaching school alliance. We believe that childminder agencies will be particularly effective at enabling pooled funding for their registered childminders – and encourage them to consider how their registered childminders could pool their EYPP funding to purchase additional support for all of them. Similarly, schools may wish to consider pooling their EYPP and Pupil Premium together, if this will improve support and outcomes for disadvantaged pupils across the school. Ofsted inspection will focus on how providers are supporting disadvantaged children to make progress and achieve better outcomes.
- 5.18 As with other funding, local authorities will be responsible for ensuring that funding is passed to providers in respect of early education for individual eligible three- and four-year-olds, and that this money is not claimed fraudulently.

¹⁴ Schools that are interested in becoming Teaching Schools can find more information online here: www.gov.uk/teaching-schools-a-guide-for-potential-applicants.

5.19 Local authorities are currently required to have a deprivation supplement as part of the early years single funding formula. We do not propose to change this requirement. It gives local authorities the flexibility to continue to address deprivation in a way which is appropriate to their area – for example, an urban LA may take a different approach to a rural one.

6. The Early Years Pupil Premium and Maximising Impact

6.1 For the EYPP to have the biggest possible impact, and put children on the path to success in later life, it is not enough to provide additional funding. It is also essential that schools and other providers have access to high quality information about how best to support their disadvantaged three- and four-year-olds. It is vital that providers are held to account for getting the best possible outcomes for disadvantaged children – and that data is available to hold Government to account for this as well.

6.2 We want to mirror the approach which has proven effective with the school-age Pupil Premium – but recognising that the diversity of early years providers means that it is important to consider whether our approach is proportionate and appropriate. We will do this by:

- Holding providers to account through Ofsted;
- Measuring outcomes; and
- Supporting providers in making effective use of the money through directing them to good practice in supporting disadvantaged children.

Holding Providers to Account

6.3 Ofsted are the arbiter of quality in the early years. During an inspection providers are already required to show how they are meeting the needs of individual children, including those who are disadvantaged. The Early Years Pupil Premium will build on this approach.

6.4 During an inspection of an early years provider, Ofsted Inspectors will consider how well disadvantaged children make progress. Their inspection report will include a statement on the strategies that the provider has used to raise the attainment of disadvantaged children, and how the EYPP is used to support these strategies. To make this happen, Ofsted will update their inspection frameworks to set out that effective use and impact of the EYPP will be assessed under the leadership and management judgement.

6.5 To make this judgement, Ofsted will want to see evidence that a provider has considered how best to invest EYPP funding, how they expect to determine if the money improves a child's outcomes over the short and/or long term and any evidence available on impact already achieved. They will update the provider self-evaluation framework to include questions on the approach that providers are taking to using the EYPP – in particular, how they are making use of the money, which children they are targeting the money on, and how children's outcomes are improving under the EYFS – and will ask questions on these areas during inspection. Ofsted already consider how staff knowledge, qualifications, training and expertise (such as Early Years

Teacher Status, for example) impacts on a provider's practice and children's learning and development.

6.6 If providers are not able to supply this evidence then their inspection judgement for the leadership and management judgement may be lowered, and inspectors will make recommendations for how the provider can improve. Providers judged 'requires improvement' overall should prepare an action plan to address Ofsted's recommendations. Their local authority – as champion of disadvantaged children – should hold them to account for implementing this, potentially making it a condition of early education funding. We will set out in statutory guidance on early education that local authorities should do this. Local authorities should withdraw early education funding from providers judged 'inadequate' overall as soon as is practical.

6.7 Local authorities have an established role in their communities as champions of disadvantaged and vulnerable children. We know that they will welcome the additional resources that the EYPP will bring for these children, and they have an important part to play in maximising its impact. They are uniquely placed to encourage parents to claim the EYPP for their child. They have statutory responsibilities to secure information, advice and guidance for providers rated 'requires improvement.'

6.8 It is important that our approach to accountability is proportionate. Early years provision includes a large number of small, single providers – Laing and Buisson estimate that 77.3% of registered early years places (including those provided by childminders) are in single site providers.¹⁵ We do not believe that it would be appropriate to expect all early years providers to publish details online of how they are using the Early Years Pupil Premium, as schools do for the school-age Pupil Premium. Many of the smaller early years providers do not currently have websites, and it would be unreasonable to set them up solely for this purpose. Where providers already have a website – and, in the case of schools, where they already publish details of how they use the school-age Pupil Premium – we encourage them to do the same for the EYPP.

Measuring Outcomes

6.9 The EYPP will be additional money for the Early Years. It is important that we are able to measure the impact that all Government funding is having. We will therefore identify and publish national-level data on the quality of the early education that disadvantaged three- and four-year-olds are receiving. The annual early years census collects information on, for example, the number of providers with a member of staff with a graduate qualification in early years.

¹⁵ Children's Nurseries UK Market Report, Laing and Buisson 2013.

From 2016 the census will collect information on numbers of children receiving the EYPP at each provider.

- 6.10 We will also track child outcomes nationally to understand if Government funding to support disadvantaged children, including EYPP, is improving the attainment of this group of children and narrowing the gap between them and their peers. From 2015-16 we will look at data from the new reception baseline at age four to get an indication at a national level of the impact of Government's early years funding for disadvantaged children. This data will enable us to see over time if disadvantaged children are becoming as well placed as their peers to succeed in their education. The baseline is not designed to hold individual providers to account, and will not be used for this.
- 6.11 Over the longer term, our ambition is to improve the data that we collect so that we are able to measure and track the progress of children through their educational career. There is currently no simple way to do this. We will, therefore, explore this further – including looking at the feasibility of introducing Unique Pupil Numbers before a child begins school. If it can be easily implemented, Unique Pupil Numbers could track children from their early years providers into the rest of their school career.
- 6.12 We will collect data on whether a child receives the Early Years Pupil Premium on the Early Years and Schools censuses. This data will allow us to track, for the first time, take up of the funded entitlement among disadvantaged three- and four-year-olds, including whether they are at high quality providers, and whether they are at providers with a graduate-qualified member of staff. We will publish this data, and add it to the Department's Early Years benchmarking tool.

Supporting Providers

- 6.13 We expect that providers will use the EYPP to provide additional support to their disadvantaged children. This support could take a number of different forms – one provider may, for example, choose to employ a graduate-qualified staff member; school may opt to make early education available more flexibly from 8-6, so that it can be accessed more easily by disadvantaged parents; a third may pool their funding with other providers to purchase some group training. We expect that – and actively encourage – providers will want to make use of high quality support from outstanding schools and nurseries in their local areas in the first instance.

6.14 To help us to build good practice, we will look at how providers have spent their EYPP in 2015-16 and gather examples of good practice where providers can demonstrate immediate/short term impact of the funding. We will make this information available to providers through our website.

7. Existing funding for disadvantaged 2 Years Olds – move to participation funding in 2015-16

Early learning for two year olds

7.1 Chapter 1 makes the case for ensuring disadvantaged children access high-quality early education. As a key plank of this, the Government has introduced a new statutory entitlement to early learning for disadvantaged two-year-olds. From September 2013, 20% of two-year-olds in England (some 130,000 children) have been entitled to a government funded early learning place. These two-year-olds are eligible if their family meets the income and benefits criteria also used for free school meals, or if they are looked after by their local authority.

7.2 From September 2014, the statutory entitlement will be extended to around 40 per cent of two-year-olds (some 260,000 children). This includes children from low income working families, or who have SEN or disabilities, or who have been adopted from care.

Funding LAs for two year old early learning

7.3 This new entitlement has been supported by very significant investment from Government. The allocation of this funding to LAs has so far been according to the **estimated number** of eligible children in each LA as we did not hold data on the number of participating children in each LA.

7.4 DfE in 2014-15 also provided trajectory funding to support preparation for the delivery of the entitlement, for example helping to develop local systems and processes, supporting growth in the local supply of high quality early education places, and marketing the entitlement. Our expectation is that this activity will have been embedded by the end of 2014-15 and therefore trajectory funding will not be available to LAs from 2015-16.

The move to participation funding in 2015-16

7.5 From the financial year 2015-16, the DfE will be able to move away from funding on estimates of the number of children who are eligible for a free place. Instead, DfE will fund LAs for two year olds according to the **actual number** of two-year-old places they are funding locally. In practice this means that the annual allocation to local authorities will be calculated using a standard hourly rate (set by DfE) multiplied by the actual number of free hours they are funding for eligible children. This is called participation funding. Participation funding is already used to allocate funding for all three and four year olds. (See Annex A for an explanation of how participation funding works.)

7.6 This is not a new development. When the Department made the 2013-14 allocations in November 2012, it announced in the Written Ministerial Statement the intention to move to participation funding from 2015-16 once the 40% statutory entitlement was in place.¹⁶ This was confirmed in December 2013 when the Department made the 2014-15 LA allocations and the Minister for Education and Childcare wrote to all Directors of Children's Services.¹⁷

7.7 Under participation funding, allocations are based on the January census every year – using the school census for schools and the early years census for private, voluntary and independent providers.¹⁸ This is a fair way to fund LAs. It enables the Department to allocate funding according to local take up, and provides an incentive for LAs to grow and sustain a high level of take up. It also enables funding to be targeted where it is needed, and does not allocate funding to LAs where take up is lower than the number of eligible children. This is described in more detail in Annex B.

Proposals for the first year of participation funding

7.8 It is important that LAs can plan. We do not have the data to give LAs indicative allocations before the start of 2015-16. We will however confirm to LAs the per child funding rates in September 2014. In order to secure the success of two-year-old early learning, the DfE needs to ensure funding accurately reflects the number of hours of early education LAs are funding throughout the year, and does so in a way which encourages take up.

7.9 This is a challenge when the entitlement is still relatively new. The full entitlement commences in September 2014 but the programme is expected to take time to reach maximum take up. It is unlikely that take up levels for the programme will have stabilised by the time the January 2015 count is taken. This means that the January 2015 census may not be an accurate picture of the number of places LAs will have to fund in 2015-16, potentially underfunding some LAs. This must be avoided.

7.10 To address this, we are proposing to undertake two data collections for the first year of participation funding. The first will be the standard data collection via the school and early years January census. The second will take

¹⁶

<http://webarchive.nationalarchives.gov.uk/20130903192841/http://media.education.gov.uk/assets/files/pdf/w/written%20ministerial%20statement%20on%202yo%20funding.pdf>

¹⁷ www.gov.uk/government/uploads/system/uploads/attachment_data/file/266738/Letter_to_DCSs_-_2014-15_2_YO_allocation.pdf

¹⁸ Link to the early years census guide is included to provide further information about how participation funding currently operates for three and four year olds: www.gov.uk/early-years-census

place in October and will enable us to ensure funding accurately reflects increases in participation levels over the course of the first year. This will allow the DfE to make one in year adjustment to reflect major increases in participation rates. **This second data collection is for 2015-16 only** when the programme is scaling up.

7.11 In order to minimise burden on LAs, we plan to:

- make the data collection **voluntary** so that LAs who do not see a significant increase in take up do not need to submit additional data confirming this;
- make use of the data LAs already collect in order to fund providers on a termly basis for delivering two-year-old places; and
- rationalise the data collection to collect only the essential information necessary to calculate funding. We do not propose to repeat the full January census return.

7.12 Our proposal is to fund LAs for two-year-olds in 2015-16 by:

- Confirming rates in September 2014.
- Making funding allocations in June 2015 using the January 2015 census count.
- Using the second count in October 2015 to adjust in December 2015 allocations for those LAs wishing to submit updated data if their take up levels have substantially increased.

7.13 The diagram in Annex A illustrates how this will work.

7.14 We would welcome views on using the October (autumn term) count as a suitable time to take the second count to accurately reflect take up levels.

Local authority allocation to providers

7.15 No changes will be made to how LAs must fund providers through the early years single funding formula. We continue to encourage LAs to maximise the funding passed to providers, and to fund providers using a flat rate with no supplements.

8. How To Respond

8.1 Send electronically to: eypp.consultation@education.gsi.gov.uk

8.2 Send by post to:

Early Years Funding Division

Sanctuary Buildings

Great Smith Street

London

SW1P 3BT

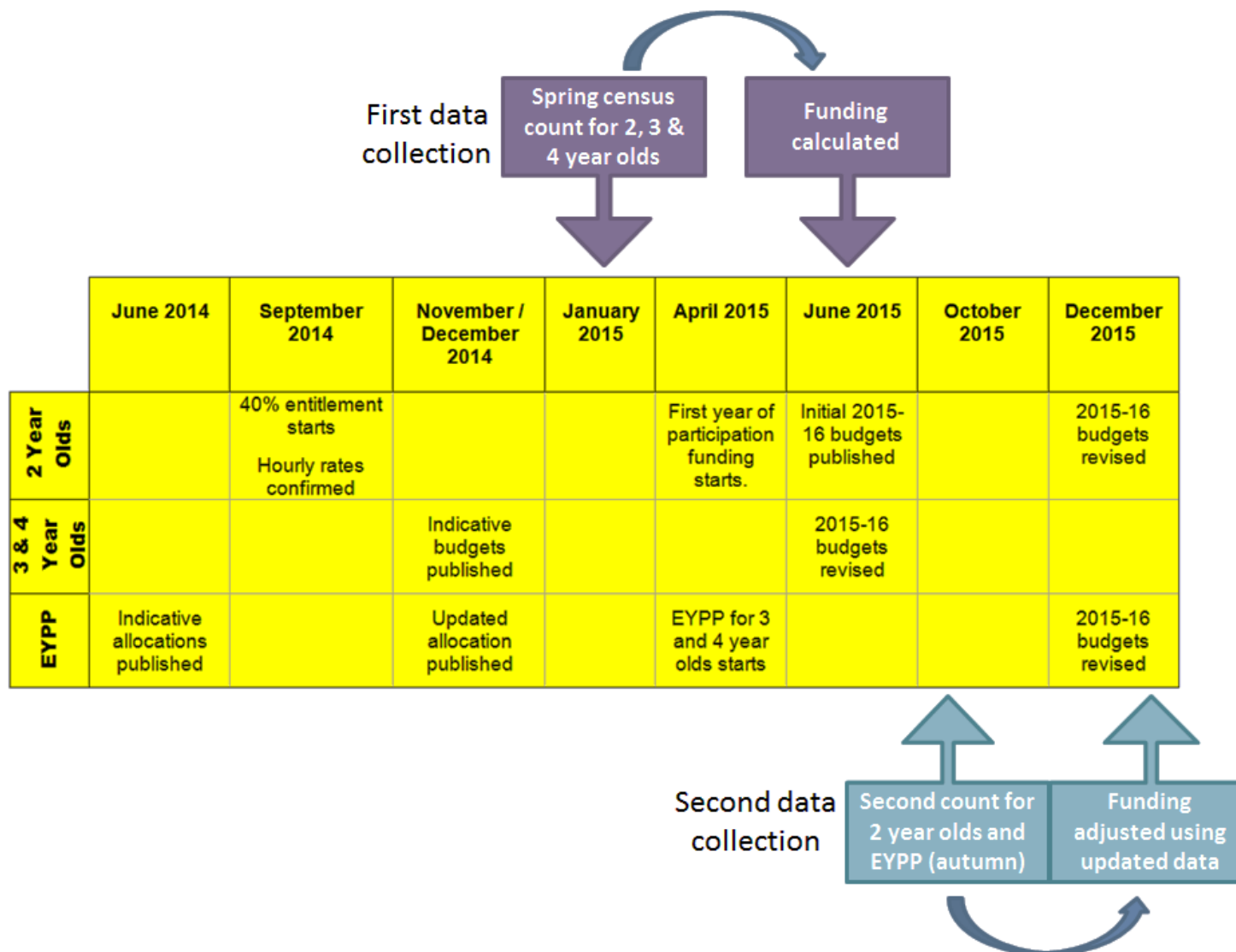
9. Additional Copies

9.1 Additional copies are available electronically and can be downloaded from the Department for Education e-consultation website at: www.education.gov.uk/consultations.

10. Plans for making results public

10.1 The results of the consultation and the Department's response will be published on the DfE e-consultation website in Autumn 2014.

Annex A - Funding allocation for two-year-olds and EYPP for three- and four-year-olds



Annex B – How participation funding operates

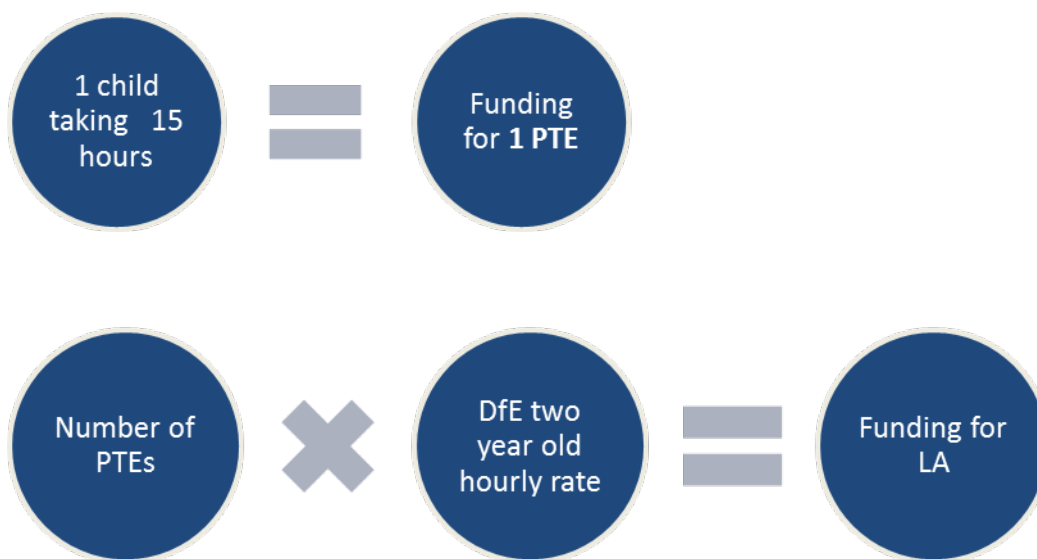
- The statutory entitlement for two year old early learning is 15 hours a week. For funding purposes, the early years entitlement is expressed as part time equivalent (PTE - 570 hours a year).
- Participation funding is based on actual take up of the statutory funded hours and not headcount numbers (as not all children take up all the funded hours to which they are entitled).
- January census data is used to count the levels of participation, counting both the number of children (headcount) and the hours taken.
- The illustrations below show how funding is allocated on the basis of participation.

For example:

Figure 1 – Funding based on participation basis



Equivalently,

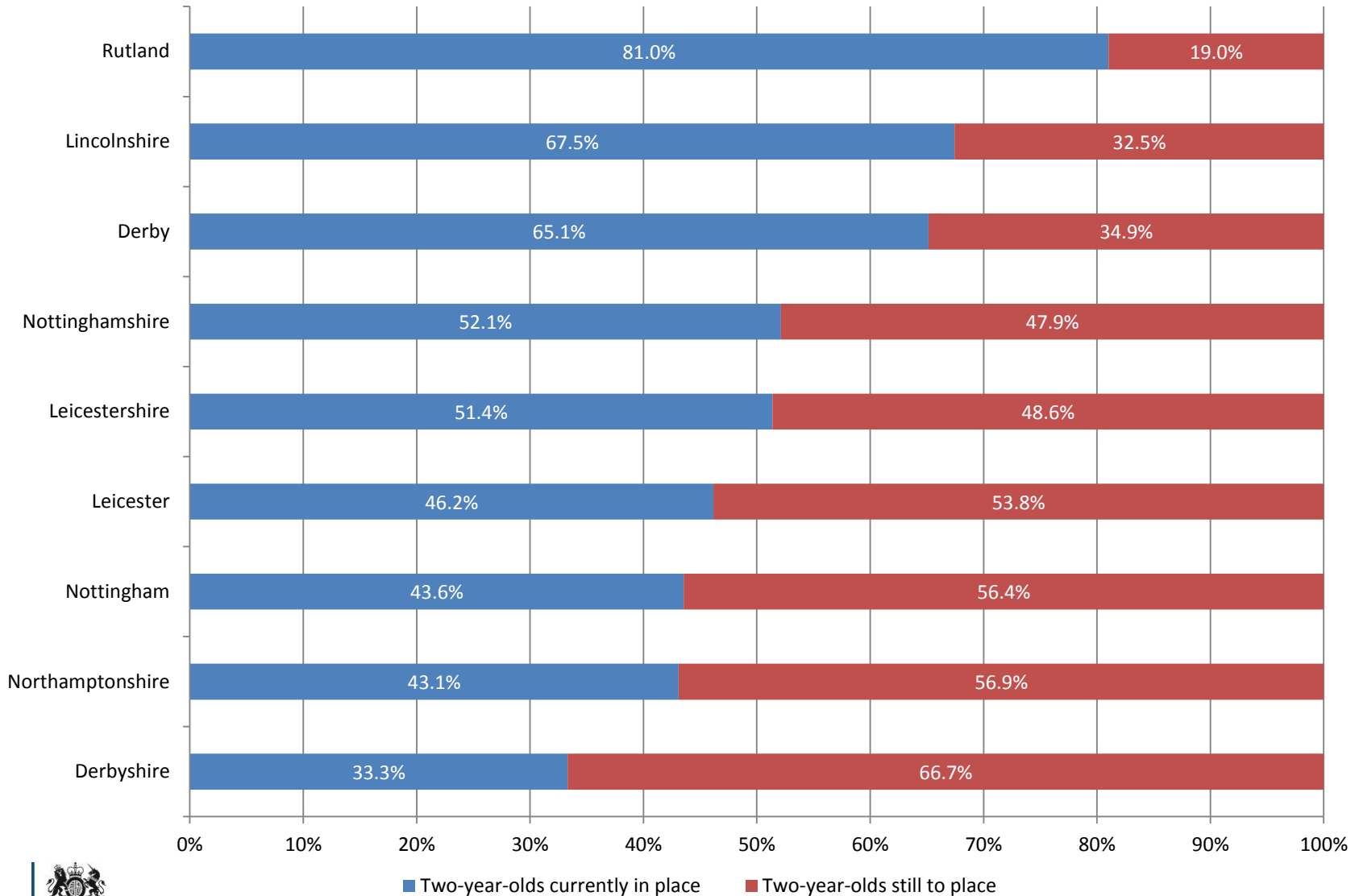


Local Authority	Estimate number of eligible children	Estimate number of eligible children (PTE)	Indicative EYPP allocations
Barking and Dagenham	1,185	1,130	£341,466
Barnet	1,186	1,131	£341,597
Barnsley	1,015	968	£292,388
Bath and North East Somerse	379	361	£109,157
Bedford	451	430	£129,901
Bexley	743	708	£213,986
Birmingham	7,181	6,847	£2,068,440
Blackburn with Darwen	643	613	£185,203
Blackpool	643	613	£185,237
Bolton	1,138	1,085	£327,785
Bournemouth	434	414	£125,077
Bracknell Forest	221	210	£63,567
Bradford	2,626	2,504	£756,558
Brent	1,334	1,272	£384,123
Brighton and Hove	707	674	£203,725
Bristol, City of	1,902	1,813	£547,775
Bromley	836	797	£240,829
Buckinghamshire	768	733	£221,329
Bury	641	611	£184,687
Calderdale	853	813	£245,696
Cambridgeshire	1,229	1,172	£353,939
Camden	1,037	989	£298,746
Central Bedfordshire	594	566	£171,076
Cheshire East	731	697	£210,444
Cheshire West and Chester	808	771	£232,863
City of London	32	30	£9,202
Cornwall	1,190	1,135	£342,734
Coventry	1,338	1,276	£385,417
Croydon	1,716	1,636	£494,343
Cumbria	995	948	£286,531
Darlington	379	361	£109,093
Derby	1,042	994	£300,198
Derbyshire	1,995	1,902	£574,635
Devon	1,475	1,406	£424,820
Doncaster	1,205	1,149	£347,226
Dorset	642	613	£185,037
Dudley	1,072	1,022	£308,675
Durham	1,920	1,831	£553,151
Ealing	1,331	1,269	£383,382
East Riding of Yorkshire	575	548	£165,555
East Sussex	1,208	1,152	£347,913
Enfield	1,452	1,384	£418,182
Essex	3,318	3,164	£955,837
Gateshead	712	679	£205,020
Gloucestershire	1,263	1,205	£363,916
Greenwich	1,301	1,240	£374,738
Hackney	1,839	1,753	£529,631
Halton	664	634	£191,409
Hammersmith and Fulham	929	886	£267,707
Hampshire	2,349	2,240	£676,579
Haringey	1,102	1,051	£317,486
Harrow	628	599	£180,969
Hartlepool	458	437	£132,033
Havering	676	644	£194,696
Herefordshire	307	293	£88,512
Hertfordshire	2,439	2,326	£702,546
Hillingdon	1,017	969	£292,848
Hounslow	959	915	£276,324
Isle of Wight	372	355	£107,242
Islington	1,446	1,378	£416,434
Kensington and Chelsea	666	635	£191,915
Kent	3,940	3,757	£1,134,861
Kingston upon Hull, City of	1,493	1,424	£430,167
Kingston upon Thames	350	334	£100,776
Kirklees	1,656	1,579	£476,962
Knowsley	909	867	£261,900
Lambeth	1,680	1,602	£483,977
Lancashire	3,328	3,173	£958,623
Leeds	3,104	2,960	£894,254
Leicester	1,712	1,632	£493,151
Leicestershire	1,054	1,005	£303,624
Lewisham	1,357	1,294	£390,872
Lincolnshire	1,637	1,561	£471,656
Liverpool	2,493	2,377	£718,090
Luton	879	839	£253,338
Manchester	3,084	2,941	£888,374

Medway	905	863	£260,674
Merton	691	659	£199,170
Middlesbrough	998	952	£287,573
Milton Keynes	730	697	£210,418
Newcastle upon Tyne	1,394	1,329	£401,626
Newham	2,081	1,984	£599,320
Norfolk	2,216	2,113	£638,418
North East Lincolnshire	577	550	£166,095
North Lincolnshire	466	445	£134,290
North Somerset	438	418	£126,199
North Tyneside	556	530	£160,106
North Yorkshire	891	850	£256,703
Northamptonshire	1,944	1,854	£559,965
Northumberland	761	726	£219,276
Nottingham	1,824	1,739	£525,331
Nottinghamshire	2,117	2,019	£609,887
Oldham	1,078	1,028	£310,558
Oxfordshire	1,401	1,336	£403,658
Peterborough	900	858	£259,301
Plymouth	974	928	£280,492
Poole	295	281	£84,954
Portsmouth	755	720	£217,583
Reading	579	552	£166,659
Redbridge	1,130	1,078	£325,578
Redcar and Cleveland	581	554	£167,365
Richmond upon Thames	364	347	£104,845
Rochdale	896	855	£258,147
Rotherham	915	873	£263,646
Rutland	39	38	£11,368
Salford	1,357	1,294	£390,954
Sandwell	1,609	1,534	£463,378
Sefton	767	732	£221,064
Sheffield	1,956	1,865	£563,330
Shropshire	476	454	£137,120
Slough	520	496	£149,839
Solihull	598	570	£172,236
Somerset	1,041	992	£299,783
South Gloucestershire	483	460	£139,098
South Tyneside	573	547	£165,180
Southampton	926	883	£266,710
Southend-on-Sea	581	554	£167,253
Southwark	1,229	1,172	£354,088
St. Helens	670	639	£193,003
Staffordshire	1,763	1,681	£507,929
Stockport	778	742	£224,232
Stockton-on-Tees	853	813	£245,693
Stoke-on-Trent	1,273	1,213	£366,595
Suffolk	1,810	1,725	£521,268
Sunderland	1,155	1,101	£332,588
Surrey	1,860	1,774	£535,845
Sutton	535	510	£154,078
Swindon	571	545	£164,619
Tameside	921	878	£265,298
Telford and Wrekin	629	599	£181,052
Thurrock	537	512	£154,735
Torbay	400	382	£115,339
Tower Hamlets	1,997	1,904	£575,242
Trafford	589	562	£169,682
Wakefield	1,154	1,100	£332,360
Walsall	1,325	1,263	£381,579
Waltham Forest	1,142	1,089	£328,914
Wandsworth	1,411	1,345	£406,369
Warrington	487	465	£140,416
Warwickshire	1,046	997	£301,217
West Berkshire	259	247	£74,591
West Sussex	1,391	1,327	£400,783
Westminster	1,096	1,045	£315,651
Wigan	950	905	£273,525
Wiltshire	816	778	£234,966
Windsor and Maidenhead	250	238	£71,956
Wirral	1,239	1,182	£357,023
Wokingham	196	187	£56,485
Wolverhampton	1,263	1,204	£363,859
Worcestershire	1,333	1,271	£383,962
York	359	342	£103,330

PTE is part time equivalent, ie one child taking 570 hours a year. We fund LAs according to the number of hours they fund not the number of participating children. We have converted PTE to a total estimate of eligible children to support the consultation.

East Midlands region - take up October 2014





Department
for Education

Department for Education
Sanctuary Buildings
Great Smith Street
London
SW1P 3BT
Tel: 0370 000 2288
Email enquiry form:
www.education.gov.uk/help/contactus
Date: 28 November 2014

Ms Helen Briggs
Chief Executive, Rutland County Council

Dear Helen,

FUNDED EARLY LEARNING FOR TWO YEAR OLDS

I am writing to ask you to pass on my thanks to your team for the information they recently provided in relation to the provision of funded early learning places for two-year-olds in your area. Ministers place a strong emphasis on the benefits of this programme in helping to drive improved outcomes for children and their families.

According to the take-up figures you provided in October, 64 two-year-olds in Rutland are currently accessing a place. We estimate that 79 two-year-olds were eligible for a free early education place in August 2014.

This level of take-up currently means that Rutland has one of the highest levels of children in places across the country. I would like to congratulate you on this commendable achievement. We know that all new policy initiatives pose specific delivery challenges and I would like to thank your team for the hard work they have undertaken to ensure a high proportion of two-year-olds benefit from their entitlement.

We know that children from poorer families are less likely to achieve a good level of development at age five. In 2013 the gap nationally was some 19% with 36% of children known to be eligible for free school meals achieving this level compared to 55% of their richer peers. I am sure that you agree that everything should be done to ensure that as many eligible children as possible are able to take up a two-year-old place.

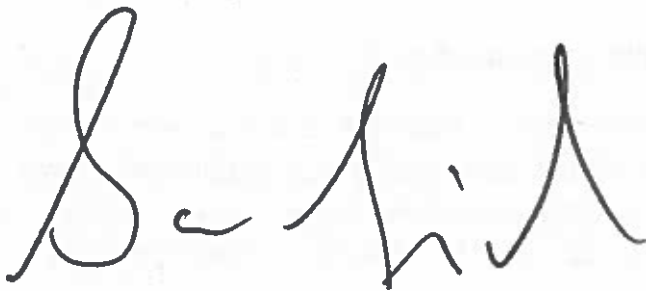
I would therefore encourage you to build on your good start to delivering the wider eligibility criteria. We estimate that there are 15 eligible children in your area who are not yet taking up a place and one-year-olds continue to turn two, I am sure that, with sustained effort and ongoing commitment, your team can continue to build on the success you have achieved so far.

We encourage the council to continue to share good practice with others through our national support contractor, Achieving Two Year Olds (A2YO). You can also contact the Department with any queries at earlylearning.fortwos@education.gsi.gov.uk.

I hope to be writing to you in February to congratulate you again as one of the highest performing local authorities.

I am copying this letter to Mr Tim O'Neill, Director for People and Deputy Chief Executive and Cllr Roger Begy, Leader of the Council.

Yours sincerely,

A handwritten signature in black ink, appearing to read 'S. Gyimah', written in a cursive style.

SAM GYIMAH MP

Parliamentary Under-Secretary of State for Education

PEOPLE (CHILDREN) SCRUTINY PANEL

23 April 2015

Child Health Review

Report of the Director of Public Health

STRATEGIC AIM:	Meeting the health & wellbeing needs of the community
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PURPOSE OF THE REPORT

1. The purpose of the report is to provide the committee with an overview of child health in Rutland and an update on public health activity against priorities. Work is ongoing to produce the 2015 JSNA, this interim report reflects that child health is a priority.

2. RECOMMENDATIONS

The Panel is asked to

- a. **Note the performance summary, issues identified and actions planned in response to improve performance**
- b. **Comment on any issues with regard to the report**

BACKGROUND

3. Since April 2013 Rutland County Council (RCC) has had responsibility for commissioning public health services including the National Child Measurement Programme, services that help to reduce smoking and obesity, increase physical activity and healthy eating, tackle substance misuse, promote mental health, oral health and address the wider influences on health. An up-to-date overview of child health and a progress report on Public Health activity was requested with a particular focus on obesity, mental health and oral health. This report encompasses:

- a. Performance against key metrics and priorities relating to children and young people's health (PHOF and Chimat indicators). (Appendix 1)
- b. An comprehensive update on service provision against priority areas and identification of areas for development (Appendix 2)

STRATEGIC LINKS AND PUBLIC HEALTH

4. 'Giving children the best start in life' is a key theme within the Rutland 'Joint Health and Well Being Strategy'. The 'Children, Young People and Family's Plan 2012 – 2015' identifies 'giving the best start in life and reducing child poverty' as key priorities for action to improve outcomes for children and young people. Many other strategies in Rutland also address the issues that affect the health of children and families, e.g. Child Poverty Strategy, Sustainable Community Strategy, Families First Strategy, Learning and Skills Strategy and the Growth Strategy.
5. The 2014 Director of Public Health (DPH) annual report makes clear the wide range of social, economic and environmental factors that affect the health of children and their families. The report identifies how RCC and wider partners can work collectively and how Public Health in particular can work as a leader, a partner and as an advocate to help shape policies and programmes, creating the conditions that enable families to take control of their health and well-being.

CHILD HEALTH IN RUTLAND

6. Appendices 1 and 2 provide a comprehensive overview of performance and service provision against priority areas.
7. In 2011, there were an estimated 8,800 children and young people under the age of 20 in Rutland. 24% of the population were under 19 years and 5.6% of school children are from a minority ethnic group.¹

Best Start in Life – key facts

- **Child Poverty:** In 2011 an estimated 565 children were living in poverty in Rutland, this equates to 8% of all dependent children under 20. This is lower than the national average (21%) but still represents a target for improvement. The rate of family homelessness is similar to the England average.²
- **Breastfeeding:** In Leicestershire and Rutland, in 2012/13, only 44% of babies were being breastfed at 6-8 weeks after birth (Rutland specific data not available). This is significantly lower than the national average (47%)¹
- **Oral Health:** Based on the 2012 survey of oral health, 40% of children in Rutland have some tooth decay (caries) by age 5. This is significantly higher than the England average of 28%²
- **Obesity:** In 2013/14, 16% of 4-5 year old children in Rutland are obese or overweight. This is significantly better than the England average (23%).⁴
- **School Readiness:** In 2012/13, 57% of children in Rutland achieved a good level of development at the end of reception year 2. This is similar to the England rate (52%). Only 25% of children in the county eligible for free school meals achieve this level (compared to 36% in England).²

Healthy Schools and Pupils – key facts

- **Teenage Pregnancy:** In 2012, the Rutland under 18 conception rates were significantly lower than the national average (18.8 for Rutland compared to 27.7 for England)⁵
- **Education:** In 2012/13 67.2% of children in Rutland achieved GCSE grade A*-C for English and Maths. This is significantly higher than the national average of 60.8%²
- **Obesity:** In 2013/14, 29.2% of 10-11 year olds are obese or overweight. This is similar to the national average of 22.5%⁴

CHILD HEALTH SUMMARY

8. The health of children in Rutland is generally better than the national average, with lower rates of accidental injury, under 18 conceptions, and children entering the youth justice system. The area also has higher rates of breastfeeding initiation, immunisations and higher numbers of children achieving a good level of development at the end of reception and achieving GSCE Grade A*-C for English and Maths. Despite this, there is still room for improvement and taking into account various sources, the following themes have emerged as child health priorities for Rutland, children's oral health, child poverty, obesity and mental health.

IMPROVING CHILDREN'S HEALTH AND WELLBEING

9. RCC is commissioning a full range of evidence based programmes to improve health and wellbeing outcomes for children and young people. These include:
 - a. Effective early years support and evidence based health improvement programmes in early year's settings including the Oakham Children's Centre. There is strong universal public health provision through the Healthy Child Programme by health visitors and school nurses and targeted interventions for disadvantaged families and children through the Families First Initiative and Changing Lives.
 - b. Initiatives to reduce obesity include promoting a positive food culture in schools through the flagship 'Food for Life' programme and a comprehensive physical activity programme that is delivered through schools and early year's settings. An overarching action plan has been developed and reports good progress.
 - c. Work is underway to establish causes of poor oral health in 5 year olds through commissioning of a social marketing campaign. Public health is working with Children's Services to develop and commission evidence based oral health improvement programmes in early year's settings.
 - d. The Children's Trust are working to keep the proportion of children living in relative poverty below 10% across the county as a whole and to reduce the proportion in wards exceeding 10%, to below 10% by 2017. The Child Poverty Strategy and organisational pledges have been updated and progress is being monitored
 - e. RCC is working with partners to address the tough challenges of increasing demand and ongoing reductions in funding. In line with the MTFS, RCC Public Health team are working with partners through Better Care Together to integrate health and social services and coordinate care more effectively and efficiently.
 - f. Working with the Mental Health and Wellbeing Steering Group to drive improvements in mental health across the whole pathway from prevention through to treatment across the life course.

IMPACT OF SERVICES

10. Health improvement programmes for children and young people in Rutland are need driven, evidence-based and informed by national best-practice guidance (e.g. NICE guidance). Where national guidance is not available, programmes are subject to ongoing evaluation, ensuring that services are effective and value for money.

KEY AREA FOR DEVELOPMENT

11. Public Health will continue to support the development of ‘whole-school’ based programmes which tackle public health issues such as emotional health and wellbeing/ mental health, healthy weight, sexual health/ teenage pregnancy and substance misuse (drugs, alcohol and tobacco), and are delivered in all schools in Rutland. We are working with children and young people’s leads to expand and develop the role of a dedicated health youth worker for schools.

CONCLUSION

12. The health of children in Rutland is generally better than the national average, however there is still room for improvement. Health needs that require action have been identified relating to oral health, obesity, mental health and child poverty. A full programme of evidence based health improvement initiatives is in place to address these needs and action plans are in place to address gaps in service provision.

13. RISK MANAGEMENT (see separate guidance on how to complete)

RISK	IMPACT	COMMENTS
Time	H	There are short-term, mid-term and long term improvements required regarding oral health promotion for children. Action plans are formed or are being formed and priorities identified to address these improvements.
Viability	M	Both strategic and operational leads have been identified for the areas of activity required. The progress of improvements and areas requiring further development will be monitored and reported to key stakeholders and strategic groups.
Finance	M	There are no financial implications regarding the implementation of the action plans identified in this report. Work required should be part of existing resources.
Profile	H	Children’s dental health, mental health and obesity are high profile – stakeholders will need to be kept informed about progress and areas for development.
Equality and Diversity	L	Strategies relating to child health will seek to incorporate all aspects of equality and diversity.

Background Papers

See Appendix 3 for full list

Report Author

Dr Lauren Ahyow
Specialist Registrar Public Health

(NB If Report contains Exempt Information, no reference should be made to Background Papers)

Tel No: (01572) 722577

e-mail: enquiries@rutland.gov.uk

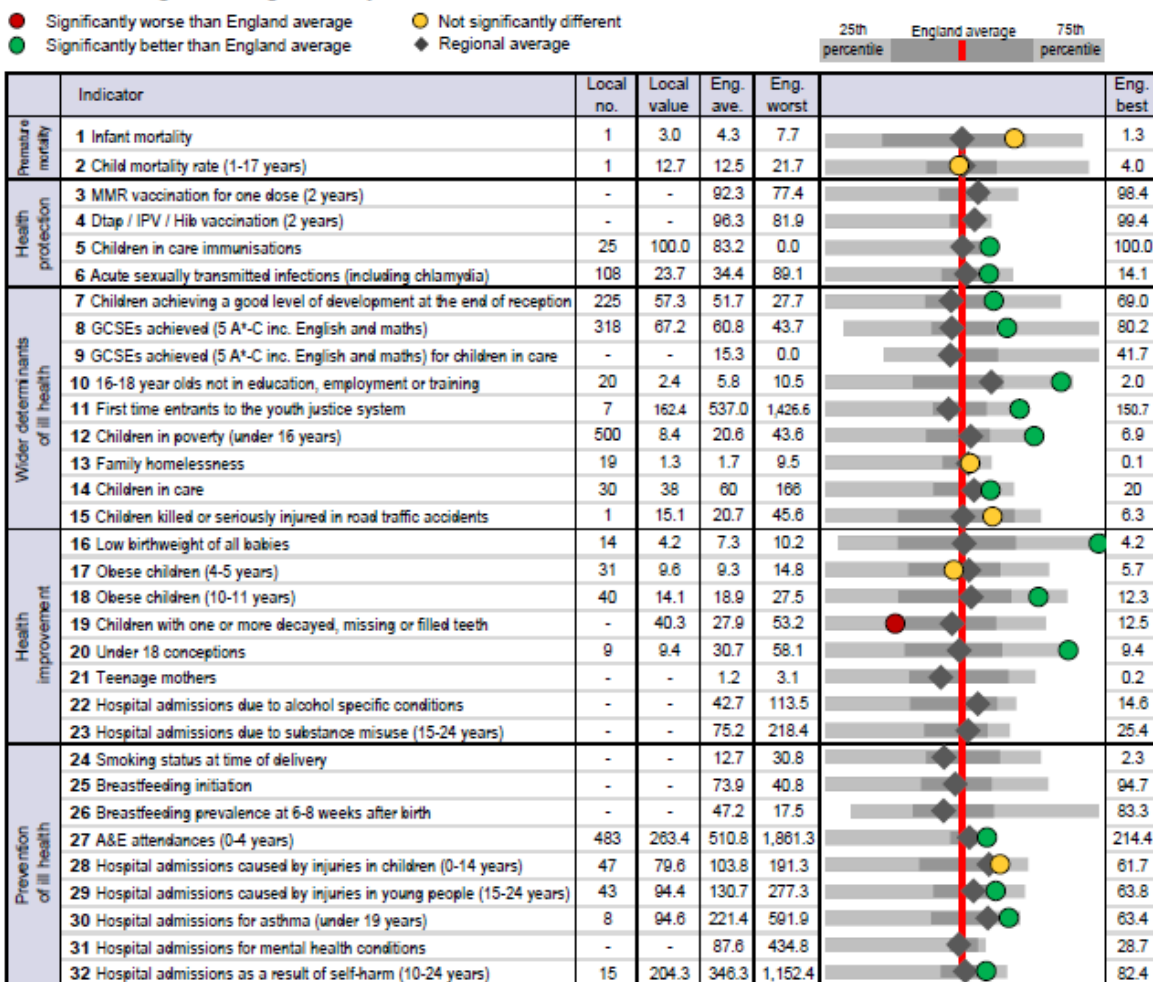
A Large Print or Braille Version of this Report is available upon request – Contact 01572 722577.

APPENDIX 1: CHILD HEALTH PROFILE RUTLAND 2014

Rutland Child Health Profile

March 2014

The chart below shows how children's health and wellbeing in this area compares with the rest of England. The local result for each indicator is shown as a circle, against the range of results for England which are shown as a grey bar. The red line indicates the England average. The key to the colour of the circles is shown below.



Notes and definitions - Where data is not available or figures have been suppressed, this is indicated by a dash in the appropriate box.

- 1 Mortality rate per 1,000 live births (age under 1 year), 2010-2012
- 2 Directly standardised rate per 100,000 children age 1-17 years, 2010-2012
- 3 % children immunised against measles, mumps and rubella (first dose by age 2 years), 2012/13
- 4 % children completing a course of immunisation against diphtheria, tetanus, polio, pertussis and Hib by age 2 years, 2012/13
- 5 % children in care with up-to-date immunisations, 2013
- 6 Acute STI diagnoses per 1,000 population aged 15-24 years, 2012
- 7 % children achieving a good level of development within Early Years Foundation Stage Profile, 2012/13
- 8 % pupils achieving 5 or more GCSEs or equivalent including maths and English, 2012/13
- 9 % children looked after achieving 5 or more GCSEs or equivalent including maths and English, 2013 (provisional)
- 10 % not in education, employment or training as a proportion of total age 16-18 year olds known to local authority, 2012
- 11 Rate per 100,000 of 10-17 year olds receiving their first reprimand, warning or conviction, 2012

- 12 % of children aged under 16 living in families in receipt of out of work benefits or tax credits where their reported income is less than 60% median income, 2011
- 13 Statutory homeless households with dependent children or pregnant women per 1,000 households, 2012/13
- 14 Rate of children looked after at 31 March per 10,000 population aged under 18, 2013
- 15 Crude rate of children age 0-15 years who were killed or seriously injured in road traffic accidents per 100,000 population, 2010-2012
- 16 Percentage of live and stillbirths weighing less than 2,500 grams, 2012
- 17 % school children in Reception year classified as obese, 2012/13
- 18 % school children in Year 6 classified as obese, 2012/13
- 19 % children aged 5 years with one or more decayed, missing or filled teeth, 2011/12
- 20 Under 18 conception rate per 1,000 females age 15-17 years, 2011
- 21 % of delivery episodes where the mother is aged less than 18 years, 2012/13

- 22 Crude rate per 100,000 under 18 year olds for alcohol specific hospital admissions, 2010/11-2012/13
- 23 Directly standardised rate per 100,000 (age 15-24 years) for hospital admissions for substance misuse, 2010/11-2012/13
- 24 % of mothers smoking at time of delivery, 2012/13
- 25 % of mothers initiating breastfeeding, 2012/13
- 26 % of mothers breastfeeding at 6-8 weeks, 2012/13
- 27 Crude rate per 1,000 (age 0-4 years) of A&E attendances, 2011/12
- 28 Crude rate per 10,000 (age 0-14 years) for emergency hospital admissions following injury, 2012/13
- 29 Crude rate per 10,000 (age 15-24 years) for emergency hospital admissions following injury, 2012/13
- 30 Crude rate per 100,000 (age 0-18 years) for emergency hospital admissions for asthma, 2012/13
- 31 Crude rate per 100,000 (age 0-17 years) for hospital admissions for mental health, 2012/13
- 32 Directly standardised rate per 100,000 (age 10-24 years) for hospital admissions for self-harm, 2012/13

APPENDIX 2: AN UPDATE ON SERVICE PROVISION AGAINST PUBLIC HEALTH PRIORITIES.

WEIGHT MANAGEMENT AND HEALTHY WEIGHT PROMOTION

1. The National Child Measurement Programme (NCMP) for England records height and weight measurements of children in state-maintained schools in reception (aged 4–5 years) and year 6 (aged 10–11 years). In 2013/14 in Rutland, 7% of Reception children were obese which is similar to the England average of 9%. In Rutland, 60 children in Reception were overweight or obese, accounting for 16% of the number of children measured in Reception. This is a significantly better percentage than the national average of 22%.⁴
2. As age increases so the does the prevalence of obesity. In Rutland, the percentage of children obese in Year 6 was 15%, similar to the national percentage of 19%. In Rutland, 96 children in Year 6 were overweight or obese, accounting for 29% of the Year 6 children measured. This percentage is similar to the national average of 34%.⁴
3. Whilst Rutland has equivalent or lower levels of overweight and obese children compared to the England average, nearly a quarter of children in reception and year 6 are categorised as overweight and obese.

What we are doing locally

Weight Management Services - Family Lifestyle Club (FLiC), 8-18 years

4. A tier 2 Dietician lead weight management service for children (and parents/guardians) under the age of 16 years who are overweight or obese, provided by Leicestershire Nutrition and Dietetic Service (LNDS). Each course is an 8 week programme with a physical activity element delivered by district instructors/coordinators. In 2013/14 the programme was provided from one venue, the Edith Weston Primary School. 4 adults and 7 children (5 families) enrolled in the Rutland FLiC programme. The table below summarises the outcomes reported

	Participants	% attendance	% with stable or decreased BMI score	% with increased knowledge	% families reporting increase fruit/veg or 5 ft/veg per day	% families reporting increase in PA	families completing at least 1 goal	% families reporting > 8/10 in satisfaction of the programme
2013/14	11	92	75	80	80	100	100	100

Table 1. 2013/14 Rutland FLiC data, provided by Lisa Sinfield, LPT

5. This programme was expanded in 2014/15 to provide a pre-FLiC (condensed course) programme at Cottesmore Primary School. LNDS were unable to run the group due to difficulty recruiting any families. LNDS are working to increase recruitment through GP practices, Community paediatricians, School Nurses, Neighbourhood teams, Local media and schools.

