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## Rutland County Council

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**Meeting:** PEOPLE (CHILDREN) SCRUTINY PANEL

**Date and Time:** Thursday, 4 May 2017 at 7.00 pm

**Venue:** COUNCIL CHAMBER, CATMOSE, OAKHAM,  
RUTLAND, LE15 6HP

**Clerk to the Panel:** Samantha Ramsay 01572 750907  
email: [corporatesupport@rutland.gov.uk](mailto:corporatesupport@rutland.gov.uk)

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### A G E N D A

#### APOLOGIES FOR ABSENCE

##### 1) RECORD OF MEETING

To confirm the record of the meeting of the People (Children) Scrutiny Panel held on 23 February 2017 (previously circulated).

##### 2) DECLARATIONS OF INTEREST

In accordance with the Regulations, Members are invited to declare any personal or prejudicial interests they may have 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 217.

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) RALSS PERFORMANCE REPORT 20 min**

To receive Report No. 102/2017 from the Director for People.  
(Pages 5 - 34)

**8) RUTLAND STANDING ADVISORY COMMITTEE FOR RELIGIOUS EDUCATION (SACRE) ANNUAL REPORT 2015-17 30 min**

To receive Report No. 101/2017 from the Chair of SACRE.  
(Pages 35 - 80)

**9) OFSTED: NEXT STEPS PLAN 40 min**

To receive Report No. 99/2017 from the Director for People.  
(Pages 81 - 120)

**10) FOSTERING SERVICE: INTERNAL AUDIT 10 min**

To receive a verbal update from the Director for People.

- 11) POVERTY IN RUTLAND - GREEN PAPER** **10 min**  
To receive Report No. 91/2017 from Scrutiny Commission.  
(Report circulated under separate cover)  
(Pages 121 - 188)

**PROGRAMME OF MEETINGS AND TOPICS** **5 min**

**12) REVIEW OF FORWARD PLAN 2016/17**

To consider Scrutiny issues to review.

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

**13) ANY OTHER URGENT BUSINESS** **5 min**

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

**14) DATE AND PREVIEW OF NEXT MEETING** **5 min**

Date to be agreed at Annual Council.

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

Mr J Dale (Chairman)

Mr E Baines

Mr O Bird

Mr G Conde

Mr M Oxley

Miss G Waller

Mr N Begy

Mr K Bool

Mrs D MacDuff

Mrs L Stephenson

**TO: CO-OPTED MEMBERS OF THE PEOPLE (CHILDREN) SCRUTINY PANEL**

Mrs L Youngman

Ms S Gullan-Whur

Mr A Menzies

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## SCRUTINY PANEL

4 May 2017

### RUTLAND ADULT LEARNING AND SKILLS SERVICE (RALSS)

#### Report of the Director for People

Strategic Aim:	Sustainable Growth	
Exempt Information	No	
Cabinet Member(s) Responsible:	Mr D Wilby, Portfolio Holder for Lifelong Learning	
Contact Officer(s):	Tim O'Neill, Director for People and Deputy Chief Executive	01572 758402 toneill@rutland.gov.uk
	Gill Curtis , Head of Service - Lifelong Learning	01572 758460 gcurtis@rutland.gov.uk
Ward Councillors	All	

#### DECISION RECOMMENDATIONS

That the Panel:

1. Notes the arrangements for post 16 provision by Rutland Adult Learning and Skills Service in partnership with Peterborough Regional College.

#### **1 PURPOSE OF THE REPORT**

- 1.1 To inform Scrutiny Panel of the work of RALSS

#### **2 BACKGROUND AND MAIN CONSIDERATIONS**

- 2.1 Rutland Adult Learning and Skills Service (RALSS) produces an Annual Report, which also acts as a self-assessment report (SAR) in line with the requirements of both the Skills Funding Agency (SfA) and Ofsted.
- 2.2 All data referred to in this report relates solely to the academic year 2015/6 unless otherwise stated.

#### **3 CONCLUSION AND SUMMARY OF REASONS FOR THE RECOMMENDATIONS**

- 3.1 Due to the timing of the report, which takes place at the end of the academic year, it is primarily reflective of the previous years activities and as such provides a retrospective view of the progress of the service in addition to the actions undertaken to maintain continuous improvement.

3.2 The Annual Report draws together a range of reviews, data, views and judgements, to celebrate our successes as well as to identify emerging issues and areas for improvement (as identified from quality monitoring processes). It is a key management tool in highlighting and supporting continuous improvement.

**4 BACKGROUND PAPERS (IF NOT STATE 'THERE ARE NO ADDITIONAL BACKGROUND PAPERS TO THE REPORT')**

4.1 There are no additional background papers to the report

**5 APPENDICES (SIMPLY STATE IF THERE ARE NO APPENDICES)**

5.1 Appendix A – RALSS Annual Report (SAR) 2015/16

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



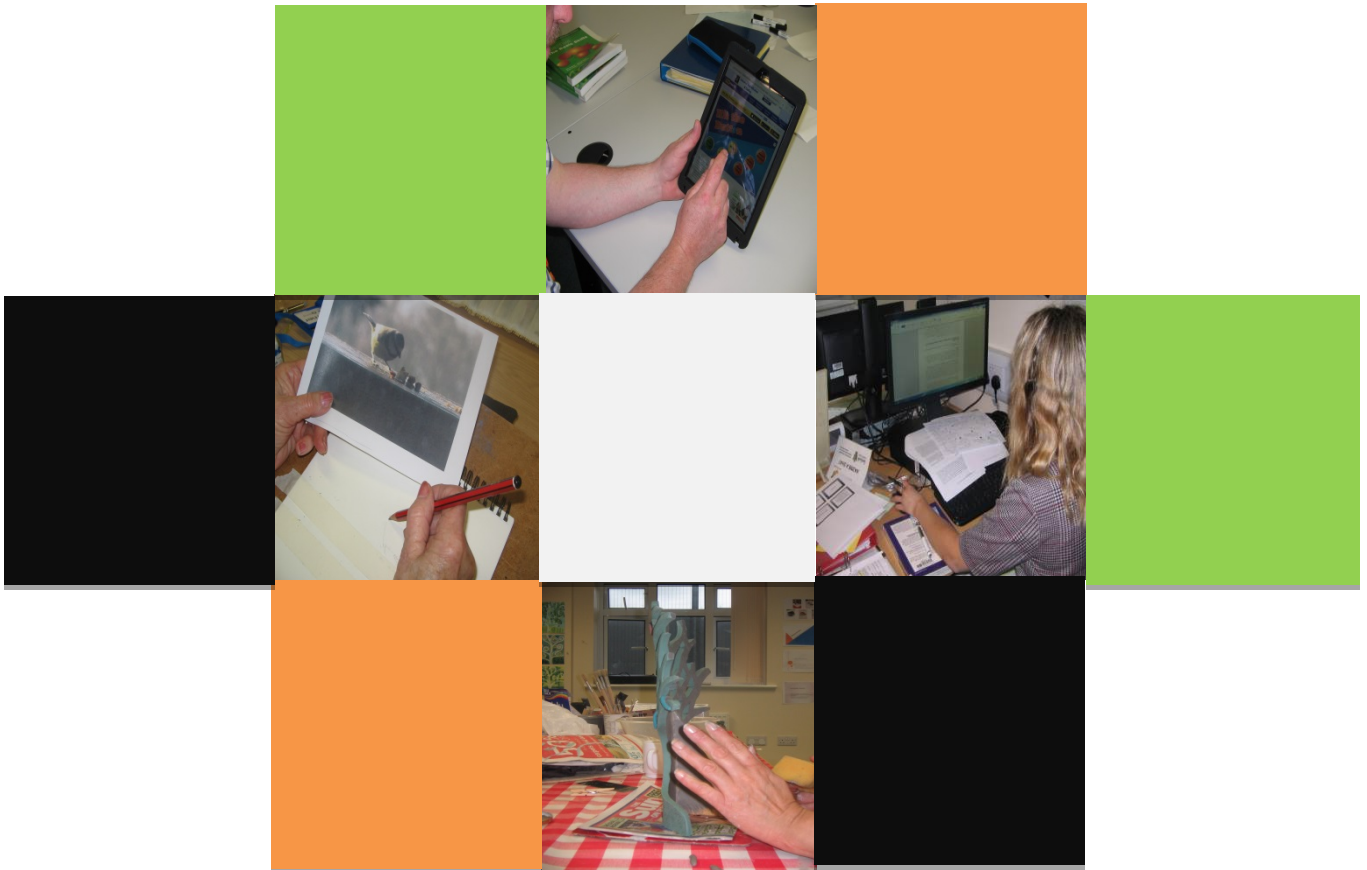
Peterborough  
Regional College

A partnership for Rutland Adult Learning & Skills Service



Rutland  
County Council

# RALSS



# **RUTLAND ADULT LEARNING AND SKILLS** **SERVICE**

## **ANNUAL REPORT (SAR) 2015/16**

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# 1 The Annual Report (SAR) - Process and Rationale