Food and Nutrition - Food for Life Partnership (FFLP), 5-16 years

6. A tier 1 sustainable health and education programme which helps to transform school meals and food education in schools and their communities. The aim of the partnership is to give school pupils and their families the confidence, skills and knowledge they need to cook, grow and enjoy good quality, affordable food. It helps to promote a positive 'Food Culture' in schools and has an impact on the obesogenic environment. In 2014 RCC joined the FFLP. 7 Rutland schools are involved in the programme and there are plans to expand this.
7. Three independent [evaluations](#) have demonstrated that the FFLP is effective in improving children's health, tackling inequalities, improving education and improving local enterprise and sustainability.

Physical Activity

8. A comprehensive physical activity plan is in place and programmes are delivered in schools and early year's settings. A range of programmes deliver targeted and universal support through a 'whole family' approach, across the life-course of children and young people. Examples include:

Free 'top-up' swimming lessons, 8-11 years

9. From September 2014 RCC School Sports Partnership provided families with an opportunity to 'top up' their child's school swimming lesson through small group tuition at either Catmose or Uppingham swimming pools. There was no uptake during in Q1 and plans to raise awareness have subsequently been put in place.

Primary School, Change 4 Life Clubs, 5-11 years

10. From September 2014 RCC School sports Partnership appointed a Schools Apprentice to coordinate and deliver a series of Change 4 Life clubs within primary schools with the emphasis on fun physical activity as opposed to traditional PE and sport. A progress update on this development is required.

Options for development

11. RCC Public Health are working with Children's Services to identify specific interventions to promoting physical activity for under 5's in EYS. Potential initiatives are being explored, these include, Purposeful Play Training for EYS Practitioners, and *Fundamental Movement Skills* for 5-11 years.

MENTAL HEALTH AND EMOTIONAL WELL BEING IN CHILDREN AND YOUNG PEOPLE (C&YP)

12. In 2013, 8% of children aged 5-16 were estimated to have a mental health disorder in Rutland, lower than the national prevalence of 10%. The most common problems in Rutland were conduct disorders, emotional disorders and hyperkinetic disorders.⁷

13. Between 2010/11 - 2012/13, 45 children in Rutland were admitted to hospital for self-harm. This latest rate of 230 per 100,000 aged 10-24 years is significantly better than then national rate (352.3 per 100,000). Since 2008/09 – 2010/11 onwards the rate for Rutland has remained constant and significantly better than the national rate.⁷

What we are doing locally

14. LPT NHS Trust is the main provider of targeted and specialist services (CAMHS), which are commissioned by the CCGs. Provision is broadly organised along a four tier model, the premise for this approach is to manage need by co-ordinating services to ensure that interventions are made at the lowest possible level. Waiting times from referral to treatment and access were identified as priority areas by the Health and Wellbeing Board. Issues with CAMHS services are beyond the scope of this report. They are being addressed through the CAMHS Strategy and the Mental Health and Wellbeing Steering Group. (see paragraph 15).
15. RCC has procured educational and social care based targeted interventions, counselling, group work and parental support services are provided by a small number of voluntary sector organisations. A full programme of universal and targeted support services are available to C&YP in Rutland, for example, Raw 4 Youth Website, Young Peoples Forum, Common Assessment Framework, Educational Psychology, Inclusion Support Team, New Horizons Group and Rutland Parent Carer Voice, Family Therapy services and Siblings Groups.
16. Many services have had budget cuts recently leading to a reduction in services and a shift from universal service (tier 1) provision to more targeted services (tier 2/3). A recent service review suggests that this has led to a complex and fragmented system which is difficult for service users and frontline staff to navigate.⁸

Options for development

17. As part of the Better Care Together programme a Mental Health and Wellbeing Steering Group has formed. We are working with our partners in this group to develop a mental health strategy which will drive improvements in mental health across the whole pathway from prevention through to treatment across the life course.
18. We are working with partners to embed activity to promote mental and emotional wellbeing of children into the delivery of all services, using early intervention approaches and maximising the role early years settings.

CHILDREN'S ORAL HEALTH IN RUTLAND

19. The survey from Public Health England (PHE) - dental public health epidemiology programme (DPHEP) identifies the prevalence and severity of dental decay by measuring the number of decayed, missing and filled teeth. A survey conducted in during the academic school year 2012/13 was published in 2013 and reported on the oral health of three year-old and a survey conducted in 2011/12 reported on the oral health of five year-old children in Rutland.
20. The three-year-old population in Rutland in 2012 was 343 children, of these children, 159 were examined for the survey. 15% of children had obvious dental caries (defined as

having one or more teeth that were decayed to dentinal level, extracted or filled). This was similar to the national average of 12%. The average number of teeth per child affected by decay (defined as decayed, missing or filled teeth) was 0.36. This was similar to the national average 0.36.³

21. The five-year-old population in Rutland in 2011 was 380 children, of these children, 232 were examined for the survey. 40% of five-year-old children had obvious dental decay (having one or more teeth that were decayed to dentinal level, extracted or filled because of caries) This is significantly higher compared to the national average 28%. The average number of teeth per child (all children) affected by decay was similar to the national average (1.09 vs 0.94). The average number of teeth affected by decay in children who experience decay was significantly lower than the national average (2.71 vs 3.38).³
22. In summary, there appears to be a significantly high level of dental decay of moderate severity in 5 year old children. Understanding why and addressing this issue is a public health priority.

What are we doing locally

23. On 1st April 2015 responsibility for commissioning oral health promotion and the annual oral health epidemiological survey transfers to local authorities from NHS England. NHSE currently contracts with DCHS NHS Trust to provide these services for Rutland and this contract has been extended by Rutland County Council until the current survey has been completed (31.7.15). During this extension, oral health promotion activity will include training for dental practices on Delivering Better Oral Health, training front line staff in oral health promotion messages, distribution of oral health promotional material to families and delivery of an oral health promotion campaign during national smile month (May/June 15).
24. The provision of the epidemiological survey (which is mandatory for local authorities) is currently being re-procured and the new provider for Rutland will be appointed from the 1 August 15.
25. From August 15 Public Health will continue to work collaboratively with colleagues on the development of an oral health promotion programme. A non-recurrent allocation of £50k has been offered to RCC from NHS England. This allocation is being used to develop a social marketing campaign to investigate the high levels of dental decay in children in Rutland and help understand oral health behaviours. This in turn will be used to inform Rutland's oral health promotion strategy for children which will continue to include the distribution of oral health promotion materials to families through the children's centre, Health Visitor visits and at birth through the 'Red Book'.

TOBACCO CONTROL.

26. 2009-2012 smoking prevalence modelled estimates suggest that 3% of 11-15 year olds and 16% of 16-17 year olds in Rutland smoke regularly. Nationally, the percentage of children aged 11-15 years who have ever smoked has declined over the last decade from 42% in 2003 to 22% in 2013. In 2013, the smoking prevalence in Rutland was 22%, similar to the national average of 18%.⁹

What we are doing locally

27. Stop smoking services

Services are available to all smokers aged 12 years and over. They are consistent with the National Centre for Smoking Cessation Training and applicable NICE guidance.¹⁰

The service works with school nurses and FE colleges to provide training and partners in the local Tobacco Control Alliance to tackle wider tobacco control issues and reduce smoking prevalence. A new service has recently been procured and Quit 51 (part of North 51) will develop a new programme of work from 1st April 2015

- a. Young Persons Tobacco Free Programme: provides comprehensive tobacco control activities and support in schools and young person environments.
- b. Step Right Out (Smoke Free Cars and Campaigns) Targets smokers with dependants to encourage them to cut down or quit)

Options for Development

28. We are working to develop the Rutland Healthy Schools Programme to enable children and young people to tap into additional Drug and Tobacco Education (DATE). Healthy Schools supports the links between health, behaviour and achievement.

SUBSTANCE MISUSE

29. The 2012 JSNA reported that in a sample of young people from Rutland 10% reported frequent misuse of drugs/volatile substances or alcohol. Cannabis continues to be the main substance of use followed by amphetamines and solvents. Rutland Health Watch performed a young people's health survey in February 2015. A desire for more information on drugs on alcohol emerged as a key theme.

Current services

30. RCC collaboratively commission externally delivered specialist services (Swanswell), and universal provision from within mainstream children and young people's services. The Swanswell Young Persons' Substance Misuse Service (YPSMS) offer a free and confidential service to young people under 18 years who live in Rutland. The service provides help, support, advice and treatment for substance misuse related issues.

31. During Q1 of 2014/15, 3 young people accessed specialist substance misuse services. They were all under the age of 18 and were self-referrers or referred by family and friends. The typical service user profile is between 15-17 years. They are often a vulnerable young person (domestic abuse, mental health, anti-social behaviour or are affected by another person's substance misuse). 50% of young people entering specialist treatment services. 100% of young people exit treatment as a 'planned exit'. 20% are reported to re-present within 6 months however Rutland has low numbers of service users resulting in high percentages. Swanswell identified in their 2014 annual report the need to understand their evidence base. There should be robust evaluation and monitoring of services.

What we are doing locally?

32. We are leading discussions on how to improving quality and outcomes, and generate savings through the redesign and re-procurement of specialist substance misuse services (2015/16 allocations totalling £195,336) for June 2016. These savings could

generate headroom to fund emerging priorities including mental health.

33. In the interim RCC will continue to collaboratively commission specialist services as well as universal and targeted provision within mainstream children and young person's services. There will be an emphasis on vulnerable young people and early intervention, as well as training staff frontline C&YP workers to deliver interventions

SEXUAL HEALTH AND TEENAGE PREGNANCY

34. The latest under-18 conception rate is in Rutland in 9 per 1,000 females aged 15-17, this equates to 8 conceptions under the age of 18 in 2013.⁵ Rates for teenage pregnancy in Rutland have remained significantly better than the national rate from baseline in 1998 until 2011. Due to the small numbers involved, fluctuations in rates are common and a slight increase was seen in the 2012 rate was followed by a drop again in the latest data.
35. The percentage of under 18s conceptions leading to abortion in Rutland has decreased from 50.0% in 2008-2010 to 30% in 2011-13. Throughout this time, the conception rate has decreased 14.5 to 12.3 per 1,000 women in this age group.
36. In 2013, a fifth (20%) of young adults aged 15-24 in Rutland were screened for chlamydia, a significantly lower percentage than nationally (25%). The detection rate of chlamydia in Rutland was 1713.2 per 100,000 population aged 15-24, similar to the national average of 2015.6 per 100,000 population. In 2013, 902 persons were screened for chlamydia and 78 individuals were diagnosed and treated in Rutland.²
37. A 2012 survey of 351 young people in Rutland concluded that knowledge and awareness of available sexual health services was lacking (Teenage Pregnancy and Sexual Health Operational Group). A further study (NHS LLR) assessed the knowledge and perceptions of 16-24 year olds about sexual health services across LLR. In Rutland the difficulty of accessing services from rural locations was highlighted. For young people distance and cost of public transport were issues.

What we are doing locally

38. The integrated sexual health service provides a one stop shop for all sexual health services including contraception, genito-urinary medicine, proactive sexual health promotion and prevention. Information and promotion is available at sites in Leicester and Loughborough. Contraceptive and STI services are available at a range of venues at various times. In addition, there are a range of local specialist providers who can offer training, support and input on sexual health/teenage relationship issues. (School Nurse Service, LASS, TRADE)
39. Awareness and Prevention - RCC commission a dedicated sexual health youth worker who works 4 days per week into some Rutland schools. Children's services are working to expand and develop this role to address wider health priorities such as emotional health and wellbeing/ mental health, healthy weight, sexual health/ teenage pregnancy and substance misuse (drugs, alcohol and tobacco).
40. RCC deliver 'Healthy Bodies, Healthy Minds' a 'whole-school' health promotion campaign that addresses key public health priorities. It is delivered annually in schools across Rutland.

Options for Development

41. Continue to promote safer sex messages and information about services to young people. Public Health leads are advocating for schools to adopt the Personal, Social and Health Education Association's PHSE Programme of Study and that Relationship and Sex Education (RSE) is available to all school and has quality standards and relevant to all.

WIDER DETERMINANTS

42. Looked After Children

- a. In 2013/14, 35 children under the age of 18 were classified as looked after children. The rate of looked after children in Rutland was 45.0 per 10,000 population, similar to the national average of 60 per 10,000 population. 86% of looked after children in Rutland were looked after in foster placements, totalling 30 children, similar to the national percentage of 75%.⁷
- b. In 2012/13, the emotional and behavioural health was 'of concern' for 85. % of looked after children in Rutland. This percentage has risen year on year from 2010/11 to 2012/13 and is currently significantly worse than the national average (38%).⁷
- c. There is a statutory requirement for looked-after children to undergo a health assessment and dental review on entry to care and then annually. These assessments are designed to identify health concerns that should be specified in health plan. This then forms part of the overall care plan. In 2014, 100% of looked after children aged under 5 had development assessments up to date. This is similar to the England average (87%). 80.0% of looked after children had an annual health assessment, similar to the England average of 88%.

Children in Poverty

43. In 2011/12 the percentage of children classified as living in poverty was 8%. This is significantly below the national level which currently stands at 20%. Rutland is the third least deprived local authority area on this measure. The number of children in Rutland under 16 living in poverty is approximately 500 with a further 65 aged 17 – 18.² Rutland already meets the Government's target of reducing the proportion of children living in relative poverty to below 10% by 2020, however this masks the relative concentration of poverty in some parts of the county. There are currently 6 wards registering as having over 10% child poverty levels, however due to varying population sizes in these wards, the actual number of children affected needs to be taken into account. Children born into low-income households are more likely to experience health problems from birth and accumulate health risks as they grow older.

What we are doing locally

44. RCC have set out priorities for tackling child poverty in The Rutland Child and Family Poverty Strategy, these include; supporting families into work and increase earnings, supporting living standards of low income families by reducing living costs and raising educational attainment of poor children. The strategy has strong links to the Rutland Sustainable Community Strategy and the Children and Young People's Plan.

APPENDIX 3 REFERENCES

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SCRUTINY PANEL

23 April 2015

Education Performance Board: Progress Report

Report of the Director of People

STRATEGIC AIM:	Creating a Brighter Future for All
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1. PURPOSE OF THE REPORT

- 1.1 To present a progress report on the work of the Education Performance Board covering the period November 2014-April 2015.

2. RECOMMENDATIONS

- 2.1 That People (Children) Scrutiny Panel notes the purpose and impact of the Education Performance Board since its inaugural meeting in November 2014.
- 2.2 That People (Children) Scrutiny Panel identifies any follow up actions relating to the Education Performance Board to be reported to a subsequent meeting of its Panel.

3. BACKGROUND

- 3.1 The Education Performance Board was established by the Learning and Skills Service, People Directorate and approved by Cabinet in 2014 following the consultation and launch of the Learning and Skills Strategy 2014-16.
- 3.2 The role and membership of the Education Performance Board is set out in the Terms of Reference contained within the Learning and Skills Strategy 2014-16 previously presented to People (Children) Scrutiny Panel.
- 3.3 The overriding aim of the Education Performance Board is to provide robust monitoring and review of the performance and progress of improvement of education providers including Early Years settings, schools and Adult Learning provision.
- 3.4 The Education Performance Board will provide progress reports to the People Directorate Management Team, People (Children) Scrutiny Panel and the Council Senior Management Team, as required.
- 3.5 The specific objectives of the Education Performance Board are as follows:

- i. To receive and scrutinise regular monitoring reports on the performance of education providers in Rutland covering agreed performance priorities.
 - ii. To review the rate, quality and relevance of performance and improvement actions of education providers with a view to assessing overall progress of educational provision in Rutland.
 - iii. To monitor progress and receive a Learning and Skills Service Self-Assessment Report by an agreed March 2015 deadline.
 - iv. To receive and integrate in to the monitoring of performance any recommendations arising from Ofsted inspections and visits.
 - v. To monitor and assess the rate, quality, and relevance of preparations for the Ofsted Inspection of School Improvement Arrangements.
 - vi. To set, agree and communicate expectations and reports regarding progress and performance of education providers to other interested parties.
 - vii. To ensure robust and relevant data is readily available to be presented as an evidence base to underpin performance claims and self-assessment.
- 3.6** The Education Performance Board commenced at the start of Autumn Term 2014 and will remain operable for the duration of the Learning and Skills Strategy 2014-16. A decision regarding the requirement of an Education Performance Board after that stage will be made as part of a strategic review of the effectiveness of the Learning and Skills Strategy.
- 3.7** A meeting of the Education Performance Board will be held at least three times per academic year in autumn, spring and summer. Each meeting will focus on an agreed agenda and areas of education performance. Notes of meetings will be made and distributed to Board representatives to be disseminated as appropriate.
- 3.8** Membership of the Education Performance Board is subject to further development but currently includes:
- i. Portfolio Holder – Children and Education
 - ii. Director – People Directorate
 - iii. Head of Learning and Skills
 - iv. Officers - Learning and Skills Team
 - v. School Representatives – Head Teachers (Primary, Secondary, Post 16)
 - vi. School Representatives – Chairs of Governing Bodies
 - vii. Diocesan Representatives

4. EDUCATION PERFORMANCE BOARD MEETINGS: 2014-15

4.1 Two meetings of the Education Performance Board have been held in the 2014-15 academic year to date. The first was in November 2014 and the most recent in February 2015. A further meeting will be held on June 10th 2015

4.2 The agendas for the November and February meetings are shown at **Appendix A and Appendix B**. The focus of the meetings is on the following areas of education performance in Rutland:

Education Performance Board November 2014

- i. Early Years
- ii. Key Stage 1
- iii. Key Stage 2
- iv. Key Stage 5

Education Performance Board February 2015

- i. Performance of pupil groups e.g. SEN, FSM, LACs

Education Performance Board May/June 2015

- i. Key Stage 3 and Key Stage 4 (Validated data)
- ii. Predicted pupil outcomes for 2015
- iii. Attendance
- iv. Exclusions
- v. Adult Learning

4.3 Data dashboards were constructed for each meeting to support analysis of performance and identification of issues and areas for action and improvement. The November data dashboard is provided at **Appendix C** and the February data dashboard is shown at **Appendix D**. Further data will be constructed to support the analysis at the May/June Education Performance Board meeting.

4.4 Key Findings and Issues

The key findings and issues identified at the first two meetings of the Education Performance Board are available in the notes of the meetings however a summary is provided below:

November 2014

There is strong Early Years performance

There is strong KS1 performance:

- i. Rutland's performance at KS1 overall APS has been significantly above the national average for the past five years with a 3 year rising trend.
- ii. In 2014 there were pockets of underperformance, at the end of KS1, in a minority of schools and the APS in 3 primary schools was below the national average but above the national average in 11 schools.
- iii. Performance across the LA was strongest in **reading**; reflecting the national picture

Performance at end of KS2 is weak:

- iv. Key Stage 2 performance is generally weak and four schools are performing below the floor across all measures
- v. Rutland's performance at KS2 overall APS shows a **three year trend of falling** from what was significantly above in 2011 & 2012 to below the national average in 2014.
- vi. Poorest subject performance in KS2 across the LA is in **mathematics** and **Writing**.
- vii. Of significant concern was that 13 of our schools were below one or more floor measures.
- viii. **4** schools show a rising trend in APS
- ix. **9** schools are above or well above national APS and 8 schools have an APS below the national picture
- x. In contrast **6** schools show a falling trend in APS
- xi. LA performance at L5 in reading is well above the national picture; in writing broadly average and at L4 performance in **mathematics** is the weakest subject and is below the national average
- xii. LA performance for percentage of pupils who attained L4 in reading, writing and mathematics combined in 2014 was ranked bottom, but one authority, in the country

Note: The above findings and issues from the November 2014 Education Performance Board have previously been reported (as a presentation) to People (Children) Scrutiny Panel in detail.

February 2015

- i. Rutland Children with English as an Additional Language achieved 18% above national performance
- ii. Disadvantaged Children in Rutland are 30% below when compared to the same groups nationally.

- iii. Rutland had one 'Looked After' Child who did not pass the Phonics Check and seven Children with a Statement of SEN none of whom passed the Phonics Check
- iv. Some groups of pupils are doing very well (spring and summer birth pupils, SEN with a statement in reading & writing at KS1)
- v. Performance of SEN pupils without a statement is well below similar pupils nationally
- vi. At Key Stage 2 L4 performance of girls is well below that of boys in all subjects and particularly mathematics.
- vii. Attainment of disadvantaged pupils at L4 reading, writing and mathematics combined, is significantly below that of other pupils nationally (significantly below)
- viii. Attainment of SEN pupils without a statement is well below similar pupils nationally in all subjects
- ix. Attainment of lower and middle learners is also significantly below at L4 compared to pupils nationally.
- x. LAC: One child made 2 levels progress in all subjects but did not achieve Level 4. One made two levels progress or better in all subjects and achieved Level 4B in all but reading.

Further analysis at summer Education Performance Board

A discussion was held regarding the support required to raise attainment and progress of all pupil groups' and it was agreed at the next Education Performance Board that secondary school attainment would be reviewed and a presentation on how progression of all pupils' progress can be monitored within Rutland L.A.

The agenda for the summer meeting also includes a review of attendance, exclusions and adult learning education performance.

4.5 Notes of Meetings

Full notes of the November 2014 and February 2015 Education Performance Board meetings are provided at **Appendix E and Appendix F**. However, a detailed presentation was previously made by the Head of Service Learning and Skills to People (Children) Scrutiny Panel which covered the outcomes of the November 2014 Education Performance Board meeting including priorities for improvement.

The notes of meetings show attendees and agreed actions.

4.6 Actions

As a result of the November 2014 Education Performance Board the following actions have been undertaken:

- i. Notes of the meeting were disseminated to all schools drawing attention to the key issues and areas of improvement;
- ii. Analysis of the findings and issues was provided to Headteachers (January 2015) and priorities were established for improvement action;
- iii. Analysis of the findings and issues was provided to Chairs of Governing Bodies (January 2015) and priorities were established for improvement action;
- iv. Annual visits have commenced to every school to obtain self-evaluation data and to identify school specific priorities and areas for improvement action;
- v. Presentation was provided to People (Children) Scrutiny panel on the key issues, findings and priority areas for improvement;
- vi. The priority areas for improvement were presented to the Schools Forum to request funding to increase the level and scope of school improvement work to address the agreed priorities.

Actions following the February 2015 meeting will be presented to the Head Teacher and Chairs of Governing Body Briefing meetings in April/May 2015.

4.7 Impact

The impact of the Education Performance Board after 6 months of operation is as follows:

- i. Accurate performance data for each school has been assembled and constructed into an integrated data dashboard which addresses all the key performance indicators from Early Years to Key Stage 2;
- ii. The data dashboard has been shared in the public domain and the data for all schools is transparent and accessible;
- iii. The data dashboard has been shared with the DfE, Regional Commissioner for Schools and Regional Ofsted Director and key issues and actions identified;
- iv. The Education Performance Board has brought about a risk assessment of school performance previously not available and which has clarified the priorities for improvement at a general and school level;
- v. The Education Performance Board has brought about a debate about performance in schools not previously available involving the local authority, representatives of maintained schools and academies, governors, Diocese and members.
- vi. The Education Performance Board has analysed performance data, recorded issues and findings and arranged dissemination of this information.
- vii. The work of the Education Performance Board has fed directly into the Schools Forum and contributed to securing further funding for school improvement priorities in Rutland.

5. RISK MANAGEMENT

RISK	IMPACT	COMMENTS
Time	High	It is essential that the annual programme of Education Performance Board meetings remains timely, regular and in keeping with an agreed schedule of work which coordinates with other Council, school, Diocesan and external school performance review work.
Viability	High	Support for the Education Performance Board is critical including expansion of its membership.
Finance	Medium	There is a close link required between the use of resources by the local authority, schools, Schools Forum and external funding agencies (e.g. national college) to ensure that resources available for school improvement work in Rutland are maximised and at no point duplicated.
Profile	High	School performance is high profile.
Equality and Diversity		The Education Performance Board operates to all principles observed by the local authority which underpin Equality and Diversity.

Report Author

Dr Tim O'Neill

Director, People

Tel No: (01572) 722577

e-mail: enquiries@rutland.gov.uk

A Large Print or Braille Version of this Report is available upon request – Contact 01572 72257



Rutland County Council
Local Authority / Head Teachers/Chairs of Governing Bodies/Members/Diocese
EDUCATION PERFORMANCE BOARD

Wednesday 12 November 2014
5.00 – 6:30 p.m.

The Chamber
Rutland County Council Main Offices
Catmose, Oakham
LE15 6HP

AGENDA

5:00 Welcome and Introductions

Cllr Kenneth Bool – Portfolio Holder Children and Young People, RCC
Dr Tim O'Neill – Director, People, RCC

5:05 Education Performance Board: Context and Purpose

Kim Garcia – People Directorate, Rutland County Council

5:15 Early Years Performance 2014

Sally Hickman, Early Years Adviser, Learning and Skills Service, RCC

KS1 and KS2 Performance

Sue Hickey, Primary Schools Officer, Learning and Skills Service, RCC
Jen Hazell, Primary Schools Officer, Learning and Skills Service, RCC

6:00 KS5 Performance

Kim Garcia, Head of Learning and Skills Service, RCC

6:25 Closing Information and Dates for next meeting.



Rutland County Council
Local Authority / Head Teachers/Chairs of Governing Bodies/Members/Diocese
EDUCATION PERFORMANCE BOARD

Wednesday 4 February 2015
5.00 – 6:30 p.m.

The Chamber
Rutland County Council Main Offices
Catmose, Oakham
LE15 6HP

AGENDA

- 5:00 **Welcome and Introductions**
Cllr Kenneth Bool – Portfolio Holder Children and Young People, RCC
- 5:05 **School Performance Early Years, KS1, KS2 2014: Update**
Kim Garcia – People Directorate, Rutland County Council
- 5:20 **School Performance 2014: Performance of Pupil Groups**
School Improvement Team
- 6:00 **School Performance 2014: KS4 Overview**
Kim Garcia, Head of Learning and Skills Service, RCC
- 6:20 **Closing Information and Dates for next meeting.**

Rutland County Council School Performance Data Dashboard - November 2014

End Of Early Years, KS1 and KS2

Appendix C

Primary Schools	Ofsted Rating	Cohort Size EYFS	EYFS Profile		Cohort Size Phonics Yr 1 - Number of Pupils	Phonics (Year 1) % Working at expected level	Cohort Size KS1 - Number of Pupils	KS1				Cohort Size KS2 - Number of Pupils	KS2				Floor Standards			
			Good level of development	APS				Reading L2b+	Writing L2b+	Maths L2b+	APS		Reading L4b+	Writing L4+	Maths L4b+	APS	% Achieving L4+ in RWM	% Achieving 2 levels of progress in Reading	% Achieving 2 levels of progress in Writing	% Achieving 2 levels of progress in Maths
Cottesmore Primary School	3	21	71.4	37.9	41	56.0	27	66.7	40.7	63	14.3	21	66.7	66.7	52.4	25.7	57.1	94.4	88.9	77.8
Empingham CofE Primary School	2	13	62.0	40.5	14	57.0	11	90.9	90.9	90.9	16.9	3	100	100	100	32.5	100.0	100	100	100
Exton and Greetham CofE Primary School	2	3	67.0	31.3	9	67.0	5	60	20	60	14.5	10	30	40	40	23	20.0	50	60	20
Ketton CofE Primary School	1	26	81.0	38.2	30	80.0	30	80	50	86.7	15.9	20	100	95	95	31.3	95.0	100	95	95
Ryhall CofE Primary School	2	16	62.5	33.4	16	100.0	17	82.4	82.4	82.4	16.7	16	87.5	93.8	87.5	29.8	93.8	100	100	100
Great Casterton CofE Primary School	3	15	66.7	40.1	14	71.0	16	100	100	100	18	9	77.8	77.8	55.6	26.5	55.6	87.5	75	62.5
St Nicholas CofE Primary School	2	18	83.3	40.2	18	83.0	17	88.2	88.2	94.1	17.5	18	77.8	83.3	72.2	27.5	77.8	81.3	100	81.3
Catmose Primary	2	30	43.0	36.5	25	72.0	25	68	60	84	15.9	30	73.3	80	63.3	27.9	63.3	84	100	80
Brooke Hill Academy	1	40	45.0	37.3	34	74.0	36	94.4	91.7	94.4	17.5	42	78.6	90.5	73.8	29.2	76.2	85.4	95.1	75.6
Langham CofE Primary School	1	30	26.7	33	29	86.0	30	86.7	56.7	83.3	15.2	29	79.3	72.4	72.4	29.7	72.4	96.3	74.1	92.6
Oakham CofE Primary School	2	44	81.8	40.8	40	60.0	44	84.1	77.3	77.3	16	38	59	48.7	43.6	24.4	41.0	80.6	55.6	63.9
Whissendine CofE Primary School	1	25	80.0	35.8	26	73.0	27	92.6	92.6	88.9	17.7	23	82.6	87	60.9	28.6	60.9	90.5	90.5	68.2
English Martyrs Catholic Primary School	2	18	50.0	35.3	10	90.0	20	85.7	81	90.5	16.4	7	71.4	100	85.7	30.6	85.7	85.7	100	100
Edith Weston Primary School	3	10	30.0	32.9	9	78.0	8	87.5	87.5	62.5	16.3	10	70	90	80	28.9	80.0	88.9	100	88.9
Uppingham CofE Primary School	3	24	54.2	34.2	30	63.0	26	76.9	76.9	80.8	16.3	24	62.5	75	79.2	27.6	70.8	87	95.7	82.6
St Mary & St John CofE Primary School	2	19	63.2	39.6	27	82.0	27	85.2	85.2	85.2	17.1	27	88.8	81.5	66.7	30.2	77.8	100	84	88.5
Leighfield Primary School	2	30	73.3	36.5	29	76.0	30	70	70	76.7	16.5	30	100	100	93.3	31.4	100.0	96.7	100	100
The Parks	3	0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Brooke Priory Primary School	1	11	91.0	44	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Rutland LA			62	37.2		72.8		83	74	83	16.4		77	80	70	28.4	71.0	89.0	88.0	81.0
National			60.3	33.8		74		81	70	80	15.9		78	85	75	28.7	79.0	91.0	93.0	89.0
Floor Levels																	65.0	94	96	93

BLUE = Small Cohort

RED: Area of Concern - moderate to high risk
 AMBER: Area of concern - low risk
 GREEN: Securely Good performance

NOTES

	EYFS Profile			Y1 Phonics	KS1					KS2					Floor Standards				
	Cohort Size	GLD	EYAPS		Cohort Size	% working at expected level	Cohort Size	Reading L2b+	Writing L2b+	Maths L2b+	APS	Cohort Size	Reading L4b+	Writing L4+	Maths L4b+	APS R,W,M Comb	Achieving L4+ in RWM	% Achieving 2 levels progress in reading	% Achieving 2 levels progress in Writing
Girls National		69	35.11		78		85	77	82	16.4		90	90	86	28.9	82			
Girls Rutland	210	68.4	38.2	205	76	193	91	84	88	16.8	189	85	82	76	28.2	71			
Boys National		52	32.6		70		77	62	78	15.5		87	81	86	28.5	76			
Boys Rutland	187	55.6	35.9	196	70	203	75	65	79	16.1	168	89	77	83	28.6	71			
Other Pupils - National		45	30.8		74		81	70	80	15.9		90	90	86	28.9	82	92	94	91
Disadvantaged Pupils - Rutland	23	41	32.5	32	44	60	72	58	72	14.8	48	71	63	67	25.7	52	77	79	70
Other Pupils - National					74		81	70	80	15.9		90	90	86	28.9	82			
CLA Rutland	0	0	0	1	0	2	50	50	50	15.7	2	0	50	50	23.3	0			
EAL National		49	31.8		75		76	66	76	16.1		84	82	85	28.3	75			
EAL Rutland	14	36	32.6	15	93	14	71	71	79	15	13	69	54	54	24.8	46			
SEN no statement National					40		43	26	44	12.5		69	55	63	25	42			
SEN no statement Rutland				31	39	40	23	15	25	12	67	60	46	54	24.1	36			
SEN with statement National		3	19.7		17		17	10	18	7.4		29	19	25	18.6	15			
SEN with statement Rutland	1	0	22	7	0	8	38	25	0	10.4	10	30	20	20	18.6	0			
Autumn Birth - National					80		86	77	86	16.7									
Autumn Birth - Rutland				109	79	135	85	80	86	16.9									
Spring Birth - National					74		81	70	80	16									
Spring Birth - Rutland				128	70	125	86	77	89	16.5									
Summer Birth - National		49	31.7		68		76	62	74	15.2									
Summer Birth - Rutland	182	56		135	69	136	77	65	76	15.8									

BLUE = Small Cohort

RED: Area of concern - moderate to high risk
 AMBER: Area of concern - low risk
 GREEN: Securely Good performance

NOTES

EYFS - SEN	Cohort	GLD	EYAPS
SEN no statement National - EYAP		19	26
SEN no statement Rutland - EYAP	12	8.3	
SEN no statement National - EYA		23	27.4
SEN no statement Rutland - EYA	6	16.6	



Rutland County Council

Education Performance Board

12 November 2014

Focus: Early Years, KS1, KS2 and KS5

Present:	Cllr Kenneth Bool	Portfolio Holder Children and Young People
	Dr Tim O'Neill	Director, People
	Kim Garcia	Head of Learning and Skills
	Margaret Broughton	Team Manager, Learning and Skills
	Jen Hazell	Primary School Officer
	Sue Hickey	Primary School Officer
	Sally Hickman	Early Year Adviser
	Janet Lord	Headteacher, Langham Academy
	Sharon Milner	Headteacher, Brooke Hill Academy
	Carl Smith	VP, Rutland County College
	Jo Green	Casterton Childcare Centre
	Dr Diane Wensley	Governor, Oakham CE Primary
	Dr Rev James Saunders	Chair of GB, Uppingham CE Primary
	Peter Goringe	Deputy Director, Peterborough Diocese
	Kimmy Bansal	Corporate Support

NOTES

1 Welcome and Introduction

Cllr Bool welcomed all to the first meeting of the Education Performance Board (EPB).

2 Terms of Reference

Kim Garcia outlined the Terms of Reference and the purpose of the Board. The focus on risk assessment was clarified and the importance of data sharing and professional discussion of performance was noted, including strengths and areas for improvement.



It was clarified that a summary of the findings would be presented to the People (Children) Scrutiny Panel three times per year following each EPB meeting.

3 Early Years

- Sally Hickman provided a summary of the key Early Years outcomes as shown on the Performance Dashboard.
- Children in six of the 17 Primary Schools in Rutland have not reached the national average 'Good Level of Development'.
- The average point score in most of these six schools is higher than the national average.

This would indicate that children may not have achieved expected results in one or two of the Early Learning Goals, namely Writing and Number which has resulted in them not achieving the overall 'good level of development' judgement.

4 KS1 Performance

- Sue Hickey provided a summary of the main Key Stage 1 outcomes in 2014 as shown on the Performance Dashboard. Broadly, Rutland's performance at KS1 overall **APS** has been significantly above the national average for the past five years with a 3 year rising trend.
- In 2014 there were **pockets of underperformance** in a minority of schools and the APS in **3** primary schools was below the national average.
 - Cottesmore
 - Exton and Greetham
 - Langham
- In contrast the APS in **11** schools was well above the national average.
 - Empingham
 - Ryhall
 - Gt Casterton
 - St Nicholas
 - Brooke Hill Academy
 - Whissendine
 - English Martyrs
 - Edith Weston
 - Uppingham CE



- St Mary and St John
- Leighfield

- Performance across the LA was strongest in **reading**; reflecting the national picture
- 8 schools have a rising trend in KS1 APS.
- Of concern is the **falling trend in the APS** in 4 schools which has for three of these schools resulted in their KS1 APS falling below national performance
 - Cottesmore
 - Exton & G
 - Langham
 - Leighfield
- Significant gap evident in the performance of **disadvantaged pupils** compared to other pupils at end of KS1; most significantly so at L2a and L3
- Performance of **SEN** pupils without a statement is well below similar pupils nationally
- Spring and summer birth pupils attaining well compared to these groups nationally

KS1 Main messages:

- 1 Overall Rutland is doing well compared to national
- 2 This school performance will not continue unless those schools with a falling trend address this issue
- 3 Some groups of pupils are doing very well (spring and summer birth pupils)
- 4 Achievement of disadvantaged pupils and SEN pupils is of significant concern

3. **KS2 Performance**

- Jen Hazell provided an overview of main outcomes at KS2. Rutland's performance at KS2 overall APS shows a **three year trend of falling** from what was significantly above in 2011 & 2012 to below the national average in 2014.
- Poorest subject performance in KS2 across the LA is in **mathematics** and **Writing**.
- 4 schools were below **floor standards** in all four measures.



Of significant concern was that 13 of our schools were below one or more floor measures.

- 4 schools show a rising trend in APS
- 9 schools are above or well above national APS and 8 schools have an APS below the national picture
- In contrast 6 schools show a falling trend in APS
- LA performance at L5 in reading is well above the national picture; in writing broadly average and at L4 performance in **mathematics** is the weakest subject and is below the national average.
- At L4 **performance of girls** is well below that of boys in all subjects and particularly mathematics
- Attainment of **disadvantaged pupils** at L4 reading, writing and mathematics combined is 23% below that of other pupils (significantly below)
- Progress of disadvantaged pupils is well below that of other pupils in all subjects
- Attainment of **SEN pupils** without a statement is well below similar pupils nationally in all subjects
- Attainment of **lower and middle learners** is also significantly below comparable pupils nationally.

Key Stage 2 Main messages:

- 1 Rutland performance at KS2 (overall APS) fell in 2013 from a position of strength and has continued to fall
- 2 Poor performance in mathematics and writing
- 3 Girls performance
- 4 Concern over the number of school below the floor making them vulnerable to DfE and Ofsted scrutiny
- 5 High percentage of schools below the floor in one or more of the measures
- 6 Poor achievement of disadvantaged pupils and SEN pupils without a statement
- 7 Rutland performance at KS2 (overall APS) fell in 2013 from a position of strength and has continued to fall
- 8 Poor performance in mathematics and writing
- 9 Girls performance



- 10 Concern over the number of school below the floor making them vulnerable to DfE and Ofsted scrutiny
- 11 High percentage of schools below the floor in one or more of the measures

12 Poor achievement of disadvantaged pupils and SEN pupils without a statement

4. **Key Stage 5**

Carl Smith, VP of Casterton Business Enterprise College (CBEC) provided an overview of KS5 performance 2014 at Rutland County College. See handout from Rutland County College for detailed data.

Overall, RCC* performance in 2014 was an improvement on 2013 with 100% of A Level entrants passing their A Levels. Further improvement is projected for 2015.

5. **Date of Next Meeting**

4 February 2015

5:00-6:30

RCC Council Chamber

It was noted that the next agenda would address outcomes of Pupil Groups and KS4 performance. A dashboard will be provided to support the discussion at the next meeting.



Rutland County Council

Catmose Oakham Rutland LE15 6HP
Telephone 01572 722577 Facsimile 01572 758307 DX 28340 Oakham

Record of a meeting of the **Education Performance Board** held in the Council Chamber, Catmose, Oakham at 4.30 p.m. on **Wednesday, 4 February 2015**

Present:	Cllr Kenneth Bool (Chair)	Portfolio Holder Children and Young People
	Carl Smith	VP, Rutland County College
	Dr Diane Wensley	Governor, Oakham CE Primary
	Dr Rev James Saunders	Chair of GB, Uppingham CE Primary
	Dr Tim O'Neill	Director for People, RCC
	Janet Lord	Headteacher, Langham Academy
	Jen Hazell	Primary School Officer
	Jo Green	Casterton Childcare Centre
	Kimmy Bansal	Corporate Support Officer
	Margaret Broughton	Team Manager, Learning and Skills, RCC
	Peter Goringe	Deputy Director, Peterborough Diocese
	Sally Hickman	Early Year Adviser
	Sharon Milner	Headteacher, Brooke Hill Academy

Apologies: Kim Garcia, Head of Learning and Skills
Sue Hickey, Primary School Officer

1. **Welcome and Introduction**

Cllr Bool welcomed everyone to the meeting.

2. **Record of Meeting**

The record of the Education Performance Board meeting held on 12 November 2014, copies of which had been previously circulated, was confirmed and signed by the Chairman.

3. School Performance - Early Years, KS1, & KS2 2014: Updated

- 3.1 Dr Tim O'Neill outlined that the February Education Performance Board would focus on the achievement of 'Pupil groups' and discussion would be based upon the RCC School Performance Data Dashboard which had been sent to all attendees prior to the meeting.
- 3.2 A verbal overview from Margaret Broughton was received outlining significant milestones that the School Improvement Team has achieved since the last Education Performance Board in November 2014.
- Schools Causing Concern Policy in draft
 - LA Schools Causing Concern meetings strengthened.
 - Data information shared with Head teachers and Chairs of Governors' Briefings
 - LA School Improvement Policy as a driver for improvement. See objectives of the School Improvement Team

Priority areas for improvement to target support for Rutland schools in conjunction with the Rutland Teaching Alliance.

1. Disadvantaged (vulnerable does not include PPF in Ofsted terms)
2. Girls' attainment and progress
3. Maths

4. School Performance 2014: Performance of Pupil Groups

4.1 Early Years – 2014: Performance of Pupil Groups.

Early Years Foundation Stage Profile 'Average Point Score'

Most individual Groups of Children in Rutland have achieved higher 'Average Point Score' results when compared to the same groups nationally.

Groups of Children achieving a 'Good Level of Development'

- Rutland Boys achieved 3.6% above National results for Boys
- Rutland 'Summer Born' children achieved 7% above National Results for Summer born children

However,

- Disadvantaged Children in Rutland are 4% below
- Children with English as an Additional Language 13% below
- Children in Early Years Action Plus 10.7% below
- Children in Early Years Action 6.5% below

- Rutland had one statemented child completing the EYFS Profile who did not achieve the 'GLD'.

Phonics screening check- Sally Hickman

- Rutland Children with English as an Additional Language achieved 18% above
- Disadvantaged Children in Rutland are 30% below when compared to the same groups nationally.

Rutland had one 'Looked After' Child who did not pass the Phonics Check and seven Children with a Statement of SEN none of whom passed the Phonics Check

4.2 Key Stage 1 Performance of Pupil Groups

Overall

- Rutland is doing well in KS1 compared to national figures
- Some groups of pupils are doing very well (spring and summer birth pupils, SEN with a statement in reading & writing at KS1)

However:

- Significant gap in the **performance of disadvantaged pupils** compared to other pupils at end of KS1; most significantly so at L2a and L3
- **Performance of SEN pupils** without a statement is well below similar pupils nationally

4.3 Key Stage 2 Performance of Pupil Groups

- **L4 performance of girls** is well below that of boys in all subjects and particularly mathematics. We are not in bottom 10 but only one percentage point above.
- **Attainment of disadvantaged pupils at L4 reading, writing and mathematics** combined, is significantly below that of other pupils nationally (significantly below)
- **Progress of disadvantaged pupils** is well below that of other pupils in all subjects
- **Attainment of SEN pupils without a statement** is well below similar pupils nationally in all subjects
- **Attainment of lower and middle learners** is also significantly below at L4 compared to pupils nationally.
- **LAC:** One child made 2 levels progress in all subjects but did not achieve Level 4. One made two levels progress or better in all subjects and achieved Level 4B in all but reading.

A discussion was held on support to raise attainment of all pupil groups' progress and it was agreed at the next Education Performance Board that Secondary attainment would be reviewed and a presentation on how progression of all pupils' progress can be monitored within Rutland L.A.

5. Date and Preview of Next Meeting

Date of next meeting TBC – 10th or 24th June.

AGENDA:

- a. Presentations on KS4 performance data
- b. LA predictions of 2015 performance data which will drive LA targets for 2016

The Chair declared the meeting closed at 6.00 p.m.

CABINET

7th April 2015

Local Safeguarding Children Board and Safeguarding Adults Board Annual Report 2013/14

Report of the Independent Chair of the LRLSCB and LRSAB

STRATEGIC AIM:	This contributes to the corporate objective of 'Creating a brighter future for all'.		
KEY DECISION	NO	DATE ITEM FIRST APPEARED ON FORWARD PLAN	21 November 2014

1. PURPOSE OF THE REPORT

- 1.1 To present to the Cabinet the Leicestershire and Rutland LSCB and SAB annual report 2013/14

2. RECOMMENDATIONS

- 2.1 **That Cabinet note the Annual Report of the Leicestershire and Rutland Local Safeguarding Children Board (LRLSCB) and the Leicestershire and Rutland Safeguarding Adults Board (LRSAB) and comment on issues arising from the Report that they wish the Board to consider, or to feed into their own future planning.**

3. REASONS FOR THE RECOMMENDATIONS

- 3.1 It is a requirement of Working Together 2013 that the Annual Report of the LSCB is presented to the Leader of the Council. It has been our practice in Rutland to secure this through presentation to the full Cabinet. It was similarly agreed that the practice of presenting the LSCB annual report should be matched for the Safeguarding Adult Board.
- 3.2 The key purpose in presenting these reports is to ensure that the Cabinet is informed about the performance of the Boards, can hold the Boards to account for their performance and identify any issues specifically relating to the County Council that they determine require action by the executive.

4. BACKGROUND AND CONTEXT

- 4.1 The LSCB annual report is a statutory requirement as set out in Working Together 2013. It has been agreed practice for some time in Leicestershire and Rutland also to produce an annual report for the Safeguarding Adults Board. For the first time the two annual reports have been combined into one document to reflect the alignment of the two Boards under one Independent Chair.

4.2 The key purpose of the Annual Report is to assess the impact of the work we have undertaken in 2013/14 on service quality and on safeguarding outcomes for children, young people and adults in Leicestershire and Rutland. Specifically it evaluates our performance against the priorities that we set in our Business Plan 2013/14 and against other statutory functions that the LSCB in particular must undertake.

4.3 In addition to the Business Plan priorities the LRLSCB witnessed some significant changes in the national frameworks governing its operation. First, the Department for Education issued a revised version of Working Together 2013 in March 2013 that has required the Board to review its governance arrangements and to formulate a number of new safeguarding arrangements including a new Threshold Protocol and a Learning and Improvement Framework. Second, a new Ofsted inspection framework was introduced in November 2013 that incorporate a specific review of the LSCBs. Neither Rutland nor Leicestershire have yet experienced this new inspection (although Leicester City now have) The LSCB has carried out a self-assessment of its performance against the new framework which has been kept regularly updated in readiness for inspection.

4.4 The Annual Report 2013/14 includes:

- a) A brief overview of the local area safeguarding context with some key context data;
- b) An overview of the Boards' governance and accountability arrangements;
- c) Analysis of performance against the three key priorities in the 2013/14 Business Plan which were to:
 - i. Improve the effectiveness and impact of the Boards;
 - ii. Secure confidence in the operational effectiveness of partner agencies safeguarding services, both individually and collectively, supported by a more robust quality assurance and performance management framework;
 - iii. Improve the effectiveness of communication and engagement.
- d) An overview of performance in key statutory functions notably the Serious Case Review Sub-Group and Child Death Overview Panel – both of which are statutorily required in the children's safeguarding arena.
- e) The Executive Summary produced to accompany the Annual Report draws out the headlines in terms of performance. The full report and The Executive Summary are attached for your information. Both documents are also available at www.LRSB.org.uk.

5. SPECIFIC ISSUES

5.1 The LRLSCB is a statutory body required by Working Together 2013 and the Children Act 2004. The County Council has a duty to ensure the effective delivery of an LSCB. The County Council has an agreement with Leicestershire County Council to collaborate in the delivery of both the LRLSCB and LRSAB.

- 5.2 The safeguarding boards have a budget built through the contributions of partner agencies. The total budget for the LRLSCB is £329,370. The total budget for the LRSAB is £102,610. The Rutland County Council contributions to the Boards totals £52,250 (LRLSCB) and £8,240 (LRSAB).

6. RISK MANAGEMENT

RISK	IMPACT	COMMENTS
Time	M	Progress on all elements of Board Business Plans reported in the Annual Report is carefully monitored by relevant sub-groups, the LSCB/SAB Executive and by the Boards themselves on a quarterly basis as set out in the Plan. This includes not only checking that actions are completed to timescale but also that impact is secured through the quality assurance and performance management framework operated by the Boards.
Viability	L	The actions required in the Business Plan 2013/14 were tested against the resources available to ensure that the Plan could be delivered from within the LSCB and SAB budgets.
Finance	L	The LSCB and SAB have budgets to which statutory partner agencies contribute. The resources for 2013/14 are agreed and secure.
Profile	M	The Business Plan includes actions to raise the profile of the two Boards. Clearly their profile is often raised following the publication of serious case reviews and other reviews following child deaths or serious injuries. There is a well developed communications strategy to respond to these incidents but such incidents can lead to negative press and media coverage and can impact on organisational reputation.
Equality and Diversity	M	The focus of the work of both Boards includes Revised Template 2011-12-13 those groups that are deemed most vulnerable from a safeguarding perspective. All safeguarding performance data is collected in such a way as to identify gender, ethnicity and disability so that impact on specific groups can be monitored.