- 1.1 Rutland Adult Learning and Skills Service (RALSS) produces an Annual Report, which also acts as a self assessment report (SAR) in line with the requirements of both the Skills Funding Agency (SfA) and Ofsted. *Quotes from Ofsted are given within the report in italics.* Internally, this acts as both a reflective action as well as a blueprint for the future, as part of our drive to reach outstanding. We create this by drawing together and highlighting progress in a range of organisational actions such as skills, community learning, classroom based learning, workplace learning and apprenticeships.
- 1.2 Due to the timing of the report, which takes place at the end of the academic year, it is primarily reflective of the previous years activities and as such provides a retrospective view of the progress of the service in addition to the actions undertaken to maintain continuous improvement.
- 1.3 The Annual Report draws together a range of reviews, data, views and judgements, to celebrate our successes as well as to identify emerging issues and areas for improvement (as identified from quality monitoring processes). It is a key management tool in highlighting and supporting continuous improvement.
- 1.4 The Annual Report activities are undertaken by all members of staff within RALSS including members of Senior Management and the Portfolio Holder. These activities include reports from the RALSS Performance Board, end of course reports, observations of teaching and learning including learning walks, data exercises, internal and external moderation and validation as well as benchmarking exercises to name a few. This year, the report will reflect the progression from the most recent Ofsted visit which graded the provision as good in all aspects, to help pinpoint any areas for improvement as well as celebrate our achievements.
- 1.5 The layout of this report reflects best practice, as well as mirroring the layout of the Common Inspection Framework (CIF) 2015, in utilising a judgement-rich approach.
- 1.6 All data referred to in this report relates solely to the academic year 2015/6 unless otherwise stated.
- 1.7 Areas for improvement are collated in a Quality Improvement Plan (QIP) and are given in section ten. These highlight the key actions for moving the service to outstanding.

## 2 Overview of the Provision

- 2.1 Whilst they lack the resources and status of schools and universities, both adult skills and community education have a unique importance in British life. Not only do they contribute to the skills needs of the local economy, they also provide new chances for people whose encounters with the school system may have been less than satisfactory, and are responsive to the demands of employers as well as students. Adult and community education is often a lifeline for people in deprived regions and rural areas for whom distance to mainstream activities and participation in a large further education setting is a distant and unfamiliar notion.
- 2.2 Whilst community education varies depending on the geographical region and the demographics it serves, it has a unifying norm in that it is resilient and innovative. Our staff are a unique resource for learners who are often lacking in confidence. They are at the forefront of developing students' existing skills as well as teaching them new ones. We recognise and nurture abilities which students undervalue or do not realise they possess.
- 2.3 Rutland Adult Learning and Skills Service's (RALSS) mission is to; establish and deliver an outstanding learning and skills platform for the County; to work effectively with partners, stakeholders and customers; to deliver provision which develops the skills, achievements and aspirations of communities, families, employers and learners in Rutland in order to both support and improve the economic, social and educational outcomes and quality of life in Rutland. This is reflected in the service strategic and business plans.
- 2.4 Rutland Adult Learning and Skills Service is an important service provided by Rutland County Council designed to influence, support and improve the quality, achievements and social and economic prospects of adult learners in Rutland.
- 2.5 Our vision is summarised by the following **Mission Statement**:

### Mission Statement

To work effectively with partners, stakeholders and customers to plan and deliver provision which develops the skills, achievements and aspirations of communities, families, employers and learners in Rutland in order to support the economic, social and educational outcomes and quality of life in Rutland.

- 2.6 RALSS is proud to be part of the services provided by Rutland County Council and strives to meet all of the Council's aims but in particular contributes to the Council's strategic aim of *'Rutland is a great place to live, learn, work, play and visit'*. RALSS seeks to meet the key actions of RCC in terms of sustainable growth, safeguarding and economic growth.
- 2.7 During the 2015-6 academic year, Rutland Adult Learning and Skills Service (RALSS) restructured the methodology of delivery from both a personnel and a curriculum standpoint.
- 2.8 The Adult Skills budget is delivered in partnership with Peterborough Regional College (PRC). This is subject to annual performance review and has been extended for 2016/7 following a Senior Management Review. The partnership is monitored by RALSS Management and good relationships have been formed. Joint marketing actions are now in place. We have continued to adapt to the changing priorities of the Skills Funding Agency such as developing the Apprenticeship programme as well as responding to changes in funding levels for some of the core curriculum areas that had been offered over many years.
- 2.8 The work undertaken by the team saw RALSS achieving a 'Good grade' with some outstanding elements for all of its provision and therefore the service is unlikely receive another full Ofsted inspection until 2019 at the earliest.
- 2.9 Service locations within the county are now centralised at the Oakham Enterprise Park. All mainstream courses will now be offered from this site. There is significant partnership work planned with local RAF and Army bases to deliver learning to Forces communities.

## 3 The Rutland Population

- 3.1 Rutland is one of the rural counties within England and Wales as 100% of the population live in 'rural towns' and villages or are dispersed (DEFRA – LA Classification Dataset post April 2009) – over some 151.5 square miles (392.5 square km). The County Council is ranked 149/152 County Councils in terms of deprivation according to the 'Rank of average score' indicator (Indices of Deprivation 2015), moving down one place since 2010 to a lower deprivation scoring, and 301/326 Local Authorities by the same report. The Level of Happiness in Rutland is high, with an average (mean) rating of 7.65/8.0 (ONS Wellbeing Analysis Reference Table 3: Happiness, 2015), which is 0.32 higher than the national average.
- 3.2 Although the County enjoys low rates of deprivation, there are nevertheless embedded pockets of relative deprivation within it. In particular, with reference to attainment levels (Census 2011, Qualifications), the wards of Greetham and Oakham NorthWest demonstrate significantly higher levels of residents with no qualifications than is apparent in other wards. The percentage for those with no qualifications and for those with a highest qualification of level 1 is also greater than in other areas for these wards. The main RALSS accommodation at the Oakham Enterprise Park is close to and serves this area of deprivation.
- 3.3 A key factor which creates barriers to participation in Rutland is transport. Population density is low, at 87 persons / km<sup>2</sup> in Rutland compared to 267 / km<sup>2</sup> and 383 / km<sup>2</sup> in the East Midlands region and in England respectively. As a result, learners with similar needs tend to be widely dispersed throughout the county and may be unable to access facilities due to infrequent or non-existent public transport links. RALSS is working with other officers within the County Council to address this deficiency.
- 3.4 Rutland has a total population of 37,369 (ONS – Usual Resident Population by five-year age group, 2011 Census) with a small proportion of ethnic minority groups. In 2011, 5.72% of Rutland's resident population declared non-white ethnicity, and 94.3% of the population identified themselves as "White British" This compares with a figure of 95.74% of the population who declared themselves "White British" in 2001 (ONS 2001 census – Ethnic Group (UV09)) and indicates that over the course of the last decade, the proportion of Rutland residents of "non-White" and "White, non-British" ethnic origin has increased. However, on both a regional and national basis, the proportion of non-white ethnic groups is substantially higher, at 24.18% and 29.17% respectively (ONS 2011 Census – KS201EW Ethnic Group).
- 3.5 From those people of non-White British origin, according to the ONS Census the greatest increase has been in the proportion of "White: Other White" residents, from 1.69% in 2001 to 2.1% in 2011, and "Asian or Asian British" residents, up from 0.40% to an estimated 1.9 % over the same period (sources as previously). Thus, the ethnic composition of the county can be seen to be gradually shifting over time.