7. CONCLUSIONS

- 7.1 The Annual Report illustrates a range of improvements that have been secured in the delivery of safeguarding across Rutland and Leicestershire. It also identifies a range of improvements that are required in the future and these were reflected in the Business Plan for 2014/15 and have similarly featured in the formulation of the new Business Plans 2015/16 that are the subject of a separate report to Cabinet.
- 7.2 Cabinet is requested to note the Annual Report and to comment on any issues that the Boards need to address in the future, particularly in the context of the new Business Plans. In addition the Cabinet will wish to

consider whether any of the finding in the annual report should be reflected in their own strategic planning for the County Council.

8. APPENDICES

- 8.1** Local Safeguarding Children Board and Safeguarding Adults Board Annual Report 2013/14 – Appendix 1.
- 8.2** Local Safeguarding Children Board and Safeguarding Adults Board Annual Report 2013/14 Executive Summary – Appendix 2.

Background Papers

None

Report Author

Paul Burnett, Independent Chair of the LRLSCB and LRSAB

Tel No: 0116 305 3891

e-mail: pr.burnett@leics.gov.uk

A Large Print or Braille Version of this Report is available upon request – Contact 01572 722577.



Safeguarding
Children Board
LEICESTERSHIRE & RUTLAND



Safeguarding
Adults Board
LEICESTERSHIRE & RUTLAND

Annual Report

2013/14

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2. Chapter 1: Local Area Safeguarding Context
3. Chapter 2: Governance and Accountability
4. Chapter 3: Business Plan Performance 2013/14:
 - a. Strategic Priority 1: Improve the Effectiveness and Impact of the Safeguarding Boards
 - b. Strategic priority 2: Secure confidence in the operational effectiveness of safeguarding partner agencies and services through robust quality assurance and performance management
 - c. Strategic priority 3: Improve the effectiveness of communication and engagement
5. Chapter 4: Serious Case Reviews and Child Death Overview Panel
6. Chapter 5: Challenges Ahead – Our business plan for 2014/15

Foreword from the Independent Chair: Paul Burnett



I am pleased to present the second combined annual report for the Leicestershire and Rutland Local Safeguarding Children Board (LSCB) and Safeguarding Adults Board (SAB).

Although we are not required to publish the SAB report, we believe this is good practice and reflects our aim to be open and transparent. Such reports will become a requirement of the Care Act 2014.

The report's key purpose is to assess the impact of the work we have undertaken in 2013/14 on service quality, effectiveness and on safeguarding outcomes for children, young people and adults in

Leicestershire and Rutland. Specifically it evaluates our performance against our business plan priorities and other statutory functions.

The last 12 months have witnessed some significant changes in the way we operate as a Board. At national level, Working Together 2013 revised the statutory framework within which LSCBs operate and set in train a range of work to ensure our compliance with these new expectations. The introduction of new Ofsted inspection arrangements, including formal reviews of LSCB performance, has similarly impacted on our work. In Adult Safeguarding, we have continued to assess the potential impact of the Care Act 2014 on our work and taken steps to ensure we are ready for the statutory arrangements arising from this new legislation in 2015.

At a local level, we have continued our vigilant assessment of the impact of reducing budgets on partner agencies, the structural and organisational changes arising from national reforms (e.g. in the Police and Health sectors) and local strategies to secure efficiencies. We have also continued to consider the implications of major national safeguarding practice reviews, including the Winterbourne Review and the Francis Report in the adult arena, and high profile serious case reviews in children's safeguarding.

I am pleased that this report presents a considerable range of success and achievement for the two Boards. The assessment of our performance also indicates areas for further development and improvement which have been incorporated into our Business Plan for 2014/15.

I would like to take this opportunity to thank all Board members and those who have participated in subgroups for their continued commitment in 2013/14. In addition I would like to thank staff from across our partnerships for their motivation, enthusiasm and continued contribution to keeping the people of Leicestershire and Rutland safe.

Safeguarding is everyone's business. The achievements set out have been achieved not just by the two Safeguarding Boards but by staff working in the agencies that form our partnership. The further improvements we seek to achieve this year will require continued commitment from all and I look forward to continuing to work with you in ensuring that children, young people and adults in Leicestershire and Rutland are safe.

I commend this report to all our partner agencies.

A handwritten signature in black ink, reading "P. R. Burnett". The signature is written in a cursive style with a large, sweeping flourish at the end.

Paul Burnett
Independent Chair, Leicestershire and Rutland Safeguarding Boards

PART 1

Local area safeguarding context

Local demographics

Our children and adult safeguarding boards serve the counties of Leicestershire and Rutland.

The current populations of the two counties as shown in the 2011 census are:

	Total	Under 18	Over 18
Leicestershire:	650,489	134,084	516,405
Rutland	37,369	8,120	29, 249

This includes 115,437 (17.7%) people over 65 years old in Leicestershire and 7,849 (21.0%) in Rutland.

The two counties have a predominantly white ethnic population with 90.6% of the Leicestershire population and 94.3% of the Rutland population describing their ethnicity as white British. This data compares to averages for the East Midlands region of 85.4% and for England of 79.8%. Of those that do not consider themselves to be white British, 4.75% of Leicestershire's population considered themselves to be Asian or Asian British, with less than 1% Black/African/Caribbean or Black British. All ethnic minorities listed for Rutland total less than 1%.

“ The Leicestershire and Rutland Local Safeguarding Children Board (LRLSCB) has a duty to ensure the effective safeguarding of all children living in the two counties ”

Vulnerable groups

Children and Young People

The Leicestershire and Rutland Local Safeguarding Children Board (LRLSCB) has a duty to ensure the effective safeguarding of all children living in the two counties. This includes children in universal and early help settings as well as those formally identified as children in need, children in need of child protection and those that are looked after by the local authorities. Clearly there is a significant focus on those who are most vulnerable and at risk of suffering harm.

It is not possible to present a complete picture of the number of children that may be at risk in Leicestershire and Rutland because some abuse or neglect may be hidden, despite the best efforts of local services to identify, assess, step-in and support children who are being harmed or are at risk of being harmed. However the LRLSCB annually reviews quantitative and qualitative data and other information, such as the Joint Strategic Needs Analyses (JSNA) carried out by the Health and Well-Being Boards, to gauge those specific groups that need protection because they are deemed more vulnerable.

In 2013/14, groups that were identified as priority included:

- Children receiving Early Help
- Children with a Child Protection Plan
- Children in Care
- Children at risk of child sexual exploitation
- Children who go missing from home, care or education
- Children living in households where there is domestic abuse/substance misuse/ a parent with mental ill-health

2013/2014			
Rutland	Total	Leicestershire	Total
Number of contacts to Children's Social Care (include referrals)	690	Number of contacts to Children's Social Care (include referrals)	15228
Number of referrals to Children's Social Care	241	Number of referrals to Children's Social Care	5895
Number of CAFs	90	Number of Early Help Assessments	2574
Number of Children's Social Care referrals that result in a CAF	36	Number of Children's Social Care referrals that result in an EH assessment	
Proportion of Children's Social Care referrals that result in a CAF	15%	Proportion of Children's Social Care referrals that result in an EH assessment	
Number of children subject to a Child Protection Plan	Avg 28	Number of children subject to a Child Protection Plan	Avg 406
Number of Children who are Looked After	Avg 34	Number of Children who are Looked After	Avg 471

Children at risk of Child Sexual Exploitation

85

Missing

Total numbers of missing persons (one or more missing reports) and how many incidents that they equate for, broken down into children 0-17yrs and adults 18+.

Leicestershire and Rutland County	All Incidents							
	0-17 Persons		0-17 Incidents		18+ Persons		18+ Incidents	
	13/14	12/13	13/14	12/13	13/14	12/13	13/14	12/13
	328	586	708	1699	304	649	341	824

Total number of repeat missing persons (2 or more missing reports) and how many incidents that they equate for, broken down into Children 0-17yrs and Adults 18+.

Leicestershire and Rutland County	Repeats							
	0-17 Persons		0-17 Incidents		18+ Persons		18+ Incidents	
	13/14	12/13	13/14	12/13	13/14	12/13	13/14	12/13
	105	195	485	1307	28	64	65	239

Domestic Violence Adults

The Leicestershire and Rutland Safeguarding Adult Board (LRSAB) focuses its work on those adults deemed 'vulnerable'. This is in line with 'No Secrets 2000' which outlined the key functions of adult safeguarding boards.

It is not possible to present a complete picture of the numbers of adults who may be at risk given the fact that some abuse or neglect may remain hidden but in Leicestershire and Rutland we have identified some groups as being more vulnerable based on our own quality assurance and performance management data together with information produced in the JSNAs carried out by the two Health and Well-Being Boards.

In 2013/14 groups that were identified as priority included:

- Learning disabled adults including those in residential placements
- Older people particularly those living in residential care or nursing homes
- The Abuse of Adults with Learning Disabilities in residential placements.

2013/2014			
Rutland	Total	Leicestershire	Total
Safeguarding referrals from community	29	Safeguarding referrals from community*	622
Safeguarding referrals from residential	62	Safeguarding referrals from residential*	1,127
Primary client type for safeguarding referrals		Primary client type for safeguarding referrals	
Phys. disability / frailty /sensory imp.	40	Phys. disability / frailty / sensory imp.	725
Mental health needs	2	Mental health needs	444
Learning disability	6	Learning disability	189
Substance misuse	0	Substance misuse	3
Not recorded	1	Not recorded	0
Primary client age for safeguarding referrals		Primary client age for safeguarding referrals	
18-64	7	18-64	340
65-74	2	65-74	134
75-84	15	75-84	309
85+	25	85+	578

*These two figures total more than the other sub-totals of the table as it is a count of referrals not individuals

Part 2

Governance and accountability arrangements

Both boards serve the counties of Leicestershire and Rutland.

The LRLSCB is a statutory body established in compliance with The Children Act 2004 (Section 13) and The Local Safeguarding Children Boards Regulations 2006. Its work is governed by Working Together 2013.. A key priority for us during 2013/14 has been to review and revise our arrangements for compliance with Working Together 2013, and the outputs and outcomes of this work are set out later in this report.

The statutory objectives and functions of LSCBs are set out in Section 14 of the Children Act 2004 and are:

- (a) to coordinate what is done by each person or body represented on the Board for the purposes of safeguarding and promoting the welfare of children in the area; and
- (b) to ensure the effectiveness of what is done by each such person or body for those purposes.

The key functions as set out in Regulation 5 of the Local Safeguarding Children Boards Regulations are as follows:

- developing policies and procedures for safeguarding and promoting the welfare of children in the area of the authority, including policies and procedures in relation to:
 - (i) the action to be taken where there are concerns about a child's safety or welfare, including thresholds for intervention;
 - (ii) training of persons who work with children or in services affecting the safety and welfare of children;
 - (iii) recruitment and supervision of persons who work with children;
 - (iv) investigation of allegations concerning

persons who work with children;

(v) safety and welfare of children who are privately fostered;

(vi) cooperation with neighbouring children's services authorities and their Board partners;

- communicating to persons and bodies in the area of the authority the need to safeguard and promote the welfare of children, raising their awareness of how this can best be done and encouraging them to do so;
- monitoring and evaluating the effectiveness of what is done by the authority and their Board partners individually and collectively to safeguard and promote the welfare of children and advising them on ways to improve;
- participating in the planning of services for children in the area of the authority; and
- undertaking reviews of serious cases and advising the authority and
- Board partners on lessons to be learned.

LSCBs have responsibilities to review child deaths in the areas for which they are responsible. They are also expected to engage in any other activity that facilitates, or is conducive to, the achievement of its objectives.

The role of the LRSAB is to safeguard and promote the welfare of vulnerable adults, and to ensure that local agencies co-operate and work well to achieve this.

Both boards meet four times a year with each comprising a children's board meeting, an adult board meeting and a joint meeting of the two Boards. An integrated Executive Group meets eight times a year. A range of sub-groups and task and finish groups are also in place to deliver the key functions and business plan priorities

A structure is set out on the next page:

Leicestershire & Rutland Local Safeguarding Children Board and Safeguarding Adults Board Governance Structure Chart

- The Chief Executive of the two Local Authorities are responsible for appointing the Independent Chair of the LSCB and SAB and holding them to account

- The Children and Young People Service Lead Member for each Local Authority Service act as a participating observers for the LSCB

The LSCB has strategic links to:

- The Leicestershire Children and Young Peoples Commissioning Board
- The Rutland Children Trust Board arrangements
- The Community Safety Partnerships
- Health and Wellbeing Boards
- Adult Commissioning Board
- And other groups

- The Adults and Communities Lead Member for each Local Authority Service act as a participating observers for the SAB

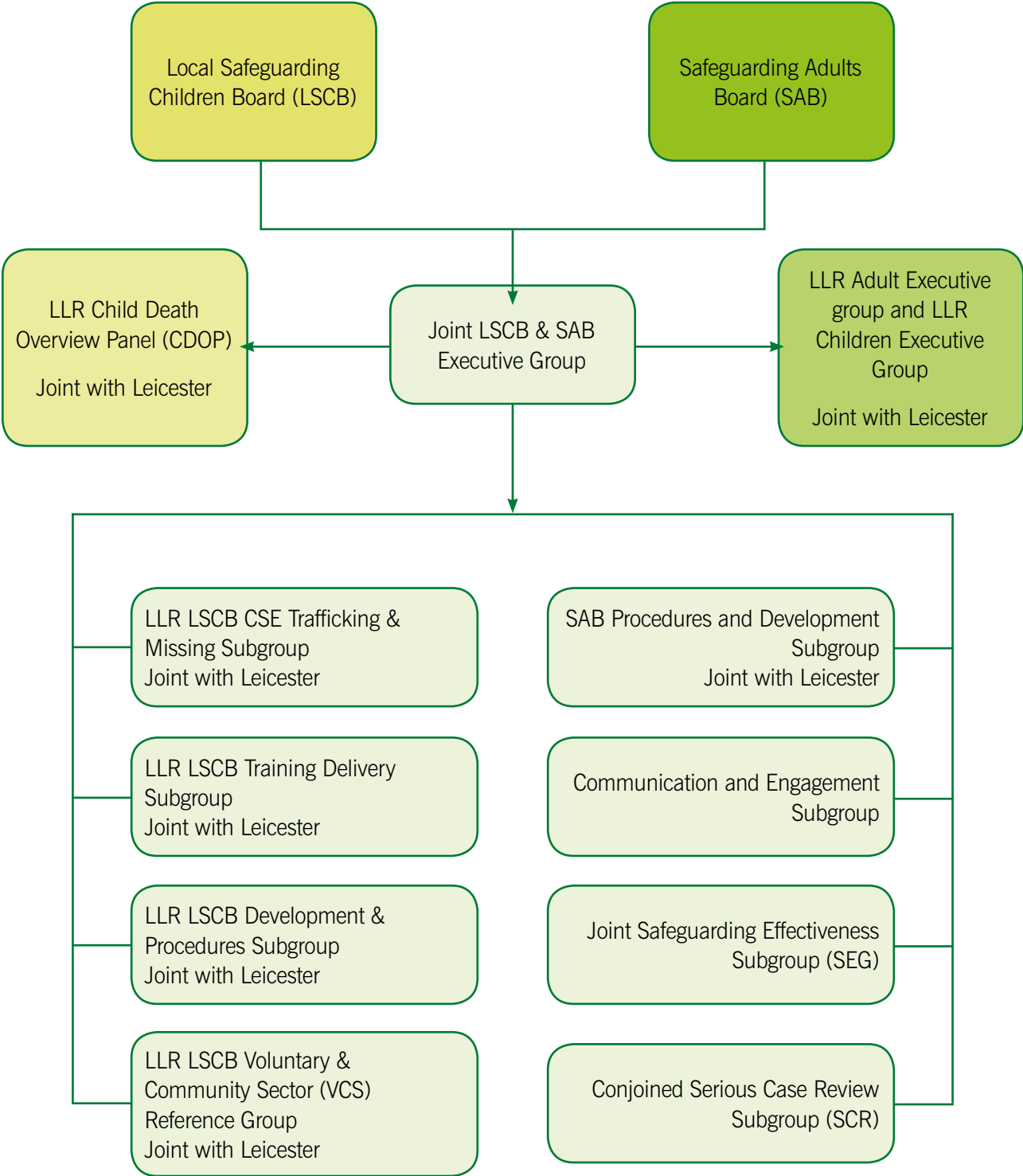
The SAB has strategic links to:

- The Leicester Safeguarding Children Board
- The Leicester Safeguarding Adults Board



Structure at October 2013

Leicestershire & Rutland Local Safeguarding Children Board and Safeguarding Adults Board 2013-14



Membership of the Leicestershire & Rutland Safeguarding Children Board

Independent Chair

Statutory Members:

Children and Family Court Advisory and Support Service (CAFCASS)
 East Leicestershire and Rutland Clinical Commissioning Group
 East Midlands Ambulance Service (EMAS)
 Further Education Colleges
 Head teacher representatives from both Leicestershire and Rutland
 Hinckley and Bosworth Borough Council (representing the Borough and District Councils)
 Lay Members (Two people from Leicestershire & Rutland)
 Leicestershire County Council
 Leicestershire County Council Lead Member
 Leicestershire Partnership Trust (LPT)
 Leicestershire Police
 Leicestershire & Rutland Probation Trust
 NHS England (Area Team)
 Rutland County Council
 Rutland County Council Lead Member
 University Hospital Leicester Trust
 West Leicestershire Clinical Commissioning Group

Professional Advisers to the Board:

Boards Business Office Manager
 Designated Doctor for Safeguarding Children
 Designated Nurse Children and Adult Safeguarding - CCG hosted Safeguarding Team
 Legal Services for the Safeguarding Boards
 Heads of Children's safeguarding in the two local authorities

Other Members:

Leicestershire Fire and Rescue Service
 Leicestershire Partnership Trust: CDOP Chair
 National Society for Prevention of Cruelty to Children (NSPCC)
 Voluntary Action Leicestershire
 Armed Forces – Kendrew Barracks
 Vista Blind (Voluntary Agency)

Membership of the Leicestershire & Rutland Safeguarding Adults Board

Independent Chair

Boards Business Office Manager

Designated Nurse Children and Adult - Designated Nurse Children and Adult Safeguarding - CCG hosted Safeguarding Team
 East Leicestershire and Rutland Clinical Commissioning Group
 East Midlands Ambulance Service
 Leicestershire County Council
 Leicestershire County Council Lead Member
 Leicestershire Fire and Rescue Service
 Leicestershire Partnership Trust
 Leicestershire Police
 Leicestershire & Rutland Probation Trust
 Legal Services for the Safeguarding Boards
 Melton Borough Council (representing the Borough and District Councils)
 NHS England (Area Team)
 Rutland County Council
 Rutland County Council Lead Member
 University Hospital Leicester Trust
 Vista Blind
 West Leicestershire Clinical Commissioning Group

Independent Chair

The LRLSCB and the LRSAB continue to be led by a single independent chair. This is a requirement of Working Together 2013. and locally we have determined that the same arrangement should be in place for the SAB. This provides independent scrutiny and challenge of agencies and better enables each organisation to be held to account for its safeguarding performance.

The Independent Chair, Paul Burnett, is a former Director of Children's Services in two local authorities and, during 2013/14 chaired safeguarding boards in three other local authorities. Following the publication of Working Together 2013, the accountability of the Independent Chair transferred to the Chief Executives of Leicestershire and Rutland County Councils. They, together with the Directors of Children and Adult Services and the Lead Members for children and adult services, formally performance manage the Independent Chair.

Chapter 3

Business plan priorities 2013/14

The priorities set by the Board for 2013/14 were to:

- A** Improve the effectiveness and impact of the Safeguarding Boards
- B** Secure confidence in the operational effectiveness of the Safeguarding partner agencies and services through robust quality assurance and performance management of safeguarding
- C** Improve the effectiveness of communication and engagement

This chapter of our annual report sets out our performance against these priorities.

A. Board Effectiveness

The first priority was to improve the effectiveness and impact of the Safeguarding Boards.

What we planned to do:

Review the membership, constitutions, terms of reference and participation in the Boards, Executive and Sub-groups to assure ourselves that our arrangements were Working Together 2013-compliant, Care Act -ready and judged to be effective by members.

- Clarify and differentiate the roles of the Board, Executive and Sub-groups to improve their individual effectiveness and impact, and reduce duplication of business and bureaucracy.
- Better align financial resources with priorities, match spend to commitments and secure efficiencies in the way that resources are deployed.
- Secure clarity in the relationships between the boards and other key partnerships in Leicestershire and Rutland.
- Further develop and strengthen our links with Leicester City safeguarding arrangements to secure greater consistency and reduce risk in safeguarding practice.
- Secure closer links with regional safeguarding arrangements to harmonise processes and procedures where possible, and maximize use of resources through collective working.
- Ensure that learning from local and national review processes is incorporated into the work of the Boards.
- Implement changes arising from the publication of Working Together 2013
- Take steps to be Care Bill-ready, particularly in relation to the expected statutory status of SABs.
- Ensure the LSCB is well placed to perform well in the new Ofsted inspection framework.

What we did

The Boards' constitutions and the Executive and Sub-groups terms of reference have all been reviewed and revised to ensure that they are Working Together 201- compliant, Care Bill-ready and best placed to secure improved ways of working as identified at our development day in January 2013.

We've revised the 'scheme of delegation' to ensure that the Board focuses on high level strategic business and decision-making, and that the Executive and Sub-groups are empowered to implement Board decisions, objectives and priorities. Membership of all groups has been reviewed and where appropriate, revised both to reflect changes driven by Working Together 2013 and to extend engagement from middle leaders and front-line managers particularly in sub-groups. This drive to extend engagement forms part of our intention to better connect with the front line.

Budget management arrangements and the presentation of reports to the Boards have been revised both. This has generated greater clarity and transparency in investment and expenditure, aligns with our priorities and addresses historic carry forwards. An investment programme was put in place in the summer of 2013 through which partners could bid for financial support to fund projects that would enhance delivery of our priorities.

Significant work has been undertaken to further develop our relationships and interfaces with other local partnerships. This includes:

- Agreeing protocols with the Health and Wellbeing Boards for both Leicestershire and Rutland, and twice yearly attendance of the Independent Chair at both;
- Closer working with the Leicestershire Safer Communities Strategy Board, the Community Safety Partnerships and the Safer Rutland Partnership both in terms of strategic planning, business plan prioritisation and supporting the production of Domestic Homicide Reviews
- The Independent Chair's membership of and regular attendance at both the Rutland Children's Trust and the Leicestershire Children and Young People Commissioning Board underpinned by existing protocols between these bodies;
- Working closely with the governance structures put in place to deliver the Government's 'Troubled Families' agenda – known in Leicestershire as the Supporting Leicestershire Families programme and in Rutland as the Changing Lives initiative. The Independent Chair has been a member of the Leicestershire Supporting Families Commissioning Board;

The Independent Chair has attended Cabinet meetings and Children and Adult Services Scrutiny Committees in both local authority areas specifically to present our business plans and annual report.

In December 2013, we hosted a 'Safeguarding Summit' involving the chief officers of all board member agencies. It aimed to engage senior leaders in setting safeguarding priorities for 2014/15, ensure they acted as safeguarding champions in their agencies, secure support for our priorities, and to initiate an ongoing dialogue about monitoring and evaluating performance.

Both have aimed to maximise collaboration with Leicester City's safeguarding boards. This is because we want to secure more efficient ways of working on issues in which we have a mutual interest and to provide consistency of approach, particularly for agencies that work across the area such as Leicestershire Police, NHS England, the three Clinical Commissioning Groups (CCGs) and a number of voluntary and community sector organisations.

We've achieved this by working with a range of groups covering Leicester, Leicestershire and Rutland (LLR), including:

- The existing LLR Joint Executive Group for Children's Safeguarding and the creation of a LLR Joint Executive Group for Adult Safeguarding established in October 2013;
- The CSE, Child Trafficking and Missing Sub-Group;
- The Training and Development Group;
- The LSCB Development and Procedures Group
- The SAB Practice and Procedures Sub-Group

Both Boards have actively engaged in East Midlands networks to maximise opportunities to:

- Secure efficiencies through collaborative working on issues of shared interest;
- Share effective practice;
- Harmonise processes and procedures where possible

The mechanisms through which this work has been carried out have included:

- Engagement with the East Midlands Children's Services Network through which LSCB chairs have met twice with Directors of Children's Services and participated in peer challenge arrangements in the region;
- The Independent Chair's attendance at quarterly meetings of the East Midlands Independent Chairs Network – this covers both children's and adult safeguarding;
- Engagement with the East Midlands Safeguarding Adults Network
- The Serious Case Review (SCR) Sub-Group now covers both children and adult processes to reflect the closer alignment of our two Boards.

To ensure full and appropriate representation and participation, the sub group reviewed its membership and made a number of changes including:

- There is no representation from the voluntary sector at present, since the resignation from the sub group of the NSPCC representative in April 2013;
- MAPPA is now represented to secure coordination between the two groups;
- Leicestershire Police have strengthened their participation at the joint and Adults parts of the meetings;
- Following the start of CCGs, they have been appropriately represented.

Effective Governance and Leadership

LSCB objectives

- The governance arrangements enables the Board to assess whether it is fulfilling its statutory responsibilities
- Partners hold each other to account for their contribution to the safety and protection of children and young people.
- To use its scrutiny role and statutory powers to influence priority setting across other strategic partnerships such as the Health and Well-being Board.

What were the issues?

- The performance framework did not reflect the performance of the whole partnership and provide enough information to enable the Board to fulfil its statutory functions.
- 'Board members not always feeling valued or being given the opportunity to make a difference'
- Inconsistent approach to Board members induction
- Governance structure needed to be more effective
- The participation of young people was not evident in business planning

What has been delivered?

- A new Performance framework has been created to ensure there is effective analysis of performance across the partnership that incorporates the views of young people, adults and frontline practitioners.
- Participation Strategy written

- Consultation with Youth Council integral to business planning
- School Survey undertaken with 110 schools, 1240 children
- A new Board Member Induction package has been implemented
- Annual Board development days have reviewed and revised governance structure as appropriate
- All sub groups have up to date Terms of Reference
- Actions and challenges generated from meeting are captured in minutes and monitored for progress
- Chair is also a member of Leicestershire and Rutland Health and Wellbeing Boards, Adult Social Care safeguarding governance group, Scrutiny.

What has been the outcome?

- Board membership attendance good
- Board members report that they are feeling more included and valued
- The views of young people have directly influenced the content of the 2014/15 business plan, young people reported that self-harming was an issue that they felt the Board needed to have as a priority area.
- School survey findings informing business plan priorities
- The Chair is able to provide effective strategic influence in other partnership arenas
- The governance structure provides clear lines of accountability

LSCB SCR Sub-Group

In order to clarify the sub group's role, we reviewed its terms of reference.

Processes have been reviewed to clarify what information the sub group requires to make an informed decision, and new report formats adopted to improve decision making. All documents, agendas, reports and records are also now sent by secure email or are password protected. Further work is underway to ensure that all participating partners can use secure methods to transfer information.

A shared learning and development framework has been put in place to ensure that LLR arrangements are consistent and reduce risk in safeguarding practice. Work has been commissioned from the East Midlands Children's Social Care leads regarding the safe transfer of cases between authorities when a child is the subject of a protection plan.

Over 190 practitioners from Leicestershire and Rutland took part in a learning event in February 2014 to ensure that learning from local and national review processes is incorporated into agencies' work. This work received national attention in the Community Care on line magazine.

Whilst we did not carry out any SCRs, a multi-agency case review learning event was held on a case where it was felt learning could be achieved . The key messages arising from the review concerned the risks to children and young people associated with adult drug use:

- Staff who support families where adults use drugs including those on methadone prescriptions were reminded to familiarise themselves with the practice guidance in relation to Chapter 1.4.3 Children of Drug and Alcohol Misusing Parents Multi-Agency Policy and Procedures.
- Risk assessments should always take into account the developmental needs of the child and the risks posed by drugs and drug use including the safe storage of drugs and drug paraphernalia both inside and outside of the house

SAB SCR Sub-Group

The role of the SAB SCR Sub Group is to receive information from agencies about serious incidents of abuse and to consider a review process so that multi-agency learning is captured and implemented.

The group continues to retain full and appropriate membership from key partners and attendance levels are good.

No SCRs were recommended or undertaken during this period but a number of single agency reviews have been discussed and multi-agency discussions held to inform practice .This is felt by all members to be a valuable resource provided by the group as an opportunity for partnership reflection and support.

National reports and SCR recommendations are also considered at meetings, most importantly to consider if there is learning and action to be taken to address key findings in the Leicestershire and Rutland contexts. This year particular focus has included the Winterbourne View and Mid Staffordshire hospital action plans.

The group agreed the learning framework for reviews as part of the SCR process and this has now been adopted.

Members of the sub-group also took part in the local authority peer challenge where Safeguarding was one of the three areas for review.

Thresholds for safeguarding investigations have also been reviewed, agreed and implemented across all 3 LA's.three local authorities..

The Joint SCR Sub Group has also overseen two domestic homicide reviews (DHR) for adults which were completed for review by the Home Office in March 2014. Both were classed as 'adequate' - the classification is either "adequate" or "inadequate". The first review was published in August 2014.

Implement changes arising from the publication of Working Together 2013

The Government issued a revised version of Working Together in March 2013. A key work stream for us during 2013/14 has been implementing the

changed expectations of LSCBs. This has included:

- a comprehensive review of membership and governance arrangements to assure ourselves of continued compliance with Working Together;
- the formulation and agreement of the threshold protocol and learning and improvement framework;
- consideration of the local authority's single assessment arrangements

Work on assessment arrangements, thresholds and learning and improvement frameworks was undertaken in collaboration with Leicester City to maximise consistency and alignment of procedures and practice across the area.

Take steps to be Care Bill ready particularly in relation to the expected statutory status of Adult Safeguarding Boards.

The LRSAB has, throughout the year, kept under review its readiness for the anticipated implications of adult safeguarding boards becoming statutory bodies. At the time of writing, there is still no absolute clarity about the statutory frameworks and regulations under which they will operate. As a proxy measure of effectiveness, we undertook a self-assessment of effectiveness against the 'Top Ten Tips' included in the ADASS document entitled 'Safeguarding Adults: Advice and Guidance for Directors of Adult Social Services' that was issued in March 2013. The outcomes of this self-assessment are set out below.

We have also reviewed both membership and terms of reference in line with information that has been available.

Ensure the LSCB is well placed to perform well in the new Ofsted inspection framework.

A new Ofsted inspection framework for the inspection of services for children in need of help and protection, looked after Children and care leavers was introduced with the first round of inspections beginning in November 2013. The new framework includes a distinct review of LSCB effectiveness. Neither Leicestershire nor

Rutland has been subject to the new inspection but we have reviewed performance against the descriptors in the new framework and kept up-to-date a self-assessment of performance, including an action plan to secure 'good' or better inspection performance in all areas. Areas identified for improvement have been incorporated into this year's business plan.

What has been the impact of what we did?

Operation of the Board

A key mechanism through which we have assessed the effectiveness of both individual agency and partnership performance against safeguarding standards has been the Section 11 Audit for the LRLSCB and a SAB audit, developed as a companion to the Section 11 style audit for children's safeguarding. The outcomes of these audits in 2013/14 were as follows:

LRLSCB Section 11

AGENCY	2011-2012	2013-2014
LEICS CYPS	FULL	PARTIAL
RUTLAND CSC	PARTIAL	PARTIAL
SLF	NEW ORG	PARTIAL
DISTRICTS	PARTIAL	PARTIAL
POLICE	PARTIAL	FULL
FIRE & RESCUE	PARTIAL	PARTIAL
PROBATION	PARTIAL	PARTIAL
NHS DIRECT	NEW ORG	PARTIAL
CCG	NEW ORG	PARTIAL
EMAS	PARTIAL	PARTIAL
LPT	PARTIAL	PARTIAL
UHL	PARTIAL	FULL
CAFCASS	FULL	NO ASSESS *
NHS ENGLAND	NEW ORG	PARTIAL

* CAFCASS submitted a National Corporate Submission to LSCB Section 11 audit which gave detailed evidence regarding CAFCASS performance but did not give self-assessment grading's which could be measured as part of the local audit.

The Section 11 Audit shows that Leicestershire Police and University Hospitals Leicester (UHL) have improved their compliance since 2011/12, with most other agencies sustaining a partial compliance self-assessment. The only agency to move from full to partial compliance is Leicestershire County Council. The council's children and young people's service identified the need to ensure that the voice of children and families is systematically included in strategic planning, and to review their agency-specific information sharing guidance to assure full compliance, which has now been completed.

It is important to emphasise that the Section 11 methodology used in 2013/14 was different to that applied in 2011/12, so direct comparisons need to be treated with caution. The 2013/14 audit was a 'tougher test' and incorporated expectations relating to Working Together 2013 – some of which were in process within statutory timescales but not completed at the point the audit took place.

Some key issues arising from the audit have been incorporated into our business plan for 2014/15 and are covered later in this report.

All agencies that self-assessed themselves as partially compliant have produced improvement plans that will be monitored by the Safeguarding Effectiveness Group (SEG).

AGENCY	DECEMBER 2013
LEICS ASC	FULL
RUTLAND ASC	FULL
DISTRICTS	PARTIAL
POLICE	FULL
FIRE & RESCUE	PARTIAL
PROBATION	NO RESPONSE*
NHS DIRECT	FULL
CCG	FULL
EMAS	PARTIAL
LPT	FULL
UHL	PARTIAL
NHS ENGLAND	FULL

* Due to the restructuring of the Probation Service into the National Probation Service and the Community Rehabilitation Service, they were not able to provide a response to the Adults Safeguarding audit.

SAB Compliance audit

This was the first SAB compliance audit undertaken in Leicestershire and Rutland so there is no comparative data presented.

Seven agencies have self-assessed themselves as fully compliant with the standards in the audit with the remaining respondents assessing themselves as partially compliant. Issues for improvement that have arisen from the audit include:

- engagement with the PREVENT agenda;
- hearing and acting on the voice of the service user – the need to extend participation and engagement to secure patient, service user and carer experiences.

Agencies will take steps to address partial compliance areas and thematic work across LLR will be put in place to address those areas of improvement listed above.

Other evaluation of Board Effectiveness

Prior to the development day held in January 2014, we self-assessed our effectiveness against the 'Top Ten Tips' included in the ADASS document entitled 'Safeguarding Adults: Advice and Guidance for Directors of Adult Social Services', that was issued in March 2013. Though designed specifically for adult safeguarding boards, the framework was adapted to cover both boards..

The outcome of this process is set out in the 'report on a page' presented opposite.

The three areas for improvement that arose were

- the further development of our quality assurance : and performance management arrangements;
- extending the voice of the service user – whether this be children, young people or adults;
- improving our approach to risk management.

Immediate steps were taken to address all areas:

- the new quality assurance and performance management framework (QAPM) was introduced from quarter three of the financial year and is now being rolled forward into 2014/15
- steps were taken to engage with the two Youth Councils and Children in Care Councils for Leicestershire and Rutland and with Healthwatch in both counties, to enable user views to be drawn into our business planning process for 2014/15
- a programme of training in risk management was begun facilitated by EMIAS (now called 360 Assurance)

All these lines of action are further developed in this year's business plan.

At the development day, board members considered the impact of operational changes implemented in the previous year.

Positive comments included:

- a more appropriate deployment of staff across the sub groups and the executive group;

- significant progress on the cross boundary procedures when a child is placed in one local authority by another;
- the development of the safeguarding competency framework for the children's workforce, and the corresponding framework for the adult workforce gathering momentum, and providing an effective means of evaluating the impact of our workforce development activity.
- The development session included a review of the previous year's business, identifying areas for improvement within the newly developed priorities and discussed the current structure of the board and its subgroups.

Areas for development included the need to:

- develop intelligence as well as data (now incorporated into the four quadrant QAPM arrangements);
- understand from reports submitted to the boards who is actively safeguarding and who isn't (now incorporated into the QAPM framework);
- receive reports and to seek assurance that the multi-agency response to those missing/from school/home education is robust;
- receive reports and to seek assurance that the quality of referrals into Leicestershire and Rutland Children's Social Care and Adult Social Care are of good quality enabling the best outcome of referral to be implemented;
- better understand outcomes for children, particularly those in care, and the effectiveness of procedures such as requests for health assessments which health colleagues identified as requiring improvement;
- raise awareness of 'private fostering';
- test the effectiveness of the competency framework via audit;
- promote the board's website

All these areas for development are being addressed within this year's business plan.

Survey to test Leicestershire and Rutland Safeguarding Boards performance against ADASS 'top ten tips'

Why test our position

In preparation for Safeguarding Adults Boards becoming statutory the ADASS published Top Ten tips for SAB's to test perception of their current position with the results of the survey informing the Business Plan 2013-16. In addition the self-assessment will be used as part of the East Midlands Peer Challenge process that is likely to be undertaken in October or November 2013.

Questions

The Chair

Q1 is independent, knowledgeable and skilled

The Board

- Q2 Reviews the constitution
 Q3 Plans and implements objectives
 Q4 Has a performance framework
 Q5 Self audits
 Q6 Has a development session
 Q7 Hears from and responds to people who have been through safeguarding
 Q8 Has a mechanism to share data and intelligence
 Q9 Tests if risk management is proportionate and coordinated
 Q10 Developed and delivered a communications strategy

Suggested Areas for improvement

- 1 Board members to be more engaged accountable and challenging
- 2 Performance Framework Development (PMF)
- 3 Joint working across LLR to secure consistent processes of PMF and audits
- 4 The Voice of the service user
- 5 Proactively engaging with the media and campaigns

Ways forward

- Series of development session to ensure board members are clear of their responsibilities
- Wider operational membership for subgroups and work streams
- Review Performance Framework
- The use of existing consultative groups should be better utilised to maximise engagement
- A more focused "Risks and Issues" register is to be completed and this then needs testing at the Board

Results – 7 responses

- Q1 Good
 Q2 Good 6 Adequate 1
 Q3 Good 3 Adequate 4
 Q4 Good 2 Adequate 3 Poor 2
 Q5 Good 5 Adequate 1
 Q6 Good 5 Adequate 2
 Q7 Good 1 Adequate 1 Poor 5
 Q8 Good 4 Adequate 2
 Q9 Good 2 Adequate 3 Poor 2
 Q10 Good 5 Adequate 2

Development Days/sessions very positive - would like more

Communications are managed well but Engagement needs to improve

Independent chair - confident, objective, outcome focussed

Attendance at board, executive and sub-group meetings

Attendance at the Leicestershire & Rutland Safeguarding Children Board	
Independent Chair	100%
Statutory Members	
Children and Family Court Advisory and Support Service (CAFCAS)	50%
Clinical Commissioning Groups	100%
East Midlands Ambulance Service (EMAS)	75%
Borough and District Councils)district councils	100%
Lay Members (Two people Leicestershire & Rutland)	100%
Leicestershire County Council	100%
Leicestershire County Council Lead Member	75%
Leicestershire Partnership Trust	50%
Leicestershire Police	100%
Leicestershire & Rutland Probation Trust	50%
Leicestershire Schools & Colleges	75%
NHS England (Area Team)	50%
Rutland County Council	100%
Rutland County Council Lead Member	75%
University Hospital Leicester Trust	25%
Professional Advisers to the Board:	
Boards Business Office Manager	100%
Designated Doctor for Safeguarding Children	25%
Designated Nurse Children and Adult Safeguarding - CCG hosted Safeguarding Team	100%
Legal Services for the Safeguarding Boards	When required
Heads of Childrens Safeguarding in the two local authorities	100%
Other Members:	
Leicestershire Fire and Rescue Service	75%
Leicestershire Partnership Trust: CDOP Chair	25%
National Society for Prevention of Cruelty to Children (NSPCC)	50%
Voluntary Action Leicestershire	75%
Armed Forces – Kendrew Barracks	100%
Vista Blind (Voluntary Agency)	75%

Attendance at the Leicestershire & Rutland Safeguarding Adults Board	
Independent Chair	100%
Boards Business Office Manager	100%
Designated Nurse Children and Adult - Designated Nurse Children and Adult Safeguarding - CCG hosted Safeguarding Team	100%
Clinical Commissioning Groups	100%
East Midlands Ambulance Service	
Leicestershire County Council	100%
Leicestershire County Council Lead Member	100%
Leicestershire Fire and Rescue Service	75%
Leicestershire Partnership Trust	50%
Leicestershire Police	100%
Leicestershire & Rutland Probation Trust	50%
Legal Services for the Safeguarding Boards	When required
Borough and District Councils)	50%
NHS England (Area Team)	50%
Rutland County Council	100%
Rutland County Council Lead Member	100%
University Hospital Leicester	75%
Vista Blind	75%

During this year, we aimed to increase the engagement of front-line managers and middle leaders particularly through their membership of sub-groups. This move was also intended to reduce the number of board and executive members who also sat on sub-groups. This has been a successful initiative through which we have seen a reduction in the number of board and executive members attending sub-groups and an increase in other managers and staff attending sub-groups.

Budget

LSCB & SAB Budget 2013 -- 2014 Expenditure

LSCB - Allocation for LSCB multi-agency training position	£45,117
Domestic homicide Review Posts & Costs	£38,600
Staffing and running costs	£306,656
Learning Review Costs (Serious Case Reviews etc.)	£13,800
'Child sexual exploitation and missing' costs	£27,839
SAB multi-agency training	£6,123
TOTAL EXPENDITURE	£438,135

Income Contributions to SAB:

Rutland CC	£8,240
CCGs	£17,630
LPT NHS Trust	£7,970
UHL NHS	£7,970
Police	£7,970
Leicestershire County Council	£52,830
Total SAB income	£102,610

Contributions to LSCB:

Rutland CC	£52,250
CCG and Health providers	£55,760
Police	43,940
Leicestershire County Council	123,390
Probation	£15,560
CAFCASS	£1,100
Leicester City Council (training contribution)	£15,670
Police – CSE contribution	21,170
Brought forward from reserve account	£6,685
Total LSCB income	£335,525

TOTAL INCOME	£431,450
SAB & LSCB -- Overspend	£6,685
Reserve Account Funding	
1585 - Reserve Account applications	£89,444

Commentary on the 2013/14 budget

The LSCB and SAB continue to receive the full amount required from the funding partners which reflects the previous year's contributions. There was still a significant reserve account held by the boards and steps have been taken to reduce this amount through establishing a fund to support SCRs should they be required and by creating a project support fund. The latter entailed a bidding process against our priorities that was open to all agencies working across Leicestershire and Rutland. A total of £130,000 was granted to nine organisations. For this financial year (2013/14), a total of £89,444 was committed from this fund. The balance will be paid out in the next financial year. The organisations have until 31st March 2015 to spend their allocation and to provide evidence of the added-value impact in delivering LSCB and SAB business priorities. We will monitor performance throughout 2014/15

Reserve account-funded projects

The nine organisations that successfully bid into the reserve account fund are listed below, together with an overview of the bid and the proposed outcomes against our priorities. The process was overseen by the Independent Chair of the Board and the Executive Group. In total 15 applications were received.

Overview of applications:

Community Action Partnership £8,880

Funding was allocated to provide training to Voluntary Sector organisations in Leicestershire and Rutland, to build confidence in the workplace in individuals who are working with adults, regarding safeguarding adult policy and procedure.

Women's Aid Leicestershire Ltd (WALL) £50,000

Through the introduction of a KIDVA team (Children's Independent Domestic Violence Advocates), WALL was funded to support a project with aims to: ensure child victims of domestic abuse are visible to local agencies through point of crisis and during the Multi Agency Risk Assessment Conference process; support the notification and sharing of information between key agencies in respect of domestic abuse; enable the Board to demonstrate clear, cohesive understanding of support available to children living with domestic abuse.

Leicester, Leicestershire and Rutland Training £7,000

This project provides support for the implementation of the revised safeguarding training strategy. Funding will be used to engage partners, increase awareness, support the change process and ensure learning is effective, assessed and embedded into practice to improve the effectiveness of the learning and improve safeguarding practice and improve outcomes for children. This work will also support the quality assurance process.

Just Services Ltd £7,000

This project is to strengthen communication and engagement of people with learning disabilities with a view to improving quality and effectiveness of safeguarding outcomes for adults with learning disabilities in Leicestershire and Rutland.

Leicestershire Police £10,000

The bid is to support the creation of a multi-agency team to target child sexual exploitation (CSE).

National recommendations all recognise that having a joined up approach to tackling CSE is the most effective strategy. The money will be used to facilitate the move of key organisations to one office and the set costs associated with those moves. The aim is that by having a multi-agency, co-located team capable of receiving CSE referrals, we will significantly improve LSCB performance around CSE.

LCC - Community Safety Team £20,000

This bid aimed at strengthening the approach across all partners to domestic abuse in supporting the safeguarding of children and vulnerable adults – including embedding learning from recent DHRs. The plan is to secure dedicated expert trainer resource to expand the current programme of training to support the implementation of the Domestic Abuse, Stalking and Honour Based Violence (DASH) risk assessment across multi-agency partners, following endorsement from the board and the Domestic Abuse Strategy Board. Estimated training requirement for Leicestershire & Rutland: 800 to 1,200 staff for DASH training.

LCC - CSE & Missing & Trafficking £21,000

This aim of this project was to ensure that the theatre drama production 'Chelsea's Choice' reached as many school pupils in schools as possible. The budget for the theatre production across Leicestershire and Rutland was divided proportionally against the number of eligible schools. There was a shortfall in the budget of £20,000 to be made up by a combination of charging and additional budget. The LSCB provided the shortfall resulting in the drama being seen by over 8,000 school pupils.

LLC Adults Training £7,000

The aim of this bid will be to develop the skills, knowledge and confidence of first line managers in registered care settings in Leicestershire and Rutland. As a result of this, managers should be more confident and competent in creating an environment where poor practice and situations of risk are identified and managed in a proactive way,

thus limiting the risk of abuse and harm suffered by service users. This would be achieved by a multi-agency training programme, administered through the Leicestershire Social Care Development Group (LSCDG)..

LCC Adults and Communities Leicestershire Learning Disability Partnership board £4,500

The Leicestershire Learning Disability Partnership Board (LLPB) intend to pilot a peer review service for service users and patients with a learning disability. They have been successful in securing National Development Team For Inclusion (NDTi) programme time to establish a group of 'self-advocates' (people who have a learning disability) who are trained in the art of meaningful conversation to review the safety and quality of services with people who are using them. The program seeks to enable peer reviewers, with support, to get an honest and open view of how people feel about their services and the impact on their lives. This will be set up as a social enterprise scheme and aims to be self-supporting financially in the longer term by charging providers/commissioners a small fee for undertaking the reviews and providing challenge when needed and positive feedback where this is due.

A full evaluation of the projects funded through the reserve account will take place in the autumn of 2014, showing how the projects have successfully contributed towards our priorities.

Relationships with other partnership bodies

Examples of the impact that we have had on other partnerships and/or those partnerships have had on the safeguarding boards include:

- contributions to the JSNAs of both local authorities and the use of both JSNAs in the needs identification process for our annual business planning process;
- scrutiny and challenge of Children's Trust/ Children's Commissioning Board development of early help strategies and their performance;
- scrutiny and challenge of the Supporting Leicestershire Families and Rutland Changing Lives strategies and exercising influence over these arrangements and their inter-face with safeguarding provision;
- Delivering two DHRs on behalf of the Community Safety Partnerships

The Independent Chair has presented both the SAB's annual report and business plan for 2014/15 to:

- The Health and Well-Being Boards in Leicestershire and Rutland
- The Children and Adult Scrutiny Committees in Leicestershire and Rutland
- The Cabinets of both Leicestershire and Rutland
- The Children's Commissioning Board, Leicestershire and the Children's Trust in Rutland

In December 2013 our first 'Safeguarding summit' was held at County Hall, Leicestershire to which Chief Officers of all constituent agencies were invited. The event aimed to engage directly with chief officers to: share the outcomes of the 2012/13 annual report, enable them to share priority safeguarding issues in their own individual organisations, and enable chief officers to identify shared priorities for action to be included 2014/15's plan.

Thirty-five people attended the event and were very positive about it to the extent that it has been agreed that this exercise will be repeated annually. A range

of issues were drawn from this summit and included in this year's business plan. The issues and priorities that were highlighted included:

- The proposed new development of a secure college at the Glen Parva Young Offender institute and remand centre.
- Child sexual exploitation being a high end priority for safeguarding;
- The need for voice of the Care Quality Commission (CQC) needs to be heard on the board;
- The increase in care-home referrals;
- CQC inspection cause spikes in numbers of referrals;
- How do we show the effectiveness of training?;
- Our relationship with other boards needs to be more robust;
- Agencies who sit on both boards need to challenge both boards, rather than assume that a challenge made in the LSCB will apply to the SAB.