Early indications from the 2011 Census indicate that the ethnic minority population of the county has indeed increased.

- 3.6 The county will see a significant increase in the over 65 population, between 2014-2030 as an increase of 8.5% as a proportion of the total population is forecast, with a decreasing supply of those in younger age groups adding pressure to an already tight labour supply (ONS Subnational population projections, May 2014). Much of this growth will be accommodated in the Oakham Urban Extension and in other smaller developments around the county.
- 3.7 The mean age of residents in Rutland was 42.40 years in 2011, set against a mean of 39.90 in 2001 for Rutland. The mean age in the East Midlands region in 2011 was 40.00 and for England as a whole, the figure is 39.3 (ONS – 2011 Census: Age Structure (KS102EW)). The census also reflect a lower proportion (61.10%) of residents of working age as compared to the East Midlands (64.76%) and England as a whole (64.45) and thus overall, the county has a generally older population with more residents of above retirement age than is the case in the region or nation as a whole.
- 3.8 Rutland has 17,400 total workforce jobs and a job density of 0.87 (the proportion of jobs in an area to the number of people ages 16-64) and is consistent with net-in commuting which is likely to reflect the older population structure (Experian & NOMIS 2011 data from Peterborough SHMA July 2014).
- 3.9 Median earnings based on individuals living in Rutland (£24,271) are significantly higher than individuals working in Rutland (£22,091) suggesting that significant proportions of our more highly skilled people work elsewhere. Data for Rutland is influenced by its small population. Whilst the 2012 data for resident's earnings are below the East Midland's regional average provisional 2015 data from the Annual Survey of Hours & Earnings suggest earnings which are significantly above the regional average, £25,065 compared to £21,093.
- 3.10 Rutland has retained its major manufacturing employers over the last 20 years and has successfully diversified into a home for many service based SMEs. Key sectors in terms of work based employment are education, manufacturing, accommodation and food services, minerals, wholesale & retail and public administration. Existing areas of delivery for Workplace Learning provide appropriate opportunities in some of these areas. As part of the strategic planning for the Service, the areas not covered by our in-house provision can be covered by the partnership contract and the Service is reviewing additional resource to expand the offer.

**Judgement**

- 4.1 The Adult Skills budget is delivered in partnership with Peterborough Regional College (PRC). This is subject to an annual performance review and has been extended for 2016/7 following a Senior Management Review. The partnership is monitored by RALSS Management and good relationships have been formed.
- 4.2 RALSS has a clear focus on vocational education and the skills agenda. *'RALSS has high aspirations for all learners and constantly strives to meet the needs of our communities, local businesses and employers.'*
- 4.3 *'Leadership and Management at RALSS are graded as good. RALSS is led by a strong and determined management team who are driving the organisation towards outstanding by combining effective strategic direction and high expectations for learner success. The management team have significantly increased the liaison with other providers at a local and regional level to enhance and develop both the service and its reputation.'*
- 4.4 Teaching, learning and assessment in Community Learning and Skills Development are good.
- 4.5 RALSS offers good personal development and actively promotes good behaviour and strong learner support. It seeks to develop the whole person as part of the learning programme and as such delivers actions to help the learner develop both their own skills base and employability whilst at the same time understanding their role in the health of Britain.
- 4.6 RALSS offers a safe working environment for young people, giving them skills to help them stay safe outside of the learning environment and to act as good citizens.
- 4.7 *'Outcomes for learners show good and consistent success rates which are in the main significantly above national averages.'*
- 4.8 Leaders and managers target funding at those of most need, helping learners to overcome their barriers to employment and/or independence. Learning programmes give participants the skills and confidence to help build a cohesive and integrated society.
- 4.9 The service has successfully attracted and delivered all of the funding available to it.

**Evidence and Impact**

- 4.10 *'Teaching, learning and assessment are good across the provision enabling learners to develop good vocational and employability skills.'*
- 4.11 *'Learners have high aspirations and continue to receive good education and training. They make good progress on most courses and a large majority complete their main vocational qualifications in a timely manner.'*
- 4.12 *'Managers know their provision well and have planned a broad and accessible curriculum to meet regional and local needs well and prepare learners for employment.'*
- 4.13 Excellent (timely success rates) and overall Apprenticeship success rates significantly above the national average with the exception of 16-18 apprenticeships which are only around national averages and are subject to actions in the QIP
- 4.14 Excellent internal quality assurance of work-based learning provision
- 4.15 Good partnership work is evident throughout all aspects of the provision
- 4.16 Excellent response to local need with a strong placement of the service throughout the County and surrounding areas.

#### **Areas for Improvement**

- 4.17 Earlier delivery of adult education budget (AEB) totals with particular reference to individual account lines under the new funding methodology
- 4.18 Seek out expanded opportunities for funding under both education funding agency (EFA) and European social funds (ESF) to provide a wider and expanding service.
- 4.19 Target-setting, so that learning targets focus on improving learners' skills and personal development needs for the more able learner.
- 4.20 Attendance and retention of learners to some sessions
- 4.21 Expansion of the 14-19 frameworks across all providers within Rutland to provide young people with improved life chances.

### Judgement

- 5.1 *'Leadership and Management at RALSS are graded as good.'* The management team have significantly increased the liaison with other providers at a local and regional level to enhance and develop both the service and its reputation. *'Councillors and senior managers promote high standards and these are subject to a rigorous and challenging review as part of the RALSS Performance Board.'* Leaders and managers set and achieve extremely ambitious objectives for the service to provide a very high-quality, responsive curriculum in collaboration with a broad range of partners. The clear objectives for the service align closely with those of the council and are set within a well-developed strategic plan which is understood by managers and staff
- 5.2 The creation and usage of data is outstanding and the self-assessment processes which take into consideration the views of learners, staff, managers and Councillors, are inclusive, established and continuous throughout the year. *'Accurate and reliable management information linked to the results of observations, in-year outcomes and monthly monitoring underpin the processes.'*
- 5.3 Surveys of staff, students and employers have been undertaken, and their views taken into consideration, within the improvement processes. RALSS produces a series of "you said we did" posters showing our responses and how we have dealt with the requests. RALSS operates a quality improvement calendar which helps to ensure the smooth running of the provision.
- 5.4 *'Equality and diversity are addressed well throughout the provision and promoted through meetings, reviews and performance management.'* Tutors and assessors demonstrate good awareness in their delivery through Initial Assessment although additional work is required to ensure embedded activities. E & D is introduced at Induction in an activity suitable for each curriculum area.
- 5.5 RALSS safeguarding of learners is effective with outstanding features. *'RALSS has a strong and consistent approach with policies, designed to ensure the effective safeguarding of staff and learners.'* We have effective mechanisms in place to ensure that all staff and learners feel safe and that if they have any issues then they know who to report them to. All safeguarding concerns are addressed and signed off. Prevent' training has increased staff awareness of the risks of radicalisation and extremism and improved their confidence in how to recognise risks and how to increase learner understanding and address issues raised. Learners' raised awareness has led to them gaining a better understanding of how to identify risks and what actions to take, as well as understanding communications from their children's schools regarding the 'Prevent' agenda



## Evidence and Impact

- 5.6 *'Rutland Adult Learning and Skills Service (RALSS) offers a good overall level of provision with outstanding features, demonstrating high aspirations and success rates for all areas of its provision. This is evidenced in the current Ofsted grading.'*
- 5.7 Self-assessment is ongoing and rigorous. All courses have a completed tutor course review report. Surveys are completed for all learners. Work-based learners and employers both receive a survey at 3 months and end of the program.
- 5.8 RALSS is embedded throughout the County and is continuing to develop a holistic approach through its partnerships with PRC and local schools and businesses. As examples of actions in these areas, RALSS is an active member of the schools forum representing the interests of Post 16 students. We have had direct engagement with over 50 local businesses.
- 5.9 The Performance Board, which consists of both management leads and councillors, has established systems and a culture that enables learners and staff to achieve their targets and ambitions. We set high expectations for learner achievement and staff conduct and these are monitored on a monthly basis. Working relationships between staff and learners are good. The actions have maintained strong outcomes for learners. Minutes are maintained and all actions completed.
- 5.10 The monthly monitoring board meetings establish an accurate real time understanding of the quality of education being delivered by RALSS and PRC staff. This action enables the RALSS provision to monitor and refine actions to improve all key aspects of the provision.
- 5.11 Teachers and managers contribute to improving teaching and learning through self-assessment and course reviews. Continuous professional development (CPD) and professional industry development (PID) ensures that good practice is embedded across the entire curriculum through shared training. All staff are supported in developmental lesson observations. Details of individual reviews are held centrally in human resources.
- 5.12 The service seeks to actively ensure that the range and content of the provision is aligned to local and regional priorities. Managers regularly attend local groups and meetings including the Local Strategic Partnership group, DWP partnership meeting and Voluntary Action Rutland. We work closely with local secondary schools, deliver careers talks and have been working closely with the Skills Service to engage with year 10 students across the county. Sector based work academies have been developed in partnership with the DWP to provide unemployed people the opportunity to develop their employability skills and gain sector specific accredited qualifications. RALSS is an active member of both the local enterprise partnership (LEP) and local education authorities further education association (LEAFEA).
- 5.13 The development of key skills in English, Mathematics and ICT underpin much of the work of the provision, as a strategic priority, resulting in success rates which are higher than national averages and helping students improve their skills and qualifications in these subjects.