Domestic homicide reviews

Domestic homicide reviews (DHRs) were established on a statutory basis in 2011. Community Safety Partnerships (CSPs) hold the responsibility to commission a DHR should they feel a homicide meets statutory definitions. Our board undertakes these on behalf of the borough and district CSPs

A DHR is a review of the circumstances in which the death of a person aged 16 or over has, or appears to have, resulted from violence, abuse or neglect by:

- (a) a person to whom he was related or with whom he was or had been in an intimate personal relationship, or
- (b) a member of the same household as himself, held with a view to identifying the lessons to be learnt from the death

Agencies that have had involvement with the perpetrator of the violence, the victim and/or the wider family conduct their own internal agency review examining any work they have undertaken with one or more members of the family and their findings are drawn together under one DHR.

DHRs are intended to ensure agencies are responding appropriately to victims of domestic violence by offering and putting in place appropriate support mechanisms, procedures, resources and interventions with an aim of avoiding future incidents of domestic homicide and violence. The review also assesses whether agencies have sufficient and robust procedures and protocols in place, which were understood and adhered to by their staff.

The benefits of the boards taking responsibility for carrying out DHRs has been the ability to transfer the skills and experience in undertaking SCRs and to ensure that lessons learned are understood and acted on by both the board and the Community Safety Partnerships.

We have taken on the role of disseminating learning and promoting improved practice as a result of DHRs. For example, the following article appeared in the November edition of our newsletter, 'Safeguarding Matters', and highlighted some of the risks involving the use of weapons in domestic violence scenarios:

Assessing risk - the use of knives to threaten, abuse and kill.

DHRs currently being managed have highlighted the use of knives to threaten, reinforce or commit offences against friends, peers or partners.

Area arrangements

The Leicester Leicestershire and Rutland (LLR) Joint Executive Group for Children's Safeguarding.

The Joint Executive met three times in 2013/14 and focused its work on cross-cutting developments to secure coherence and consistency across the area, particularly in support of those partner agencies that work across the three local authority areas. Key pieces of work undertaken included:

- Local authority single-assessment arrangements
- LSCB threshold protocol
- LSCB learning and improvement framework
- Reports from the Development and Procedures Group
- Reports from the Training and Development Group
- Reports from the CSE, Child Trafficking and Missing Sub-Group
- NHS proposed new information sharing project
- Roll out of the Signs of Safety work
- Agreement on the roll out of DASH assessment tool.

LLR Joint Executive Group for Adult Safeguarding

This new group was established in October 2013 and held a further meeting during the year 2013/14. Key areas covered included:

- Safeguarding procedures
- Training and development – including the development of the competency framework for safeguarding
- Mental Capacity Act 2005 (MCA) and Deprivation of Liberty Safeguards (DoLS)

The work of the Child Sexual Exploitation (CSE), Child Trafficking and Missing Sub-Group, the Training and Development Group, the LSCB Development and Procedures Group and the SAB Practice and Procedures Sub-Group are covered elsewhere in this annual report.

LSCB Voluntary and Community Sector Sub-Group.

A further example of our work to secure effective relationships with other partnerships across the wider area is our engagement with the voluntary and community sector (VCS) in Leicestershire and Rutland. In children's safeguarding, this work is driven through the LSCB Voluntary and Community Sector Sub-Group and we are taking steps to extend this approach with the adult services arena.

The Leicester, Leicestershire and Rutland LSCB VCS Reference Group works on behalf of the VCS, acting as a conduit for communication between the LSCBs and the VCS. It is proactive in engaging the VCS in the work of the two LSCBs and has the following responsibilities:

To present VCS perspectives to the LSCBs and identify VCS representatives to attend LSCB Subcommittees as appropriate.

- To seek the views of the VCS on key safeguarding issues and raise awareness of the work of the LSCBs across the third sector.
- To raise the awareness of the LSCBs in relation to the work of the VCS.
- To identify appropriate safeguarding resources available to the VCS.
- To create and maintain appropriate links with other VCS networks.

A total of 10 different VCS groups are represented, with additional efforts being made to expand membership.

The VCS Reference Group has mapped and evaluated its own action plan against the priorities in our business plan to secure synergy between its work and our overall objectives. A detailed analysis of this work is presented at Appendix 4. Headlines in terms of the impact of the work of this sub-group aligned our priorities are:

- Securing effective communication and engagement with the VCS;
- Improved understanding of the needs and

contribution of the VCS to the safeguarding agenda within the Board and its sub-groups;

- Sharing up to date information and increasing VCS access to the latest LSCB decisions, policies, practice guidance, learning and development;
- Delivering a proactive approach to supporting both LSCBs and the VCS by aligning the action plan with the board's priorities
- Improving information sharing and highlighting learning from safeguarding reviews.
- Extending membership that is representative of the sector; in terms of both the range of organisations, type of work undertaken and geographical areas.
- Improving VCS awareness of the Safe Network and the support available to VCS organisations to improve their safeguarding standards and processes.
- Promoting training opportunities and monitoring VCS access and uptake via the reporting undertaken by the 'Children's Workforce Matters Team.
- Improving access to resources and training opportunities
- Broadening membership to facilitate wider representation and cascade key safeguarding information.

The sub-group has started to look at the contribution it can make to the interface with adult services and safeguarding. Its key contribution to the SAB can be summarised as follows:

- Proactive steps to develop awareness of the role of the VCS within adults safeguarding
- Emphasis on the need to promote children's safeguarding as part of the adult's agenda
- Raising awareness of broader safeguarding considerations for professionals working with adults

East Midlands regional working

There is an active East Midlands Children's Services Improvement Network constituted by all nine local authorities in the region. Independent Chairs have taken an active role in the work of this network in collaboration with Directors of Children's Services. This has included Independent Chairs participating in peer reviews that are a feature of the network.

There is, in addition, an East Midlands Adult Safeguarding Group with which the Independent Chair has been engaged.

The regional and sub-regional groups provide the opportunity to:

- Secure efficiencies through collaborative working on issues of shared interest;
- Share effective practice;
- Harmonise processes and procedures where possible

In addition the 'second tier' meetings of officers in both the children and adult arenas have engaged in cross-regional work that has included: work arising from Working Together 2013; Ofsted readiness; pan-regional children's placement strategies; adult safeguarding procedures; Mental Capacity Act and Deprivation of Liberty developments.

Learning from local and national review processes

The Serious Case Review Sub-Group is responsible for drawing up and monitoring action plans to ensure that learning gained from SCRs and other reviews and their recommendations are fully implemented. The Safeguarding Effectiveness Group (SEG) is then responsible for testing the quality of the recommendations that have been implemented. This happens via the performance management framework that collates and presents the information for multi-agency scrutiny.

A range of methods is used to disseminate key learning, including our newsletter 'Safeguarding Matters'.

Serious Case Review Learning Event 7 February 2014 Building Confidence and Learning Lessons from Serious Case Reviews

Why hold this Learning Event

To ensure that learning from local and national review processes are incorporated into practice, and that learning from regional

Aim of the Event

To provide Information about national and local thinking and direction for learning from case reviews

To raise awareness and challenge to build individuals confidence to take action in safeguarding systems and processes

Give participants the opportunity to reflect on how they might develop their practice with tools to assist thinking around the key safeguarding messages

Attendance

193 front line practitioners, managers and trainers that provide services to adults, children and families at home, in care and the community

Impact of the Learning Event

Since the event there have been approximately 1,200 hits on the website to information relating to the Learning Event

Increase in hits on the Newsletter page from 74 in March to 492 in April

Article in Community Care Online re '20 Things to Consider' prompts national interest in the Safeguarding Matters and the work in the Boards

RECCOMENDATION – In order to test out changes in practice a follow up survey/ interviews in September with participants who have outlined specific actions following the event

Evaluations

58 Participants completed post event evaluations (30% of the total attendance)

Question:

Overall was the event useful to your work? (Score 1-5 with 5 being the highest)

- 81% 4-5
- 19% 2-3

Follow up actions and reinforcing the message

- April and July Editions of Safeguarding Matters encouraging staff to use the tools provided in their workplace
- Photographs, Handouts and Presentations downloaded to the Boards website
- Trainers Network meetings agenda relation to safeguarding and working together
- Children and Families service are undertaking a 'Effective Case Review' in order to learn where practice has produced good/safe outcomes

Participant's application of Learning to Practice

- Share with staff to build confidence to ask "Delilah" and "Wizard of Oz" questions 'Why, Why, Why?' and 'Because, Because, Because'
- I will share my learning in the POD groups I facilitate (Signs of safety)
- I have summarised main learning points for our organisation and presented these to the other 10 designated safeguarding officers
- In supervision I will use the '20 Things to Consider' and 'R for Remember' to understand and better analyse safeguarding practice
- I have shared the learning in our Corporate Management Team
- I will use the case studies in a team meeting

Working Together 2013

The membership, constitution and terms of reference of the LRLSCB and its constituent bodies have all been reviewed and, where appropriate, revised to secure full compliance with Working Together 2013.

In addition, the LRLSCB agreed and published its threshold protocol and learning and improvement framework on 1st April 2014 and is now implementing it.

The multi-agency procedures were comprehensively reviewed in October 2013 to ensure compliance with Working Together 2013.

Care Bill/Act

Throughout 2013/14, we received updates on the passage of the Care Bill, specifically in relation to its implications for the adult safeguarding boards. Membership, governance and operational effectiveness have been reviewed at key points during the year to ensure that we were Care Bill-ready. This included self-assessing our SAB's effectiveness against the ADASS 'Top Ten Tips' referred to above. In addition, we have reviewed both membership and terms of reference in line with information that has been available.

Ofsted readiness

Following the publication of the new Ofsted framework for the 'Inspection of services for children in need of help and protection, children looked after and care leavers' and of the 'Review of the effectiveness of local safeguarding children board,' and the initiation of these inspections in November 2013, we updated self-assessment of performance against key descriptors of 'good' performance. An action plan to secure good or better performance across all these areas has been in place throughout and is monitored and evaluated as part of the quality assurance and performance management arrangements.

Effective challenge exercised by the board

Leicestershire Police and 'missing' children and young people

Leicestershire Police exerted a challenge to the board to reduce the number of repeat missing incidents, both to improve safeguarding outcomes for children and young people but also to address the significant pressures that responses to such incidents were placing on police officer time and resources. A reduction of these pressures was a priority within the Police and Crime Commissioner's Plan. This resulted in a piece of work with local children's homes that has resulted in reduced pressures on the police and better outcomes for repeat-missing children and young people.

The number of 'missing' reports recorded this financial year is 2,340, compared to the 5,417 recorded last year, a significant reduction of 57%. Whilst it is recognised that the introduction of the 'absent' category into the 'missing' framework may account for some of the drop, it is clear that the number of incidents overall has reduced. There have been 1,178 absent reports recorded this year. If these are added to the reports on missing, it equals 3,518 reports which is still a 35% reduction.

Police attendance at child protection conferences

The IRO Child Protection Annual Report 2012/2013 highlighted the issue of police attendance at and contribution to child protection conferences. The report stated that a number of conferences had been stood down or have had to be reconvened due to lack of quoracy. This has been addressed by the Executive Group and the police have agreed to prioritise their level of attendance. Work was also undertaken with the police to improve the quality of their reports, and that work remains under review and development.

CCG challenge on the notification of changes in placement of looked after children

The CCGs exerted a challenge to children's social care colleagues about more consistently notifying health commissioners and providers of changes in

the placement of looked after children. CCG boards had identified concerns based on examples where such notifications had not occurred.

As a result, the notification procedures were reviewed and social workers reminded of the need to communicate such changes within the timescales required by procedures. The regulations were amended in January 2014 which resulted in changes being made to our procedures and forms. To strengthen the process, the Independent Chair wrote to other local authority Directors of Children's Services who previously have not notified agencies when a child has been placed in Leicestershire or Rutland.

Individual performance of partner agencies

An important element of our assessment of effectiveness is to monitor the individual performance of agencies and, where appropriate, support and monitor identified improvements.

One way in which we undertake this work is to receive reports on inspections and reviews.

During 2013/14, a number of inspections and reviews took place including:

- The last **Ofsted inspection** of local authority arrangements for the protection of children in **Rutland County Council** was published in February 2013 and so was not reported to the LSCB until the year covered by this report. The overall outcome of this inspection was a judgment of 'adequate'. During the year, the LRLSCB has received regular reports on progress against the Ofsted action plan and has scrutinised and challenged reported improvement. The LRLSCB has focused particularly on those two elements which identified the need for development on the part of the board, notably: securing assurance of the effectiveness of the Early Help offer in Rutland, and; ensuring the 'voice of the child' is heard in the planning, delivery and evaluation of services. Both have been a key focus of the LRLSCB's quality assurance and performance management regime - further information is set out in parts B and C below.
- Between 21st February and 21st March, CAFCASS experienced its first national inspection and the local team was included as part of the Service Area A11 inspection. Ofsted judged performance to be 'good' with leadership and governance deemed to be 'outstanding'. Some positive headlines from the report include:
 - Family court advisers consistently work well with families to ensure children are safe and that the court makes decisions that are in children's best interest;
 - CAFCASS is good at identifying any risks to children and young people and writes good quality letters to the court before the first court hearing;
 - Children with the most complex needs get a service that is specific to their needs;
 - Children and young people are successfully helped to express their wishes and feelings and CAFCASS makes sure the court understands them;
 - Senior managers have been very effective in working with judges and other leaders to make changes in how everyone co-operates to make things better for children.
 - The areas for improvement identified in the report have been reported to us and CAFCASS will continue to report back on progress..

A full copy of the report is available on the Ofsted website.

- From 25th – 27th February 2014, Rutland County Council experienced its first 'peer challenge' as part of the Peer Challenge Team Review (PCTR) initiative, a key element of the Association of Directors of Children's Services (ADCS) sector-led improvement arrangements in the East Midlands. The key lines of enquiry covered were: thresholds, step up/step down, the quality of CAFs and the voice of the Child. There was a significant focus on early help arrangements and the interface between early help and children's social care. The PCTR lead found that services for children in relation to

the key lines of enquiry had improved since the Ofsted Child Protection inspection in January 2013, which had judged these services “adequate”. Some key strengths were identified but there were also some areas for further development. It also confirmed that improvement and progress had been secured in the two key areas of concern identified in the earlier Ofsted inspection report.

- Leicestershire County Council was subject to an early help thematic Inspection by Ofsted in January 2014. The inspection process does not include a judgment as its primary purpose is to contribute to Ofsted’s understanding of a particular subject area. The outcome was important to the LRLSCB given the priority given in our business plan to early help. Outcomes from this inspection included comments such as:
 - There is a clear commitment and drive by the local authority to offer effective early help.
 - Early help in Leicestershire was assessed as effective.
 - Where cases are led by local authority services, other agencies are contributing well. Inspectors noted good quality innovative operational practice.
 - Although there is clarity about local authority early help services, there is no overarching early help partnership strategy in place ensuring strategic ownership.
 - A strategy would also be helpful in setting out the contribution of partners. Single agencies do not appear to always consider what they can individually do to improve the circumstances of children and families.
 - LSCB training has produced clarity about the role of ‘first response’, the county council’s duty team, but not necessarily the role of referring agencies. This has contributed to burdening ‘first response’ with inappropriate referrals including referrals from agencies that have not attempted to obtain consent from families. There is therefore a need to more closely monitor the impact of learning and

development to ensure desired early help practice outcomes are achieved.

- The dedicated advice line for professionals within ‘first response’ was noted by inspectors as good practice to be shared nationally. However, they were also keen that the local authority reflected the same good practice in feeding back to agencies the results of a referral.
- Inspectors found robust evidence of good operational practice but were not convinced that the local authority and partners had a shared vision of early help outcomes, held each other to account for these outcomes or made best use of other drivers to deliver these outcomes.

The following improvements are now being implemented and reported to the LRLSCB:

- The development of a multi-agency strategic early help plan and aligned commissioning strategy
- The implementation of a local authority early help performance framework and assurance that our performance framework includes early help components
- Threshold document revisited by LSCB and standard operating procedure of ‘first response’ to reinforce expectations placed on agencies
- LSCB to continue monitoring of learning and development to ensure the early help approach is embedded across agencies
- Leicestershire County Council’s adult services were the subject of a Peer Challenge Review peer challenge review as part of the East Midlands Network arrangements. This took place from 6th - 8th November 2013 and safeguarding was one of the lines of enquiry. Strengths identified in this process included:
 - A clear vision and strategy for adult safeguarding across all agencies in Leicestershire. Partners strongly believed they were a part of this development. Partners

commented that the Adult Safeguarding Board was well resourced and is effective and supportive.. There is representation on the board from senior staff members across a good range of agencies who are able to get things done and report to their respective boards/executives. It was clear from the people interviewed that safeguarding was “everybody’s business”.

- Good support is given to the ASB by County Council officers and this has enabled it to develop. Partners commented that the current format of the two boards being held on the same day and having one chair was efficient.
- The Serious Incident Learning Process (SILP) was regarded as good practice and reviewers were assured that learning from this is cascaded across all staff in partner agencies. There are some good areas of development with regards to prevention with the examples of the “keep safe card” and the “safe place” initiative.
- There was a system and process in place to monitor and respond to potential “hotspots” of safeguarding, which would pick up potential providers who may be putting users at risk

A number of issues for consideration were identified including:

- The need to consider the implementation of the Care Bill, which would place adult safeguarding onto a statutory footing and will give the authority the opportunity to raise its profile
- A consistent approach to safeguarding across all partners is needed and there needs to be greater clarity about its definition. For example, the local NHS Trust carry out investigations regarding serious incidents, which may not always result in a safeguarding referrals. The local authority needs to ensure that, no matter what setting a person may be in, they have the same rights to be safeguarded as everyone else. There needs to be a robust thresholds agreement to

support this consistent application.

- There is a large volume of safeguarding referrals from care homes. The potential to allow some independent providers to undertake their own investigations with support from the local authority was raised with us as a possible way of making this more efficient. We think this should be given careful consideration before proceeding.
- Customer feedback needs to be built upon. For example, care homes stated that they are aware of when a safeguarding referral is initiated, but often don’t know about progress following the referral. There is also a need to look at the support for individuals who may be the subject of investigations, ensuring that they are supported during and after.

We carefully consider the outcomes of these inspections and reviews, together with each agency’s yearly safeguarding report. We monitor recommendations, where appropriate, through the Quality Assurance Performance Management framework and build them into our future priority planning.

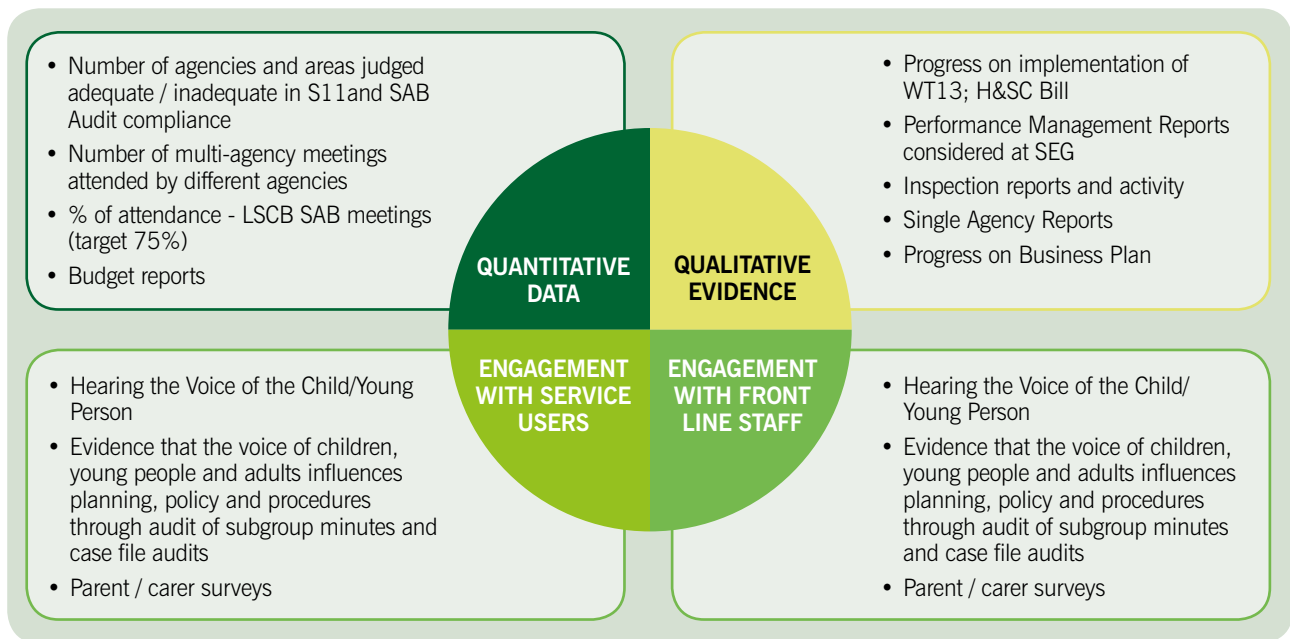
What do we need to do in the future?

In our business plan, we set out that we want to be assured that ‘safeguarding is everyone’s business’ and outline the key priorities for next year:

- Ensure all agencies fulfil their responsibilities as set out in Working Together 2013 (WT13)
- Increase in compliance across Section 11(CA2004) and SAB compliance audits
- Ensure that the board, executive and sub groups have appropriate agency representation and high levels of attendance/participation
- Ensure SAB and partner agencies readiness for implementation of Health & Social Care Act
- Ensure that the board knows the safeguarding strengths and weaknesses of agencies, both individually and collectively, through challenge, scrutiny and performance management

- The board drives partnerships and agencies to own, prioritise, resource, improve and positively impact on safeguarding and receives management information to scrutinise and challenge performance
- To be assured that the ‘voice’ of children, young people and adults is heard and acted on
- To ensure partner agency contributions secure ‘value for money’
- To secure inspection readiness across the partnerships

The framework through which we will test the impact of this work is set out as follows:



B. Securing confidence in the operational effectiveness of safeguarding partner agencies and services through robust quality assurance and performance management of safeguarding

The second priority in our business plan for 2013/14 was to secure greater confidence in the operational effectiveness of safeguarding partner agencies and their services, through further improving the rigour and robustness of our quality assurance performance management of safeguarding.

What we planned to do.

Quality assurance and performance management (QAPM)

Establish a robust QAPM framework that enables us to deliver our business plan and evaluate the impact of the safeguarding work and outcomes.

Develop detailed performance indicators that allow us to measure activity and outcomes.

Assurance that Children and Young People are safe

Secure assurance and confidence that the quality and impact of early help is effective and co-ordinated in securing improved safeguarding.

Secure assurance and confidence that the quality and impact of child protection and looked after children services are effective and co-ordinated in securing improved safeguarding.

Assurance that Adults are safe

Secure assurance and confidence that the quality and impact of universal and preventive safeguarding practice in relation to vulnerable adults is effective.

Addressing areas of key safeguarding risk in Leicestershire and Rutland

Secure confidence and assurance that procedures and practice are effective in improving outcomes for individuals and families within these priority areas of safeguarding risk:

- Domestic violence
- Child sexual exploitation
- Suicide and self-harm
- Missing Children and Young People
- Disabled Children
- PREVENT (counter-terrorism)
- Vulnerability of Adults with Learning Disabilities

Learning and improvement

Ensure that learning from local review processes (SCRs, SILP, DHR, CDOP etc.) is incorporated into the practice of agencies and secures improved outcomes for children, vulnerable adults and families.

Ensure that learning from regional and national review processes is incorporated into the practice of agencies and secures improved outcomes for children, vulnerable adults and families.

Secure confidence that LSCB and SAB procedures reflect legislation, policy and best practice and are being used effectively to safeguard children and vulnerable adults.

Secure clarity in accountabilities and reporting mechanisms in relation to Child Death Overview Panel and better understanding of issues which involve child deaths.

Secure confidence that member organisations have robust and safe commissioning and contracting arrangements.

Secure confidence that safeguarding is integral to the commissioning process for adult services.

A workforce fit for purpose

Secure assurance training is improving outcomes for children and vulnerable adults through the Training Effectiveness and Workforce Development Strategy.

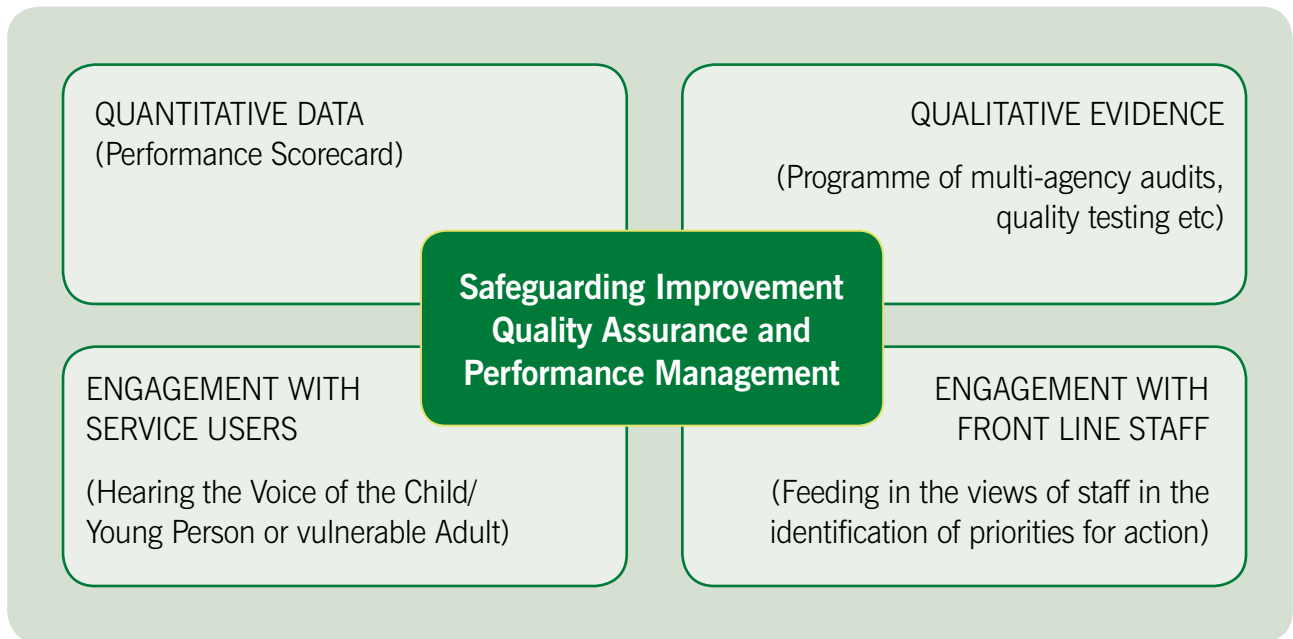
Secure confidence that all partner agencies understand and are compliant with their safeguarding responsibilities.

What we did

Quality assurance and performance management (QAPM)

The LRLSCB and LRSAB has undertaken a comprehensive reviewBoth boards have comprehensively reviewed and redesigned its their quality assurance and performance management arrangement to secure more holistic, robust and rigorous evaluation of its impact on service quality and safeguarding outcomes.

The new approach is designed around a ‘four quadrant’ model of quality assurance and performance management.



In addition to extending the scope of our framework across the four quadrants, there was an underpinning objective to extend the range of performance management information across partner agencies in both the children and adult arenas. There has been significant progress made in relation to the collection and collation of partner information in relation to children and young people but more limited progress in relation to adult safeguarding, and this will remain a priority for action in our 2014/15 plan.

The **Safeguarding Effectiveness Group (SEG)** has played a key role in the development and improvement of our QAPM work. Steps taken this year have included:

- Review of the terms of reference including membership. Frequency of meetings changed to quarterly in line with PMF reporting. Membership of auditing task group improved to bring in QA expertise.
- The PMF has been developed and agreed by all agencies and provides a much richer range of information across the four areas of quantitative, qualitative (audit), the voice of service users and the voice of the workforce.
- A generic case file audit tool has been developed which all agencies have agreed to use and this has been piloted. Barriers to effective information sharing were found to be the key issue raised by this pilot audit and is being addressed.
- A multi-agency audit of the 'step up, step down' procedure was undertaken. This focused on the "step up- step down" to and from child protection plans.
- A multi-agency audit was undertaken at Swanswell

The outcomes and actions arising from these audits are set out in the 'impact' section below.

An analysis of the Section 11 audit is covered earlier in this report.

Evidence of impact of training is also covered later in this report.

Assurance that Children and Young People are safe

The LRLSCB now receives performance data that tracks a child's journey from universal service delivery, through early help and into child protection and children in care services. The data, both quantitative and qualitative, is set out in the impact section below.

What has been the impact of what we did?

Quality assurance and performance management (QAPM)

The new QAPM arrangements were introduced in October 2013 and reports have been made for quarters three and four. Where data was available for quarters one and two, these have now been incorporated into the end of year reports. Headline data is set out below.

As set out above a number of audits have been undertaken and the outcomes of these are set out here.

Key learning from the generic audit included:

- Securing more consistent relevant agency participation in strategy discussions ;
- Ensuring feedback is given to referrers to confirm that the referral was received and what outcome transpired;
- Finding that communication with all relevant agencies assists in better outcomes for children
- Review of referrals to children's services and social care regarding children witnessing domestic violence to ensure risk is assessed

The audit identified an issue with the recording of domestic abuse information sent from the police to 'first response'. There is a large volume of this information, most of which was below the threshold for action as a referral or assessment. First response commissioned a business analyst to examine the information to determine risk and more administrative support has been allocated.

In the 'step-up, step-down' audit, 44 responses were received from a variety of statutory and non-statutory agencies. Six of the Leicestershire and three of the Rutland cases were judged to be "good", with the remaining Leicestershire cases rated as "inadequate" and "requires improvement", and one Rutland case was judged to be "outstanding".

Key findings included that:

- In the vast majority of cases there was evidence of good practice, especially in pre-birth assessment and conferences
- Management oversight in the main was considered satisfactory
- No timeframes were recorded in any of the child protection plans for the Leicestershire cases. This has since been addressed by the safeguarding unit
- Some issues of “think whole family” (e.g. parental mental health or learning disability etc) and communication between adults services and children’s services were identified and will be addressed by the relevant agencies
- The “voice” of the child and family was evident in most cases
- Reports to child protection conferences were of a high standard and the correct format was used in all but one of the cases
- There were concerns about the visibility of individual children in complex and large families
- Services to parents whose children are removed do not address loss and may result in them having more children removed in future

The Swanswell audit was undertaken in response to a theme identified in a SCR and related to parental substance misuse and its impact on children. It tested whether there was evidence that staff working with adults have increased awareness of risk and protective factors regarding safeguarding children, and improved compliance in talking to parents about safe storage of medication.

Swanswell completed the case file audit in November 2013. It was specific to prescribed drug users who were open to treatment at the time of the audit - 10% of cases were audited which equated to 27 cases and was carried out by Swanswell Senior Practitioners. Improvements can be evidenced across all domains. The information below identifies the outcomes of the audit, including good practice, lessons learnt and an action plan to follow up lessons learned

	Feb 2013	Nov 2013
Number of children in contact with service users had been recorded	70%	89%
Date of birth and residency of the children were recorded in of cases audited	50%	71%
Cases detailed the protective factors of the service user. Examples of these protective factors include negative drug tests, stability in treatment, supportive non-drug using partner/spouse.	45%	70%
Prescribed service users audited who’s medication was unsupervised showed evidence of a safe storage box being in use and safe storage of medication being discussed	25%	70%
Leicestershire Safeguarding Children leaflet and conversations concerning the risk of harm to children recorded on the data recording system HALO	38%	70%
Cases were discussed with other agencies due to identified concerns, including safeguarding teams and General Practitioners (GPs).	30%	73%

Performance - Across The Childs Journey

LSCB objectives

- The LSCB provides a rigorous and transparent assessment of the performance and effectiveness of local services.
- Areas of weakness and the causes of those weaknesses are identified
- Evaluate and where necessary challenges the action being taken.
- Have clear thresholds in place to ensure the needs of children are correctly identified and receive the right intervention, at the right time and in the right way.

What were the issues?

- Whilst existing thresholds were in place for each authority, guidance for frontline staff was fragmented and confusing for partner agencies working across authority areas.
- The Board was not fully aware of the extent of the Early Help Offer
- The performance framework was not enabling effective performance management
- Partners have reported to the LSCB they had not been getting feedback about referrals
- Timeliness of assessments have been identified as a issues in leics
- Participation of young people had been noted to have dipped in LAC reviews
- Numbers of Private fostering too low

What has been delivered?

- Both Leicestershire and Rutland have strong partnership arrangements that delivers an integrated Early Help offer.
- A new Threshold document has been published by the LSCB

- Both LA's are reporting increase awareness of Thresholds and knowledge of available services
- Following challenge from the LSCB new processes for managing feedback to referrers have been introduced (Leics)
- A new performance framework and reinvigorated SEG robustly monitors partnership performance
- The Board has asked for and received an explanation regarding timeliness of assessment
- The Boards has requested and received regular updates on young peoples participation in LAC reviews
- The Board has challenged Private Fostering performance and is delivering a publicity campaign

What has been the outcome?

- The 'front door' arrangements in both authorities provide effective decision making and triage by experienced social workers based on clear thresholds
- Both LA's are reporting a significant increase in the number of cases engaged in Early Help
- All referrals have been receiving response letters (from 1st June)
- Assessment timeliness has improved
- Participation in LAC reviews has improved
- The Board has a fuller understanding of performance and has insured the business plan reflects priorities for improvement
- The numbers (albeit still low) of Privately Fostered children is improving

The child's journey in Leicestershire

Early Help

Assurance that early help was improving access to support for children at an early stage and preventing needs escalating through the system has been a key priority for us. Throughout the year, we've received reports on the development of Early Help in Leicestershire, by. By April 2014, a central point of access was created through the newly expanded first response children's duty team. The creation of a 'priority 3' desk has supported a new and more joined up way of working to support these requests the County Council and partners. The new approach supports prompt triage of requests for service through a social work led team followed by a needs-led identification of services and support through locality based multi-agency hubs.

The development of an early help offer and integration of services has made significant progress with the existing services of Children's Centre's, Family STEPs, Youth Service children's centres, family steps, youth service, and Supporting Leicestershire Families coming together under the early help badge. This has been supported through the formation of locality hubs. Established to support identification of services for priority three requests - where the issues and needs are multiple and complex - they are based on district/borough council boundaries and involve all the early help services, together with children's social care, housing, welfare, community safety, adults and communities, LPT (SPELL OUT) children and family services, as well as other key providers in each area. The success of the hubs has been twofold: enabling a much greater understanding of the roles and remits of each individual service creating a positive environment for collaborative working, as well as ensuring that families with multiple and complex problems receive the most appropriate response to their needs. Further work is needed to streamline processes and ensure that the twice monthly meetings remain focused and efficient.

Sitting behind changes in practice, system changes within early help have enabled much greater

sharing of information across the county council's children and family services. The development of Framework-i as a shared case recording system across early help and social care has supported both closer and collaborative working. The introduction of 'step up' and 'step down' processes has enabled the transfer of cases between the two in a streamlined and more efficient way. Early help practitioners are supported to identify and respond to risk and wherever possible and appropriate continue to provide support to the children, young people and families while social care assesses and responds to the areas of concern.

During the year, Leicestershire's children and family services has seen an increase in request for service of approximately 60% compared to the number of CAFs initiated in a similar timeframe. The changes to process and service delivery have ensured that whenever possible, a family that has identified needs but does not meet social care thresholds, can be offered support through early Help services or the broader locality provision.

During 2013-14, a single early help assessment has been developed which incorporates 'Signs of Safety' approaches. As part of the assessment process, the 'Family Outcome Star' is used both as a tool for exploring family difficulties and a method for monitoring progress towards outcomes. The tool enables families and practitioners to identify areas for improvement and map progress at regular review periods. A comprehensive evaluation programme is being developed in order to understand more fully the evidence of 'what works' in early help.

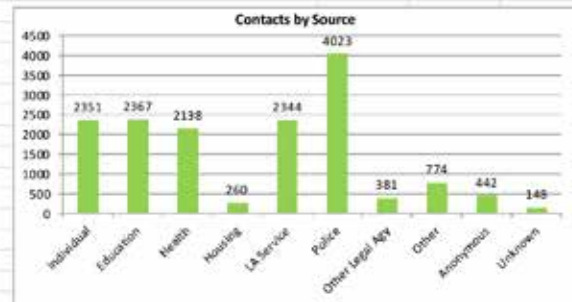
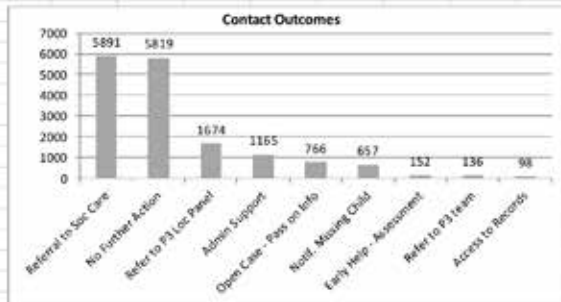
In April 2013, Supporting Leicestershire Families began recruitment for the locality based teams of family support workers (FSW). By end of March 2014, 51 FSWs were in post, supported by eight senior family support workers and a service manager. Within the first year, 338 families received support through the service. Alongside Supporting Leicestershire Families service delivery by the end of March 2014, the 'Payment By results (PBR) programme had identified that 633 Leicestershire families have been 'turned around' according the criteria.

CONTACTS: Frameworki

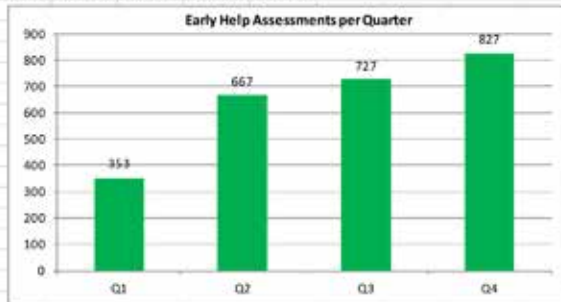


Locality/Team	Completed	%	In Progress
1. NW Leicestershire, Hinckley and Bosworth	305	2%	3
2. Oadby, Wigston, Market Harborough and Blaby	163	1%	0
3. Charnwood and Melton Mowbray	320	2%	2
Disabled Children's Service	328	2%	1
Other (inc First Response)	14112	93%	85
Total	15228	100%	91

Quarter	Completed	Ref to Soc Care	% to Early Help
Quarter 1	3724	37%	13%
Quarter 2	3872	40%	11%
Quarter 3	3762	41%	12%
Quarter 4	3870	37%	15%
Total	15228	39%	13%

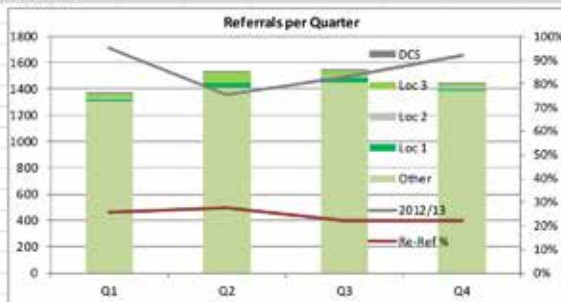


EARLY HELP ASSESSMENTS: Frameworki



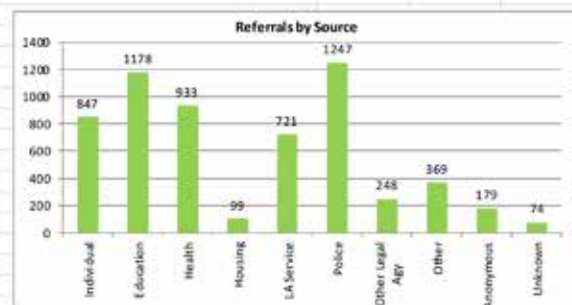
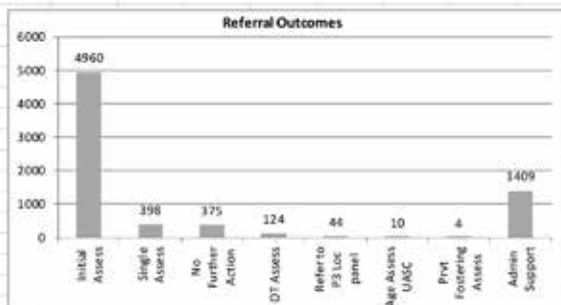
Locality/Team	Completed	%	In Progress
SIF Charnwood	420	16%	8
SIF North West Leics	395	15%	7
SIF Hinckley & Bosworth	289	11%	8
SIF Blaby	171	7%	0
SIF Melton	168	7%	3
SIF Oadby & Wigston	124	5%	0
SIF Harborough	114	4%	1
Children's Centres	341	13%	11
Early Years & Family Support Service (Fam Steps)	331	13%	12
County Youth Service	172	7%	5
Locality Team CAF	41	2%	0
Other	8	0%	1
Total	2574	100%	56

REFERRALS



Locality/Team	Completed	%	In Progress
1. NW Leicestershire, Hinckley and Bosworth	107	2%	2
2. Oadby, Wigston, Market Harborough and Blaby	51	1%	0
3. Charnwood and Melton Mowbray	172	3%	2
Disabled Children's Service	17	0%	0
Other (inc First Response)	5548	94%	3
Total	5895	100%	7

Quarter	Completed	% Re-referrals	% to IA/SA
Quarter 1	1372	26%	89%
Quarter 2	1527	27%	93%
Quarter 3	1551	22%	94%
Quarter 4	1445	22%	87%
Total	5895	24%	91%



Supporting Leicestershire Families

The Troubled Families Unit (TFU) has identified that Leicestershire has 810 troubled families, of which the expectation is that one sixth - 135 - are to be supported by existing family work, and the TFU will provide providing 'Payment By Results' (PBR funding for the remaining families (675).

When the results for February 2014 were announced in May 2014, the press release issued by the Prime Minister's Office about the publication made reference to the success in Leicestershire having 'turned around' 78% of families, placing it third highest in the country behind the Isles of Scilly (100%) and Wakefield (85%).

The TFU is currently in the process of developing its plans for phase two of the PBR programme due to start in April 2015. The TFU have invited authorities to express an interest in starting phase two early and Leicestershire County Council has expressed an interest.

Child protection

Volume of contacts and referrals

The total number of contacts for the year was 15,228 of which 5,895 (38%) went on to be referrals.

This equates to 452 referrals per 10,000 children. This is low compared to the national average - 520 per 10,000 children - and East Midlands average -585.6 per 10,000 children. However, in Leicestershire, early help cases are progressed to assessment and service provision as 'contacts' rather than referrals.

Initial Assessment /Core Assessment performance

A total of 80% of referrals to children's social care go on to initial assessment. In Leicestershire, the 10 working day timescale from referral to completion of initial assessments was retained until the end of February 2014. The end of year completion rate within timescales was 55% - however, this figure was affected by technology issues during the year and preparation for the introduction of the new single assessment. Remedial action to address this recurring ICT problem has been taken.

Core assessments were also affected by this and completions within timescale were 68%.

In the first period of the new reporting year, it is anticipated that completion of the new single assessments will be reported as significantly improved.

Child protection performance

At the end of March 2014, 446 children were on child protection plans - this equates to 29.3 per 10,000 children and is significantly lower than the national average - 37.9 per 10,000 children - and statistical neighbour average of 32.6 per 10,000 children.

At the end of September 2013, numbers on child protection plans had fallen from 393 (end 2012/13) to 373, reflecting the success of better co-ordination and identification of early help interventions. The figure then rose to 427 at the end of December 2013, reflecting the high national profile of serious case reviews from the West

Midlands and North Yorkshire and the impact these had on local demand.

Duration of child protection plans, 18+ months and reasons for levels of repeat conferences

The number of protection plans lasting two years or more improved and decreased to 4.8%, placing Leicestershire in the second quartile of all local authorities in England.

Children becoming subject to a child protection plan for a second or subsequent time also decreased, again placing Leicestershire in the second quartile of all local authorities and better than statistical neighbours.

Review of child protection plans in timescale fell from 100% (2012/13) to 97.9% (2013/14) due to an administrative error in calculating the review dates, which has now been rectified.

Key data relating to child protection performance is set out below.

Contact, referral and assessment

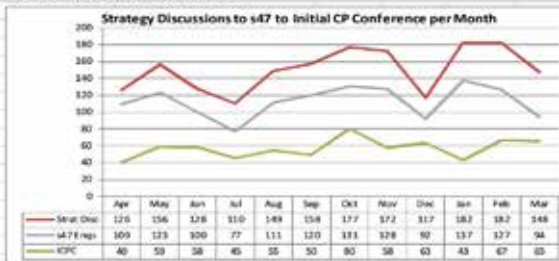
Leicestershire	Q1	Q2	Q3	Q4	Total
Number of contacts to children's social care (include referrals)	3724	3872	3762	3870	15228
Number of referrals to children's social care	1372	1527	1551	1445	5895
Number/Percentage of referrals resulting in a completed initial assessment	1113	1183	1267	1098	4661
	81.1%	77.5%	81.7%	76.0%	79.1%
Percentage of initial assessment carried out within 10 working days	58.0%	56.0%	53.0%	53.0%	55.0%
Number of initial assessments escalated to core assessments	635	612	648	904	2799
Number of core assessments carried out within 35 working days	71.0%	71.0%	71.0%	63.0%	68.0%
Number of strategy discussion meetings	410	417	466	512	1805
Number of S47 enquiries	332	308	351	358	1349

Leicestershire	Q1	Q2	Q3	Q4
Number of children subject to a child protection plan	378	373	427	446
Number in each category of abuse				
Neglect	80	56	60	81
Physical	22	23	36	26
Emotional	35	29	60	68
Sexual	16	13	17	14
Multiple	225	252	254	257
Numbers by ethnicity				
White	310	310	367	377
Mixed	31	28	31	30
Asian	21	15	18	27

Leicestershire	Q1	Q2	Q3	Q4
Black	4	1	9	11
Other	3	4	1	1
Undetermined ethnicity	9	15	1	0

Leicestershire	Q1	Q2	Q3	Q4
Numbers by age				
Unborn	25	24	22	15
0 - 4	159	159	191	189
5 – 9	101	98	124	146
10 – 15	84	83	76	85
16+	9	9	14	11
Numbers by gender				
Male	182	183	207	211
Female	171	166	198	220
Unborn	25	24	22	15
Percentage of child protection cases which were reviewed within required timescales	100.0%	100.0%	98.0%	97.9%
Number of child protection cases allocated to a social worker	373	370	425	445

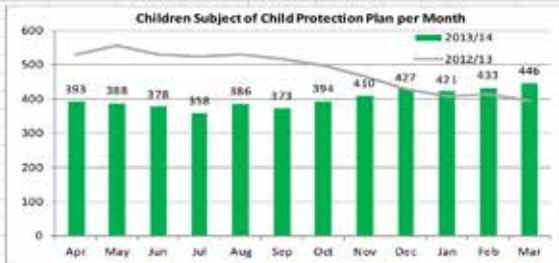
CHILD PROTECTION - Process



Locality	Strat Disc	Section 47	s47 to ICPC
1. NW Leicestershire, Hinckley and Bosworth	642	503	49%
2. Oadby, Wigston, Market Harborough and Blaby	472	343	56%
3. Charnwood and Melton Mowbray	571	444	50%
Disabled Children's Service	18	12	67%
Other	102	47	28%
Total	1805	1349	51%

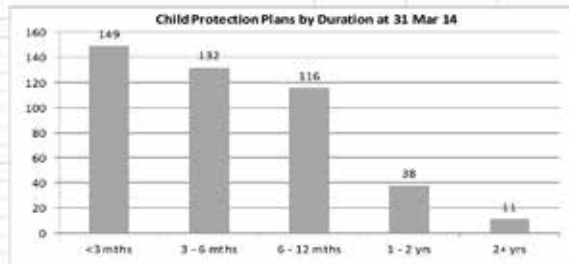
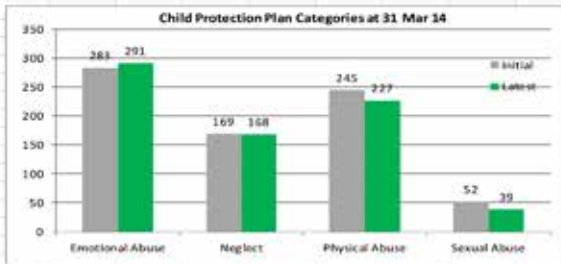
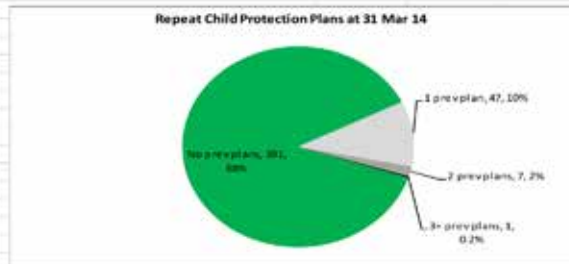
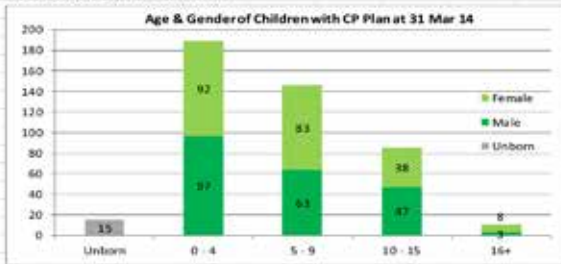
Locality	ICPC	ICPC to CPP	Plans 31Mar14
1. NW Leicestershire, Hinckley and Bosworth	246	88%	123
2. Oadby, Wigston, Market Harborough and Blaby	193	93%	151
3. Charnwood and Melton Mowbray	223	82%	158
Disabled Children's Service	8	100%	14
Other	13	85%	0
Total	683	87%	446

CHILD PROTECTION - Trends

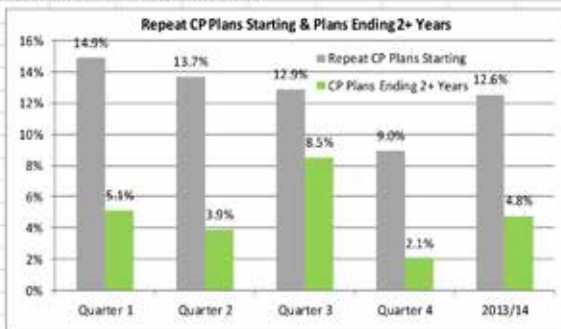


NB includes plans ending on last day of month

CHILD PROTECTION - Current



CHILD PROTECTION - Performance

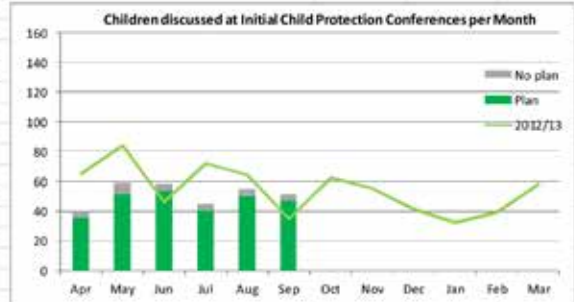


CHILD PROTECTION - PROCESS

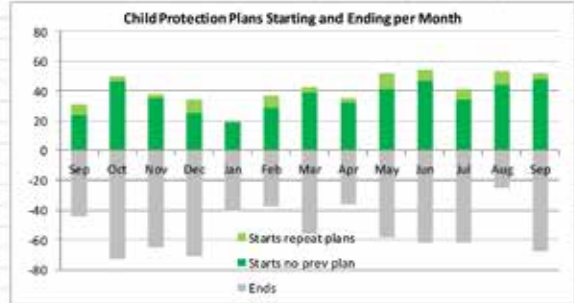
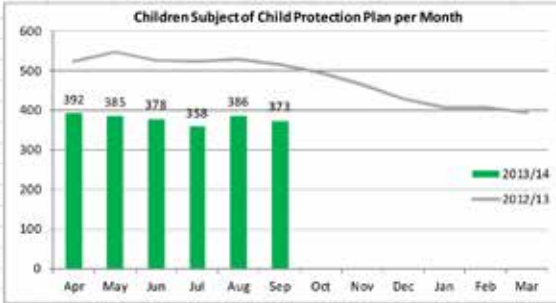


Locality	Strat Disc	s47	s47 to ICPC
1. NW Leicestershire, Hinckley and Bosworth	306	222	47%
2. Oadby, Wigston, Market Harborough and Blaby	220	158	51%
3. Charnwood and Melton Mowbray	261	210	44%
Disabled Children's Service	7	3	100%
Other	0	0	0%
Total	794	593	48%

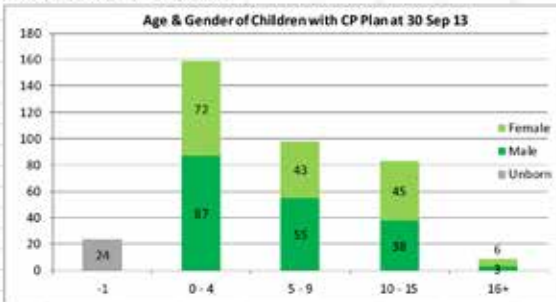
Per 10,000 under 18 population	Strat Disc	s47	ICPC
1. NW Leicestershire, Hinckley and Bosworth	152	110	55
2. Oadby, Wigston, Market Harborough and Blaby	89	64	38
3. Charnwood and Melton Mowbray	124	100	47
Disabled Children's Service	1.1	0.5	0.5
Leicestershire	120	90	47



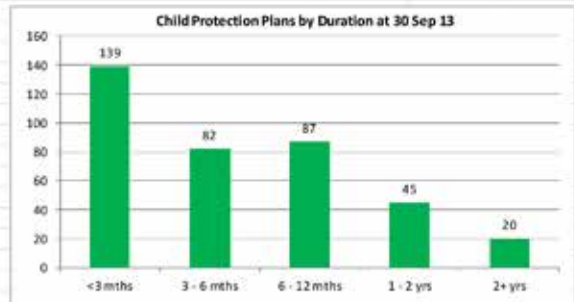
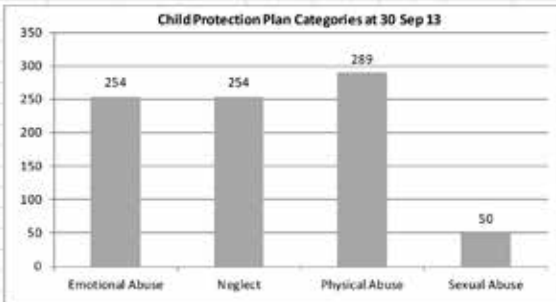
CHILD PROTECTION - TRENDS



CHILD PROTECTION - CURRENT



Locality	CP Plans	Per 10,000 pop
1. NW Leicestershire, Hinckley and Bosworth	93	23
2. Oadby, Wigston, Market Harborough and Blaby	119	24
3. Charnwood and Melton Mowbray	153	36
Disabled Children's Service	4	0.3
Unallocated	4	0.3
Total	373	28



Looked after Children

Children in care numbers

At the end of March 2014, there were 490 looked after children in Leicestershire. This is an increase from previous quarters but still significantly lower than the national average. Leicestershire has 32 per 10,000 children in care, compared to 60 per 10,000 children nationally and statistical neighbour average of 48 per 10,000 children. However, since the year of Peter Connelly's death in Haringey in 2008/9, care applications in Leicestershire have risen from 2.9 per 10,000 child population to 6.3 in 2013/14. Internal auditing by the council's Children and Young People service, peer review and Ofsted inspections have all confirmed that the 'right' children are in care in Leicestershire and that they are safe and feel safe.

Placement stability

At the end of March 2014, only 9% of children in care had three or more placement moves in line with national and statistical neighbour averages.

Educational outcomes for children in care

Key stage 1

- The achievement of children in care in Leicestershire at KS1 is below national data for reading, writing and maths. However, the cohort is very small, containing only six pupils and the difference between Leicestershire and other comparisons is often one child. Due to this, it is difficult to draw meaningful conclusions.

Key stage 2

- At this stage, the achievement of children in care in Leicestershire is above national data on all measures except reading, and compares favourably with regional and statistical neighbours on most measures. The cohort is larger than KS1 but still relatively small, containing 12 pupils.
- Progress in key stage 2 is generally better than national averages and the gap between CLA and all pupils in Leicestershire is narrower than

national gaps. However, progress needs to be accelerated in order for Leicestershire CLA to reach age-related expectations at the end of KS2.

Key stage 4

- At this stage, the achievement of children in care in Leicestershire is (cohort of 33 students) is significantly below national CLA data against the key measure of 5A*-C, as many of the 2013 cohort were not working at this level. The final figure was also affected by one student who did not achieve the predicted C+ in English – this exemplifies how small margins can impact headline figures with a small cohort.

However, several students achieved grade D GCSEs which is a solid foundation to build on post-16. For example, in terms of 5A*-D including English and maths, 15% or 7/33 students achieved this measure. Extending this to 5A*-G, 70% of CLA achieved this, showing that the majority of children do leave school with some qualifications (82% achieved at least 1 A*-G).

- Following our focus on gaining qualifications in both English and maths, out of the whole cohort of 45 students, 35/45 young people achieved qualifications in both English and maths. That means 77.7% of our total Looked After Children 'Virtual School' cohort have a good grounding on which to build at key stage 5 (post 16 education).

The gap between children in care and 'all' children widens as children move from early years to primary, and from primary to middle/secondary schools. This pattern is also reflected nationally. The priorities for the virtual school remain: improving progress over time in relation to the often low starting points of children in care raising end of key stage attainment levels; and narrowing the achievement gap between children in care and 'all' pupils.

Leicestershire	Q1	Q2	Q3	Q4
Number of looked after children	453	469	472	490
Ethnicity				
White	386	404	404	429
Mixed	49	46	45	43
Asian	11	6	7	7
Black	0	3	3	5
Other	5	6	6	5
Undetermined	2	4	7	1
Age				
0 - 4	146	152	148	140
5 – 9	86	89	87	97
10 – 15	138	133	144	146
16+	83	95	93	107
Gender				
Male	261	270	272	258
Female	192	199	200	198
Percentage at period end with three or more placements	7.4%	5.3%	7.0%	9.0%
Stability of placements : length of placement	63.4%	63.6%	67.9%	67.6%

What do the children and young people in care think about the services they receive?

Information from Children in Care Council (CICC) will be sought in future quarters. The Leicestershire CICC met in February 2014. They had several new members, explained roles and elected new members to represent Leicestershire on the Family Law Justice Board. They also held a family law participation group session. They discussed health assessments and feedback was passed to the CCG. On 17th February 2014, along with the Chair and Deputy Chair, several members of the Leicestershire CICC attended the National Childrens Bureau, Corporate Parenting Board event meeting, along with other East Midland CICC members.

The child's journey in Rutland

Early help

The development and improvement of early help was a key improvement priority arising from the last Ofsted inspection of child protection in Rutland in 2013. There has been an underlying trajectory of improvement in the number of CAFs undertaken in 2013/14 as indicated in the table below.

Number of new CAF's	Q1 - 12	Q2 - 31	Q3 - 17	Q4 - 30	TOT - 90
Number/Proportion of children's social care referrals that result in a CAF	4.8%	16.4%	10.8%	34.1%	15%
	3	10	8	15	36

The number of CAFs completed has increased by 45% from 62 in 2012/13 to 90 in 2013/14. This demonstrates the increased use of early help and results from:

- Robust implementation of thresholds: where appropriate, families are directed into CAF rather than social care
- Implementation of "intent to CAF", whereby the duty team chases contacts that do not meet the social care threshold to ensure that a CAF referral is made (out of 42 cases, 39 resulted in a referral)
- Six multi-agency CAF training courses which have increased confidence in the use of CAF
- Improved step up step down processes, so that children are more likely to be receiving the right level of help at the right time
- A new early intervention model developed by the Families First Board. This strengthened the early intervention process and offer within the CAF model. Ninety families were also worked with pre-CAF by Rutland County Council as a single agency.

The CAF process has been particularly effective at working with families experiencing emotional harm and neglect.

Rutland	Q1	Q2	Q3	Q4	Total
Number of new CAFs	19	11	9	23	62
Number/Proportion of children's social care referrals that result in a CAF	11.6%	9.3%	1.2%	11.8%	
	10	10	1	12	33

The percentage of referrals from social care to CAF has increased from 8.7% to 15%. This demonstrates the increased number of cases stepped down from social care to CAF and results from:

- Strengthened relationships between early intervention and social care through joint monthly management development sessions
- Monthly Munro sessions cascading the above work to local practitioners
- The introduction of a Multi-Agency Support Panel which ensures that children are directed towards early help where appropriate

Changing Lives Rutland

At April 2014, 34 families had been identified as meeting the criteria for the 'Changing Lives' programme. Work had begun with 30 of them and 10 successful claims for payments by results. This means that the authority

has exceeded its target of working with 30 families by March 2015 well in advance of timescales. Rutland has applied to become an “Early Starter” for the 2015-16 programme accessing the upfront funding available to do this as we meet the eligibility criteria of working with 90% or more of their families and will have claimed results for having turned around at least 50% of their families by the end of June. A further 10 families have been identified with whom work could begin in 2014/15.

01/04/12 to 31/03/13	01/04/13 to 31/03/14	Status
631 contacts opened to social care	690 contacts opened to social care	8.5%+ ▲
Of those 378 went onto referral	Of those 240 went onto referral	36.5% - ▼
Of all contacts, 41 were stepped down / recommended to CAF	Of all contacts, 64 were stepped down / recommended to CAF	9.43% + ▲
Of those that went onto referral 3 resulted in a CAF	Of those that went onto referral 34 resulted in a CAF	14.1% + ▲
76 cases open to CAF	93 cases open to CAF	18% + ▲
24 cases stepped up from CAF	5 cases stepped up from CAF	79% - ▼
Data not recorded or not available	Single agency (2 unmet needs)	90
	External Lead Professional (TAF)	33%
	Changing Lives (Troubled Families) engaged	100%
	Changing Lives (Payment by Results)	33%
	Participation in early intervention services	400

As can be seen from the data above, although there has been a slight increase in the overall number of contacts opened to social care, there has been a significant positive change in data that demonstrates the following:

- ‘Step up step down’ procedure is working well
- Single assessment and thresholds for referral and intervention is robust
- Confidence in the CAF process has improved with the increase in referrals and evidenced by evaluations
- Early intervention offer prevents escalation of issues to CAF/social care

In addition other key data that evidences the impact of early help services provided by the council and its partners is as follows:

Data Headlines	2012-13	2013-14
Prevention of homelessness	53	86
Children’s centre’s reach 0 – 5	41.5%	90.02%
NEET (not in education, employment and/or training)	1.2%	0.8%
Child poverty	8.4%	8.4%
Under 18 conception rate	6.2%	6%

In addition, the self-evaluation (SEF) of children’s centres, 2013-14 had determined a grading of ‘good’ in all four areas. There is an inspection readiness group chaired by the Head of Service to prepare for an expected Ofsted Inspection within 2014-15. The last Ofsted Inspection was in November 12, achieving a ‘satisfactory’ grading.

Child protection

	Q1	Q2	Q3	Q4	TOTAL
Number of contacts to children's social care (include referrals)	185	157	169	179	690
Number of referrals to children's social care	62	61	74	44	241
Number of referrals including domestic abuse incidents	8	3	1	7	19
Number of referrals made by EDT/out of hours team (including those that were recorded as contacts only)	4	1	11	13	29
Number/Percentage of referrals going onto Initial assessment	49	53	66	44	212
	79.0%	86.9%	89.2%	100.0%	85.3%
Number/Percentage of initial assessment carried out within 10 working days	48	48	62	40	198
	98.1%	90.6%	93.9%	93.0%	93.3%
Number/Percentage of initial assessments escalated to core assessments	9	14	25	8	56
	18.3%	26.4%	40.3%	20.0%	26.4%
Number/Percentage of core assessments carried out within 35 working days	44	36	37	17	134
	97.8%	94.7%	86.0%	58.6%	92.9%
Number of strategy discussion meetings	16	30	14	17	77
Number of S47 enquiries	12	30	14	17	73

The number of contacts to children's social care has increased, reflecting the national trend. However, the number of referrals has decreased by 36%, evidence that the use of early help has been very effective in slowing down the referral rate and that thresholds are being applied more rigorously by the duty team. There have been more referrals made by the emergency duty team (EDT), which results from the improved EDT arrangements (involving the robust application of thresholds and use of signs of safety) since Leicestershire County Council took on this service, resulting in more appropriate referrals to children's social care.

The percentage of referrals progressing to initial assessment has increased from 71.4% to 85.3%, indicating good use thresholds, resulting in appropriate referrals.

A total of 93% of initial assessments were carried out within 10 days and 93% of core assessments within 35 days.

Rutland	Q1	Q2	Q3	Q4
Number of children subject to a child protection plan	23	26	29	34
Number/Rate in each category of abuse				
Neglect	8	7	7	7
Physical	0	1	3	4
Emotional	11	11	1	5
Sexual	1	1	6	4
Multiple	4	6	12	14
Ethnicity - Number in each category				
White	22	22	24	29
Mixed	1	1	1	1
Asian	0	0	0	0
Black	0	2	2	2
Other/Unborn	0	0	2	2
Undetermined	0	1	0	0
Age of child on protection plan				
Unborn	1	0	2	2
0 - 4	9	15	11	15
5 – 9	8	7	5	5
10 – 15	5	3	11	12
16+	0	1	0	0
Gender of child on protection plan				
Male	14	14	14	18
Female	8	12	13	14
Unborn	1	0	2	2
Percentage of child protection which were reviewed within required timescales	100.0%	100.0%	89.7%	100.0%
Number of child protection cases allocated to a social worker	100.0%	100.0%	100.0%	100.0%

There has been an increase in the number of children subject to a child protection plan, as a result of more complex cases entering the system, reflecting a national trend. The majority of cases relate to multiple categories or neglect. There have been more 0 – 4 year olds and more 10 – 15 year olds in this group, resulting from larger numbers of sibling groups. All child protection plans were reviewed within the required timescales and there were no unallocated cases.

Looked after children

Rutland	Q1	Q2	Q3	Q4
Number of looked after children	30	33	39	34
Ethnicity				
White	25	29	31	27
Mixed	1	3	2	2
Asian	0	0	0	0
Black	2	0	4	3
Other	2	1	2	2
Undetermined	0	0	0	0
Age				
0 - 4	7	9	11	9
5 - 9	8	7	7	7
10 - 15	9	10	10	9
16+	6	7	11	9
Gender				
Male	16	16	16	15
Female	14	17	23	19
Percentage at period end with three or more placements Target - < 6%	0.0%	0.0%	0.0%	0.0%
Cases which were reviewed within required timescales Target - > 75%	100.0%	100.0%	100.0%	100.0%
Stability of placements: length of placement Target - > 70%	85.7% (annual figure)			

The number of looked after children has also increased. Of note is the increase in over 16-year-olds in care. There was an influx of unaccompanied asylum-seeking children (6 in November and December). Placement stability has been excellent, with no children requiring three or more placements. More foster carers have been recruited and trained, which has helped to secure placement stability and provided an increased choice of placement. All looked after children cases were reviewed within required timescales.

Rutland-specific improvement priorities for 2014/15 are:

1. Revised thresholds to be launched in April 2014, as a result of which it is anticipated that there will be an increase in CAF cases.
2. Multi-agency support panel (MASP) to be expanded to minimise drift in child in need cases.
3. New quality assurance framework to be launched in April 2014, strengthening the audit process.
4. Families First Strategy to be refreshed to provide more detail on processes to be followed.
5. Single referral process to be launched across Leicester Leicestershire and Rutland.
6. Transfer protocol for step up step down cases between teams to be updated.
7. Peer challenge action plan under implementation to strengthen management oversight and engagement of children and young people.

8. Monthly joint performance summary meetings across early intervention and children's social care to be implemented in April 2014 to enable enhanced scrutiny and challenge of performance.
9. Early help and children's social care to be integrated into one unit in mid-2014.
10. Youth housing project due to open on 3rd November, improving accommodation options for older children.
11. Work to ensure the children's database is fit for purpose.

Independent reviewing officer (IRO) reports

A key source of quality assurance and performance management information that enables the board to test child Protection and looked after children service performance is the IRO service in each of the two authorities. We received annual reports from the IRO teams in both Leicestershire and Rutland.

In Leicestershire:

There has been a reduction in the number of initial and review child protection conferences as shown below:

2011-12	1165 (this included 5 Rutland conferences)
2012-13	1105
2013-14	1031

This matches a downward trend over the three years of reducing number of children subject to plans measured at year end (31st March) from 524 (2011-12), 393 (2012-13) and increasing to 446 (2013-14).

However, it is important to see that numbers have been rising towards the end of the year as seen in the table presented on page 54 above.

The distribution of reviews compared to last year is as follows:

Type of conference	2013-14	2012-13
Initial	274	256
Initial pre-birth	64	57
Initial receiving -in	25	21
Initial re-convened	2	2
First review	296	284
Subsequent review	370	485

The most frequent single categories of abuse identified in plans are neglect (18%) and emotional (15%), which demonstrates a convergence in the proportions over the period. Multiple categories continue to be at a significant level.

Number child protection in each category of abuse	Q1	Q2	Q3	Q4
Neglect	80	56	60	81
Physical	22	23	36	26
Emotional	35	29	60	68
Sexual	16	13	17	14
Multiple	225	252	254	257

A key strength identified in this reporting year has been the introduction of the 'grow safety' model which was supported by the LRLSCB. The key purpose of introducing this approach was to make clearer the concerns about the child's safety and the plans and targets to secure safety and allow for the child and family voice to be heard.

Overall performance on the timeliness of conferences is covered above. However some additional concerns were identified in the annual report on which the LRLSCB has requested action. This includes:

- concern that families are not receiving the case conference report within the LSCB procedures timescales; whilst performance is better than it was in 2012/13 the LSCB is concerned that in over 60% of cases the papers are not with parents two days before the meeting;

- Inconsistencies in the quality of information submitted by partners. Primary health practitioners do provide comprehensive reports in a timely way for conferences. The reports received from the child protection co-ordinators of Leicestershire Police are often received in advance, though the presence of representatives to speak to the information is often variable. Reports are rarely provided from GPs in the agreed format. The information when provided is often as a letter containing the factual information but rarely with a view or analysis. Information from schools is also received in a variety of formats, and rarely in the prescribed LSCB format.

Action on both these points has been requested by the LRLSCB in 2013/14 and performance will be closely monitored.

A positive development has been the provision of a dedicated advocate to support young people in the child protection conference process which began on 3rd June 2013. The service is offered to every young person over 10 years old who are subject of a child protection conference. Over the period since it began operating directly there have been 102 referrals to the service. The service was provided to 53 young people with the advocate representing or supporting them in 54 conferences. In addition a further six young people aged between seven and nine were supported as they were the younger siblings.

In the reporting period the Safeguarding Improvement Unit dealt with eight complaints from parents. Of these, six were resolved by contact with the complainant either by a meeting or letter. One appeal against a child protection conference decision was heard through the revised appeals procedure. The appeal was not upheld, though learning points around the way in which the involvement of an absent father is supported was noted for locality social work practice.

In conclusion, the strengths, challenges and areas for improvement arising from the IRO service annual report are:

Strengths

- the introduction of the 'grow safety' model into child protection conferences to make clearer the concerns and risks, better target plans and outcomes and enable the child and family voice to be heard;
- provision of a dedicated advocacy service to support children over 10 years old in child protection conferences;
- Reduction in the number of complaints;
- The introduction of the 'listening and support service' for children that go missing.

Challenges

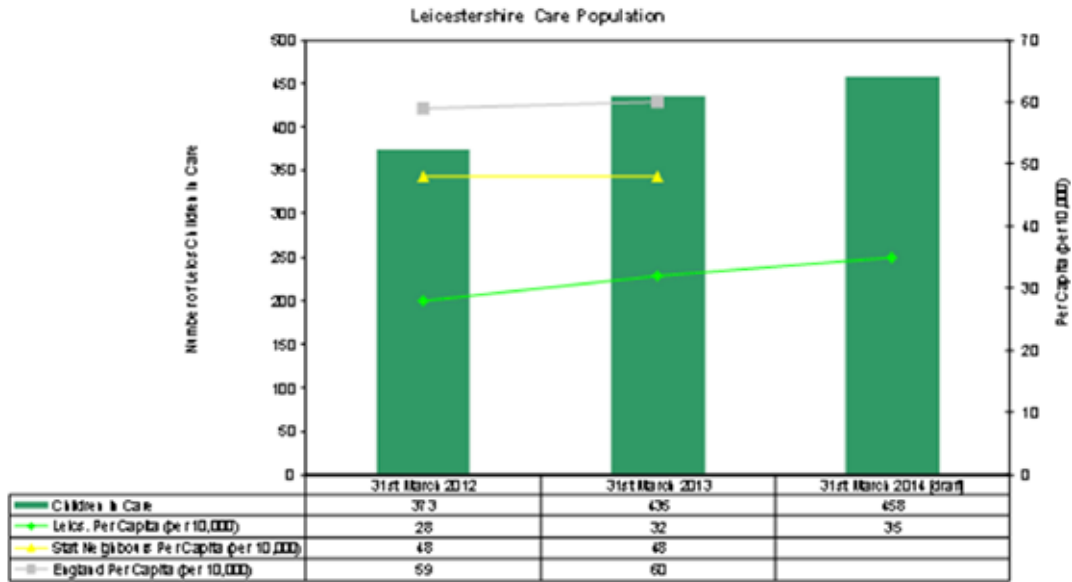
- To ensure that the category of emotional abuse complies with the definition set out in Working Together 2013 and DfE guidance;
- To ensure that families receive case conference reports with the defined LSCB timescales;
- To secure consistent partnership attendance at conferences to secure quoracy and to improve the consistency of the quality of information submitted by partner agencies;
- To ensure that the data input from Framework-i is accurate and on time.

Areas for improvement

- Agency representation at case conferences must be secured to ensure that conferences are quorate and can take place within timescales set out in the LSCB procedures;
- Agency provision of accurate and concise information in the prescribed LSCB format
- More regular recording and monitoring of IRO challenge and escalation;
- Return interviews to be consistently carried out when children go missing

In relation to the IRO children in care annual report:

The year-end figures below, highlight how the children in care population in Leicestershire has seen further growth over the 2013-2014 period in comparison to the previous two years. It has been as high as 500 during this year which has inevitably had a further impact on IRO caseloads and capacity to deliver.



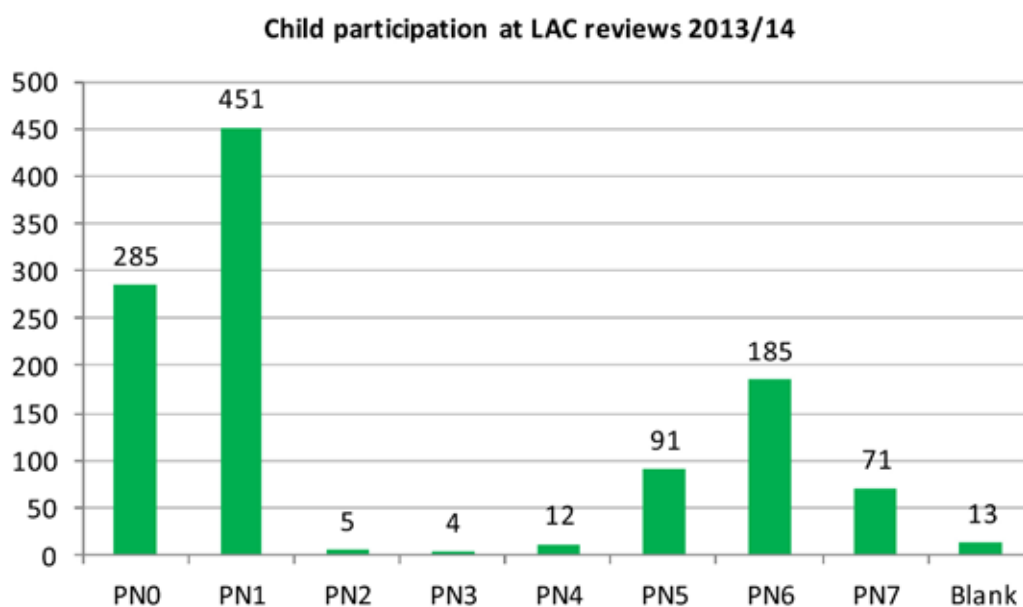
Between 1st April 2013 and 31st March 2014, a total of 1283 reviews for children were held. This compares with previous years as follows:



(Please note that the difference between the 1,283 and 1,107 figures above are explained by differences in the Framework i reporting system)

Of the 1,283 looked after children reviews held over 2013-2014, 98.8% were held within the prescribed timescales. This is a good achievement and a further improvement compared to 97.9% and 98% in the prior two periods. There were 16 out of 1,283 reviews that did not take place on time over 2013-2014 (1.2%).

Child participation in reviews was as follows



- PN1 children who attend their reviews and speak for themselves;
- PN2 those who attend but communicate via an advocate;
- PN3 those who attend and convey their views non verbally;
- PN4 those who attend but don't contribute;
- PN5 children who do not attend but brief someone to speak on their behalf;
- PN6 do not attend but communicate their views by another method;
- PN7 those who do not attend and do not convey their views in any other way.
- PN0 represents children under the age of 4

The strengths, challenges and areas for improvement that emerge from the IRO annual report on children in care are as follows:

Strengths

- Defined IRO lead areas on children using sexually abusive behaviour, child sexual exploitation, Signs of Safety, complex care needs, national/regional developments and soon to be created, care leavers;
- The dual role of IROs across child protection and care which provides continuity across the child's journey;
- 98.8% of the 1283 reviews carried out within prescribed timescales which is an improvement on the previous two years;
- Increased numbers of children participating in their reviews from 88.5% to 91%;
- IRO service attendance and involvement at joint solutions and permanency forums, education of children in care meetings and with the specialist LAC health team;
- Challenge meetings between IRO service managers and the Assistant Director.

Challenges

- Maintaining manageable caseloads within the current capacity of the service given the increased number of children in care;
- Ensuring that the process for children coming into care and their first review is fully understood and implemented by social care staff;
- Ensuring that the data input to Framework i is accurate and timely;
- Establishing an effective approach to ensure that children with communication needs and disabilities can participate in their reviews.

Areas for improvement

- Improved quality and timeliness of preparation for reviews;
- Consistency regarding assessment, care planning and notifications of/consultation with IROs regarding changes in a child's case;
- Clear understanding of the IRO statutory role across the children's workforce;
- Improved placement sufficiency and suitability to support stability and permanency

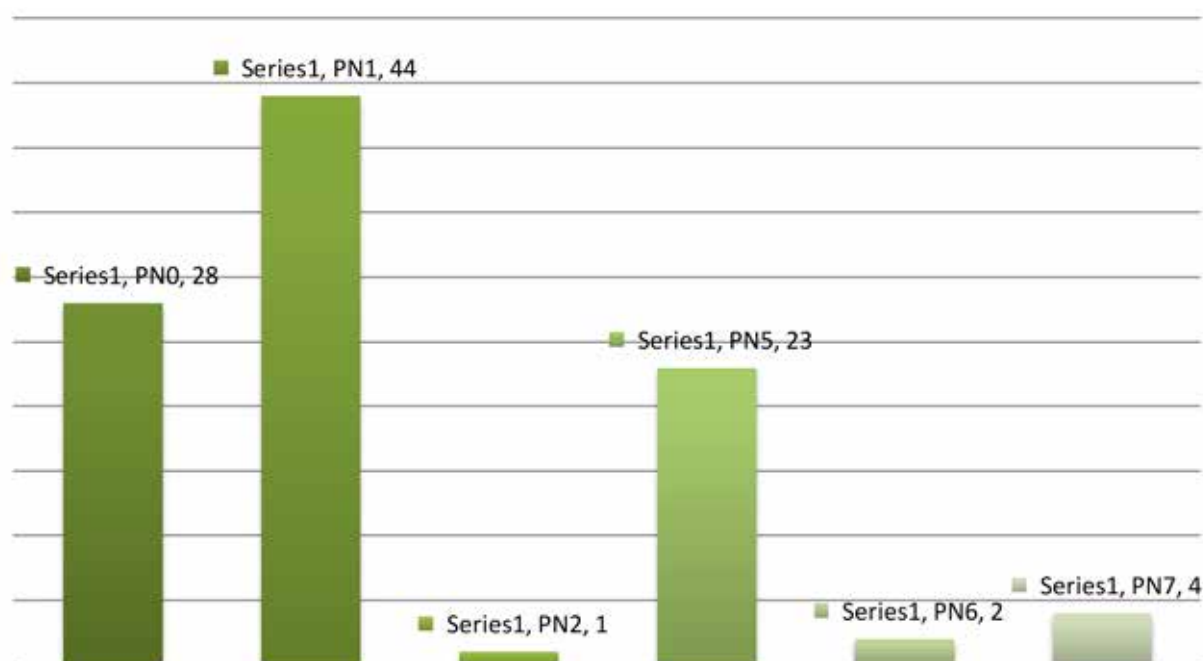
In Rutland

The IRO report relates only to looked after children reviews

At the end of March 2014, there were 34 looked After children in Rutland compared to 29 at the end of the previous year.

In the year 2013/14 the IRO service conducted 102 reviews (compared to 75 in the previous year) and 100% of these were held with timescales.

Participation of children in their reviews is set out in the following table:



PN0	Child aged under 4 at time of the review	28
PN1	Physically attends and speaks for his or her self	44
PN2	Physically attends and an advocate speak on his or her behalf	1
PN5	Child does not attend but briefs an advocate to speak for his or her self	23
PN6	Child does not attend but conveys his/her feelings by a facilitative medium	2
PN7	Child does not attend, nor are his or her views conveyed to the review	4
		<u>102</u>

Strengths

- looked after children receive a good quality service;
- all looked after children were in education and personal education plans in place;
- whilst 20 children were placed out of area all were within 30 miles of Oakham;
- social workers have achieved the 26 week timescale for the new public law outline, ensuring that plans for children are concluded speedily;
- there are good relationships with CAFCASS;
- there is strong evidence of children and young people's participation in reviews;
- feedback from carers, agencies and children about the IRO and review meetings is very positive
- the authority has secured more local placements for teenagers
- contact arrangements between children and their parents have improved since last year.
- The majority of the recommendations in the IRO annual report 2012/13 have been implemented.

Areas for improvement

- The timescale for the availability of social work reports still needs to be improved;
- More local foster placements need to be identified for teenagers requiring provision;
- Further consideration needs to be given to securing accommodation for sibling groups;
- Children who no longer need to be subject to a placement order should have these orders revoked as agreed in their care plans and review meetings;
- Discussions need to be undertaken with Child Adolescent Mental Health Service to ensure that their services better meet the needs of Rutland children in care.

Private fostering

The annual report on private fostering across both Leicestershire and Rutland was presented to the LRLSCB at its meeting on 11th July 2014. The paper reported that during the period April 2013-March 2014:

- five new notifications of an arrangement meeting the definition of private fostering had been received;
- Of these three were females and two males;
- All notifications were for white/British children;
- The average age of those privately fostered was 15 ;
- All but one were managed according to the visitation regulations;
- All but one were dealt with within seven working days of notification;
- All but one had subsequent visits within timescales in the period 2013/14;
- All of these arrangements had now ended.

The other case that remained was due to the young person being risk assessed as potentially being in a 'connected carer' placement. The young person is now in an appropriate family and friends foster care placement.

All these cases are Leicestershire cases. There are no recorded private fostering arrangements in Rutland.

The key concern arising was the low number of private fostering arrangements reported. Comparison with statistical neighbours suggests that Leicestershire County Council should be assessing and supporting up to 50 private fostering arrangements per year. Equally it would be expected that some such cases would occur in Rutland though comparisons are more difficult given the small population of the county.

Action has already been taken in 2014/15 to address this concern. New private fostering awareness leaflets have been produced to raise understanding amongst professionals and the wider

community, and increase reports. The main point of contact between staff and the carers of privately fostered children and young people will be targeted. This will include schools, GPs, and health visitors. The ambition is to see a marked increase in referrals during 2014/15.

Assurance that adults are safe

As set out earlier in this report, the development of our new quality assurance and performance management (QAPM) framework has included extending the range of data and information we have to assure ourselves that vulnerable adults are safe. A key part of this is the scorecard now used to monitor key adult safeguarding referral and protection arrangements that are set out earlier in this report.

The key data for Rutland adult safeguarding in 2013/14 is as follows:

2013/2014	Total
Rutland	
Safeguarding referrals from community	29
Safeguarding referrals from residential	62
Primary client type for safeguarding referrals	
Phys. disability / frailty / sensory imp.	40
Mental health needs	2
Learning disability	6
Substance misuse	0
Not recorded	1
Primary client age for safeguarding referrals	
18-64	7
65-74	2
75-84	15
85+	25

The key data for Leicestershire adult safeguarding in 2013/14 is as follows:

2013/2014	Total
Leicestershire	
Safeguarding referrals from community*	622
Safeguarding referrals from residential*	1,127
Primary client type for safeguarding referrals	
Phys. disability / frailty / sensory imp.	725
Mental health needs	444
Learning disability	189
Substance misuse	3
Not recorded	0
Primary client age for safeguarding referrals	
18-64	340
65-74	134
75-84	309
85+	578

**These two figures total more than the other sub-totals of the table as it is a count of referrals not individuals*

There are only two measures in the national performance framework relative to safeguarding and both are based on responses from the annual survey of service users. The key measure is the percentage of people who say that services have made them feel safe. There has been a small increase in this proportion, up to 90%, and performance remains in the top quartile for the second year.

Comparing the level of safeguarding activity for the full year 2013/14 with the previous one is problematic due to changes to both national reporting and the adult social care IT system. However based on data to the end of February, it is estimated that during 2013/14 there were 1,700 safeguarding referrals, an increase of 28% on the year before. Of these, it was concluded that 53% were either substantiated or partly substantiated.

Steps have also been taken to secure qualitative data and information to supplement the quantitative data we scrutinise.

An example was the multi-agency safeguarding adults case file audit which tested compliance with 'No Secrets' 2000, including alerting, referring, strategy meeting/discussions, safeguarding investigations, adult safeguarding conferences and service user involvement in the process (taking into account communication needs.)

Leicestershire County Council adult services identified and audited 40 cases and Rutland's people's service four cases. All the cases were closed in the calendar year 2012 with no on-going safeguarding issues. The cases were also audited by Leicestershire Partnership NHS Trust and Leicestershire Police. Whilst no service users were directly involved in this audit its conclusion and recommendations can be used in future engagement performance work.

Practice issues arising from audit included:

- Ensuring information is shared with agencies involved with the service user;
- Recording the nature and content of discussions and decision making;
- Recording of protection plans and review arrangements;
- Team managers confirming sign-off having reviewed recording and decision making;
- Recording of mental capacity assessments;
- Multi agency decision-making produces securing better plans and better outcomes.

Recommendations from the audit have been considered by the two council departments and actions taken to address recommendations have included:

1. Staff training on the use of safeguarding screens to evidence:
 - Strategy meetings/discussions (including who is involved)
 - Mental capacity of service users and consent to investigation
 - Implementation and review of protection plans

- Closing summaries
 - Team manager sign-off
2. Staff considering the following practice issues:
 - Ensure checks are made with regard to other agency involvement
 - Be clear what constitutes a strategy discussion
 - Evidence of decision making.
 3. Police reviewing where information might be stored in relation to strategy discussions and protection plans and ongoing work.

Lessons learned in relation to the multi-agency audit tool have been fed into its revision for use in 2014/15.

Addressing areas of key safeguarding risk in Leicestershire and Rutland

Child sexual exploitation (CSE) and children missing

CSE and missing has been a key priority for the LRLSCB in response to both national expectations and locally driven priority setting for a number of years. A sub-group focusing on CSE, child trafficking and missing children was established in 2012/13. It covers Leicester, Leicestershire and Rutland (LLR) to ensure effective co-ordination between agencies in the geographical area covered by Leicestershire Police.

Headline information about our performance on CSE is set out in the diagram on the page 68.

Details of work undertaken during 2013/14 are set out below:

- Launch of a combined CSE, trafficked and missing children sub group and associated strategy
- Development of the multi-agency operational meetings to a sub-regional level
- Launch and revision of a missing from home and care protocol
- Implementation of the new missing definition - 'absent' category
- Launch of awareness raising campaign with children and families including the performance of 'Chelsea's Choice' in schools, seen by over 8,000 children in 39 schools LLR. This resulted in an increase in referrals and disclosures.
- A campaign to raise the awareness of key service providers such as taxi drivers, hotel and leisure providers to the incidence of CSE and how to report cases;
- Practitioner seminars – missing, CSE and e safety
- Ongoing multi-agency training for practitioners
- Attendance at the National Working Group on CSE forums
- Reduction in numbers reported missing (inc. children in care) and repeat missing episodes
- Increased and more appropriate CSE referrals

- Increased level of disclosures
- Reported increase in awareness amongst practitioners
- Successful outcomes following joint operations
- Agreement for the development of a co-located multi-agency team

During 2013/14, in the county CSE referrals were received from Family Assessment Service Teams independent children's home, Leicester City Council, early help, New Futures, strengthening families team, Chelsea's Choice production, emergency duty team,, Leicestershire LADO (SPELL OUT_ Supporting Leicestershire Families, police and youth offending service.

We have witnessed increasing numbers of referrals as set out below:

Period	Total referrals
01.04.12 – 31.03.13	54
01.04.13 – 31.03.14	85

Analysis of the available data indicated that:

- the vast majority of CSE related reports recorded by Leicestershire Police related to white European female victims between the ages of 12 to 17
- there was a clear link between children being reported missing and being identified as at risk of or victims of CSE
- approximately half the reports related to victims who were 'looked after children' and the vast majority of those children were also regularly reported as missing from home
- there did not appear to be a bias towards one geographical area within the police force area
- identified suspects in CSE related reports were overwhelmingly male, with just one female suspect recorded
- There did not appear to be a bias towards any particular ethnicity in relation to suspects

The findings have been used to inform the local multi-agency strategy described. As a direct result of the report, more police officers received awareness raising training and the police CSE team more comprehensively mapped any identified organised crime groups involved in CSE related offences. A more consistent approach to the recording of offences has been adopted.

There are already good virtual operational arrangements in place between partners across LLR. It has been identified that the development of a co-located multi-agency team hosted by the police would enhance the current arrangements, and this is a priority for 2014/15. This joint team will be established to capitalise on the success of a court case where a number of perpetrators were successfully prosecuted and sentenced for sexually exploiting a young person. It will also strengthen existing partnership arrangements and address lessons learnt following the investigation and subsequent trial including the implementation of best practice such as supporting the victim and family pre, during and post-trial and engagement with local communities. (DOES THIS PARA NEED UPDATING, AS TEAM ESTABLISHED?)

Challenges remain to be addressed. These include:

- The continued variability in the consistency and quality of responses to CSE across areas remains a risk, particularly in light of evidence of cross border CSE and trafficking and the fact that children and families move across borders including vulnerable groups such as 'looked after children'
- An agreed consistent approach to data collection and problem profiling regionally and nationally needs to be achieved to enable comparative data and the building of a comprehensive evidence base, potentially supported by a single IT solution
- Increasing the numbers reporting CSE from under-represented groups including boys/young men and children/young people from BME communities
- Building improved trust, confidence and awareness within BME communities, specifically faith organisations, to support children and parents to identify and report CSE
- Information sharing agreement work nationally and locally should help address barriers in relation to health services and patient confidentiality issues
- Greater analysis needs to be undertaken in relation to the nature and scale of child trafficking similar to the work undertaken in relation to CSE by the Office of the Children's Commissioner (OCC)
- The link between CSE and internal and external child trafficking needs to be better understood by agencies and the public
- The influence of changing culture resulting from the internet and use of social media: the impact of the availability of online pornography on children and young people; the risks associated with young people 'sexting' each other; and increasing numbers of children being exploited through technology, targeted by online abusers and use of blackmail and extortion – a national response to these issues is still under development

Performance - Across The Childs Journey

LSCB objectives

- Have a greater understanding of the extent of CSE in Leicestershire and Rutland
- Produce a local CSE strategy
- Raise local awareness of CSE
- Seek assurance that the risks for young people are being addressed
- Disrupt and Prevent CSE
- Ensure victims are supported
- Ensure partnership arrangements are effective and in line with latest policy and guidance

What were the issues?

- In 2011/12 there were 93 CSE referrals to Leicestershire County Council although the quality of referrals was variable
- There was no strategic oversight of CSE and CMHC
- There was no strategy in place,
- No routine multi agency operational meetings taking place.
- The first joint operational meeting with the police identified over 50 cases of children where CSE and CMHC was a concern. At least 17 of these were deemed as high risk by the police.
- In 2012/13 there were 1100 episodes of children reported missing in Leicestershire and 36 in Rutland

What has been delivered?

- June 2012 - Following a series of task and finish meetings the Leicester, Leicestershire and Rutland LSCB CSE, Trafficking and Missing Sub Group was established

- January 2013 - launch of the LSCB CSE, Trafficking and Missing Strategy and the Missing Protocol.
- January 2013 - the Missing Multi-agency Operational Meeting became joint with the City and Rutland.
- June 2013 - the LSCB launched the CSE awareness campaign in schools with more than 8000 children targeted
- During 2013/14 more than 500 practitioners from across the partnership have been trained
- Successful CSE prosecutions have been effectively publicised in the media, further raising awareness.
- The LSCB has provided funding to the CSE subgroup (£42K) to support the strategy implementation
- Additional funding of the formation of the co-located multi agency team has been agreed and is in the process of implementation

What has been the outcome?

- The numbers of referrals fell in 2012/13 to 54, however the numbers have increased in 2013/14 to 85 as a direct result of the increased levels of awareness amongst practitioners, children and communities
- The school education programme has led to a number of young males making direct disclosures of online grooming that are now the subject of an ongoing police investigation
- The quality of referrals has improved
- The number of missing episodes in 2013/14 was 413 in Leicestershire (63% reduction) and 11 in Rutland (70% reduction)

The new 'missing protocol' for LLR was launched in February 2013.

The following table identifies the total numbers of missing persons (1 or more missing reports) and how many incidents that they equate to, broken down into children 0-17yrs and adults 18+.

County	All Incidents							
	0-17 Persons		0-17 Incidents		18+ Persons		18+ Incidents	
	13/14	12/13	13/14	12/13	13/14	12/13	13/14	12/13
	328	586	708	1699	304	649	341	824

The following table identifies the total number of repeat missing persons (two or more missing reports) and how many incidents that they equate to, broken down into children 0-17yrs and adults 18+.

County	Repeats							
	0-17 Persons		0-17 Incidents		18+ Persons		18+ Incidents	
	13/14	12/13	13/14	12/13	13/14	12/13	13/14	12/13
	105	195	485	1307	28	64	65	239

This data is only for missing reports and doesn't include absent reports. The absent reporting process was introduced in 2013 and we do not yet have the ability to accurately collate absent report data.

From the total number of missing incidents (children and adults), 58% were as the result of repeat missing persons equating to 1,360 incidents generated by 290 individuals.

From the total number of reported missing children incidents 73% were as the results of a repeat missing child equating to 1,184 incidents.

From the total number of reported missing adult incidents 25% were as the result of a repeat missing adult equating to 176 incidents.

During this time range, there have been 23 individuals across the force area that have been reported missing on 10 or more occasions. These individuals account for 493 missing reports which represent 21% of all reports received by Leicestershire Police.

All of these 23 individuals are children, with six placed in local authority care homes, five in private care homes and seven regularly going missing from their private home address. The remaining five individuals began going missing from their home address - three have since been placed with foster carers and two in local authority homes and have all continued to go missing.

The top 10 missing locations for this year are a mixture of local authority children's homes (three), private children's homes (three), local mental health units (one) and home addresses of high volume repeat missing persons (three). The below table shows each of these locations, the number of incidents for each one and the number of individuals reported missing from that location in the given time frame. Incidents from these locations account for 19% of all missing reports for the financial year 2013/14.

Domestic violence

We work closely with the community safety teams within Leicestershire and Rutland. The Safer Leicestershire Partnership and Safer Rutland Partnership take the lead strategic and commissioning role in relation to Domestic Violence with the Safeguarding Boards adopting a scrutiny and challenge role. Effective interfaces between these partnerships, including cross-cutting membership, This helps to ensure that our domestic violence priority maintains profile and focus. This in turn strengthens the approach across all partners to domestic abuse, supporting the safeguarding of children and vulnerable adults.

The outcomes of this focus includes:

- Support for completion of DHRs as part of countywide and Rutland agreement.
- Support and development of the DASH approach to risk assessment through resourcing training for agencies. We funded £20,000 via a reserve account to support the roll out of DASH.

Also funded via the reserve account was a pilot project run by Women's Aid Leicestershire which is described under Part A above.

Reports of domestic abuse to the police in Leicestershire increased by 643 (8.8%) to 7,902 incidents in 2013-14 compared to the previous year. The proportion of victims assessed by the police as at high risk of harm saw a steady increase throughout the year.

Referrals to specialist domestic abuse services increased by around 25% (approx. 230 people) - and these services supported over 1000 adults people affected by domestic abuse in 2013/14, which is a slight increase on the previous year.

Whilst many factors affect domestic abuse incidence and reporting it is felt that increased awareness work and training on domestic abuse during the year may have influenced the increase in reports and referrals to support services.

Between 1st April 2013 and 31st March 2014 of 324 SLF families assessed in that period there were 199 SLF families who reported DA as a factor (61.4%), 47 of which reported it as a current factor (14.5%).

Suicide and self harm

In July 2013, both boards received a presentation on the suicide reduction strategy developed under the leadership of public health. We were able to scrutinise the proposed strategy from a safeguarding perspective and secure some changes to better communicate the link between suicide reduction and safeguarding practice. It was agreed that the boards would receive regular reports on the effectiveness of the strategy and these reports will be made, initially, to the SEG, with any matters of concern escalated to the executive or boards.