- 5.14 Councillors, via the Performance Board, hold management to account for all aspects of the performance, ensuring value for money mechanisms lead the deployment of staff and resources to deliver good or outstanding outcomes for learners.
- 5.15 Learning programmes are well designed to cover the needs of all learners so that they can achieve their ambitions. As part of the process we provide strong and impartial advice and guidance (IAG) to ensure that learners can make informed decisions about both their courses of study as well as their next steps. The service holds the Matrix kitemark. All learners have access to an Information Advice and Guidance Officer and a work club runs once a week. Learners coming to the end of their learning have an exit IAG interview and are encouraged to look at next steps and progression routes. Where necessary learners are signposted to the National Careers Service.
- 5.16 All learners' destinations are monitored and recorded. Learners destinations are captured at point of exit and employment outcomes are recorded. We have improved the provision by offering progression i.e. from L3 to L4 Early Years, introduction of AAT accounts courses and access to hospitality and catering courses.
- 5.17 The promotion of equality, diversity and inclusion (EDI) through teaching and learning is good and has improved. All new staff have attended the PRC teaching and learning induction to support planning and EDI is promoted in planning, resources and ideas are shared by the teams to raise awareness. EDI and safeguarding are covered at induction to raise awareness and promote discussion through various activities, quizzes and fact finding exercises. EDI is clearly evidenced in work-based learning assessment practice.
- 5.18 The service has a thorough and proactive safeguarding system that is effective. We risk assess all situations, taking action where appropriate, to ensure that we prevent harm. We work closely with the Council safeguarding teams and have effective strategies for both recording incidents and closing the loops, to ensure successful completion of actions. We actively raise awareness and provide training in relation to safeguarding.
- 5.19 Management and staff work to actively protect learners from any form of radicalisation and extremism. The service has trained not only its own staff and students but is also the lead for PREVENT training across the authority. Leaders at RALSS are part of the cross county PREVENT team. Staff are actively encouraged to develop and carry out open discussion with learners in relation to these issues. British values are promoted in planning, and resources. All staff attend the teaching and learning induction to raise awareness and share ideas. The equality calendar encourages staff to promote important dates and events that relate to different faiths and beliefs to ensure those with different backgrounds feel valued.

### **Areas for Improvement**

- 5.20 Earlier delivery of AEB budget totals with particular reference to individual account lines under the new funding methodology

- 5.21 Seek out expanded opportunities for funding under both EFA and ESF to provide a wider and expanding service.
- 5.22 Develop a thorough approach to identifying and recording learners' destinations with a view to understanding better the impact of the service.
- 5.23 Development is needed to ensure parents the local authority and schools view apprenticeships as an aspirational route.
- 5.24 Expand the delivery of work related programmes to ensure that we meet the needs of businesses in the local area.

## 6 Quality of teaching, learning and assessment

### Judgement

- 6.1 *'Teaching, learning and assessment in both Community Learning and Skills Development are good.'*

### Evidence and Impact

- 6.2 Leadership and Management were judged good or outstanding by tutors on all courses and outstanding on 65% of courses.
- 6.3 All tutors have high expectations of their learners. The work is highly differentiated, especially in the English, maths and ICT classes.
- 6.4 *'The quality of education and training for learners and apprentices is good.'* Generally lessons are well planned with a range of differentiated activities to engage and motivate learners. Individual learning plans are effective and improving and they demonstrate improved SMART target setting and regular feedback to learners. Additional support given to learners is good and learners who require 1-1 support benefit from structured, well planned provision.
- 6.5 The tutors have specific subject knowledge to a high level and most have degree-level qualifications in the subject they are teaching. Learners benefit from a wide range of approaches deployed to fully meet their needs and to ensure that sessions engage their interest and promote individuals to take charge of their own learning. Most learners commented highly favourably on the support they received from their tutor.
- 6.6 Continuing Professional Development (CPD) plans have been developed from Personal Development Reviews and from the observations of teaching learning and assessment (OTLAs). All tutors have access to training which addresses the main areas for improvement. This ensures that they can, for example, incorporate ICT into their sessions more effectively.
- 6.7 Initial assessment is comprehensive and accurately identifies learners'/apprentices' starting points. BKSB and a skills scan are used to both assess learners current skills levels or to record prior learning, and GCSE qualifications are also taken into account to ensure apprentices/learners are on the correct programme of study.
- 6.8 Learners understand how to improve as a result of individual, detailed feedback, face-to-face with the tutors and through their Individual Learning Plans. In most

cases, tutors provide highly detailed and timely feedback that gives learners a clear insight into their progress and how they can best continue to develop their skills.

- 6.9 Tutors and Managers engage with support staff at Brightways and Rutwel to ensure that the teaching sessions incorporate information from the LLDD groups' Person-Centred plans.
- 6.10 Tutors have attended 'Prevent' training and have been provided with ice-breaker and other activities to promote 'British Values' with their groups. Learner feedback reflects their enjoyment of opportunities to socialise and discuss current topics which in turn increases their confidence in both topic and social interaction.
- 6.11 Progress of work-based learners is good and learners benefiting from assessor contact that is well above the minimum requirement which encourages learners to progress to the next level. Work-based reviews with learners and employers are supportive and identify potential issues.
- 6.12 *'Teachers and assessors promote learners' understanding of equality and diversity effectively either embedding in the classroom provision or part of the review process.'* Most lessons allow learners to develop good personal skills, where they demonstrate positive behaviour and attitudes, which prepare them well for independent learning and their next steps.
- 6.13 English, Maths and ICT are naturally embedded into some sessions but would benefit from more development with clearer links to how these skills would be beneficial for employers or to achieve personal learning goals.
- 6.14 The majority of learners accessing Community Learning courses do so in order to explore interests and develop skills as well as to seek employment outcomes. An overwhelming majority of learners achieve outstanding results with positive feedback on how well they have developed new skills; the impact learning has had in terms of gaining confidence and their increased feelings of achievement in general.

### **Areas for Improvement**

- 6.15 It was noted by Ofsted Inspectors and the Management Team during OTLAs that the volunteers are not being used as effectively as they could be. Training will be provided in September 2016 by a current volunteer and ex-Ofsted Inspector.
- 6.16 Not enough teaching, learning and assessment are outstanding and embedding of English and maths into sessions could be improved.
- 6.17 Better engagement of tutors in CPD opportunities.
- 6.18 Target-setting, so that learning targets focus on improving learners' skills and their personal development needs for the more able learner.



## 7 Personal Development, Behaviour and Welfare

### Judgement

- 7.1 RALSS offers outstanding personal development and actively promotes exemplary behaviour and strong learner support. It seeks to develop the whole person as part of the learning programme and as such delivers actions to help the learner develop both their own skills base and employability whilst at the same time understanding their role in British society.
- 7.2 RALSS offers a safe working environment for young people giving them skills to help them stay safe outside of the learning environment and to act as good citizens.

### Evidence and Impact

- 7.3 Learners are confident and offer assured feedback in sessions. This is translated in the pride they demonstrate in the classroom. In addition the learners' attitudes to learning are positive as evidenced in end of course reports.
- 7.4 Reviews of attendance data shows that most learners are punctual and prepared for learning and this is evidenced in both OTLA reports as well as the results of learning walks. In addition, regular reviews of registers are carried out as part of the monthly monitoring meetings, and show that there are minimal absentees recorded.
- 7.5 Employer surveys show that 92% of employers think that their qualification has benefitted their employee and the organization. The majority of learners stay and complete their course with successful outcomes.
- 7.6 All apprentices benefit from high quality work placements and have all successfully secured employment with their employer once their apprenticeship has been successfully completed. Learners on traineeships completed work experience with local employers that were relevant to their personal goals and supported interns completed work-experience with a job coach relevant to their outcomes.
- 7.7 Learners benefit from Impartial Advice and Guidance (IAG) as pre and post learning actions to ensure that they are undertaking the appropriate qualification and level. This enables them to not only succeed in obtaining qualifications but also prepares them for their further education, employment or self-employment. This has had a positive impact on both retention and destinations.
- 7.8 Staff promote clear messages about safeguarding in all aspects including prevent awareness, prejudice, staying safe on line and bullying. This is evidenced in

observations and reinforced by the use of posters. The recent learner survey showed that 100% of learners felt safe whilst attending RALSS provision.

- 7.9 Learners develop personal, social and employability skills including English, mathematics and ICT required achieving their core learning aims.
- 7.10 Learning programmes allow learners to explore personal social and ethical issues to promote good citizenship.
- 7.11 Maths and English are integral to our provision of programmes. Apprentices attend one day a week and work together to produce an apprentice newsletter for employers which is published every six months. Overall completion of English and Mathematics courses is good. Timely achievement for apprentices is above the national average. In some cases apprentices have the ability to progress to the higher level of English and maths and if appropriate will progress to take GCSE English, maths and ICT.
- 7.12 100% of apprentices who successfully completed gained paid employment and one out of two traineeships moved into full time employment. Learners who took part in the early year's sector based work academy moved into work experience, apprenticeship and maths and English courses. Learners appreciate the importance of gaining Mathematics, English and ICT at the appropriate levels, especially in terms of access to higher education related to specific areas e.g. nursing and teaching.

#### **Areas for improvement**

- 7.13 Target-setting, so that learning targets focus on improving learners' skills and their personal development needs for the more able learner.
- 7.14 Attendance and retention of learners to some sessions
- 7.15 Expansion of the 14-19 frameworks across all providers within Rutland to provide young people with improved life chances.



## 8. Outcome for Learners

### Judgement

- 8.1 *'Outcomes for learners show good and consistent success rates which are significantly above national averages.'*
- 8.2 Leaders and managers target funding at those of most need helping learners to overcome their barriers to employment and/or independence. Learning programmes give participants the skills and confidence to help build a cohesive and integrated society.
- 8.3 Leaders and managers work together with employer networks, Job Centre Plus and community organisations to ensure that the provision helps to meet not only local need but also supports both local and national priorities.

### Evidence and impact

- 8.4 Success rates on accredited programmes are consistently high and most are higher than the respective national rates. The proportion of learners achieving their qualifications in planned timescales is consistently very high. Retention and achievement are both much higher than the respective national averages. Almost all learners who enrolled in 2015/16 have remained on their programme/course. Success rates for learners are very high on all qualifications at all levels. Different groups of learners achieve equally well when analysed by gender, ethnicity or disability.
- 8.5 *'Leaders and managers have high expectations for learners and seek to improve success rates by delivering monthly monitoring activities where progress, retention and skills destinations are monitored.'* Any areas causing concern are dealt with in a timely manner.
- 8.6 All learners have the opportunity for independent advice and guidance which ensures that an individual's prior learning as well as their aptitude is reviewed to ensure that learners are on the right course and at the right level.
- 8.7 The majority of learners complete their learning goals in a timely manner and timely success rates for apprentices are significantly above the national average. Learners successfully meet challenging targets and move on to higher level qualifications.
- 8.8 Positive feedback without actions from all awarding body visits. On completing their programme, most learners have the confidence and opportunity to progress to further learning, training, employment or an apprenticeship.

- 8.19 *'Destinations are known for the vast majority of learners and progression rates into employment and education are provided.'*
- 8.10 Observations of teaching learning and assessment are carried out on every member of staff with 30% outstanding, 66% good and 4% needing improvement. The results of these are reviewed and form the basis of both continual performance reviews as well as specific training actions.
- 8.11 Learner progress is regularly reviewed and actions plans put in place to ensure that learners who have fallen behind are given the opportunity to catch up on progress. Community learners have individual targets which are reviewed at the end of each session and at the end of each programme of study.
- 8.12 Apprentices acquire qualifications that either enable them to move to higher level qualifications or move into regular paid employment. Unemployed learners on sector based work academies have moved to further learning and in some cases work experience and apprenticeships. Tracked destinations show that the majority of learners progress into paid employment. Statistics from the LEP, DWP and Economic Development at the local authority show priorities in the local area which can aid advice and guidance into specific courses, or planning of courses.
- 8.13 Unemployed learners and non-apprentices are able to access courses that can lead them into paid employment that fits their individual circumstances and goals e.g. accounting, early years and teaching assistant courses, GCSE maths and English GCSE for access to HE.
- 8.14 Learners demonstrate and develop good employability skills. Employers' requirements for maths, English and ICT are being met and in some cases exceeded by learners achieving higher levels than required by the framework. Learners receive impartial advice about qualifications that may benefit them the most.
- 8.15 Learners with EHC/LDA plans improve and progress to employment/ further learning or specialist provision. Their range of life/employability skills, confidence and social skills are enhanced as a result of the teaching/work experience they receive. They can see a clear path for development.
- 8.16 Overall learner achievement between different age groups showed no significant differences between the two main groups. For the period 2015/2016 success rates are currently significantly above national average. There are no significant differentials in achievement between different groups accessing the provision.
- 8.17 Staff promote clear messages about safeguarding in all aspects including prevent awareness, prejudice, staying safe on line and bullying. This is evidenced in observations and reinforced by the use of posters. The recent learner survey showed

that 100% of learners felt safe whilst attending RALSS provision. Most learners have a very good understanding of equality and diversity and show extremely high levels of mutual respect and tolerance. Most learners have a good understanding of safeguarding and the risks of radicalisation and extremism.

- 8.18 Learners develop personal, social and employability skills including English, mathematics and ICT required to achieve their core learning aims and appreciate these skills. Learning programmes allow learners to explore personal social and ethical issues to promote good citizenship.

### **Areas for Improvement**

- 8.19 Develop a thorough approach to identifying and recording learners' destinations with a view to understanding better the impact of the service.
- 8.20 Development is needed to ensure parents the local authority and schools view apprenticeships as an aspirational route.
- 8.21 Target-setting, so that learning targets focus on improving learners' skills and their personal development needs for the more able learner.
- 8.22 Monitor functional skills to achieve a significant improvement to at least 5% above national averages.
- 8.23 Monitor 16-18 apprenticeships to achieve a 5% minimum increase in success rates.
- 8.24 Attendance and retention of learners to some sessions
- 8.25 Not enough teaching, learning, and assessment is outstanding and embedding of English and maths into sessions

**Table 1: Overall Grading of Provision**

<b>Common Inspection Framework Criteria (CIF)</b>	<b>13-14</b>	<b>14-15</b>	<b>15-16</b>
Overall Effectiveness	3	2	2
Leadership and Management	3	2	2
Quality of Teaching Learning and Assessment	2	2	2
Personal Development Behaviour and Welfare	2	2	1
16-19 Learners	2	2	2
Outcomes for Learners	2	2	2
Adult Skills	2	2	2
Community Learning	2	2	2
Apprenticeships	2	2	2
Safeguarding of Learners	2	2	1