The board has specifically monitored concerns that were expressed about patient care and safety at the Bradgate Unit, including the findings outlined in a published CQC report. These concerns were triggered by an increased number of reported suicides amongst patients at the unit. Board scrutiny included regular reports on the risk summits that were co-ordinated by NHS in response.

In December, Leicester Partnership NHS Trust reported that the enforcement notices imposed by the CQC had been lifted.

Prevent

A keynote presentation from the Prevent Coordinator for Leicester, Leicestershire & Rutland (LLR) was given at our development day in January 2013, as part of a broader strategy to align certain aspects of the agenda with our work.

Prevent consists of three core areas of focus with regard to violent extremist elements: institutions, ideology and individuals. It is the "individuals" strand of the strategy which offers a tailored support system to safeguard those vulnerable to radicalisation. This is being mapped against the local safeguarding structures and the LSCBs have

been instrumental in helping facilitate this.

The coordinator was invited to sit on the VCS LSCB Reference Group which has ensured that training and awareness-raising workshops have been able to reach beyond statutory partners and reach key voluntary sector roles within the children's workforce. In addition, local Prevent training has been aligned against the new safeguarding competencies framework so that attendance supports the required competencies for people in those roles.

Perhaps the most significant development is that Prevent has now been drafted into the LLR LSCB policies and procedures. This reflects its safeguarding significance and means that referrals from concerned members of the public about the welfare of a child in relation to Prevent can legitimately be made via the LSCB standard referral routes. This is a significant step forward as some people may still have a reluctance to contact the police in such circumstances. It also means that we can justifiably discuss Prevent in the language of safeguarding now that it is so closely aligned with our LSCBs.

Learning disabled adults including those in residential placements

The SAB exerted a significant focus on the findings of the South Gloucestershire SAB SCR into the abuse of patients at Winterbourne View Hospital near Bristol which had been the focus of a BBC Panorama investigation.

The focus of our work was to ourselves that local social care and health agencies had tested their own provision against the recommendations of the report, identified any areas requiring improvement and acted on these. We received a number of reports about progress made with local actions and have been assured that these actions have appropriately addressed the learning from the review.

Adults with mental health needs

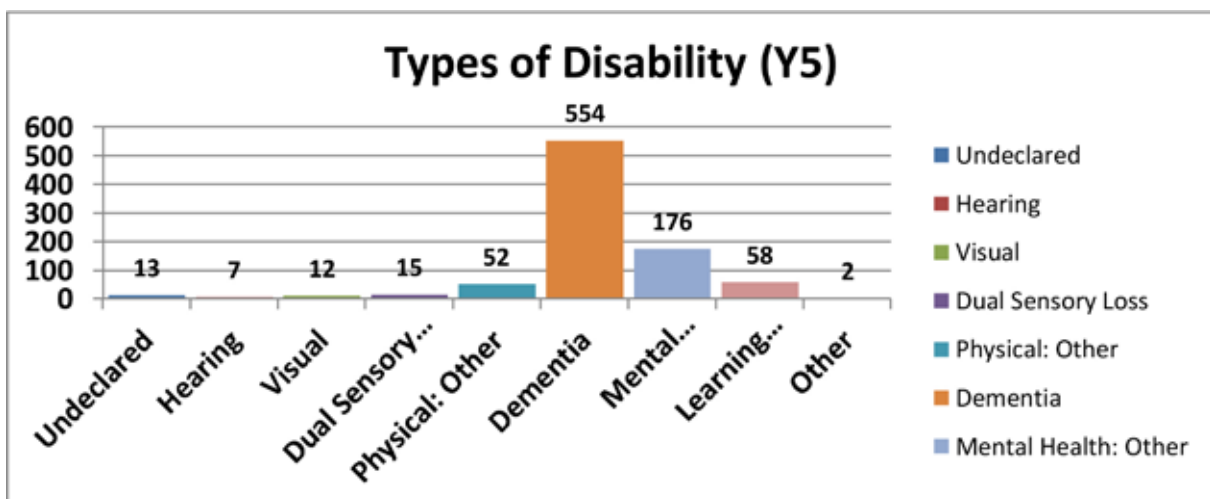
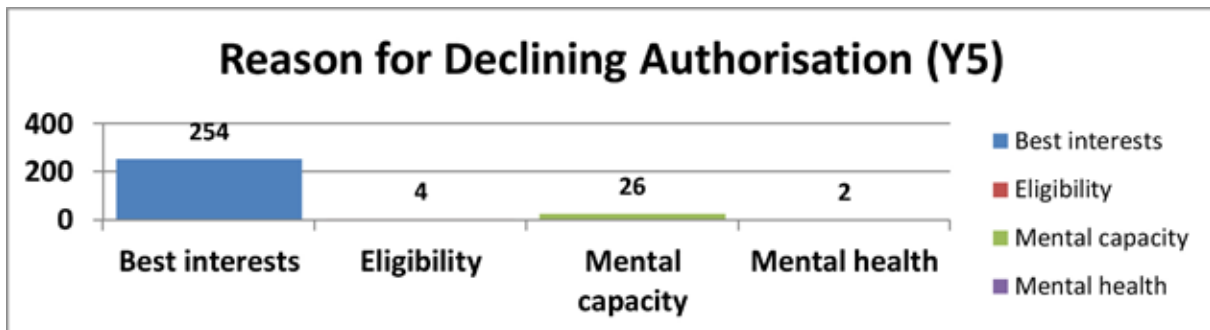
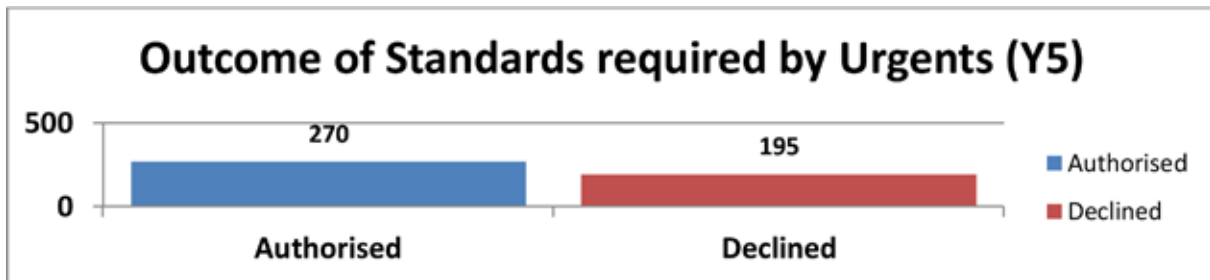
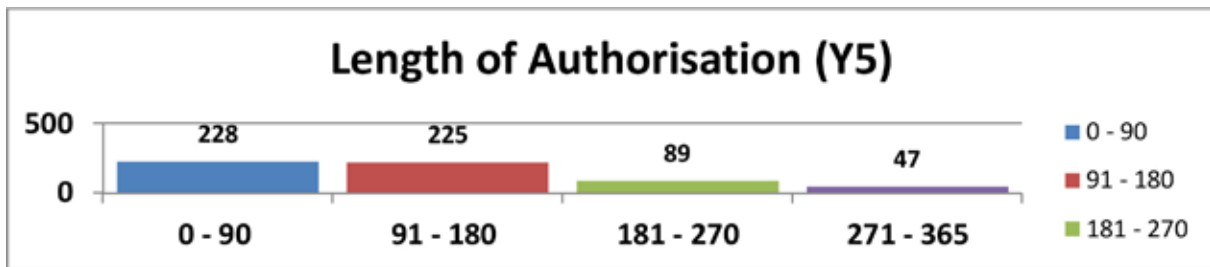
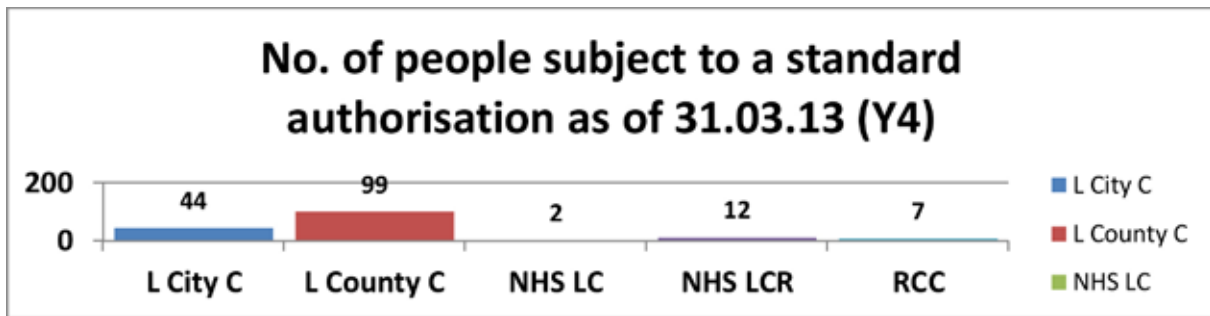
The SAB has assumed a specific focus during 2013/14 on the implementation of the Mental Capacity Act 2005 and associated work relating to Deprivation of Liberty Safeguards (DoLS). We now receive bi-annual reports on this area of work from the manager responsible.

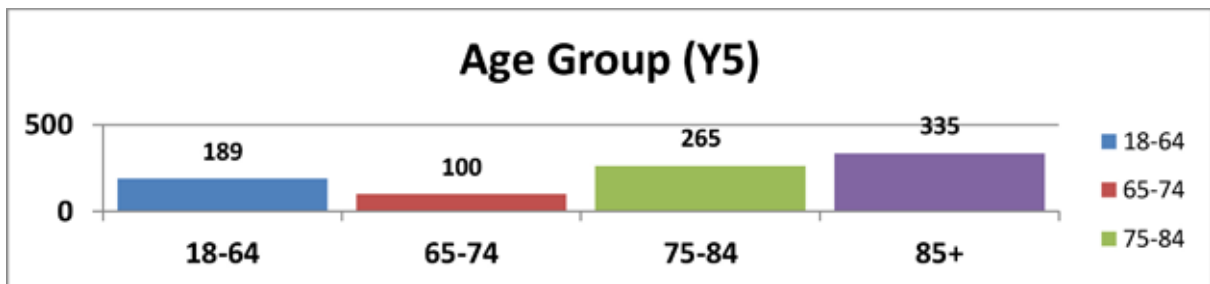
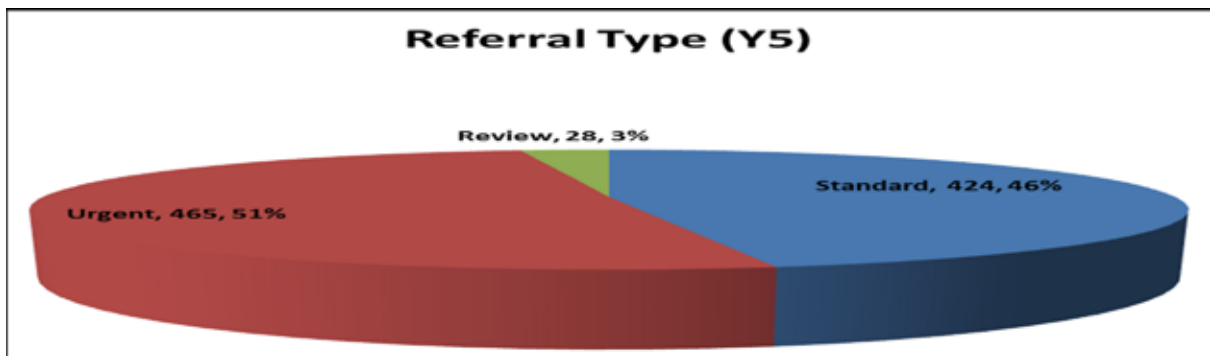
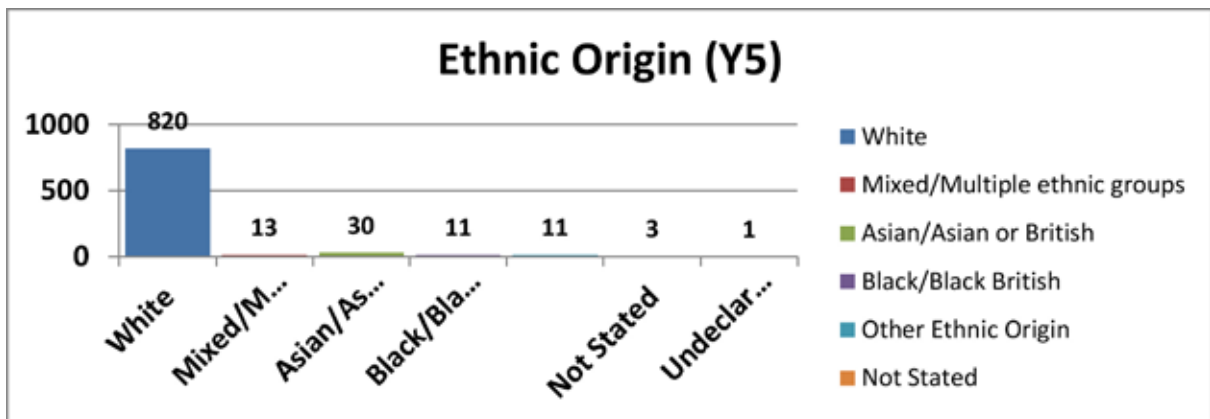
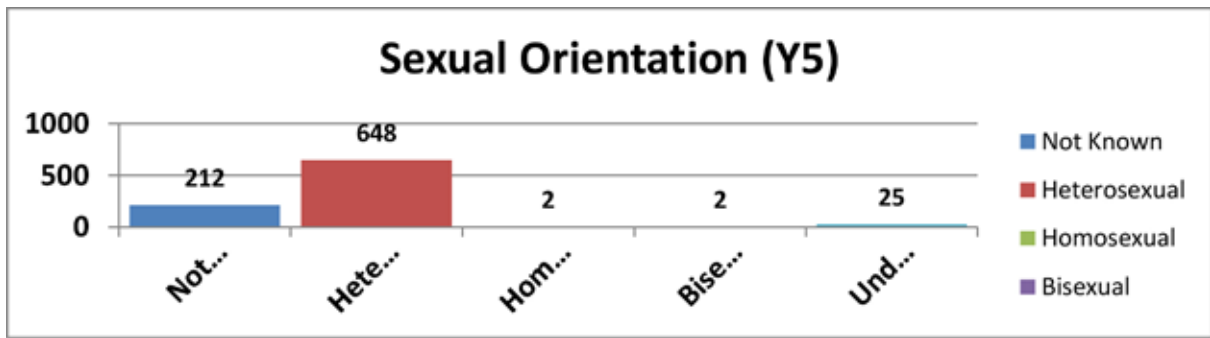
The purpose of the DoLS is to safeguard the rights of vulnerable adults living in care homes or who are in hospital, from arbitrary decisions being made to deprive them of their liberty. They aim to provide a robust and transparent framework in which to challenge the authorisation of DoLS and this is why it has been made a priority for the board.

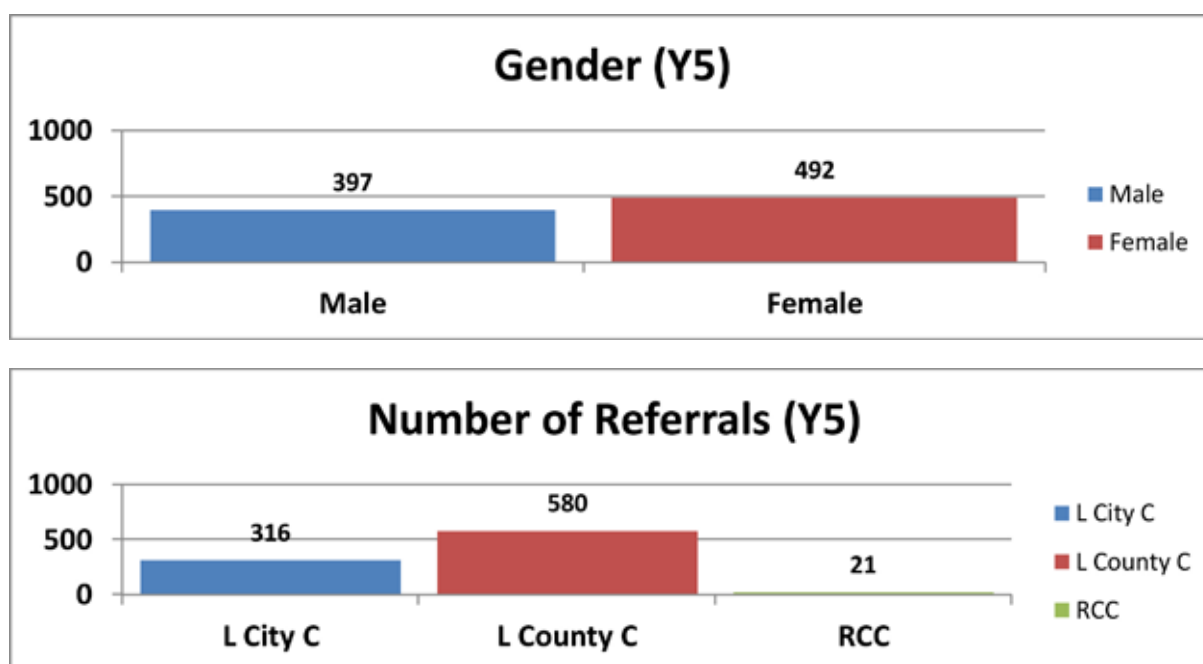
It is important to draw attention to the fact that prior to 1st April 2014, the delivery for the DoLS service was provided under a partnership agreement between the three local authorities in Leicester, Leicestershire and Rutland (LLR). The service was hosted by Leicestershire County Council. As of the 1st April 2014, the partnership separated and Leicester City now runs its own DoLS service. The data included in this report represents LLR for the period April 2013 – March 2014 - since the partnership agreement was in place during the period that is the focus of this annual report.

Referrals Breakdown

Supervisory Body	Y5 Q1	Y5 Q2	Y5 Q3	Y5 Q4	Total
L City C	64	84	87	74	309
L County C	135	141	163	143	582
RCC	9	8	5	4	26
Total	208	233	255	221	917







Some key points arising from analysis of the data.

Since the safeguards were first introduced, there has been a year-on-year increase in the number of applications for DoLS. This reflects the proactive approach taken since 2009 to raise awareness of the process. The general indicator, which has been validated by the Department of Health, is that higher referral figures are an indicator that the legislation is understood.

Leicestershire has had the highest DoLS referral rate in the country.

Within the year covered by this report, the Supreme Court handed down its judgement in the case of 'P' v Cheshire West and Chester Council which has had a significant impact on the number of DoLS referrals nationally. Initial indications are that the number of referrals has increase in Leicestershire and Rutland by approximately 25% - which is lower than in many other areas most probably explained by the higher referral rate preceding the judgement.

Approximately 60% of current referrals are repeat referrals. It is understood that the use of short authorisation may account for the higher than average referral rate.

Careful monitoring is undertaken to monitor which care homes and hospitals request DoLS assessments to understand its application in key settings.

Basic training in relation to MCA and DoLS has been provided through the Leicestershire Social Care Development Group (LSCDG) primarily to care providers but this is accessible to all front-line professionals. Agencies also organise their own MCA training.

Key issues for the future include:

- The need to address variations in awareness and ownership of MCA and DoLS practice across all agencies and care providers – particularly where there is evidence that providers have made no referrals;
- Monitoring and responding to the impact of the Supreme Court Judgement particularly in term of the impact of increased rates of referrals on resources on the DoLS team;
- Securing greater consistency in MCA and DoLS training particularly where this is commissioned and delivered in individual agencies;

- Ensuring there are sufficient numbers of ‘best interest assessors’ given the increasing workloads arising from greater number of referrals;
- Ensuring these assessors are kept updated on changing legislation, case law, policy and practice guidance.

NHS England Leicestershire and Lincolnshire Area Team has secured funding to deliver an enhanced cross-agency programme to support improved delivery of MCA and DoLS and this programme is a key element of the SAB focus in 2014/15.

Think Family – whole family multi-agency training and intervention programme for families affected by parental mental health

We have received regular reports on this research project that is being delivered by Leicestershire Partnership NHS Teaching Trust (LPT), De Montfort University and Meridien Family Programme. The project has focused on embedding a ‘whole family’ approach to the delivery of services to adults with mental health needs who are also parents.

Initial findings from the project have indicated positive outcomes and we are now promoting wider agency engagement to build on this success.

Older people particularly those in hospital and those living in residential care or nursing homes

The SAB has similarly remained sighted on local responses to key national reports relating to the safeguarding of vulnerable people particularly older people.

We received two reports relating to ‘Safeguarding Vulnerable People in the Reformed NHS: Accountability and Assurance Framework’ and ‘Care and Corporate Neglect: Corporate Accountability and Adult Safeguarding’ with a focus on identifying issues for local action.

We’ve also scrutinised local responses to the Francis Inquiry into events at Mid Staffordshire NHS Foundation Trust. An overview of the 290 recommendations was provided and local agencies

have provided assurances that they have addressed those issues that required responses locally.

The board heard that there were plans to strengthen work in the following standards:

- Complaints
- Duty of candour / workforce indicators
- Serious incidents
- Patient experience
- Information sharing
- Reviewing the structure and focus of quality visits (announced vs unannounced)

We receive regular reporting on progress with these plans.

There were also plans to review the existing collaborative arrangements across LLR including how information and data is shared. The way that concerns are reported is under scrutiny during 2014/15

Learning and improvement: a workforce fit for purpose

The Training Sub Group has continued to work effectively during 2013/14. Meetings have been held at strategic points during the year to address implementation and delivery of the programme of events, along with development of the programme for 2014/15. Meetings have been well attended, by committed people, who have ensured that agreed actions have been taken between meetings.

Particular recognition should be given to the excellent work of the project development officer and the training coordinator who together have made a major contribution to the development, administration and delivery of an continuously improving programme. In 2013/14, it enabled 1,174 people to receive training (641 in 2012/13) from 52 events (30 in 2012/13).

A programme is in place for 2014/15, to address the priorities set by the LSCB. This programme will be developed further during the year and a

number of commitments have been given already. Two main ‘gaps’ have been identified – ‘effective partnership working’ and ‘safeguarding babies’ – both of which have strategies in development to ensure that the training requirements will be met during the year.

The following are quotes from front line professionals who are feeding back what they have learnt after training:

““

“Enjoyed working in a multiagency approach with different services involved in putting the child in the centre of focus”.

(Participant from Effective Partnership Working session)

“I feel more confident to make a decision about a referral/ course of action”.

(Participant from Designated Safeguarding Officer session)

“Very informative and interesting learnt a lot to use in my work practice”.

(Participant from Child Sexual Exploitation session)

“I’ll be able to use skills learnt with future partnership working”.

(Participant from Effective Partnership Working session)

””

The continued growth of the programme, coupled with the robust coordination and monitoring, has resulted in a substantial growth in data. This has enabled a thorough analysis, confirmed trends and has continued to highlight the benefits of the inter-agency training..

The key findings in the annual report highlight that:

- 20 different themes have been available on the programme this year with a total of 52 courses delivered.
- A total of 1,174 individuals have been trained between April 2013 and March 2014.
- The reasons for ‘no shows’ and cancellations confirm the prevalence of workplace issues which impact learning and development.
- A growth in data has confirmed patterns in attendance learning, development and work based practices.
- The three month follow-up evaluation confirms longer term development and the wider benefits of inter-agency training.
- The training coordination and evaluation processes remain both central to the programme, offering a robust method of capturing the effectiveness of the training.
- Similarities in data and evaluation findings have been observed with year one, offering confidence in the analysis undertaken.

Safeguarding learning and development for schools is provided by Leicestershire County Council’s safeguarding development unit. The table below shows how many courses and the topic that were conducted in in Leicestershire and Rutland.

Course	P1 April – June	P2 July - September	P3 October - December	P4 January - March	Total
Designated Senior Person for Child Protection (inc. DSP Refresher)	118	71	148	171	508
Safer Recruitment	60	21	49	57	187
Allegations	21	13	58	11	103
Bespoke Training	33	128	120	28	309
Whole School	333 (8 sessions)	1509 (30 sessions)	366 (11 sessions)	908 (21 sessions)	3116 (70 sessions)
E-Safety	95	150	20	50	315
Total	660	1892	761	1225	4538

A major development to secure more rigorous and robust evaluation of the impact of training on service delivery and outcomes for children and young people has been the creation of our safeguarding competence framework. Launched on 1st April 2014, it will create a stronger framework within which both boards can evaluate impact.

Safeguarding adults learning and development

The strategy adopted in Leicestershire and Rutland is to support and encourage providers of services to develop safeguarding learning within their organisations. To support this, there has been a revision and re-launch of the competency framework and development of supporting guidance and tools.

The framework is for use by all staff within the Leicester, Leicestershire and Rutland (LLR) workforce and aims to support individuals and organisations to undertake their safeguarding roles and responsibilities in a confident and competent manner. There is an expectation that agencies will ensure that all staff providing a service know how to respond to concerns in line with local and national agendas.

Some individuals will work in settings which provide both universal and specialist services for adults and children. It is the responsibility of the organisation to determine the knowledge and learning that is required.

The benefits of the framework are that it:

- Provides guidance on how to identify the appropriate competency group for members of the workforce who have contact with adults at risk;
- Outlines the minimum competency for staff and volunteers in relation to their role in the safeguarding adults process;
- Provides evidence for inspection/registration i.e. CQC /OFSTED
- Provides suggestions regarding a range of training, learning and development methods and opportunities through which the competencies may be achieved;

Suggests a format for recording this evidence;

Provides best practice guidance – which assists with commissioning learning events and evaluating.

The framework went live on 1st April 2014

The SAB continues to commission two courses: Investigators and Managing the Process, both of which are delivered by the Ann Craft Trust and have received excellent evaluations



Multi agency working is key to good outcomes

(Police Officer)

Insightful couple of days

(Registered Manager)

All my concerns about investigation and planning have been answered

(Social Worker)



Safeguarding adults trainers network

This supports those who develop and deliver safeguarding learning, including those who have attended the Training for Trainers courses run by the Leicestershire Social Care Development Group (LSCDG)

It has met four times this year, with between 35 and 40 attendees from a variety of providers in the statutory independent and voluntary sector.

Throughout the year, we have briefed participants on issues in relation to legislation, historical abuse, learning from SCRs, sharing resources, finding solutions to blocks to learning and the development and implementation of the revised competency framework and best practice guidance.

The network also received input regarding the new children's safeguarding competency framework. A joint network event is planned for the summer of 2014.

Performance - Across The Childs Journey

LSCB objectives

- Ensure that sufficient, high-quality multi-agency training is available, its effectiveness is evaluated and the impact on improving front-line practice and the experiences of children, young people, families and carers is evident.
- All LSCB members support access to the training opportunities in their agencies.

What were the issues?

- The safeguarding training had not been reviewed for a number of years
- The approach being used did not have a clear link between priority areas for learning and the training programme
- The training programme did not have a set of standards that could be used to measure quality and effectiveness
- Single agency training was inconsistent and lacked a competency framework

What has been delivered?

- New minimum training standards have been introduced alongside a quality assurance process
- The themes for the training plan are triggered by Board Priorities including findings from local and national SCR's – themes have included: Domestic Violence, CSE, risks associated with digital technology
- New training strategy in place for 2014
- New competency frame work in place for 2014

- The partnership jointly funds a training coordinator role for LLR
- There has been a 83% increase in the number of people accessing multiagency training in 2013/14 compared to the previous year
- The 'no show' rate has reduced from 16% to 10%
- Nearly 300 people attended the training and development strategy briefing event

What has been the outcome?

- The post training evaluation shows that Knowledge, skills and confidence have demonstrated sustained improvement compared to pre-training.
- Frontline practitioners across the partnership are able to articulate examples of how the training they have received has had a positive impact on their practice and the way in which they have safeguarding a child
- There is clear evidence that following training there has been an increase in the number of CSE referrals
- The new minimum standards and quality assurance process is driving up quality and improving the effectiveness of training
- The competency framework has provided a platform to ensure that multi agency and single agency training is relevant and effective

Caseload monitoring

A key element of testing that the workforce is fit for purpose has been monitoring caseloads. At present, this has focused on social work caseloads but work is being undertaken in our QAPM framework to extend our coverage to other agencies. The data collected for 2013/14 is set out below.

Rutland caseloads

Average caseloads per social worker have remained steady throughout the year. There is currently one agency worker within Team 11 that will hold a caseload, but is currently covering the caseload of social worker on sick leave.

National data – Number of children in need per children's social worker

- Rutland: 14
- East Midlands: 22
- National average: 17
- SN average: 15.7

Team	No. of SWs in Team	Total Team Caseload	Avg. Caseload per SW	Lowest Caseload	Highest Caseload
Duty Team 12	3	69	17.3	16	18
Long Term Team 11	6	157	20.3	18	25
Disability Team 3	1	31	15	n/a	n/a
All Teams	10	257	17.5	16	25

Leicestershire Caseloads

- Leicestershire: 18
- East Midlands: 22
- National average: 17
- SN average: 18.10

Team	No. of staff in team used in this report	Total cases in team as at end Mar 14	Average case load	Highest case load	Lowest case load
Charn MM CiC - L'boro	13	167	12.8	20	3
Charn MM CPS - East	8	111	13.9	20	2
Charn MM CPS - Melton	6	116	19.3	25	6
Charn MM CPS - West	7	116	16.6	25	2
Charn MM FAS	15	155	10.3	15	1
Charn MM St Fam's	13	146	11.2	22	2
DCS - OT	7	146	20.9	43	1
DCS - SW	14	190	13.6	25	1
NWL HB CiC	15	154	10.3	19	1
NWL HB CPS - A	5	102	20.1	27	17
NWL HB CPS - B	5	93	18.6	27	12
NWL HB CPS - Hinckley	8	119	14.9	26	1

Team	No. of staff in team used in this report	Total cases in team as at end Mar 14	Average case load	Highest case load	Lowest case load
NWL HB FAS - C'ville	8	139	17.4	30	1
NWL HB FAS - Hinckley	7	126	18	29	5
NWL HB St Fams	12	115	9.6	16	2
OWB MH - CiC	13	140	10.8	25	1
OWB MH - FAS	10	177	17.7	28	11
OWB MH CPS	12	200	16.7	24	1
OWB MH St Fams	13	129	9.9	30	1

Allegations against staff – the Local Authority Designated Officer report

A further dimension securing a workforce that is fit for purpose is the monitoring of allegations against staff and the work of the LADO. Headlines from the annual reports of the LADOs in both Leicestershire and Rutland are set out below.

Leicestershire

The table below shows the number of referrals received by professional role and by strategy meeting. Percentages for the previous year appear are included for comparative purposes.

Role	Total referrals			Strategy meeting held		
	Referrals 2013-14	% of Referrals 2013-14	% of Referrals 2012-13	Yes		No
				Number of people	%	Number of people
Teacher	67	25	20	37	55	29
Child minder	31	11	9	15	48	15
Foster carer	25	9	7	18	72	5
School support staff	18	7	9	3	17	14
Residential social worker	16	6	3	8	50	7
Support worker	8	3	9	7	88	1
Education - non teaching staff	8	3	9	3	38	5
Sports coach	9	3	0	7	78	2
Voluntary	7	3	3	5	71	2
Scout leader	6	2		5	83	1
Police officer	6	2	2	2	33	4
Religious Leader	6	2	1	1	17	5
Head teacher	5	2	2	2	40	3
Social worker	5	2	3	5	100	

Role	Total referrals			Strategy meeting held		
	Referrals 2013-14	% of Referrals 2013-14	% of Referrals 2012-13	Yes		No
				Number of people	%	Number of people
Bus driver	5	2	1	4	80	1
Taxi driver or escort	5	2	2	4	80	1
Learning support assistant	4	1	1	3	75	1
YOS worker	3	1		1	33	2
Private Tuition	4	1		3	75	1
Youth club staff member	2	1			0	2
Probation officer	2	1		0	2	
Governor	2	1		1	50	1
Choir master	1	0			0	
Health care worker	1	0			0	1
Home care worker	1	0		1	100	
Other	21	8	13	3	14	16
(blank)	5	2	7	2	40	3
Grand total	273			140		124

The decision regarding holding a strategy meeting had not been made in nine cases at the time of data collection.

Where gaps are present, they represent professions for which data was not available from previous years

In analysing the figures above, it is extremely clear that more referrals relate to teachers than any other profession, with 25% of referrals. However, 45% of these did not result in a strategy meeting. Conversely, while foster carers are the subject of 9% of referrals, a strategy meeting was held in 72% of these cases. These figures indicate the consideration that is given to cases and the conclusion that an unsuitable foster carer can cause much more harm to a child than most other 'workers' because of the amount of time, care and opportunity to harm that is 'available'. Having noted the above, only one carer was referred to the Disclosure and Barring Service (DBS) – they worked for an independent fostering agency. No local authority carers were referred to the DBS during the period under consideration.

Nature of concerns that have led to allegations

Nature of concern	2013-14		2012-13	
	Total	%	Total	%
Emotional	15	5	14	5
Inappropriate conduct	62	23	86	28
Neglect	15	5	19	6
Physical	105	38	127	41
Sexual	67	24	41	13
(blank)	10	4	22	7
Grand Total	274		309	

While the figures for this year and last year are generally similar, number of allegations relating to sexual abuse has shown a significant increase. The reasons for this are unclear as there has been no recognisable changes in criteria or practice. This will be monitored and studied as more data is collected.

Review strategy meetings

In order to resolve allegations in a timely manner, it is desirable not to hold unnecessary review meetings. An outline of the number of meetings being held in order to resolve allegations is shown below.

Number of meetings	1	2	3	4	5	6 or more
Meetings held per allegation	73	36	19	8	2	2

Over half of allegations are resolved by the first strategy meeting, with less than 10% of allegations requiring more than three.

The possible outcomes of strategy meetings and the number of times they were used are represented below. The figures relate to individual people, although some were the subject of more than one allegation and so appear more than once. It should also be noted that more than one outcome can result from a single allegation.

Comparison of the use of the outcomes available compared over two years	2013/2014		2012/2013		Variation in %
	Strategy Meeting held		Strategy Meeting held		
	Yes	%	Yes	%	
Caution	2	1.4	3	2.0	-0.6
Cessation of use	0	0.0	1	0.7	-0.7
Criminal investigation	17	12.1	3	2.0	10.1
Disciplinary procedures	22	15.7	7	4.7	11.0
Dismissal	9	6.4	5	3.4	3.1
Inclusion on barred/restricted list	4	2.9	2	1.3	1.5
Malicious	1	0.7	3	2.0	-1.3
NFA after initial consideration	0	0.0	4	2.7	-2.7
Referral to ISA	22	15.7	9	6.0	9.7
Referral to regulatory body	5	3.6	4	2.7	0.9

Comparison of the use of the outcomes available compared over two years	2013/2014		2012/2013		Variation in %
	Strategy Meeting held		Strategy Meeting held		
	Yes	%	Yes	%	
Substantiated	45	32.1	31	20.8	11.3
Suspension	12	8.6	2	1.3	7.2
Unfounded	30	21.4	15	10.1	11.4
Unsubstantiated	29	20.7	56	37.6	-16.9
Allegation reported to police	0	0.0	1	0.7	-0.7
No further action	0	0.0	1	0.7	-0.7
Strategy discussion completed	13	9.3	3	2.0	7.3
Strategy discussion completed – NFA	25	17.9	14	9.4	8.5
Strategy discussion for adult to be reconvened	120	85.7	134	89.9	-4.2
Strategy discussion for adult to be reconvened (later cancelled)	1	0.7	0	0.0	0.7
Number of relevant people	140		149		

While most of the figures relating to outcomes in the last two years are remarkably similar, significant differences can be seen in the following outcomes;

Unsubstantiated is used in 16.9% fewer cases than last year. This is likely to be a result of strategy meetings only being convened when a meeting is necessary i.e. when the allegation is eventually substantiated. Correspondingly, the outcome of 'substantiated' is used 11.3% more than last year.

This year disciplinary procedures were noted as an outcome in 11% more cases than in the previous year - the cause of this is not clear.

Unfounded is used 11.4% more in 2013-14 - the cause of this is unclear and will continue to be monitored.

If the outcomes that indicate concerns are added together, and the outcomes that indicate no concerns are added, together the following statistics result:

2013/2014		2012/2013	
Concerning	Not concerning	Concerning	Not concerning
138	85	67	93

It should be noted that this relates to the number of outcomes and not the number of people involved. These figures indicate that while extremely similar numbers of people have been the subject of strategy meetings, those being taken through the process this year are much more likely to be seen as adults with some level of justifiable concern attributed to them. An alternative explanation for these results would be that the allegations process has become more 'punitive', however the increased use of the outcome 'unfounded' would contradict this. Other agencies involved in the process should serve to 'temper' any significant shift in threshold for the various outcomes.

The agreed action plan for the LADO service for 2014/15 is as follows:

Action	When
Consider Developments needed within Framework i including:	
<ul style="list-style-type: none"> Separating strategy discussions and strategy meetings to assist in reporting 	September 2014
<ul style="list-style-type: none"> Continue to develop the working relationship with the police including the use of the universal referral form 	Ongoing
<ul style="list-style-type: none"> Continue to monitor trends in workload to allow for improved work planning 	Ongoing, via consistent use of reports
<ul style="list-style-type: none"> Develop closure letters and feedback for 'complainants' 	By Feb 2015
<ul style="list-style-type: none"> Continue to be involved in training for head teachers 	Monthly training events
<ul style="list-style-type: none"> Consider any opportunities to offer training to external agencies, in particular residential settings 	Ongoing dependent on workload
<ul style="list-style-type: none"> Develop a 'toolkit' for organisations to use to encapsulate their own expectations of staff behaviour 	By end of December 2014
<ul style="list-style-type: none"> Establish East Midlands Regional LADO meetings 	By March 2014

Rutland

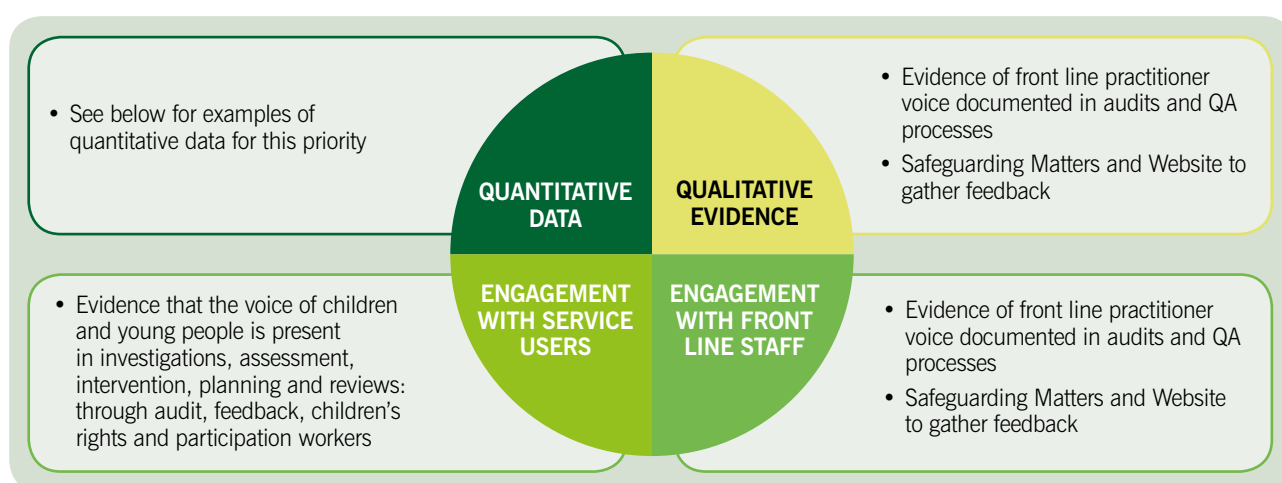
There were 17 referrals in 2013/14 compared with 15 in 2012/13. Two did not meet the LADO criteria -one was not working with children and one was a conduct issue, and one was investigated by a neighbouring local authority. Of the remaining 14 allegations, seven were substantiated, four were unsubstantiated, two were unfounded and one is still to be resolved. The majority of referrals related to educational establishments, with a small number of referrals in relation to sports coaches. A new LADO protocol has been written to build on the LSCB procedures and set out clear guidance for all agencies involved in the LADO process.

What do we need to do in the future?

Priorities 2- 5 of our new business plan set out the actions identified for next. The plans for each area of work are set out on the following pages.

Priority 2a: To be assured that children and young people are safe

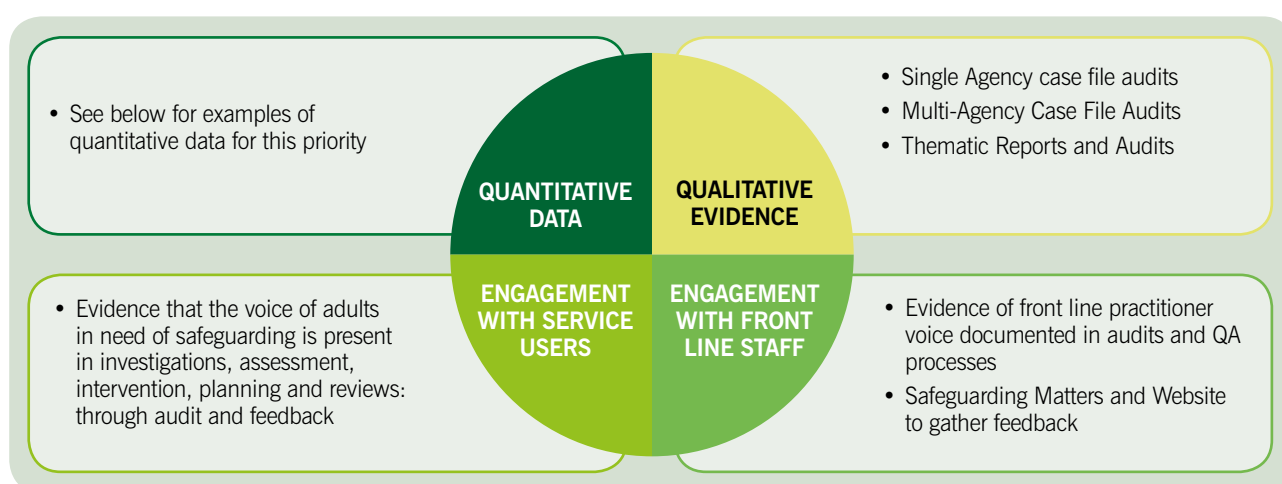
- To be assured of the quality and impact/ effectiveness of services across the 'child's journey'
- To be assured that thresholds for safeguarding children are clear, understood and consistently applied
- To be assured that the impact of universal and early help intervention reduces the numbers of children requiring protection and care
- To be assured that the quality and impact of single and multi-agency children protection practice is effective
- To be assured that children at high risk/ vulnerable are being identified (e.g. child sexual exploitation, children missing from home and care, bullying) and risks managed to secure a positive outcome



- Contacts recorded by duty/ first response
- Number of early help / CAF referrals made by different agencies
- Number of referrals to Supporting Leicestershire Families / Changing Lives Rutland
- Referrals recorded by duty/ first response
- Sources and outcomes of referrals and re-referrals
- Number of referrals and assessments where [domestic abuse] [CSE] [children missing] [bullying] [Female Genital Mutilation] [priority] is a factor
- Factors identified at referral and assessment
- Number of children reported to police as missing from home (>24 hours)
- Number of offences recorded by police where a parent or carer wilfully assaults, ill-treats, neglects, abandons or exposes a child <16 in a manner likely to cause the unnecessary suffering or injury to health
- Number of internet safety incidents where the police were involved
- Sexual offences recorded by the police including rape, sexual assault, child grooming and offences related to indecent images of children
- Number of first time entrants into the youth justice system
- The rate of A&E attendance caused by unintentional and deliberate injuries to children and young people aged 0-17 (N6)
- Timeliness of assessments
- Strategy discussions
- Number of child protection enquiries
- Child protection conferences
- Number /% of children who have been subject of a child protection plan for more than two years or for a second or subsequent time
- Child protection plans by category of abuse
- Children who are subject of a child protection plan per 10,000 population aged under 18

Priority 2b - To be assured that adults in need of safeguarding are safe

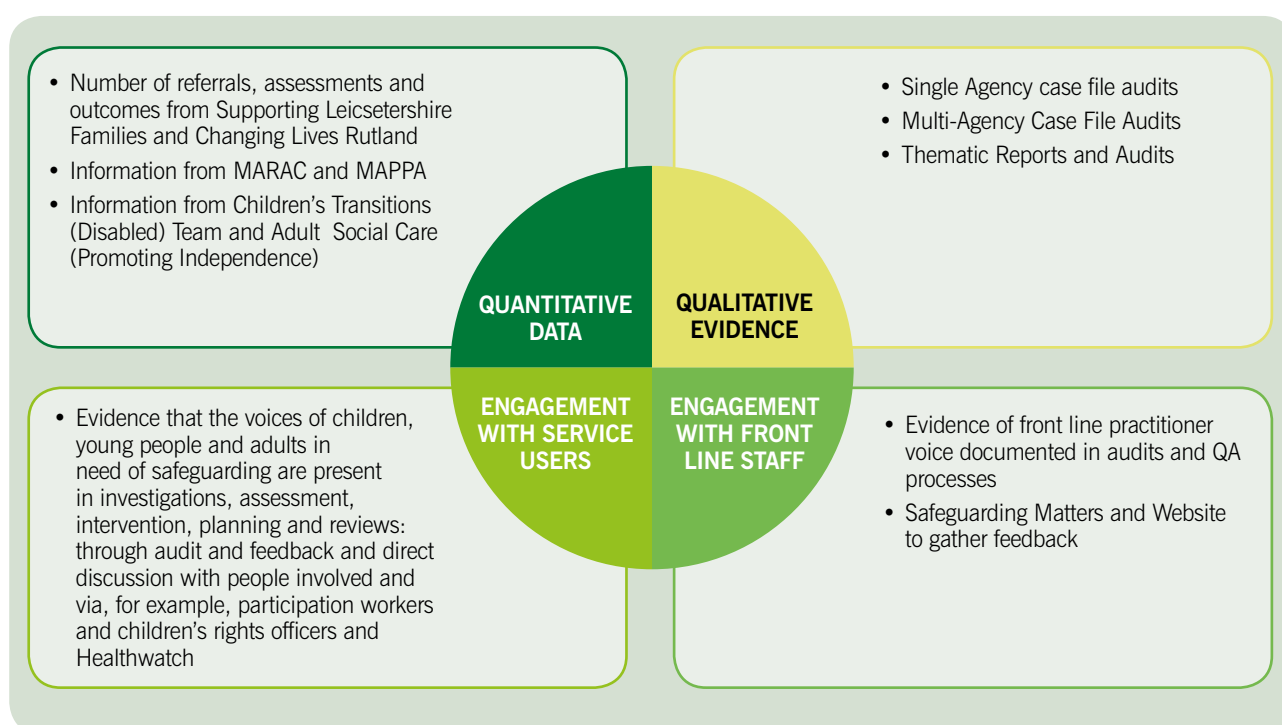
- To be assured of the quality and impact/ effectiveness of services to adults in need of safeguarding
- To be assured that thresholds for safeguarding adults are clear, understood and consistently applied.
- To be assured that the impact of universal and early help intervention reduces the numbers of adults requiring protection and care.
- To be assured that the quality and impact of single and multi-agency adult protection practice is effective.
- To be assured that adults at high risk/vulnerable are being identified (e.g. mental health, domestic violence) and risks managed to secure a positive outcome



- Number of referrals to social care
- Primary client type
- Outcome of referrals
- Repeat referrals
- Primary age group
- Source of referral
- Type of abuse
- Offenders discussed at MAPPA that have an assessed learning disability or allocated CPN
- Protection plans
- Deprivation of Liberty (DoLs) information
- Numbers of vulnerable adult referrals that do not have a crime report attached
- Numbers of adult referrals that do have a crime attached
- Multi-agency investigations in the community
- Total number of referrals processed by the police
- Multi-agency investigations in registered settings

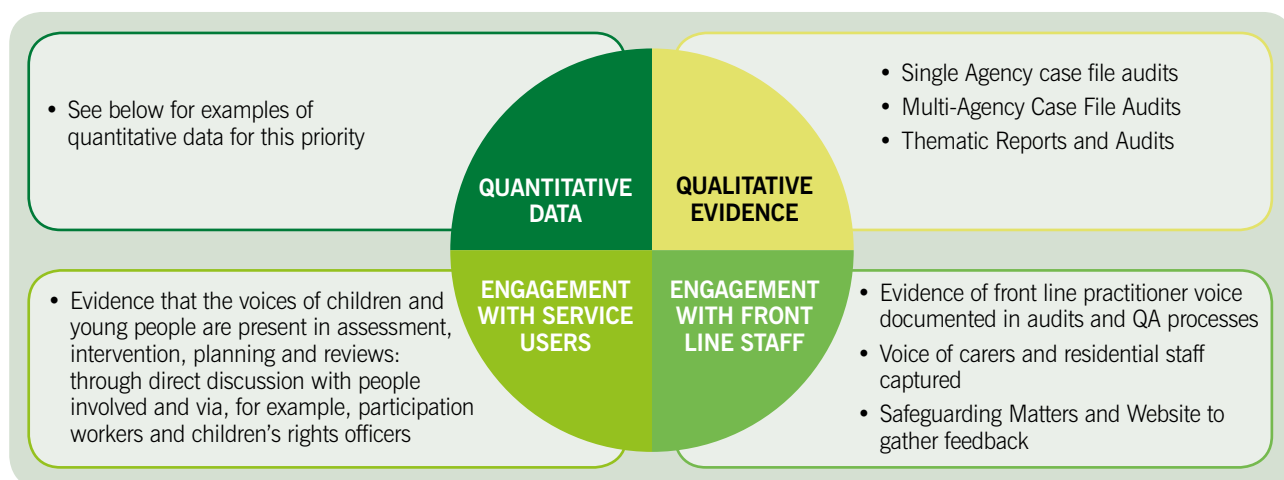
Priority 2C – To be assured that services for children, services for adults and services for families are effectively coordinated to ensure children and adults are safe

- To be assured that young people who are receiving services from children’s services successfully transition to adult services where necessary
- That adults who are assessed as posing risk to children, young people and adults in need of safeguarding (such as MAPPA and MARAC) are effectively managed and that risk to others is mitigated
- To be assured that services that work with “whole” families is effectively coordinated – e.g. Supporting Leicestershire Families and Changing Lives Rutland, and secure added value in ensuring and co-ordinating effective safeguarding.



Priority 3a: To be assured of the quality of care for any child not living with a parent or someone with parental responsibility

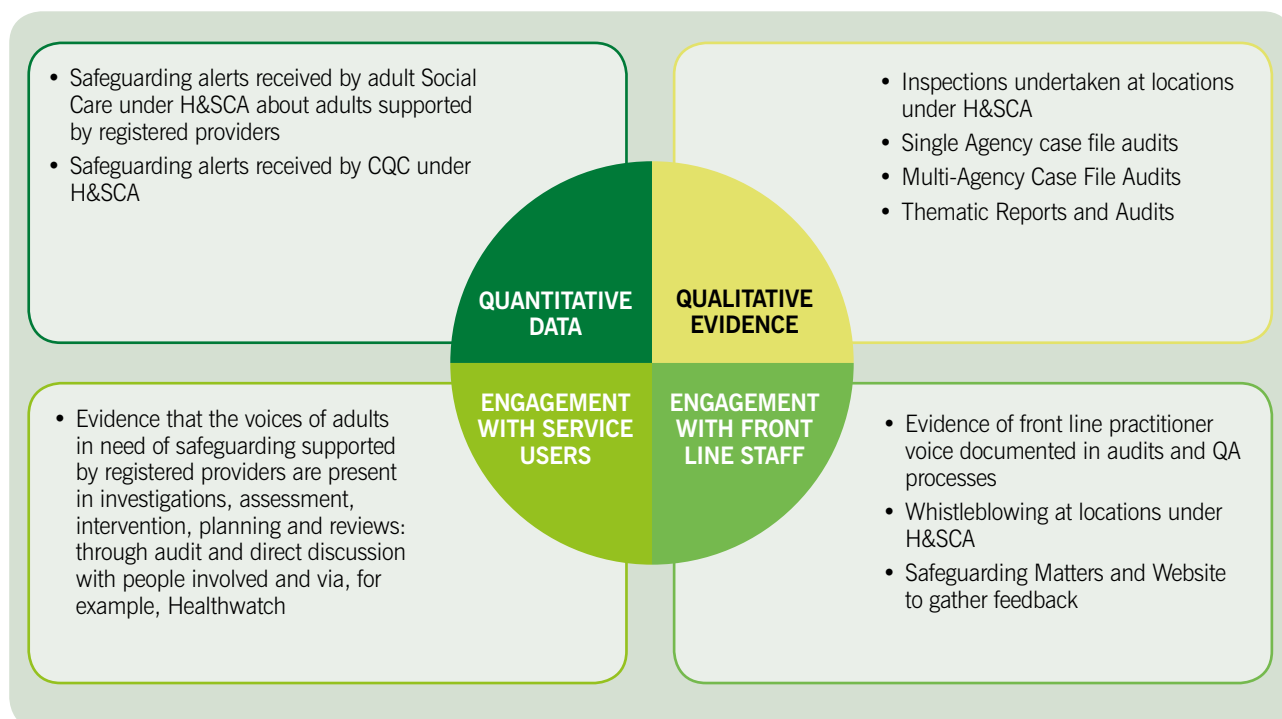
- To be assured that partner agencies are fulfilling their responsibilities as corporate parents (e.g. sufficient local accommodation)
- To be assured that children/young people who are privately fostered are identified and supported
- To ensure awareness is raised of the notification requirements for private fostering, and the effectiveness of this is monitored
- To be assured that children and young people placed in Leicestershire and Rutland from other areas are safe
- To establish and maintain robust interface with other Looked After Children bodies (charity, respective roles and responsibilities)



- Number of referrals re private fostering
- Number of children supported in private fostering
- The number of looked after children
- Number of children referred as moving into Leicestershire or Rutland from another local authority
- The number of looked after children by placement type
- Stability of placements of looked after children: length of placement
- The number of looked after Children who are placed out of county
- Looked after children cases which were reviewed within required timescales
- Number and proportion of looked after children with three or more placements
- Number of looked after children missing from care
- The number of looked after children achieving health and education outcomes
- Care leaver information

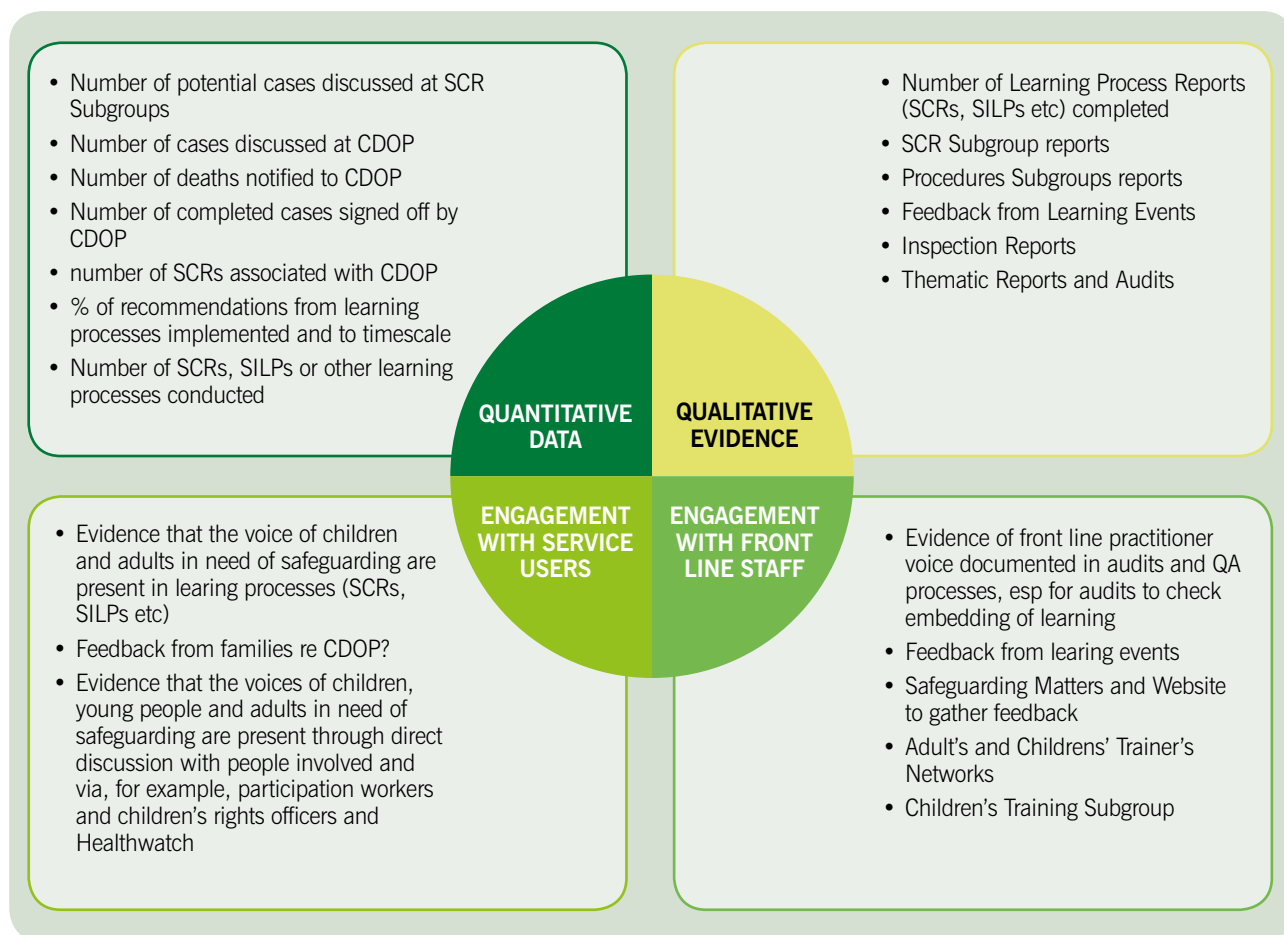
Priority 3b: To be assured of the quality of care for any adult supported by registered providers

- To be assured that adults living with or receiving services from registered providers are safe
- To be assured that providers are effective in carrying out their safeguarding responsibilities and that as a result service users are safe.
- To be assured that safeguarding roles and responsibilities and outcomes are explicit in commissioning, contracting, monitoring and review of services



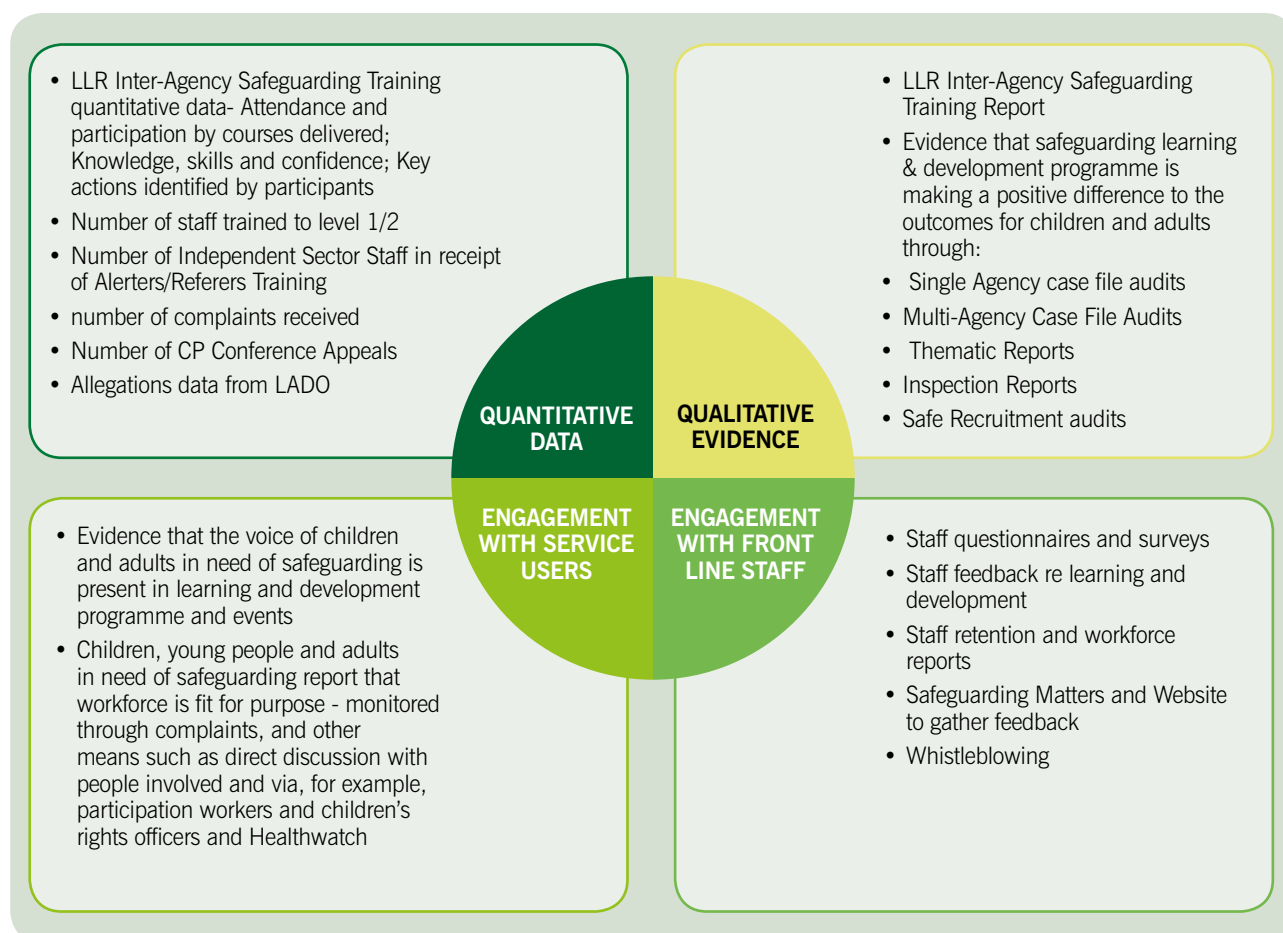
Priority 4: To be assured that our learning and improvement framework is raising service quality and outcomes for children, young people and adults

- Apply the framework and ensure its effectiveness (including national SCRs)
- Ensure learning from national and regional SCRs and other learning processes is incorporated into the practice of partner agencies and the partnership
- Ensure the effectiveness of Child Death Overview Panel for Leicestershire and Rutland and that lessons from child deaths in both counties are understood and consistently acted upon
- Implement the performance management framework and ensure its effectiveness
- To ensure that policies and procedures are 'fit for purpose'



Priority 5: To be assured that the workforce is fit for purpose

- To be assured that the workforce is competent as measured by the competency frameworks through quality assurance
- To monitor and evaluate the effectiveness of training and development in terms of the impact on the quality of safeguarding practice and outcomes for service users
- To be assured that the workforce is safely recruited
- To be assured that allegations made against people who work with children and adults are dealt with effectively
- To hear the voice of practitioners



Improving the effectiveness of communication and engagement

The third priority in our business plan for 2013/14 was to improve the effectiveness of communication and engagement.

What we planned to do.

Develop an effective communication strategy to raise the profile of the board and its work and to secure learning and improvement in safeguarding practice across Leicestershire and Rutland.

Develop a robust media strategy that was both proactive but also responsive and effective when serious incidents occur.

Develop an effective engagement strategy so that children, young people and vulnerable adults better engage with us and shape the planning, delivery, monitoring and evaluation of services.

Develop effective engagement with front-line staff from across partner agencies so that they are able to shape the planning, delivery, monitoring and evaluation of services.

What we did.

The Communications and Engagement Sub-Group formulated a communications strategy and a separate engagement strategy which were agreed by the boards in 2012/13. These have continued to be implemented with any communication needs being identified at each sub group meeting.

‘Safeguarding Matters’, the boards’ quarterly newsletter for practitioners, was launched in February 2013. During 2013/14, we have issued four editions including a special for schools. ‘Safeguarding Matters’ is now issued electronically as well as in hard copy. The current distribution list contains over 240 individuals or teams and is growing. The business office receives requests for hard copies which are also circulated via the board and sub group meetings.

Future distribution emails will only contain the webpage link to encourage people to visit the site and to view other publications such as the SCR special edition.



Communicating Learning and Improvement

LSCB objectives

- As part of the learning and improvement framework the LSCB aims to ensure that learning and information is effectively communicated across the partnership
- Communication methods meet the needs of children, families and adults.
- Provide an effective communication platform for professionals, member's of the community and board member's to access up to date information and policies

What were the issues?

- The old website did not reflect the LSCB and SAB governance structure and failed to capitalise on the combined strength of the collective Boards. Professionals and members of the public found it difficult to navigate and use.
- Lessons and information from key thematic priorities such as CSE, private fostering needed to be effectively communicated.
- Safeguarding Matters publication needed to refresh and respond to feedback from partners
- A coherent communications strategy needed to be developed
- Some existing leaflets did not reflect findings from SCR's

What has been delivered?

- New combined LSCB and SAB website went live in February 2014
- All leaflets have either been revised or in the process of revision
- Safeguarding Matters publication has been refreshed and 'special editions' responding to specific SCR findings
- Combined Adults and Children learning events brought over 200 practitioners and managers together to discuss lessons from SCR's and the impact on practice.
- There has been active consultation with partners regarding the content of information leaflets.

What has been the outcome?

- In April 2014 the website recorded more than 9500 'hits' this was a 37% increase from the previous month
- There has been a 30% increase in the number of times the website has been used to access information on SCR's
- The learning event and subsequent issue of Safeguarding Matters has received recognition from 'Community Care' and authorities across the country wanting to adopt the '20 things to consider' prompts

The Leicestershire and Rutland Safeguarding Boards' website was re-designed and re-launched in January 2014, providing a more user-friendly and easier-to-use format. Within the first 12 weeks, it had received over 5,000 visits and over 18,000 different page views.

We attended meetings of the Leicestershire and Rutland youth councils to raise awareness of the LRLSCB, and to enable young people to identify proposed priorities for our business plan.

We met with 'young inspectors' from Rutland to identify ways in which they could incorporate safeguarding into their programme both as a cross-cutting theme and as a targeted area of inspection.

We received reports from the children in care councils and children's rights services to remain informed of the views and opinions of looked after children.

We carried out a schools survey through Leicestershire and Rutland Schools Councils, again to gauge key safeguarding issues for children and young people for consideration during our business planning process.

We engaged with 'young inspectors' in Rutland to develop proposals for the inclusion of safeguarding issues as both cross-cutting and targeted elements with the young inspectors programme.

What has been the impact of what we did?

The safeguarding priorities arising from engagement with children and young people were fed into discussions at our development day in January 2014. This led to the inclusion of e-safety/e-bullying as a key priority in our 2014/15 business plan.

We have considered a range of views and opinions of children and young people across the continuum of provision from universal, through early help and into child protection and care. A range of such views that we have been sighted on are set out below.

A total of 110 schools and academies took part in the schools survey including 10 from Rutland. In total 1,240 surveys were completed by pupils with

the bulk of the surveys being completed by five– 14 year olds. The overall age range was from four – 19, with 48.1% respondents being female, 47.9% male and 4% not stated. The full results can be found on our website:

<http://lrsb.org.uk/the-voice-of-the-child-or-young>

The top five concerns identified in the survey were:

1. Being approached by a stranger either on line or when out
2. Being hurt by people
3. Health worries about their family
4. People doing drugs
5. Identity theft (for future surveys we would phrase this differently: 'people pretending to be you or a friend on line').

These issues are now being addressed in our work for 2014/15.

Some key messages the survey:

“Constantly bullied by a gang, made to feel bad about myself and I worried about going back to school”

“I'm worried about self-harm help not being good enough or CONFIDENTIAL”

“Persuaded to do something I don't want to do (drugs / smoking)”

Rutland early help

The engagement of service users has been essential and paramount to the success of achieving outcomes at an earlier stage. As services within early intervention mainly involve voluntary engagement, as opposed to statutory services where it is compulsory for a family to engage with services, there is a higher success rate of engaging with children, young people and families through the whole process. People feel more in control in defining what their needs are and what needs to happen to improve their circumstances. Where engagement is refused on this basis, practitioners are persistent in working with the family to help them see the benefits of receiving support at an earlier stage.

A key tool that has been adopted as a method for assessment and evaluation across the People directorate is the "Richter Scale". This tool has been crucial in enabling families to engage fully with services and take ownership to take action and create change. All staff within early intervention and social care have been trained in the use of this tool.

The service is in the early stages of requesting feedback for the Changing Lives work. They recently received this quote from a young person who is 18 years old and from a family they have been working with since April 2013.

"Changing lives has helped us a lot more than other help as the help and support given is a lot more useful and helped us as a family a lot more. All the family have benefitted from the help given as well and we all have progressed in every field of life. The approach that Sue has had with our family has been great very 'to the point' but also talks to us as though she is on our level and doesn't talk down to us :) changing lives has helped me personally because they have helped me to cope with everything

we have been through a lot better and best of all, all the meetings we have had managed to get me my fulltime job. I do think that family life is better after all the help we have received because we work better together and also not so many arguments are caused between us. All that changing lives has offered has been amazing and I don't think that there is anything else that they can offer as everything done so far has been brilliant and helped us significantly"

LCR carried out an exercise entitled: Do children and young people think they are safe?

The following quote comes directly from young people in relation to their experiences, as reported to the Leicestershire children's rights officers.

"Working together helps because everyone needs to join together as a team to support ME and those all around me, so that I do well at school, feel cared for at home and am able to believe I can achieve whatever I want"

LAC

"On Sunday we wanted dad to take us to dinner but he said he was busy and what! Is work more important than us kids?"

R, 11

"I like going to Grandad's coz we can go on our laptops. We can't take them home coz we don't have internet."

K, 10

“I don’t think the reason for the Child Protection Plan starting in the beginning is there anymore. Mum’s fine.”

B, 13

“I worry that we can’t see dad, like we can’t stay over with him.”

M, 12

I can talk to Nanny, I can tell her anything. B, 13

“I feel like I’m not coping with my mum. I’m finding her really hard. I’m worried about how much more I can take of my mum.”

G, 16

“I want dad to listen more and stop being on the phone all the time.”

R, 11

“We’ve never had a mum & son talk, we should have been able to talk about everything that has happened, but we haven’t been. I want to talk to my mum about stuff, not just hide it.”

J, 16

“I feel like I’m not coping with my mum. I’m finding her really hard. I’m worried about how much more I can take of my mum.”

G, 16

What do we need to do in the future?

Our business plan for 2014/15 continues to prioritise improvements in our work to engage with and secure the participation of children, young people and adults.

Under priority one, which seeks to ensure that safeguarding is everyone’s business, a key objective is:

To be assured that the ‘voice’ of children, young people and adults is heard and acted on

The focus of our actions next year will be to extend our engagement beyond strategic groups such as youth councils and children in care councils, to specific communities of interest and to service user feedback at service delivery point. The intention is to work with existing mainstream engagement and participation groups so that safeguarding can feature on their agendas. This will facilitate more voices being heard as we plan our business plan and evaluate performance in the annual report. This will include working with Health watch to enable them to include safeguarding in their interfaces with patients both children and adults.

5. Serious case reviews and CDOP

Serious case reviews

The work of the SCR sub group was discussed in chapter three.

There were no SCRs within the children's or adults' arenas for Leicestershire and Rutland within the 2013/14 year. As previously commented, the board office undertook two domestic homicide reviews that the SCR subgroup had oversight of. These were submitted to the Home Office for approval and both are judged as 'adequate'.

Child Death Overview Panel

One of the duties of the LSCB is to ensure a review is undertaken on the deaths of all children who are normally resident within their area.

The duties undertaken by the LLR CDOP are as outlined in chapter 5 of 'Working Together to Safeguard Children 2013'. The child death overview process has been established within LLR since February 2009. 'Working Together to Safeguard Children 2006' outlined the duties of the LSCB to undertake a review of any child death resident within their area. 'Working Together to Safeguard Children 2013' re-emphasised the need to ensure a process is in place to undertake this work.

The remit of the child death overview process is to co-ordinate a systematic review of the death of children between 0 and 18 years of age, the review does not include stillbirths.

The process incorporates two interrelated pathways that allow for expected and unexpected deaths to be reviewed ('Working Together to Safeguard Children 2013' p73). The purpose of which allow for;

- (a) collecting and analysing information about each death with a view to identifying-
 - any case giving rise to the need for a review mentioned in regulation 5(1) (e);
 - any matters of concern affecting the safety and welfare of children in the area of the authority; and
 - any wider public health or safety concerns arising from a particular death or from a pattern of deaths in that area;
- (b) putting in place procedures for ensuring that there is a coordinated response by the authority, their board partners and other relevant persons to an unexpected death." (HM Government, 2010).

The child death overview process is not an investigation and does not supersede the need for organisations to undertake their own reviews following the death of a child. It is intended that the child death overview process will incorporate issues identified within the SCR and SILP processes to ensure shared learning.

A table follows that gives an overview of the cases within Leicestershire and Rutland:

Cases taken to panel = 47
 No. of Panels = 8
 No. of Panels were cases discussed = 6
 No. of developmental Panels = 2

Unexpected
 County = 13

Gender		County
Male		6
Female		7

Age		County
0-27 days		2
28-364 days		5
1 - 4 yrs		2
5-9 yrs		2
10-14 yrs		2
15 - 17+364 days		0

Category	County
1. Deliberately inflicted injury abuse or neglect	4
2. Suicide or deliberate self harm	0
3. Trauma & other external factors	2
4. Malignancy	0
5. Acute medical or surgical condition	1
6. Chronic medical condition	0
7. Chromosomal genetic & congenital anomalies	2
8. Perinatal/neonatal event	0
9. Infection	4
10. Sudden unexpected unexplained death	0

From the CDOP process, the following positive outcomes have been identified:

- Relevant doctors and midwives are receiving feedback via quarterly meetings.
- Children and families are being supported around their choices for end of life care.
- Close liaison with professionals to ensure bereavement support is being offered to families, including siblings.
- Appropriate referrals are being made for genetic counselling for families.
- Interpreting services are being utilised effectively.
- CDOP is linking into the work being undertaken and progressed by the Joe Humphries Memorial Trust.
 - This includes the Child Death Review Manager speaking at local conferences
 - CDOP are currently exploring possible options for increasing public awareness/training with regard to basic life support.
- Good (regional) multi agency work for oncology patients.
- Good (national) multi agency work for children with life limiting conditions.
- Good service provision for those with an end of life care plan (in supporting wishes of the family and child).
- Demonstration of active family involvement regarding palliative care decisions.
- Identification (during a home visit) of a family's additional vulnerability, leading to appropriate referrals to agencies.

6. Looking forward 2014/15

This annual report has set out in detail the work that the LRLSCB and LRSAB have undertaken during 2013/14, together with analysis of the impact on both service performance and safeguarding outcomes for children, young people and adults in Leicestershire and Rutland.

Much has been achieved across the partnership of agencies that make up the boards. However much remains to be done, both to sustain and develop our work and to respond to new challenges that have arisen through national and local change.

Although the plan will still be developed against a range of drivers, we've agreed a new approach to business planning for 2014/15. The drivers include:

- National policies strengthening safeguarding arrangements and the roles of LSCBs, including Working Together 2013 and the Care Act 2014;
- Recommendations from inspections that have been undertaken in member agencies, including the most recent Ofsted inspections of the local authorities;
- The Ofsted framework for the review of LSCBs;
- The ADASS 'Top Ten Tips' for effective safeguarding adults boards;
- Peer reviews/challenges undertaken as part of the East Midlands arrangements;
- The outcomes of SCRs – emerging from both national and local reports;
- Evaluations of the impact of previous business plans and analysis of need in Leicestershire and Rutland, including the Joint Strategic Needs Assessments (JSNA) carried out in both counties
- Key areas of safeguarding specific to Leicestershire and Rutland – as evidenced by quality assurance and performance management data;
- Priorities for action emerging from QAPM operated by the boards;
- Responses to the views of stakeholders, including the outcomes of engagement activities with children and young people;
- Best practice reports issued by Ofsted, ADCS, and ADASS.

Our new approach seeks to better align the business plan with the QAPM, the budget and our risk registers. It is built around the following key strategic priorities:

Priority 1: To be assured that 'safeguarding is everyone's responsibility'

Priority 2a: To be assured that children and young people are safe

Priority 2b: To be assured that adults in need of safeguarding are safe

Priority 2C: To be assured that services for children, services for adults and services for families are effectively coordinated to ensure children and adults are safe

Priority 3a: To be assured of the quality of care for any child not living with a parent or someone with parental responsibility

Priority 3b: To be assured of the quality of care for any adult supported by registered providers

Priority 4: To be assured that our learning and improvement framework is raising service quality and outcomes for children, young people and adults

Priority 5: To be assured that the workforce is fit for purpose

We've also developed a number of objectives which underpin our work:

- Safeguarding services are co-ordinated
- The voices of children and adults are heard
- The voices of staff are heard
- Sub-regional and regional co-ordination will be maximised
- Effective communication must underpin all board activity

A detailed action plan has been produced to support the implementation of work against each of these priorities. A full copy of our business plan for 2014/15 is attached at appendix 1.

The effective delivery of these strategic objectives will rely, as always, on the leadership of our board members, and on the support of front-line staff across the partnership. I look forward to the continuing commitment of these groups in the next year and beyond, so that we can continue to be confident that safeguarding is everyone's business and that children, young people and adults in Leicestershire and Rutland will be safe.

Paul Burnett

Independent Chair, Leicestershire and Rutland Local Safeguarding Children Board and Safeguarding Adults Board

Appendix 1

BUSINESS PLAN 2014/15

Appendices 2 and 3

Protocols with Health and Well-Being Boards – or
web links to these.

Appendix 4

Annual Report of the Leicester, Leicestershire and Rutland VCS Reference Group 2013-14

1. Introduction: VCS Reference Group functions, priorities and membership.

The Leicester and Leicestershire/Rutland LSCB VCS Reference Group works on behalf of the VCS, acting as a conduit for communication between the LSCBs and the VCS. The group is proactive in engaging the involvement of the VCS in the work of the LSCBs and has identified the following responsibilities:

- To represent VCS perspectives to the LSCBs and identify VCS representatives to attend LSCB Subcommittees as appropriate.
- To seek the views of the VCS and raise awareness of the work of the LSCBs.
- To raise the awareness of the LSCBs in relation to the work of the VCS.
- To identify appropriate safeguarding resources available to the VCS.
- To create and maintain appropriate links with other VCS networks.

A total of 10 different VCS groups are represented on the group, with additional efforts being made to expand membership.

2. L&R LSCB priorities 2013-14: VCS Reference Group contribution to each priority area.

The following outcomes have been retrieved from the VCS Reference Group 2013-14 action plan and mapped against the relevant board priorities. The broader achievements of the group have also been highlighted to further demonstrate its contribution.

2013-14 strategic priority one: Improve the effectiveness and impact of the boards

VCS group actions, priorities and achievements:

The group has undertaken the following activities under each outcome:

VCS Reference Group: Action plan outcome 1 – ‘Agencies within the LSCB are aware of VCS services and the contribution the VCS can make to the Safeguarding Children & Young People agenda’.

- **Sub-group representation** - Regular attendance maintained throughout the year at Leicestershire/Rutland LSCB and relevant sub-groups including:
 - **Leicestershire & Rutland** - LSCB, LSCB/SAB Executive and the SEG
 - **Leicester, Leicestershire and Rutland** - Joint Executive, Safeguarding Training Commissioning & Development Group

Children Workforce Development reports -

Reporting on activities and key achievements to LSCB Executive Groups via the LSCB Managers; including relevant information from Annual Workforce Data Profiles and Inter-Agency Training Evaluation Report.

- Bi-annual reports to the executive groups have not been produced and presented, however, this annual report includes key information from the

inter-agency analysis and evaluation report. (All reports produced by the CWD Projects Team are shared with members and cascaded to the sector).

- (Annual workforce data profiles, identifying Private, Voluntary and independent groups/ organisations that work directly with and support children, young people and families, together with a Training Needs analysis, showing numbers of staff and volunteers who have received safeguarding training or are in need of safeguarding training, will only be provided for Leicester as funding for this work has ceased in both Leicestershire and Rutland).
- **LSCB representation** - L&R LSCB representation on the group and feedback from the LSCB is also provided by the Deputy Chair (voluntary sector representative for the LSCB).
- **Training** - Information fed back to group in relation to the training needs of the sector, collected through the Inter-Agency Training Evaluation Report and training enquiries:
 - Raising awareness of need for essential awareness training
 - Input into Competency Framework from a VCS perspective
 - Information from inter-agency training in relation to VCS access to the training and immediate impacts on knowledge, skills and confidence.
- **Risk analysis** – The Deputy Chair took part in a risk analysis session with the LSCB; exploring the potential risks to the board if the business plan objectives are not met.
- **Sharing VCS issues** – The VCS representatives regularly discuss the key safeguarding issues they face as part of their day to day practice; allowing risks to be highlighted to the LSCB and different agencies to share ideas. In addition, the group discusses potential pressures on other VCS services in relation to capacity, reliance on services and expectations of VCS referral agencies, particularly as governmental changes and reduced funding take effect.

- VCS services - The VCS representatives regularly share information relating to their service delivery, which proves highly useful for signposting and overall LSCB knowledge of VCS local services.

IMPORTANT: It is not possible to provide assurances to the Leicestershire and Rutland LSCB of the contributions made by small and medium VCS groups and organisations to ensuring children and young people are safe

VCS Reference Group: Action plan outcome 2 - 'Agencies within the VCS are aware of the LSCB and their responsibilities to safeguard children & young people within LSCB procedures and guidance'.

- Children's Workforce Matters Website - The Leicestershire and Rutland LSCB is referenced on the CWM website, with links to the board website. The CWM website also links to the Voluntary Action LeicesterShire website; enabling users to access LSCB information more easily.
- Group 2 essential awareness training - Information regarding the board is included in training sessions that are delivered by the County Council. This aims to raise awareness of the role and responsibilities of the board and the participant's individual responsibility to safeguard children and young people.
- CWM e-briefings & communication with the VCS - CWM e –briefings are sent out every two weeks. During 2013-14, information has been included on:
 - Disclosure and barring
 - Safeguarding training
 - Thresholds guidance
 - LLR safeguarding learning competency framework
 - Safeguarding for trustees training
 - Impact of domestic violence on children

Information has also been provided for the boards' Safeguarding Matters newsletter

SCR dissemination - SCR briefings are disseminated to the Private, Voluntary and independent sector organisations through the CWM e-briefings and are highlighted on the CWM website. These include a summary of learning particularly relevant to PVI organisations along with 'questions to consider' to encourage organisations to examine organisational practice and information regarding resources to improve/quality assure practice. Examples include:

An SCR relating to the abduction of 15 year old girl by her teacher

An SCR relating to sexual abuse at a Birmingham nursery

Learning from SCRs is also disseminated to the VCS Reference Group members and cascaded within individual organisations. For example the Board representatives have presented key information at the meetings.

- **Safe network** – The team's Development Officer has continued to carry out her role as the safe network champion for Leicester. Examples include:
 - Delivery of 2 x safeguarding for trustees workshops
 - Delivery of 1 x disclosure and Brring workshop
 - Delivery of 1:1 consultation on e-safety
 - Delivery of 1 x e-safety workshop
 - Delivery of 1 x child protection policies workshop
 - Telephone support to signpost and advise groups regarding utilisation of the safe network standards.
- **LSCB representation** – The Leicestershire and Rutland LSCB representative sits on the group and feedback from the LSCB is also provided by the Deputy Chair (voluntary sector representative for the LSCB).
- **Changes to LSCB procedures** - The group has strived to ensure that new safeguarding processes and procedures are both clarified

and effectively communicated to the sector. (In particular this has included the changes to the county CAF process and details of the new first response system).

VCS Reference Group: Action plan outcome 8 - 'The LSCB VCS Reference Group has a clear action plan in place that is linked to the business plans of the LLRboards. The action plan is regularly monitored and reviewed and is up-dated annually'.

- **Action plan** - The Reference Group has a clear annual action plan that is linked to our business plan.
- **Monitoring** - The action plan was not systematically monitored each quarter during 2013-14. However, the identified outcomes and activities were reviewed during meetings as part of on-going discussions. For 2014-15 it is planned to either:
 - Review the plan at each alternate meeting throughout the year; or
 - Review 2 x action points from the plan per meeting
- **Annual review** - An annual review meeting took place on 08.07.14 when the action plan was up-dated in relation to 2013-14 activities and achievements of the group. These are included within this report.

The VCS Group's impact:

The work undertaken to achieve outcomes 1, 2 and 8 demonstrates a key contribution to our strategic priority 1. This contribution is summarised as follows:

- Improved understanding of the needs and contribution of the VCS.
- Sharing up to date information and increasing VCS access to the latest LSCB developments.
- Delivering a proactive approach to supporting both LSCBs and the VCS by aligning the action plan with the board's priorities

2013-14 Strategic priority two: Secure confidence in the operational effectiveness of the safeguarding partner agencies and services through robust quality assurance and performance management of safeguarding

VCS Group actions, priorities & achievements:

VCS Reference Group: Action plan outcome 1 - Agencies within the LSCB are aware of VCS services and the contribution the VCS can make to the safeguarding children and young people agenda.

See above

VCS Reference Group: Action plan outcome 5 - 'Increased awareness by VCS groups/ organisations of the safe network standards and role of the safe network champion.'

1. **Group 2 training** - Information regarding the safe network standards is included as part of the group 2 training for the PVI sectors
2. **Additional capacity** - The CYP&F team successfully bid to become the regional development learning partner with safe network. This resulted in additional funding being levered in that enabled targeted work/training to take place in Leicestershire and Rutland to address some of the concerns rising out of the cessation of the work of the CWM Project in these two local authority areas

IMPORTANT: There is a real risk to the future of this work across LLR. Leicester City's funding ceased at the end of March 2014, so currently this work is continuing on goodwill and the commitment of the team to ensure the VCS CYP&F workforce is aware of its safeguarding responsibilities and is fit for purpose.

The outcome of the above will be that **assurances will not be able to be provided** to the board on in relation to this priority.

VCS Reference Group: Action plan outcome 6 – 'The LSCB Reference Group has supported both the VCS and statutory partners within the LSCB to reflect and learn from experiences of complex cases, SCRs, 'stuck' cases and professional challenge over safeguarding issues'

- Learning from SCRs is disseminated via the CWM website, e bulletins. It is also included within the Group 2 Safeguarding Training and shared with members of the VCS Safeguarding Reference Group.
- Information regarding SCR learning events is actively disseminated to the sector via the e-briefing and website.
- **VCS training uptake** - Whilst it has not been possible to undertake a specific snapshot, information regarding levels of knowledge, skills and confidence both pre and post Group 3 training sessions are captured as part of the inter-agency coordination role.
- **Work in progress** – The team is currently setting up a template to complete a quarterly VCS data snapshot using the inter-agency training data collected as part of the coordination process. This will include a section on SCR evaluation data, with an aim to provide an insight to learning and workplace barriers (depending on the data provided).

VCS Reference Group: Action plan outcome 7 - 'The LSCB VCS Reference Group has an established membership that is representative of the sector'

- **Membership audit** - A membership audit was undertaken and note of attendance levels made. Attendance rates have ranged from 33% to an improved 73% throughout the year. All information and the minutes are shared with all group members following each meeting.
- **Improving representation** - A lack of representation was identified from groups/ organisations working with drug and alcohol

abuse; mental health; domestic violence. Organisations and individuals were identified from relevant groups (Swanswell – drug and alcohol abuse; Rethink – mental health; City Service – domestic violence) and invited to attend. Of these, only one has attended the meetings. Swanswell agreed and are on the group mailing list but have yet to attend a meeting. There has been no attendance from Rethink.

- **Member attendance** - A survey of group membership has been undertaken and shows that during 2013-14, three new members have joined the group with 12 of the previous members remaining regular attendees. New members represent the Leicester LGBT Centre, Swanswell and the Leicester City Domestic Violence Service.

Additional contributions

Stay Safe & E-Safety Sub-Groups – Attended by a group member to provide VCS input. Key information has been fed back to the group and to the wider sector as appropriate.

L&R Workforce Data Impact Report - The team is currently working on a proposal/impact report to highlight the benefits and impacts of undertaking the workforce development project and data workforce profile in Leicestershire and Rutland. This work will highlight significant areas of gaps, the strengths of the project and relates this information to the board's priorities going forward for 2014-15.

Identifying key trends and messages – Group discussions help to identify key trends in relation to workforce development which is also informed by the research, reporting and training work delivered by the CWM team. In particular, the risk of overemphasis on training for safeguarding and lack of managerial guidance for the VCS workforce is highlighted as a significant issue to be addressed.

Other safeguarding topics and training needs - Member agencies have shared key messages from their training packages, in particular the CSE training delivered by New Futures. This helps to raise awareness of the training content and relevance

to the VCS workforce whilst facilitating discussion relating to the CSE training needs of the sector.

Local safeguarding issues – Details relating to local safeguarding cases that have featured in the media are also discussed at meetings; whereby LSCB representatives raise further awareness of these issues and VCS representatives can share their experiences. These discussions help to improve knowledge of local sensitivities, including any cultural issues/barriers VCS groups should be aware of.

Workforce skills – Different agencies have raised concerns with LSCB relating to the standard of skills and knowledge that have been displayed by student social workers whilst on work placements. This has helped to raise awareness of workforce skills and the need for LSCBs to open up a dialogue with local universities.

The VCS Group's impact:

Through the work of the group there have been clear efforts to improve information and communication channels with the sector to improve operational effectiveness. These contributions can be summarised for the board under the following key points:

- Raising awareness of the contribution and needs of the VCS
- Improving information sharing and highlighting learning from safeguarding issues.
- Continual efforts to improve membership that is representative of the sector; in terms of both the range of organisations, type of work undertaken and geographical areas.
- Improving VCS awareness of the Safe Network and the support available to VCS organisations to improve their safeguarding standards and processes.

The following Group outcomes are directly linked to quality assurance and monitoring activities; demonstrating further links with the board's second priority.

VCS Group actions, priorities and achievements:**VCS Reference Group: Action plan outcome 4 - 'A monitoring framework is established to enable the Reference Group to identify increased access to safeguarding training across children and adults services.'**

- **Online booking information** - The booking process for inter-agency safeguarding training has been revised to enable disaggregation of data to identify numbers of attendees who work primarily with children or adults.
- **Promotion of training** - Safeguarding training programmes are promoted on the CWM website through their own clearly defined section. Information is included as a standard item in all e-bulletins during the year.
- **LSCB membership** - The LSCB project development officer continues to attend and contribute as an active member of the VCS Reference Group.
- **Training opportunities and quarterly reports** - Training opportunities available through the inter-agency safeguarding training programme are continually promoted to the group and recommended for dissemination. In addition, the quarterly reports are circulated to all members.
- **Key training statistics** - Of the 1,174 attendees during 2013 -14, 1,050 provided details relating to the clients with whom they work - 91% delivered all or part of their work with children and young people, and 46% delivered all or part of their work with adults. VCS attendees alone equated to 232 during 2013-14, 176 of whom provided details relating to their client base. Of these, 75% delivered all or part of their work with children and young people and the same proportion with adults. There was an 83% increase in the number of VCS attendees from 2012-13 to 2013-14. This equates to an increase of 14% for the VCS between the two years.

VCS Reference Group: Action plan outcome 9 - 'Review LSCB action plans to ensure alignment of Reference Group action plan'

- **Annual review of action plan** - A meeting was held on 08.07.14 by the Chair of the Reference Group, the Deputy Chair and the Leicester LSCB Representative to review the progress of the current Action Plan (2013-14) and to ensure the 2014-15 action plan is aligned to the board's action plan.
- **LSCB board attendance** – board representative attends the bi-monthly group meetings and the Deputy Chair attends the board; allowing the group's programme of work to be aligned and consistent with the priorities of the board.

The VCS Group's impact:

The group plays a key role in promoting training opportunities and monitors VCS access and uptake via the reporting undertaken by the CWM Team, in relation to data workforce profiling and training evaluations. This work helps to highlight links between training and effective practice, thereby improving understanding of the VCS training landscape and the needs of the VCS.

2013-14 Strategic priority three: Improve the effectiveness of communication and engagement**VCS Group actions, priorities and achievements:**

VCS Reference Group: Action plan outcome 2 -'Agencies within the VCS are aware of the LSCB and their responsibilities to safeguard children and young people within LSCB procedures and guidance'

See above

VCS Reference Group: Action plan outcome 3 -'A resource library is identified, developed and maintained and made easily accessible to the VCS ensuring this includes: CSE, domestic abuse and abuse through technology

- **Meeting agenda item** - 'Resources' is included as a standard agenda item for each VCS Reference Group meeting. All members of the group are encouraged to share relevant resources that are then disseminated wider through their own networks. Resources and information shared during 2013-14 include:
 - Policy/guidance updates
 - Signposting information
 - Training opportunities
 - Sharing good practice
 - Sharing latest research
 - Local/national agendas
 - Local LSCB developments and resources
 - **Website links** - The CWM website contains relevant/useful on-line resources which are regularly identified and collated for dissemination to the sector. Specific examples include:
 - Avoiding accidents – links to making the link briefings on e.g. fire safety, safety in the home
 - Bullying – links to resources and best practice tips for applying anti-bullying procedures into practice
 - Child sexual exploitation – links to animations highlight different types of exploitation
 - Domestic abuse – forced marriage e-learning
 - E-safety – links to resource to address internet safety issues affecting LGBT young people
 - LSCB – overview information regarding function and purpose of LSCBs and links to websites
 - Female genital mutilation – information regarding NSPCC FGM Helpline
 - Neglect – link to NSPCC briefing on impact of neglect
 - Safeguarding and your organisation
 - Safeguarding babies – links to NSPCC resources
 - Safer recruitment – links Safe Network resources
 - Serious case reviews – Summaries of high profile reviews and how learning can be applied within VCS organisation
 - Working Together 2013 – briefings providing a summary of new guidance and advice on ensuring organisations are meeting their responsibilities
 - National PREVENT agenda and a dedicated webpage to local training opportunities
- The website also has clear links to other relevant resources – especially those that can be found on the board website and the Safe Network Website.
- **Further dissemination** - Information regarding resources listed above that would be useful to the sector and where /how to access them are included within the e-briefings. Information is also sent out with minutes from the VCS Safeguarding Reference Group for members to distribute through their own networks. Specific examples include:
 - Events: E.g. 'Safeguarding our Futures' national event.
 - Research: NSPCC research reports e.g. 'Disclosures of Childhood Abuse'
 - Training: Designated Safeguarding Officer training opportunities for the VCS
 - Training: Free Research in Practice webinar on 'Assessing the Risk of Further Maltreatment'
 - Shared Learning: NSPCC SCR directory for England and Wales

VCS Reference Group: Action plan outcome 7 – ‘The LSCB VCS Reference Group has an established membership that is representative of the sector.’

See above

The VCS Group’s impact:

The group uses effective communication methods managed by the CWD Project Team to actively disseminate key safeguarding information to the sector, with important information also cascaded through training sessions.

Collectively the group acts as a communication network, working towards the following areas of improvement:

- Improving communication with the VCS
- Improving awareness of safeguarding, including LSCB developments.
- Improving access to resources and training opportunities
- Broadening membership to facilitate wider representation and cascade key safeguarding information.

3. Contribution to SAB: Shared information and messages

The group continues to share and promote information with the SAB in respect of work with the VCS; highlighting both the operation of the group, key considerations for the VCS and promoting the importance of children and young people’s safeguarding as part of the adults agenda. These messages have aimed to develop an understanding of the importance of the CYP agenda to the adults’ workforce.

The group continues to emphasise the need for linkages between both groups (if an adults reference group is set up), and discussions have previously taken place with a unified message also emphasised to VCS groups/ organisations in relation to the need to adopt a broader whole family approach to safeguarding.

The group’s key contribution to the SAB can be summarised as follows:

- Proactive steps to develop awareness of the role of the VCS within adult safeguarding
- Emphasis on the need to promote children’s safeguarding as part of the adult’s agenda
- Raising awareness of broader safeguarding considerations for professionals working with adults





Safeguarding
Children Board
LEICESTERSHIRE & RUTLAND



Safeguarding
Adults Board
LEICESTERSHIRE & RUTLAND

Executive Summary to Annual Report

2013/14



This overview summarises the key achievements, outputs, outcomes and impact of the work of the Leicestershire and Rutland Children and Adult Safeguarding Boards in 2013/14. It also highlights the further improvements that will be sought in 2014/15.

We recognise that the annual report has to be a detailed and complex record of our work, so this summary is intended to be accessible to a wider audience, and enable readers to understand the impact of our work over the last year.

Where appropriate, this overview distinguishes between work undertaken by the children and adult boards so that information can be easily extracted for specific purposes such as inspection and peer review processes. The information is presented alongside the key priorities in our business plan 2013-16.

A handwritten signature in black ink, reading "P. R. Burnett". The signature is written in a cursive style with a large, sweeping flourish at the end.

Paul Burnett
Independent Chair, Leicestershire and Rutland Safeguarding Boards

Priority A: Improve the effectiveness and impact of the safeguarding boards

What has been achieved in 2013/14?