**Table 2: Classroom Learning/Education & Training 4 year trends**

		Overall					
		Provider Full Year			Provisional	Variance	National (All Institutions)
		2012/13	2013/14	2014/15	2015/16	+ or - National	2014/15
16-18	Leavers	9	8	9	8		
	Achievement Rate	88.6%	62.5%	77.8%	100%	+20.2%	79.8
	Pass Rate	91.7%	100%	83.3%	100%	+11.8%	88.2
	Retention Rate	88.9%	75%	77.8%	100%	+9.5%	90.5
19+	Leavers	464	283	203	1157		
	Achievement Rate	84.5%	80.2%	93.6%	92.1%	+5.1%	87.0
	Pass Rate	94.5%	88.6%	89.0%	95.1%	+1.5%	93.6
	Retention Rate	90.3%	90.8%	96.1%	96.5%	+2.6%	92.9
Total	Leavers	473	291	212	1165		
	Achievement Rate	84.6%	79.7%	93.0%	92.2%	+8.8%	83.4
	Pass Rate	93.7%	88.2%	97.5%	95.1%	+4.2%	90.9
	Retention Rate	90.2%	90.4%	95.3%	96.5%	+4.8%	91.7

**Table 3: Apprenticeship 4 Year Trends (Overall)**

		Overall					
		Provider Full Year			Provisional	Provider Group	National (All Institutions)
		2012/13	2013/14	2014/15	2015/16	2014/15	2014/15
16-18	Leavers	5	14	19	18		
	Achievement Rate	60.0%	64.3%	78.9%	72.2%	-0.7%	72.9
	Pass Rate				92.9%		
19-23	Leavers	7	16	16	21		
	Achievement Rate	57.1%	75.0%	81.3%	81.0%	+8%	73.0
	Pass Rate				89.5%		
24+	Leavers	25	55	19	8		
	Achievement Rate	60.0%	58.2%	78.9%	87.5%	+17.6%	69.9
	Pass Rate				100%		
Total	Leavers	37	85	54	47		
	Achievement Rate	59.5%	62.4%	80%	78.7%	+7%	71.7
	Pass Rate				92.5%		

**Table 4: Apprenticeship 4 Year Trends (Timely)**

		Overall					
		Provider Full Year			Provisional	Provider Group	National
		2012/13	2013/14	2014/15	2015/16	2014/15	2014/15
16-18	Leavers	5	14	19	18		
	Achievement Rate	60.0%	64.3%	78.9%	61.1	-1.4%	62.5
	Pass Rate				93		
19+	Leavers	9	16	16	21		
	Achievement Rate	44.4%	62.5%	75.0%	76%	+15.4%	60.6
	Pass Rate				89.5%		
24+	Leavers	51	55	19	8		
	Achievement Rate	27.5%	41.5%	63.2%	87%	+31.7%	55.3
	Pass Rate				100		
Total	Leavers	37	85	54	47		
	Achievement Rate	32.3%	50.7%	72.2%	72.3%	13.4%	58.9
	Pass Rate						

**Table 5: Community Learning - 5 Year Success Rates**

	Starts	Retention	Achievement	Success
2011/2	862	97%	93%	89%
2012/3	931	95%	90%	85%
2013/4	695	95%	99%	94%
2014/5	492	95%	98%	93%
2015/6	776	98%	94%	93%

**Table 6: Observations of Teaching and Learning - 5 Year Profile**

	Grade 1	Grade 2	Grade3	Grade 4
2011/2	4%	83%	13%	0%
2012/3	7%	77%	12%	4%
2013/4	45%	45%	10%	0%
2014/5	40%	56%	4%	0%
2015/6	30%	66%	4%	0%

## 10 Appendices – Quality Improvement Plan (QIP)

Issue	Actions	Measurement of Success (Milestones)	Target Dates	Responsible Officer
Earlier delivery of AEB budget totals with particular reference to individual account lines under the new funding methodology (4.17)	Carry in completed Process targets set with PRC Monthly monitoring meetings Monthly updates to PRC Additional funding sought	Carry in implemented Meet PRC to review No's 100% delivery of AEB PFR sent Additional funding achieved	Aug 2016 Aug 2016 Monthly Termly Review Jan 17	RS RS/JH/TB RS/JH/TB RS RS
Seek out expanded opportunities for funding under both EFA and ESF to provide a wider and expanding service. (4.18)	Monitor delivery to fully meet AEB Apply for additional funding for apprenticeships.	AEB Met  Additional funding attracted	Monthly  Dec 16	RS  RS
Target-setting, so that learning targets focus on improving learners' skills and their personal development needs for the more able learner. (4.19)	Appropriate 'smart' targets set for all CL learners.  ILPs checked and monitored for all CL courses.	All learners have appropriate targets which are challenging and realistic.	September 2016	DM  DM
Attendance and retention of learners to some sessions. (4.20)	CPD development raise awareness Individual action plans where applicable Monitor Actions	All staff informed  Any person falling behind has adjusted targets 95% retention	September 2016  As required Monthly	RS/DM  DM Management Team
Expansion of the 14-19 frameworks across all providers within Rutland to provide young people with improved life chances.(4.21)	Schools invited to participate  14-19 Plan established	Meeting takes place  Plan commenced	Nov 16  Jan 17	MF  Designated officer
Identify and record learners' destinations with a view to understanding better the impact of the service. (5.21)	All learner destinations logged on MIS	95% learner destinations logged	July 17	MIS
Ensure parents the local authority and schools view apprenticeships as an aspirational route. (5.22)	Actions to be led by 14-19 partnership  All year 11 students informed.	Medium for information agreed  All schools open / careers evenings attended	Nov 16  By April 17	RS  RS
Expand the delivery of work related programmes to ensure that we meet the needs of businesses in the local area. (5.23)	Meet companies MIS review to ensure offer meets need New programmes in place	20 local companies met Programme offer meets local need WRP impact on delivery	Dec 16 Jan 17 July 17	PRC MIS Management Team
Not enough teaching, learning and assessment is outstanding (6.16)	Tutors made aware before observations of what a grade 1 session looks like  CPD to concentrate on striving for excellence at all times	50% of OTLAs graded as outstanding.  CL meetings to include training.	Nov 2016  Termly	DM  DM
Embedding of English and maths into sessions measured at OTLA (8.25)	Tutors to address English and maths skills wherever relevant and appropriate	Opportunities taken and evidenced at OTLA	November 2016	DM



Better engagement of tutors in CPD opportunities. (6.17)	Staff training day Quarterly CPD  PDR in place for all staff	100% attendance All staff attend  All staff complete a PDR and have needs met	Sept 16 Staff updates given Feb 17	RS/DM DM  RS/DM
Monitor functional skills to achieve a significant improvement to at least 5% above national averages. (8.25)	Targets set at beginning of year Monthly monitoring  Actions plans in place for individuals	All students targets set All students meeting ILP  Retention up to 90%  Success at 90%	Sept 16 Monthly  Quarterly review  July 17	PRC Management Team Management Team Management Team
Monitor 16-18 apprenticeships to achieve a 5% minimum increase in success rates. (8.26)	Targets set at beginning of year Monthly monitoring  Actions plans in place for individuals	All students targets set All students meeting ILP  Retention up to 90%  Success at 90%	Sept 16 Monthly  Quarterly review  July 17	PRC Management Team Management Team Management Team

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## PEOPLE (CHILDREN) SCRUTINY PANEL

4 May 2017

### RUTLAND STANDING ADVISORY COMMITTEE FOR RELIGIOUS EDUCATION (SACRE)

#### Report of the Director for People

Strategic Aim:	Reaching our full potential	
Exempt Information	No	
Cabinet Member(s) Responsible:	Cllr. Richard Foster, Portfolio Holder for S Children and Young People (Safeguarding)  Cllr. David Wilby, Portfolio Holder for Lifelong Learning	
Contact Officer(s):	Ms Gill Curtis, Head of Service - Lifelong Learning	01572 758460 <a href="mailto:gcurtis@rutland.gov.uk">gcurtis@rutland.gov.uk</a>
	Cllr. Gale Waller	<a href="mailto:GWaller@rutland.gov.uk">GWaller@rutland.gov.uk</a>
Ward Councillors	All	

## 1 PURPOSE OF THE REPORT

- 1.1 The purpose of the document is to report on the activity of the SACRE for the years 2015-17. This Rutland SACRE Annual Report for 2015-17 is a statutory requirement and outlines how Rutland SACRE continues to meet its statutory duties.
- 1.2 It also provides wider information on the provision and standards in RE, including findings from OFSTED and SIAMS inspections.

## 2 RECOMMENDATIONS

- 2.1 That Scrutiny Panel considers the content of the Rutland SACRE Annual Report 2015-17.

## 3 BACKGROUND AND MAIN CONSIDERATIONS

- 3.1 SACREs were established by the 1944 Education Act and their functions set out in the 1988 Education Act. The main function is to advise the LA on matters related to Collective Worship in community schools and the Religious Education to be given in accordance with the Locally Agreed Syllabus.
- 3.2 The Rutland Standing Advisory Council for Religious Education (SACRE) is therefore 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.

- 3.3 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
- 3.4 The DfE guidance emphasises the importance 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
- 3.5 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. The outcome of Ofsted inspections for 14-15 are outlined in the report.

#### **4 CONCLUSION AND SUMMARY OF REASONS FOR THE RECOMMENDATIONS**

The report highlights that SACRE has reviewed its SACRE Development Plan for 2015-17. SACRE will establish its new priorities at its meeting in the summer term 2017, along with developing a new plan.

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



**Rutland SACRE**

**Standing Advisory Council on  
Religious Education**

Supporting Rutland Schools in delivering Religious Education



**Rutland  
Standing Advisory Council  
For  
Religious Education  
(SACRE)**

**Report September 2015 – March 2017**

**“Philosophy and Ethics has given me a way to express my opinions and have them challenged by other students. My mind set has already been affected for the good and I believe I am more open-minded because of it.” (VI Form Student)**

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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 (LA) 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. This guidance can be found at: <https://www.gov.uk/government/publications/religious-education-guidance-in-english-schools-non-statutory-guidance-2010>

SACREs were established by the 1944 Education Act and their functions set out in the 1988 Education Act. The main function is to advise the LA 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 the Local Authority checks that schools under their control comply with the legislation.

This Report indicates how these functions and duties have been discharged. 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.

It is hoped that the Report will inform the continuing developments in RE and Collective Worship in Rutland and continue to be an effective support for school improvement.

The local SACRE congratulates those primary schools who received good and outstanding grades in this year's Ofsted inspection reports for the Spiritual, Moral, Social and Cultural (SMSC) development of their pupils and also the schools who have achieved good and outstanding judgements in their Statutory Inspection of Anglican and Methodist Schools (SIAMS) reports and in the Diocesan Canonical Inspection Report (DCIR). 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 and also to Rutland pupils, students and staff for allowing us to quote their words in this report.

This report covers more than one academic year in order to be as up to date as possible. Public examination results are normally verified in early spring and in order to incorporate these in future, SACRE's Annual Report will cover the period April to March.

I should like to commend this report.

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

Cllr Gale Waller  
Chair of SACRE



## 2 THE ROLE OF SACRE

**“Furthering my knowledge on the basis of religious studies has widened my presupposition pool to new theories in which I have improved my overall knowledge and helped me become more open minded to those who believe in the concept of God and just others in general.” (VI Form Student)**

### 2.1 Background

The 1988 Education Reform Act confirmed the statutory requirement for all LAs to form a permanent body for Religious Education – The Standing Advisory Council for Religious Education (SACRE). The Rutland SACRE exists to advise the LA on matters concerned with the provision of Religious Education and Collective Worship.

### 2.2 The world of education has changed, and continues to change as successive governments strive to find ways to improve educational outcomes. Recently there have been proposals to reduce the role of Local Authority involvement in schools, however, SACRE continues to be a statutory body. Lord Nash, Under Secretary of State for Education, wrote to the Chair of Rutland’s SACRE in March 2016:

*“The Government firmly believes in the importance of R.E. Good quality R.E. can develop children’s knowledge of the values and traditions of Britain and other countries and foster understanding amongst different faiths and cultures....*

*We do not currently have any plans to remove the duty on local authorities to establish a SACRE.....Local Authorities continue to have a statutory duty to support the activities of SACRE....”*

### 2.3 By law the SACRE comprises of four groups:

Group One: Representatives of Christian denominations other than the Church of England and other religions, reflecting the principal religious traditions of an area (Rutland in our case)

Group Two: Church of England Representatives

Group Three: Teacher Associations

Group Four: LA Representatives

Each group has equal status and voting rights. See **Appendix A** for membership.

In Rutland SACRE is supported by a clerk and a professional officer. The professional officer left the authority in early spring 2017 and has been replaced by a part-time appointee who also supports SACREs in Northamptonshire, Peterborough and Cambridgeshire.

### 2.4 The broad role of the SACRE is to support the effective provision of Religious Education and Collective Worship in maintained schools through:

- advising the LA 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 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.

2.5 The Rutland SACRE meets at least three times each academic year and, since July 2015, this has been at Rutland County Council's Catmose building reflecting SACRE's position as a committee of the Council. SACRE meetings are open to the public who may attend as observers and minutes are published on Rutland County Council's website.

### 3 RELIGIOUS EDUCATION

**“RE teaches me that everyone is not the same; it teaches me there are lots of other religions and more about the world.” (Year 3 pupil)**

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 called 'Growing Together' and Rutland County Council agreed to adopt this Syllabus in February 2011. This Agreed Syllabus is currently under review. Rutland County Council, in partnership with Northamptonshire, Peterborough and Cambridgeshire is writing a new Agreed Syllabus. English Martyrs Catholic Voluntary Academy follows 'Come and See', the RE syllabus for schools within the Nottingham Roman Catholic Diocese.

### 4 COLLECTIVE WORSHIP

**“This course has allowed me to listen to, understand and consider other people's ideologies whilst also being able to analyse their epistemology and reasoning. It has been fundamental in opening my mind to the huge variety of possibilities in this uncertain world.” (VI Form Student)**

4.1 In the Autumn of 2016 SACRE received a report on Collective Worship compiled by two head teacher members from a review of Rutland schools' collective worship policies, termly collective worship calendars and discussion with school staff. There were a number of common threads across all primary schools:

- Collective Worship provides an opportunity for the whole school to come together at least three times a week to reflect on a theme/value of the week;

- The themes/values give focus. Some are based around the school's values, some around SEAL (social and emotional aspects of learning) and some around important days of the academic year, including festivals across a range of cultures;
- A wide range of teachers lead collective worship although every school had a collective worship lead;
- Every school has "celebrating success" assemblies;
- Schools invite visitors to speak at collective worship. These included retired teachers, clergy and lay-readers;
- Collective worship provides an opportunity for whole school singing;
- All schools also had class-based collective worship.

4.2 In addition to collective worship, faith schools also offer the opportunity for morning/end of day/lunchtime prayer. Pupils in these schools regularly recite the Lord's Prayer and children themselves write and lead prayers. Church of England schools use the Bible to support worship and pupils also have opportunities to worship in church.

4.3 It is far more difficult in secondary schools to have whole school collective worship because of the demands of timetabling large numbers of young people and the space that is required for all young people in a secondary school to meet together. However, it does happen but more frequently collective worship takes place in smaller groups such as Year Group or House Assembly. In secondary schools in Rutland there is an emphasis on Spiritual, Moral, Social and Cultural Education and British Values.

## **5 OFSTED INSPECTION REPORTS 2015-2017**

### **"In RE we get to ask questions about the World." (Year 3 Pupil)**

5.1 The following Rutland Primary Schools were inspected by Ofsted in the period covered by this report:

- Oakham CofE Primary School (November 2015)
- Langham C of E Primary School Academy (November 2015)
- The Parks School (February 2016)
- English Martyrs Catholic Voluntary Academy (July 2016) – Short Inspection
- Empingham CofE Primary School (June 2016) – Short Inspection
- Great Casterton CofE Primary School (June 2016)
- Casterton College, Rutland (February 2017)
- Harington School (February 2017)

"Good provision for pupils' spiritual, moral, social and cultural education means that pupils become considerate, thoughtful and reflective young people. The school is particularly effective in teaching pupils about, and promoting respect for,

other religions and cultures. Teachers give pupils first-hand experiences to meet visitors from other countries and to visit places of worship, such as a Sikh Gurdwara. This means that pupils have a good understanding of other religions and this, in turn, prepares them well for life in modern Britain.” **Oakham Church of England Primary School: Ofsted Report**

“The school provides strong social, moral, spiritual and cultural education. Pupils have a good sense of justice, fairness and equality. They told inspectors how they feel safe at school and how their lives differ from those of refugees, for example. Pupils say there is no bullying and that they know who to turn to if they have a problem. They understand the rule of law and democracy, comparing it to those who do not enjoy such freedoms. Pupils know that the school does not tolerate discrimination of any kind and that they are responsible for their own actions. They are well prepared for life in modern Britain.