The children's safeguarding board responded to the Department for Education's (DfE) revised Working Together 2013 document. We revised the board's statutory membership, governance and accountability arrangements to ensure compliance and issued the required 'threshold protocol' and a learning and improvement framework. The board considered and approved assessment frameworks for both local authorities.

We introduced a self-assessment tool to evaluate our performance against the new Ofsted review framework for safeguarding children boards. Areas that are not judged to be 'good' or better feature on our business plan priorities for 2014/15.

The adult safeguarding board has prepared for the Care Act 2014. This has included undertaking a self-assessment against the Association of Directors of Adult Social Care's (ADASS) 'top-ten tips'.

The board has self-assessed its own effectiveness during this year and in six out of 10 areas, members rated the board 'good'. Action is already being taken in the four areas where need for improvement was identified and is incorporated into our business plan 2014/15.

Key strengths identified in the audit were:

- Effectiveness of the Independent Chair
- Constitutional compliance with Working Together 2013 and No Secrets
- Self-audit
- Self-development and improvement
- Information and intelligence sharing
- Effective communication – particularly through 'Safeguarding Matters'

Members of the board included managers with a strategic role in safeguarding and promoting the welfare of children within their organisation. These members can:

- speak for their organisation with authority;
- commit their organisation on policy and practice matters;
- hold their own organisation to account and hold others to account.

Better engagement with senior leaders in partner organisations was secured through the safeguarding summit held in December 2013. This will become an annual event. This event raised the profile of both boards within the local professional community.

Attendance levels at meetings have been high and representation from schools and colleges, which was an area of concern in 2012/13, has been addressed. The private sector provider community in adult services has agreed to re-join the board after a period of absence.

“ We introduced a self-assessment tool to evaluate our performance against the new Ofsted review framework for safeguarding children boards. ”

Section 11 audits indicate sustained or improved performance against safeguarding standards in all but one agency. Performance was particularly strong in the adult services audit where eight organisations self-assessed themselves to be fully compliant with standards.

There is strong evidence of challenge between board members leading to action to improve service delivery and performance. Examples include:

- challenge from Leicestershire Police regarding increases in the number of children ‘missing’ incidents that resulted in a review of the missing protocol across Leicestershire, Rutland and Leicester and some reduction in the number of reported incidents;
- challenge from the Clinical Commissioning Groups (CCGs) in relation to the notification of changes in care arrangements for children looked after with evidence of improvements in information sharing;
- challenge from a range of partners to better co-ordinate policy, practice and procedures across Leicestershire, Rutland and Leicester City which has been taken forward by the joint Executive Board between the two LSCBs. An example of how this has made a real difference was the agreement to work collaboratively on single assessment and threshold protocol which came from Working Together 2013. There has similarly been joint work on: policy and procedures; child sexual exploitation, child trafficking and missing; training and workforce development.

The board worked within its budget and linked expenditure more closely to key priorities in the business plan. Action was taken to address the long-standing budget reserve through the allocation of grants to services able to further deliver the boards’ priorities.

Effective arrangements have been put in place to ensure we work with other partnership bodies including: the Health and Wellbeing Boards, local authority scrutiny committees, the Children’s Trust in Rutland and the community safety partnerships.

The boards have delivered domestic homicide reviews on behalf of the community safety partnerships. Two reviews were delivered in 2013/14. The learning from these reviews is being disseminated through the Serious Case Review Sub-Group with any relevant improvements being included in the framework we are using to manage quality and performance.

We have worked across the area and region so that we are more efficient and consistent – particularly for agencies who operate across local boundaries. Key achievements in 2013/14 included:

- co-ordinated local authority single assessment arrangements
- LSCB threshold protocols
- LSCB learning and improvement frameworks
- Integrated work on policies and procedures across both children and adult services
- Integrated arrangements for workforce development and training
- Signs of Safety
- The Domestic Abuse, Stalking and Honour Based Violence (DASH) tool
- Mental Capacity Act (MCA) and Deprivation of Liberty Safeguards implementation (DoLS)
- Joint executive Groups for both children and adult safeguarding to improve co-ordination across the sub-region and the East Midlands

The boards have increased their focus on learning and improvement. We have not only focused on the outcomes of reviews within Leicestershire and Rutland but also in testing local performance against recommendations from serious case reviews and inquiries in other areas and nationally.

Examples include consideration of serious case reviews for Daniel Pelka, Hamzah Khan, and reports from the Office of the Children's Commissioner on child sexual exploitation and trafficking, the Winterbourne View Report and the Francis Report. There has been robust and rigorous scrutiny of the responses to these reviews as well as the impact on quality and performance management.

There has been a real focus on ensuring learning is disseminated to front-line staff through events such as the SCR learning event in February 2014.

The board has remained aware of inspections and reviews carried out in member agencies. We have monitored action plans from local authority Ofsted inspections, peer challenge arrangements across the East Midlands, Care Quality Commission inspections of both organisations and providers, and Ofsted inspections of other organisations such as CAF/CASS.

What will improve in 2014/15?

Our business plan for 2014/15 sets out a number of priorities. We are seeking:

- To ensure that all agencies fulfil their responsibilities as set out in Working Together 2013. We also plan to increase compliance in the Section 11 audit which tests agency compliance with key safeguarding requirements.
- To ensure that the agencies are appropriately represented on the board, executive and sub-groups and attendance and participation levels are high so that we can achieve our objectives.
- To ensure that the board knows the safeguarding strengths and weaknesses of agencies, both individually and collectively, through challenge, scrutiny and performance management
- To drive partnerships and agencies to own, prioritise, resource, improve and positively impact on safeguarding and receives management information to scrutinise and challenge performance
- To be assured that the 'voice' of children, young people and adults is heard and acted on
- To ensure partner agency contributions secure 'value for money'
- To be ready for inspection across the partnerships

“ There has been a real focus on ensuring learning is disseminated to front-line staff through events such as the Serious Case Review Learning Event in February 2014.

”

Priority B: Securing confidence in the operational effectiveness of agencies (individually and collectively) through robust quality assurance and performance management of safeguarding

What has been achieved since 2013/14?

A new quality assurance and performance management (QAPM) framework has been introduced. This is made up of four areas: quantitative data, qualitative information, service user perspectives and staff perspectives.

The framework now draws on performance information from all agencies. It also focuses on better engagement with children, young people and adults as well as front line staff in planning, delivering, monitoring and evaluating service delivery and performance.

This new framework has enabled the Safeguarding Effectiveness Sub-Group (SEG) to exert greater rigour in scrutinising performance and alerting both the executive and boards to areas that require action and intervention to improve performance. This has enabled the boards to focus on strategy and performance rather than process and procedure.

The sub-group has developed a more robust and extensive programme of audits to test front line practice and to identify areas for learning and improvement.

The child's journey in Leicestershire

We have seen increases in the number of children receiving early help through the first response arrangement. The Supporting Leicestershire Families initiative has also helped to improve the lives of the most vulnerable families.

- There were 15,228 contacts. There were 5,895 referrals – which is low compared to statistical neighbours
- The percentage of referrals proceeding to initial assessment has decreased from 84.5% to 80% in the previous year
- Initial and core assessments are being completed more quickly and systems have been improved.
- The number of children on child protection plans has increased from 393 to 446 but remains low in comparison to statistical neighbours. The highest number of plans relate to emotional/physical abuse
- The rate of completion of child protection plan reviews has fallen to 55%
- The number of children in care has increased from 446 to 490 but remains low in comparison to statistical neighbours
- 9% of children in care experienced three or more placements in the year which is in line with statistical neighbours

The child's journey in Rutland

The number of common assessment framework (CAF) assessments completed has increased by 45% from 62 in 2012/13 to 90 in 2013/14.

The number of contacts to children's social care has increased, reflecting the national trend. However, the number of referrals to children's social care has decreased by 36%, evidence that the use of early help has been very effective in slowing down the referral rate and that thresholds are being applied more rigorously by the duty team.

The percentage of referrals progressing to initial assessment has increased from 71.4% to 85.3%, indicating good use thresholds, resulting in appropriate referrals.

93% of initial assessments were carried out within 10 days and 93% of core assessments were carried out within 35 days.

There has been an increase in the number of children with child protection plans – 34 as compared to 23 in the previous year. The largest category of abuse is neglect.

All child protection plans have been reviewed within timescale. No child protection plans lasted longer than two years.

The number of children in care has increased by 29 to 34. No child experienced more than three placements in the year.

100% of children in care had their reviews on time – this matches performance in the previous year.

The views of the independent reviewing officer (IRO) services

The annual report provides a perspective on the quality of services to children in need of protection and care from the IRO services. They report a number of improvements, including:

- The success of the Grow Safety (previously Signs of Safety) model in Leicestershire has improved the focus and effectiveness of reviews particularly in terms of enabling the voice of the child and family to be better heard and to secure a better focus from professionals on outcomes and risk;
- In Rutland, multi-agency training has taken place within early help and child protection services. The Signs of Safety model will be implemented by 31st March 2015
- Improvements in advocacy services for children;
- Reductions in the number of complaints
- The introduction of a listening and support service for children that go missing.

The reports do however identify areas for improvement relating to the timeliness of distribution of papers for reviews, the levels of attendance and quality of reporting of some partner agencies, the need for better responses to children's needs from some services such as CAMHS. All the issues raised by IROs have been incorporated into our business plan for 2014/15

“ All child protection plans have been reviewed within timescale. ”

Private fostering

Concerns remain about the low number of private fostering arrangements known to the two local authorities. A major awareness raising campaign is underway in 2014/15 to address this.

Serious case reviews and child deaths

No serious case reviews (SCRs) were undertaken during 2013/14.

The LSCB did engage in SCRs in three other areas – Lancashire, Lincolnshire and Birmingham – which featured children that had been resident in Leicestershire.

The Safeguarding Effectiveness Group (SEG) has done targeted work to improve practice in response to past reviews, from those undertaken in other areas and from audits used to test the impact of previous learning.

A range of learning events and conferences has been delivered to disseminate learning and to support action to improve practice.

The Child Death Overview Panel (CDOP) has completed reviews on 47 child deaths – which are similar to levels in statistical neighbour authorities. The highest number of notifications still remains those under one year of age.

The SEG has increased the level of reporting and number of individual agency and multi-agency case audits. This has included audits to test the impact of SCR recommendations and an audit of strategy meetings which had been identified as a concern in the previous year.

Action has been taken where audits have identified the need for improvement.

Assurance that adults are safe

In Leicestershire

There has been a 28% increase in the number of referrals

64% of referrals related to residential or nursing care homes. This compares to 63% in the previous year which shows that the ratio between residential and community settings has remained much the same.

53% of referrals were substantiated or partially substantiated.

Neglect remains the most significant. There has been an increase in the proportion of referrals relating to neglect and a decline in those relating to physical abuse.

There are still an increasing number of referrals arising from unacceptably poor standards of care.

In Rutland

There were 91 referrals leading to investigation which is higher than last year.

68% of these referrals related to residential or nursing care home settings with only 32% from the community which is a significant shift in ration from last year.

Of the completed referrals 47% were substantiated or partially substantiated.

“There has been a 28% increase in the number of referrals”

Areas of safeguarding risk in Leicestershire and Rutland

The boards have sought assurance that action is being taken to address those areas of safeguarding risk that were identified as priorities in our business planning process for 2013/14. The annual report outlines progress that has been made in relation to:

- Child sexual exploitation and trafficking
- Children missing
- Domestic abuse
- Suicide and self-harm
- PREVENT
- Learning disabled adults including those in residential settings
- The implementation of the Mental Care Act (MCA) and Deprivation of Liberty Safeguards (DoLS)
- Older people – particularly those living in residential care and nursing homes

Positive progress has been made in all these areas. We have put in place more robust and rigorous arrangement to identify, assess and respond to risk.

However, these do remain high priority risks. Clearly, the positive action taken has sometimes had the effect of increasing the number of cases reported – which is what was expected. We must ensure that our focus is balanced between prevention and response to identified risk if we are to see reductions in safeguarding risk in these areas.

Workforce development

Significant progress has been made to deliver a comprehensive programme of training and development in safeguarding for children and young people.

The range of training and number of attendees has increased. A total of 1174 people were trained and post-training evaluations have been very positive.

An important development this year has been the competency framework for children and adult safeguarding training. This provides a more robust and rigorous tool to evaluate the impact of training on service delivery and on outcomes for children, young people and adults. It monitors competences across the workforce – and allows better targeting of training. The new framework was launched in April 2014.

Workforce capacity

The boards have begun to monitor workforce capacity to better identify safeguarding risk in our organisations and systems.

Agencies proposing service reductions are asked to present safeguarding risks to the board. We have asked for assurance that funding and staffing levels are managed to mitigate any risk.

Caseloads amongst social workers have remained steady in most areas but increasing numbers of contacts and referrals will need to be carefully monitored to ensure that staffing capacity is sufficient to respond to need.

Within this annual report, we have included headlines from the annual report of the Local Authority Designated Officer (LADO) responsible for overseeing allegations made against staff.

The number of cases has not changed significantly from last year but, in Leicestershire, the proportion relating to sexual abuse has risen. This may be a result of heightened public awareness and confidence in reporting as a result of high profile media coverage of cases such as the Saville case.

Improvement sought in 2013/14 and built into the business plan

Priority 2a: To be assured that children and young people are safe

To be assured:

- of the quality and impact/effectiveness of services across the 'child's journey'
- that thresholds for safeguarding children are clear, understood and consistently applied
- that the impact of universal and early help intervention reduces the numbers of children requiring protection and care
- that the quality and impact of single and multi-agency children protection practice is effective
- that children at high risk/vulnerable are being identified (e.g. child sexual exploitation, children missing from home and care, bullying) and risks managed to secure a positive outcome

Priority 2b: To be assured that adults in need of safeguarding are safe

To be assured:

- of the quality and impact/effectiveness of services to adults in need of safeguarding
- that thresholds for safeguarding adults are clear, understood and consistently applied.
- that the impact of universal and early help intervention reduces the numbers of adults requiring protection and care.
- that the quality and impact of single and multi-agency adult protection practice is effective.
- that adults at high risk/vulnerable are being identified (e.g. mental health, domestic violence) and risks managed to secure a positive outcome

Priority 2C: To be assured that services for children, services for adults and services for families are effectively coordinated to ensure children and adults are safe

To be assured:

- that young people who are receiving services from children's services successfully transition to adult services where necessary
- that adults who are assessed as posing risk to children, young people and adults in need of safeguarding (such as MAPPA – Multi-Agency Public Protection Arrangements- and MARAC– Multi-Agency Risk Assessment Conference) are effectively managed and that risk to others is mitigated
- that services that work with "whole" families are effectively coordinated – e.g. Supporting Leicestershire Families and Changing Lives Rutland and secure added value in ensuring and co-ordinating effective safeguarding.

“Children at high risk/vulnerable are being identified and risks managed to secure a positive outcome”

Priority 3a: To be assured of the quality of care for any child not living with a parent or someone with parental responsibility

To be assured:

- that partner agencies are fulfilling their responsibilities as corporate parents
- children/young people who are privately fostered are identified and supported
- that awareness is raised of the notification requirements for private fostering, and the effectiveness of this is monitored
- that children and young people placed in Leicestershire and Rutland from other areas are safe

and

- To establish and maintain robust interface with other looked after children bodies (charity, respective roles and responsibilities)

Priority 3b: To be assured of the quality of care for any adult supported by registered providers

To be assured:

- that adults living with or receiving services from registered providers are safe
- that providers are effective in carrying out their safeguarding responsibilities and that as a result service users are safe.
- that safeguarding roles and responsibilities and outcomes are explicit in commissioning, contracting, monitoring and review of services

Priority 4: To be assured that our learning and improvement framework is raising service quality and outcomes for children, young people and adults

- Apply the framework and ensure its effectiveness
- Ensure learning from national and regional SCRs and other learning processes is incorporated into the practice of partner agencies and the partnership
- Ensure the effectiveness of CDOP for Leicestershire and Rutland and that lessons from child deaths are understood and consistently acted upon
- Implement the performance management framework and ensure its effectiveness
- To ensure that policies and procedures are 'fit for purpose'

Priority 5: To be assured that the workforce is fit for purpose

- To be assured that the workforce is competent as measured by the competency frameworks through quality assurance
- To monitor and evaluate the effectiveness of training and development in terms of the impact on the quality of safeguarding practice and outcomes for service users
- To be assured that the workforce is safely recruited
- To be assured that allegations made against people who work with children and adults are dealt with effectively
- To hear the voice of practitioners

Improving the effectiveness of communication and engagement

What has been achieved in 2013/14?

A communications strategy and a participation and engagement strategy were agreed by the board.

'Safeguarding Matters', a bi-monthly publication to staff across the partnerships in both counties, was launched in February 2013 and has been positively received by staff.

A new website was launched in January 2014 and initial monitoring of 'hits' suggests increasing and wide access to the site – in April over 9,500 hits were recorded a 37% increase on the previous month.

There has been engagement with the youth councils and with young inspectors in Leicestershire and Rutland to enable the voice of children and young people to be heard in identifying priorities for action in future business plans.

A major schools survey was also carried out through which we engaged schools councils in identifying safeguarding priorities for the new business plan – 110 schools participated including 10 from Rutland

A range of publications and leaflets has been issued to better disseminate key information and service availability including a leaflet on private fostering.

There was a major media and communications exercise to raise awareness of child sexual exploitation and trafficking targeting a range of audiences including schools, taxi companies, sport, leisure and hotel industries and the wider community. There is evidence that these campaigns have led to greater levels of reporting.

Improvement sought in 2013/14 and built into the business plan

Engagement with children and young people needs to be extended to cover both broad audiences and very targeted groups – such as looked after children, disabled children, those subject to child protection plans, black and minority ethnic groups. We also need to improve how we engage with children and young people at the point of service delivery.

Engagement with front-line staff requires significant development.

The website will be revised to reflect new national frameworks such as Working Together 2013 as well as including bespoke areas for professionals, the wider community and children and young people themselves.

“ The new website received over 9,500 hits in April 2014 ”

Safeguarding Adults Board

Ensuring the effectiveness of services and keeping adults safe.

Work undertaken by the board.

The board has received regular reports from agencies on actions taken in response to both the Winterbourne View and Mid-Staffordshire Hospital/ Francis reports.

The board has been provided with assurances that local providers have produced action plans to address any local concerns and it continues to receive updates on their implementation.

The board has extended the scope of its work include prevention and early intervention both through scrutiny of safer communities initiatives and the Supporting Leicestershire Families programme.

A range of initiatives has been undertaken to learn from investigations – such as serious case reviews and serious incident learning processes.

These include: the Safeguarding Matters publication; a range of other communication channels; training and workforce development and direct work within service teams.

In August 2012, a conference was held on the Mental Capacity Act (MCA) and Deprivation of Liberty Safeguards (DoLS). This was attended by 120 professionals from across the partnership. An action plan to improve practice and procedures was produced and is being monitored by the Safeguarding Effectiveness Group.

The board has continued to provide a comprehensive programme of training and workforce development to support staff in delivering effective safeguarding and securing better safeguarding outcomes for service users.

The Safeguarding Adults Training Network has met on a bi-annual basis to ensure that learning and improvement is effectively disseminated. On average, there have been between 35 and 40 professionals attending each meeting.

The Training Effectiveness Group has developed the 'Competency Framework' that underpins the training and development offer and formulated a competency log to better evaluate the impact of training on practice.

The Procedures and Practice Sub-Group revised or developed new procedures primarily in response to learning from reviews. These included:

- Pan-East Midlands Social Care Institute for Excellence (SCIE) procedures
- Information sharing agreement
- Thresholds document
- A range of risk assessment and risk management tools.

Improvement sought in 2014/15

Safeguarding referral rates continue to rise. Whilst this may in some part be the result of improved awareness resulting from both training and communication activity the reasons for these increases will be more fully analysed to identify required improvement particularly in prevention and early intervention.

More work needs to be undertaken to understand patterns of repeat referrals from residential providers and to evaluate the effectiveness of intervention designed to improve care standards.

Work will be done to improve the clarity and understanding of thresholds.

Work will be undertaken to better understand first contact in Leicestershire and its impact on preventing adults coming in to the formal adult protection system as part of our aim to reduce safeguarding referrals and to prevent adults requiring specialist services.

Regular reporting of performance on MCA and DoLS legislation will be included in the QAPM framework for the SAB.

The evaluation of training needs better to identify impact on both the quality of service delivery and outcomes for vulnerable adults and further development in training evaluation is planned to support this.

Quality assurance and performance management (QAMP)

What has been achieved since 2013/14

The QAMP framework was revised to extend the range of impact evidence collected and to include information from all partners. The new framework comprises four key quadrants: quantitative data; qualitative data; the views of service users and; the views of front line staff. .

A safeguarding adults compliance audit was introduced to test compliance in all agencies against key standards. This has provided a baseline from which we can now judge improvement. Levels of compliance were high but agencies that self-assessed themselves as partially or non-compliant with standards have now set in place actions to address this.

Improvement sought in 2014/15 and built into the business plan

Work will be undertaken to further embed the new QAMP framework for 2013/14 that it:

- extends the quantitative scorecard to include a wider range of safeguarding performance data from partner agencies;
- extends the range of qualitative evidence particularly the number of multi-agency audits undertaken
- includes evidence drawn from engagement with adult service users and from front-line staff.

Communication and engagement

What has been achieved since 2011/12?

A communications strategy and a participation and engagement strategy were agreed by the board.

A new brand identity/logo for the SAB was adopted and launched.

'Safeguarding Matters', a bi-monthly publication to staff across partners in both counties, was launched in February 2013 and has been positively received by staff.

Improvement sought in 2014/15 and built into the business plan

The business plan for 2014/15 continues to prioritise improvements in our work to engage with and secure the participation of children, young people and adults. This will include a programme to refresh key leaflets.

A key priority next year is to ensure that safeguarding is everyone's business and that the 'voice' of children, young people and adults is heard and acted on

Our focus next year will be to work with existing engagement and participation groups so that safeguarding can feature on their agendas and facilitate more voices being heard. This will include working with Healthwatch to enable them to include safeguarding in their interfaces with patients both children and adults.

“ ‘Safeguarding Matters’, a bi-monthly publication to staff across partners in both counties was launched in February 2013 and has been positively received by staff. ”



PEOPLE (CHILDREN) SCRUTINY PANEL

23 April 2015

RUTLAND STANDING ADVISORY COMMITTEE FOR RELIGIOUS EDUCATION (SACRE)

Report of the Director for People

STRATEGIC AIM:	Creating a Brighter Future for All
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1. PURPOSE OF THE REPORT

- 1.1 This report provides a summary of the role, responsibilities and progress of the Rutland Standing Advisory Committee for Religious Education (SACRE) for the period 2013-2015.
- 1.2 The report includes a copy of the Rutland SACRE Annual Report for 2013-14 which is a statutory requirement and should be placed on the local authority website.
- 1.3 This report provides a number of recommendations for further developing the work of the Rutland SACRE and continuing to meet its statutory duties.

2. RECOMMENDATIONS

- 2.1 That Scrutiny Panel considers the content of this report noting the 2013-14 Annual Rutland SACRE Report, the summary of activity undertaken by the Rutland SACRE in the period 2013-2015 and the specific recommendations for further development of the Rutland SACRE.**

3 BACKGROUND

- 3.1 The Rutland Standing Advisory Council for Religious Education (SACRE) is a statutory body which has a key role in monitoring the provision of Religious Education in schools in Rutland. It has an important role working on behalf of the local authority to advise on the provision of religious education in all forms of schools and educational establishments in the local area.
- 3.2 The main guidance provided for local authority SACREs is found in the DfE document *Religious Education in English School: non statutory guidance 2010*. A pdf copy can be provided upon request.
- 3.3 The DfE guidance emphasises the important of Religious Education and draws out three key contributions it makes to the educational experience of young people in schools:

- i. Spiritual, moral, social and cultural development
- ii. Personal development and well-being
- iii. Community cohesion

3.4 Further clarification of these features is found on page 7 of the above 2010 DfE Guidance.

Ofsted inspections are required to report on the spiritual, moral, social and cultural development of pupils at the school and introduces them to diversity and the wider society.

3.5 The legal framework, rights and responsibilities is also provided in the 2010 DfE Guidance (page 10) together with the role and responsibility of the local authority which includes:

3.6 The local authority must:

- i. establish a permanent body called a standing advisory council on religious education (SACRE)
- ii. LAs must appoint representatives to each of four committees, representing respectively:

Group A:

Christian denominations and such other religions and religious denominations as, in the authority's opinion, will appropriately reflect the principal religious traditions in the area

Group B: the Church of England

Group C: teacher associations

Group D: the LA

3.7 Regulation 5A, Education (Special Educational Needs) (England) (Consolidation) Regulations 2001, SI 2001/34555 Section 390, Education Act 1996 requires that the local authority:

- i. Establishes an occasional body called an agreed syllabus conference (ASC) to review the agreed syllabus for RE adopted by the LA.
- ii. This may have common membership with the SACRE but is a separate entity and must therefore be separately convened.
- iii. Institute a review of its locally agreed syllabus within five years of the last review, and subsequently every five years after the completion of each further review.
- iv. Appoint members of the committees represented on the ASC.
- v. Ensure that the composition of Group A on a SACRE and Committee A on an ASC is broadly representative of the proportionate strengths of the denominations and religions in the area. The statutory provisions recognise that there will be occasions when the interest of efficiency overrides the requirement for directly proportionate representation.

- vi. Take all reasonable steps when appointing a person to be a member of a group on a SACRE or a committee of an ASC to represent any religion, denomination or association, to ensure the person appointed is representative of the religion, denomination or associations in question.

3.8 A SACRE must:

- i. advise the local authority on RE given in accordance with the agreed syllabus, and on matters related to its functions, whether in response to a referral from the LA or as it sees fit
- ii. publish an annual report (see **Appendix 1** Rutland SACRE Annual report 2013-14) on its work and on actions taken by its representative groups, specifying any matters on which it has advised the LA, broadly describe the nature of that advice, and set out reasons for offering advice on matters not referred to it by the local authority
- iii. send a copy of the report to the Qualifications and Curriculum Development Agency (QCDA)
- iv. meet in public unless confidential information is to be disclosed
- v. make minutes of its meetings available for inspection at the local authority's offices (so far as the minutes relate to the parts of meetings that were open to the public).

3.9 A SACRE should:

- i. monitor the provision and quality of RE taught according to its agreed syllabus, together with the overall effectiveness of the syllabus
- ii. provide advice and support on the effective teaching of RE in accordance with the locally agreed syllabus; provide advice to the LA and its schools on methods of teaching, the choice of teaching material and the provision of teacher training
- iii. in partnership with its LA, consider whether any changes need to be made in the agreed syllabus or in the support offered to schools in the implementation of the agreed syllabus, to improve the quality teaching and learning of RE
- iv. offer advice to the LA, and through the LA to schools, concerning how an existing agreed syllabus can be interpreted

3.10 A SACRE may:

- i. require the local authority to review the agreed syllabus and, if after discussion a vote is taken on this matter, the LA group on SACRE is not entitled to cast a vote. A majority decision by the three other committees is sufficient
- ii. decide to advise the local authority on matters related to its functions to the local authority
- iii. equally, a local authority may decide to refer matters to its SACRE
- iv. co-opt members who are not members of any of the four groups – such co-opted members may provide educational expertise, young peoples' views or religious and non-religious views that reflect a diverse multi-cultural society.

3.11 The Agreed Syllabus

The locally agreed syllabus is a statutory syllabus of Religious Education prepared under Schedule 31 to the Education Act 1996 and adopted by the local authority under that schedule. It must be followed in maintained schools without a designated denomination.

The current agreed syllabus is due to be reviewed and the process for undertaking the review is a matter currently being considered by the Rutland SACRE.

3.12 Academies

Academies are all-ability, state-funded schools managed by independent sponsors, established under Section 482 of the Education Act 1996. Some academies have a religious character.

All academies are required, through their funding agreements, to teach RE.

For academies without a religious character, this will be the locally agreed syllabus

For denominational academies with a religious character (Church of England or Roman Catholic – but also Muslim and most Jewish academies), this will be in line with the denominational syllabus.

For non-denominational (such as Christian) faith academies this can be either of the above.

3.13 Inspection

Whereas Religious Education in accordance with the locally agreed syllabus in maintained schools is inspected by Ofsted in the course of the periodic inspection of a school (under Section 5 of the Education Act 2005), it is for the governing body of foundation and voluntary schools with a religious character to ensure that they are inspected at regular intervals (Section 48 of the Education Act 2005).

Section 48 inspection reports have previously been provided to People (Children) Scrutiny Panel e.g. St Mary and St John CE Primary School (which achieved an overall Good judgement).

4. The Work of the Rutland SACRE 2013-2015

4.1 The Rutland SACRE has met on the following dates in 2013-2015:

- | | |
|--------------------|----------------------------------|
| ▪ 7 March 2013 | Oakham CEVC Primary School |
| ▪ 25 June 2013 | Empingham Methodist Church |
| ▪ 19 November 2013 | Oakham CEVC Primary School |
| ▪ 26 June 2014 | St Josepchs RC Church, Oakham |
| ▪ 18 November 2014 | Voluntary Action Rutland, Oakham |

4.2 Guidance from Ofsted

The Rutland SACRE has also carefully considered guidance published by Ofsted. In October 2013 Ofsted published Religious Education: realising Its Potential. This summary report provided an overview of findings regarding the provision of religious education from school inspections. A copy is provided at **Appendix 2**

5. Next Steps: Priorities

The priorities for the Rutland County Council for the period 2015-2016 are as follows:

- 5.1 Consider the process for and review the Agreed Syllabus and publish any changes as a new version. This to be made available to all Rutland schools and placed on the Rutland County Council website;
- 5.2 Make arrangements for a RE 'adviser' to be available to support the work of the Rutland County Council;
- 5.3 Introduce changes and improvements to the administrative support for the Rutland County Council including use of the RCC Corporate Support team;

SACRE will establish its own priorities at its meeting in the Summer term 2015.

6. RISK MANAGEMENT

RISK	IMPACT	COMMENTS
Time	Moderate	The Rutland SACRE has maintained a momentum to its work and has addressed its statutory duties within the required annual timeframe, including holding sufficient meetings.
Viability	Moderate	The Rutland SACRE does need to focus on its membership to ensure recruitment and that it is quorate at each meeting.
Finance	Low	The Rutland SACRE is supported by a small budget (£2k) provided by the People Directorate (via the Learning and Skills Service budget lines).
Profile	High	The Rutland SACRE should develop its profile across a number of approaches including website, correspondence to schools, attendance at regional events, contribution to Headteacher and governor events in Rutland and possibly arranging a Religious Education Conference which draws on a wide range of perspectives and social values.
Equality and Diversity	Moderate	The Rutland SACRE is mindful of the importance of observing all equality and diversity principles in its work.

Report Author

Dr Tim O'Neill
 Director, People
 Tel.: 01572 722577
 email: enquiries@rutland.gov.uk

A Large Print or Braille Version of this Report is available upon request – Contact 01572 722577.

**Rutland
Standing Advisory Council
For
Religious Education**

SACRE

**Annual Report
2013-2014**

October 2014

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This information can be made available in other languages and formats on request.

1 INTRODUCTION

Rutland Standing Advisory Council for Religious Education (SACRE) is a statutory body which has a key role in monitoring of Religious Education in schools in Rutland. It has an important role working on behalf of the local authority to advise on the provision of religious education in all forms of schools and educational establishments in the local area.

The roles and responsibilities of a SACRE are clearly set out in Section 3 of *Religious Education in English schools: Non-statutory guidance 2010* published by the Department for children, schools and families.

The main function of the local SACRE, as set out in the 1988 Education Act, is to advise the Local Authority on matters related to Collective Worship in community schools and the Religious Education to be given in accordance with the Locally Agreed Syllabus.

The SACRE also has the duty to require that the Locally Agreed Syllabus be reviewed every five years to keep it relevant and appropriate, and to ensure that schools comply with the legislation.

This Annual Report indicates how these functions and duties have been discharged during the year. The report also aims to provide wider information about the provision for RE and the standards that students are achieving, about the provision for Collective Worship and about SACRE's own activities.

We hope that the report will inform developments in RE and Collective Worship in Rutland and be an effective support for school improvement.

The local SACRE congratulates those primary schools who received good grades in this year's OFSTED inspection reports for the spiritual, moral, social and cultural development of their pupils. The SACRE will continue to encourage schools to broaden knowledge and understanding of all cultures and faiths.

Thank you to Rutland County Council for their assistance in the support and running of the Rutland SACRE.

Cllr Gale Waller
Chair of SACRE

2 BACKGROUND

2.1 The role of SACRE

The 1988 Education Reform Act established the statutory requirement for all LAs to establish a permanent body for Religious Education – The Standing Advisory Council for Religious Education (SACRE). The Rutland SACRE is an independent body which exists to advise the Local Authority (LA) on matters concerned with the provision of Religious Education and Collective Worship.

2.2 The SACRE comprises of four groups:

Group One: Representatives of Christian denominations and other religions, reflecting the principal religious traditions of the county

Group Two: Church of England Representatives

Group Three: Teacher Representatives

Group Four: LA Representatives

Each group has equal status and voting rights. See **Appendix A** for membership.

2.3 The broad role of the SACRE is to support the effective provision of Religious Education and Collective Worship in schools / academies/ community colleges through:

- Advice on methods of teaching the Agreed Syllabus for Religious Education;
- Advising the LA on the provision of training for teachers;
- Monitoring inspection reports on Religious Education, Collective Worship and Spiritual, Moral, Social and Cultural (SMSC) Development of pupils;
- Considering complaints about the provision and delivery of Religious Education and Collective Worship referred to SACRE by the LA;
- Obtaining support from the LA to review its Locally Agreed Syllabus.
- Contributing to community cohesion.

2.4 The Rutland SACRE meets at least three times each year at different venues within and outside the county. The SACRE meetings are open to the general public, who may attend as observers.

3 RELIGIOUS EDUCATION

- 3.1 There is a legislative requirement that a Local Authority should undertake a review of its Locally Agreed Syllabus every 5 years. Since 1997 when Rutland became a unitary authority, Rutland has adopted the Northamptonshire Locally Agreed Syllabus. This is now called "Growing Together" and Rutland County Council agreed to adopt this Syllabus in February 2011.

4 OfSTED INSPECTION REPORTS 2013-2014

- 4.1 The following Rutland Primary Schools were inspected by Ofsted in the 2013-2014 academic year:

- Cottesmore Community Primary
- Great Casterton C OF E Primary
- Edith Weston Community Primary
- Exton C of E Primary
- Ryhall C of E Primary
- St Mary and St John C of E VA Primary

4.2 Cottesmore Primary School

Section 5 Inspection: November 2013

Inspection finding:

Pupils' spiritual, moral, social and cultural development is promoted effectively in regular assemblies with opportunities to reflect about others, sessions to develop skills working together at the beginning of term and an adult 'friend' who supports pupils with social issues.

4.3 Great Casterton C of E Primary School

Section 5 Inspection: July 2014

Inspection finding:

Teachers build good relationships in lessons so that pupils feel confident to offer answers and share ideas. Teachers encourage mutual respect, both in their comments and the way they treat pupils, and pupils respond well to these good role models.

Pupils' spiritual, moral, social and cultural education underpins all the school does. Close links with the church supports strong spiritual development. A focus on values such as courage and respect supports pupils in dealing with everyday situations. The school aims to promote equality of opportunity to make sure that no groups of pupils achieve less well than others, and has taken action to improve girls' achievement.

4.4 Edith Weston Community Primary School

Section 5 Inspection: February 2014

Inspection finding:

Pupils say they enjoy learning through the school's well-planned range of topics and themes. These contribute strongly to pupils' social, moral, spiritual and cultural development. The topics are supported by a number of additional visits and activities, as well as after-school clubs. For example, pupils enjoy learning Mandarin, representing the school in sporting activities, and some pupils recently took part in a Shakespeare workshop.

4.5 Exton and Greetham C of E Primary School

Section 5 Inspection: March 2014

Inspection finding:

A real strength of the school is the warm and welcoming atmosphere that values all pupils. Attractive displays, an emphasis on the arts and good use of resources all add to the good teaching observed. The outdoor space for younger children in the Early Years Foundation Stage is particularly good. This well-equipped area was used extremely well. It was noticeable how well children and pupils cooperated and supported each other.

All pupils attend daily acts of collective worship. This helps them to learn important lessons that support their spiritual, moral, social and cultural development.

The school ensures equality of opportunity for all its pupils and discrimination in any form is not tolerated.

The development of pupils' spiritual, moral, social and cultural development is very important to the school. As a result, pupils' personal development is highly effective and pupils develop into confident, enthusiastic and inquisitive learners.

4.6 Ryhall C of E Primary School

Section 5 Inspection: July 2014

Inspection finding:

Pupils settle down to learn very quickly at the beginning of lessons, and assemblies.

4.7 St Mary and St John C of E VA Primary

Section 5 Inspection: January 2014

Inspection finding:

The school makes a good contribution to pupils' spiritual, moral, social and cultural development.

The school also was inspected by the National Society in March 2014 (see below). The full National Society Statutory Inspection of Anglican and Methodist Schools (SIAMS) can be found on the national society's website.

5 SIAMS INSPECTION REPORTS 2013-2014

5.1 St Mary and St John C of E Primary School

The school received an overall effectiveness judgement of Good.

A copy of the full report is attached at **Appendix B**.

6 INSPECTION SUMMARY

6.1 Ofsted's inspections of spiritual, moral, social and cultural education are very positive in Rutland schools. No inspection reports required improvement in this respect of the schools' performance.

6.2 Extracts from seven (7) Ofsted Inspections of Rutland schools in the 2013-2014 academic year have been provided in this report. Each refers to the at least good spiritual, moral, social and cultural development in each of the schools.

6.3 Two SIAMS inspections were conducted in 2013-14. One at St Mary and St John C of E VA Primary School as reported above. A second SIAMS inspection was conducted at Oakham C of E Primary School but due to technical issues the report was withdraw and the inspection will be repeated at a date yet to be confirmed. The Local Authority was notified of this matter by the Peterborough Diocese.

7 KS4 and KS5 RESULTS 2014

7.1 Casterton Business and Enterprise College (CBEC)/Rutland County College

Validated KS4 and KS5 data for 2014 attainment outcomes will be provided to SACRE in Spring 2015 and are provided at **Appendix B**

7.2 Catmose College

Validated KS4 and KS5 data for 2014 attainment outcomes will be provided to SACRE in Spring 2015 and are provided at **Appendix B**

7.3 Uppingham Community College

Validated KS4 and KS5 data for 2014 attainment outcomes will be provided to SACRE in Spring 2015 and are provided at **Appendix B**

8 REPORTING TO PARENTS

8.1 Standards at all key stages are regularly reported to parents in the annual report of each pupil's work at the end of the summer term and during the year at parents' evenings.

9 LINKS TO LOCAL AUTHORITY PRIORITIES.

9.1 The inspection reports for both S5 and S48 present a sound baseline for the monitoring of Spiritual, Moral, Social and Cultural Education in Rutland schools and colleges.

9.2 The SACRE endeavours to respond to the proposed priorities of the Local Authority “Children and Young Peoples Plan”. For example, the extent to which the RE Syllabus meets the needs of the community.

9.3 The SACRE also endeavours to promote and develop the importance of resilience in young people through relevant areas of the curriculum in school including Religious Education.

10 COMPLAINTS ABOUT COLLECTIVE WORSHIP

10.1 There have been no complaints about Collective Worship made to the Rutland SACRE by parents in 2013-2014.

11 SACRE DEVELOPMENT PLAN 2010-2013 and PLANNING 2014 ONWARDS

11.1 The SACRE reviewed its Development Plan 2010–2013 in 2013.

The Development Plan aimed to address the following issues over the three years:

- Identifying common strengths and areas for development in RE.
- Identifying the required professional development for raising standards in RE and providing quality Collective worship.
- Contributing to the priorities of the Local Authority strategic partnership in relation to community cohesion.

11.2 A new Development Plan will be developed in 2014/15.

12 RELIGIOUS EDUCATION TRAINING PROGRAMME

12.1 The SACRE previously considered the report *RE-The Truth Unmasked* and shared a summary of this report with all schools in Rutland.

12.2 The SACRE agreed to review the potential for creating a RE cluster in Rutland led by schools. This action will be included in a future SACRE meeting agenda for discussion.

13 LINKS WITH PARTNERS AND OTHER BODIES

13.1 Rutland SACRE is actively involved in the National Association of SACREs (NASACRE) and has been represented at its meetings and conferences. SACRE has been in a period of transition following the retirement of Philip Davies, the death of the previous chair and reorganisation of the People Directorate.

13.2 Rutland Local Authority works closely with both the Anglican and Roman Catholic Diocese and with Northamptonshire’s Religious Education Advisory Team in the support of Religious Education teaching in its Church of England, Community, Foundation schools and academies.

14 SACRE BUDGET

- 14.1 SACRE has a small agreed budget. This has been allocated for clerking of meetings, the taking up of SACRE business by the clerk, taking forward special projects and to maintain the links with and the support of NASACRE, including sending a delegate to the Annual Conference.

15 SACRE MEMBERSHIP

- 15.1 The composition of the SACRE altered considerably in 2013-14.

Chair:

Cllr Gale Waller

Resignations and Appointments:

- 15.1.1 The Reverend Philip Davies resigned at the end of March 2013. Philip provided a significant level of knowledge and expertise to SACRE as professional RE advisor as well as Clerk. Mrs Jane Hall was welcomed to SACRE in June 2013 as Clerk.

- 15.1.2 Katherine Towns returned from maternity leave and resumed her role as the Local Authority link officer for the SACRE. However, Katherine was appointed to a Primary Head Teacher post in January 2014 and her role has been covered by members of the Local Authority Learning and Skills team. Kim Garcia interim Head of Service for Learning and Skills has agreed to act as lead officer for the SACRE whilst he is with Rutland County Council.

- 15.1.3 Mrs Amanda Rogers retired as Headteacher of Ketton C of E Primary School and Mrs Joan Gibson retired from Oakham C of E Primary School in July 2014. Both resigned from SACRE.

- 15.1.4 Recent resignations:

Rev Jo Saunders, Mrs J Vecqueray, Mrs A Rogers and Rev. J Widdows.

APPENDIX A RUTLAND SACRE MEMBERSHIP AND ATTENDANCE 2013-2014

The Rutland SACRE has met on the following occasions in 2013-2014:

Date	Venue		
7 March 2013	Oakham CEVC Primary School		
25 June 2013	Empingham Methodist Church		
19.11.2013	Oakham CEVC Primary School		
26.06.2014	St Josepchs RC Church, Oakham		
18.11.2014	Voluntary Action Rutland, Oakham		
GROUP ONE – Representatives of other Churches and Faiths			
Name	Representing	Actual attendance	Eligible attendance
Vacancy	The United Reform Church	0	3
Vacancy	The Baptist Church	0	3
Vacancy	Other Faiths	0	3
Mr A Menzies	The Roman Catholic Church	3	3
Vacancy	The Congregational Fed	0	3
Mrs E Ray	The Methodist Church	1	3
Vacancy	The Quakers	1	3
Mr K Fryett	British Humanist Association		
GROUP TWO – Church of England Representatives			
Reverend J Saunders	Rutland Deanery		
Mr M Kee	Peterborough Diocese	2	3
Jo Saunders	Peterborough Diocese	2	3
Vacancy	Rutland Deanery	0	3
GROUP THREE – Teacher Representatives			
Vacancy	Head Teachers Forum	0	
Vacancy	ATL	0	3
Mrs M Davies	Secondary Consortium	0	1
Vacancy	NUT	0	3
Mrs S Reseigh	Co-opt Learning Assistant	0	3
Vacancy	NAHT	0	3
Vacancy	NASWT	0	3
Mrs J South	Co-opt Primary Head	0	3
Mrs J Gibson	Co-opt Primary Head	0	3
Vacancy	Co-opt Primary RE		
GROUP FOUR – Local Education Authority Representative			
Mr N Wainwright	Rutland County Council	3	3
Miss Gale Waller	Rutland County Council	2	3

Rutland LA Officer Supporting the Rutland SACRE
Kim Garcia, Interim Head of Service, Learning and Skills

Clerk to the Rutland SACRE
Jane Hall

APPENDIX B Key Stage 4 Results 2014 (Validated January 2015)

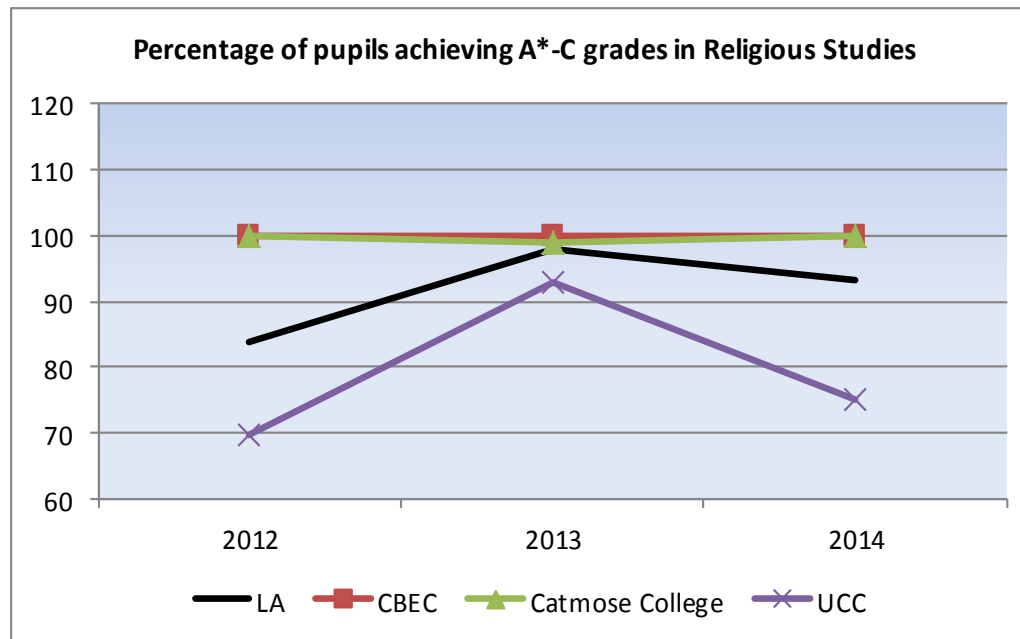
Religious Studies - GCSE Full Course

Percentage of pupils achieving A*-C grades

	2012	2013	2014
LA	83.7	98.1	93.1
CBEC	100	100	100
Catmose College	100	98.9	100
UCC	69.6	92.9	75

Number of pupils entering

	2012	2013	2014
LA	43	106	29
CBEC	5	4	3
Catmose College	15	88	18
UCC	23	14	8



APPENDIX B Key Stage 4 Results 2014 (Validated January 2015)

KS4 2014 Grade Summary

2014 Key Stage 4

Subject : Religious Studies ; Exam : GCSE Full Course

Centre	NOR	NOE	A*	A	B	C	D	E	F	G	Q	U	X	A*-C	A*-G	QCA Av Pts
NCER	559389	217K0	9.8	18.7	23.1	19.2	11.9	7.6	4.7	3.0		2.1	[741]	70.7	97.9	41.34
LA Comparator	474	29	37.9	17.2	10.3	27.6	6.9							93.1	100.0	49.10
Casterton Business and Enterprise College	151	3	33.3	33.3	33.3									100.0	100.0	52.00
Catmose College	158	18	55.6	22.2	5.6	16.7								100.0	100.0	53.00
Uppingham Community College	165	8			12.5	62.5	25.0							75.0	100.0	39.25
Total		29	37.9	17.2	10.3	27.6	6.9							93.1	100.0	49.10

Rutland
Sacre



Standing Advisory Council
on Religious Education

Supporting Rutland Schools in delivering Religious Education

11 March 2015

Dear Head,

I am writing to you to draw your attention to recent developments in religious education and to remind you of the value of religious education teaching, both to promote community cohesion and to develop young people's personal academic potential. I attach for your information a copy of a letter I have recently received from Lord Nash and also the OfSTED summary of their report Religious education: realising the Potential (the full report can be found here: http://www.nasacre.org.uk/media/file/Religious_education_-_realising_the_.pdf).

You will be aware the curriculum for religious education is changing and the developments for GCSE are very exciting. (Please see https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/403357/GCSE_RS_final_120215.pdf for further information). We will also be reviewing the agreed syllabus in 2016.

SACRE believes in the value of religious education teaching and if you have any views on how we might help your school improve its teaching of religious education, whether the agreed syllabus or at GCSE, please let me know. SACRE is also responsible for collective worship and,

again, if there is any help we can give you in this area of school life please do not hesitate to get in touch.

Yours faithfully

G. F. Waller
Chair, Rutland SACRE

Rutland SACRE,
Rutland County Council, Catmose, Rutland LE15 6HP
telephone: 01572 722 577

fax: 01572 758 307

email: jhall@northamptonshire.gov.uk

Chair: Councillor Gale Waller

Email: gwaller@rutland.gov.uk