“Pupils of different ages discuss democracy, elections, laws of the land, unfairness, equality and respect for the beliefs of others. They are positive about the role of the school in helping them learn more about life in modern Britain and about the role they will play in society. Pupils respect the views of each other and have a well-developed sense of collaboration when asked to work together.

“The school’s values and teaching prepare pupils well for life beyond the school gates. They understand fundamental British values and treat each other with respect, care and consideration.

“The school’s work to promote pupil’s personal development and welfare is good. Pupils take pride in their school, their appearance and their work. They are confident individuals who know how to deal with disappointment as well as success.” **Langham CofE Primary School Ofsted Report**

“Attitudes to learning are extremely positive. Adults have very high expectations for each child. Personal and social skills are sensitively developed to enable all children to learn through play either individually with an adult or in a small group. The school’s work to promote children’s personal development and welfare is outstanding. Adults miss no opportunities to promote the development of personal and social skills in all activities.

“Many opportunities are provided for children to learn about different cultures and world celebrations. All of these rich experiences allow children to begin to develop an understanding of life in modern Britain. During a slide show children sat enthralled as they looked at photographs of their past learning, especially when they noticed that not everyone dressed the same as they do.” **The Parks School Ofsted Report**

“Pupils conduct themselves extremely well in class and around the school. Their attitudes towards learning and towards one another are exemplary. This is testament to the school’s strong ethos of care, support and tolerance. Pupils participate in school life eagerly and readily help others less able or less fortunate than themselves.” **English Martyrs Catholic Voluntary Academy: Ofsted Report**

“Pupils’ spiritual, moral, social and cultural development is good. Pupils have opportunities to lead collective worship and Class 3 visited both a mandhir and a mosque in Peterborough to develop their knowledge of other faiths. To celebrate Her Majesty’s 90<sup>th</sup> birthday, each class learned about the cultures of different countries belonging to the Commonwealth.” **Empingham CofE Primary School**

“The promotion of pupils’ spiritual, moral, social and cultural development is exceptional. Pupils learn about others’ faiths and beliefs through religious education lessons and thoughtful assembly themes; pupils engage keenly in discussions about different cultures. A group of Years 5 and 6 pupils learning about Sikhism listened avidly to the description of a ‘Langar’ and, seating themselves on the floor in a similar arrangement, enthusiastically debated the pros and cons, while making insightful comparisons with other faiths. Pupils understand the school’s Christian values and ethos, and every opportunity is taken to promote a shared understanding of modern British values. **Great Casterton C of E Primary School: OfSTED Report**

“Pupils’ very positive views of the school are reflected in their comments to inspectors. Pupils confirmed that the school teaches them about things such as e-safety and potential dangers from drugs, alcohol and radicalisation. Pupils report that they feel very safe.” **Casterton College Rutland: Ofsted Report.**

“Students contribute to lessons in an articulate and mature manner, especially those lessons that include extended debate and discussion. For example, in a philosophy and ethics lesson, students participated confidently in a discussion about ‘conscience’ and were comfortable handling some very complex concepts and ideas.” **Harington School: Ofsted Report.**

5.2 A link to the full reports is attached at **Appendix B.**

## **6. SIAMS/DCIR Reports 2015-17**

**“I feel proud learning about Christianity.” (Year 2 Pupil)**

6.1 The following SIAMS (School Inspection Anglican and Methodist Schools) and DCIR (Diocesan Canonical Inspection Report) were carried out during the period of the report. SIAMS and DCIR inspections focus on religious teaching, collective worship and academic attainment.

- Ryhall C of E Academy (November 2016)
- Empingham C of E VC Primary School (March 2016)
- Great Casterton C of E Primary School (March 2016)
- Exton and Greetham C of E VC Primary School (September 2016)
- English Martyrs’ Catholic Voluntary Academy (February 2017)

“The school, through its distinctive Christian character, is outstanding at meeting the needs of all learners. Parents are clear that this is a church school. They

regard the Christian ethos of welcome and acceptance as its most distinctive feature. It is the key to how the school successfully integrates pupils of all abilities and their families. Everyone is recognised as a unique human being made in the image of God. The potential in every pupil is acknowledged and teachers are continually developing their systems for tracking pupils' progress so that each one can fulfil the school's aim to 'Look back with pride and move forward with confidence'. The achievement of pupils overall has been on an upward trend with disadvantaged pupils making progress at least as rapidly as their peers." **Ryhall School: SIAMS Inspection**

"The school, through its distinctive Christian character, is good at meeting the needs of all learners. This small, rural primary school holds the Christian values of hope, endurance, forgiveness and friendship at the heart of everything it does. It provides a nurturing learning environment where pupils are proud to belong. This is because the school is a welcoming, inclusive, happy family community, rooted in the Christian faith and the school's Anglican tradition. At Empingham, the wellbeing of the whole community is of utmost importance. Consequently, relationships and behaviour are good. In addition, attendance is well above average and there have been no exclusions. The school attributes this to leading by example and living out the school's chosen core Christian values, such as forgiveness." **Empingham School: SIAMS Inspection**

"Pupils can explain the school's newly chosen Christian values in their own words. They have a good understanding of right and wrong and behaviour is good because spiritual, moral, social and cultural development is strongly promoted. Pupils understand the importance of a family and want to come to school because of the Christian ethos. Pupil progress meetings are underpinned by the school's Christian ethos as each child matters as a child of God. As a result, the large majority of children are making good progress. Pupils enjoy religious education [RE]. The RE day in November, based on the life and death of Jesus, was a very successful cross-curricular day. Pupils have a very good level of religious literacy and can explain the Christian narrative well. They speak of incarnation as 'Jesus coming down from heaven as a human and he was not a ghost/spirit. He had flesh on his body'. They go on to explain salvation as 'when Jesus came down from heaven to die on the cross to save us from our sins'. Daily worship, based on Christian values and the church year, brings the whole school community together. It involves and engages pupils and makes a difference to the lives of adults, including parents. This is because worship is recognised and valued as an important part of the school day. It informs attitudes, relationships and behaviour. Pupils relate the results of forgiveness as moving on, not looking at the past, looking at the present and the future. They also speak of Jesus and the hope he brings. **Great Casterton C of E Primary School: SIAMS Report**

"The school, through its distinctive Christian character, is good at meeting the needs of all learners. Central to this small rural primary school is a strong commitment to value all the children and families it serves. The school's Christian values are linked to its vision and mission statement to 'Explore and Grow', which is underpinned by the importance placed on developing the children spiritually as well as educationally, morally and culturally. This is truly at the heart of the school's

positive learning environment where pupils value their friends and teachers. Attendance is good, although there is some mobility. Family requests for absence are always treated with compassion. These include those from HM Armed Forces as well as the travelling community, who all feel accepted here. Consequently, relationships are very good. There have been no exclusions as there is a strong behaviour and safeguarding policy as well as a gender equality policy, built around Christian teaching. These provide a secure, collaborative and purposeful learning culture where all pupils and staff are valued, listened to and challenged to be the best they can be. In practice this enables all to flourish within a spirit of honesty and forgiveness.” **Exton and Greetham: SIAMS Report**

“The exemplary behaviour of pupils reflects the efficacy of the school’s behaviour policy and is founded on Gospel values and the teachings of the Catholic Church. A member of staff said ‘I love coming to work here’ and a child stated ‘It is a really loving school’. The school is well led and managed by the executive head teacher, head of school, subject leader for Religious Education and a strong governing body. They rightly value and closely guard the strong Catholic identity of the school. They are strategic in ensuring that this is sustained as the school meets new challenges including welcoming a higher proportion of pupils who are of faith backgrounds other than Catholic. The school’s behaviour policy, firmly rooted in Gospel values, results in exemplary behaviour throughout the school and the living out of the school Mission Statement, ‘We follow as a family in the footsteps of Jesus.’ There is a strong sense of belonging within the school. Staff and pupils described the school as ‘like a family’. The genuine care was evident in many of the responses such as ‘I am very happy at this school’, ‘Everyone is kind to one another’ and ‘I love coming to work each day’.” **English Martyrs’ Catholic Voluntary Academy: DCIR Report**

6.2 Copies of the full reports are attached at **Appendix C**.

## **7. VALIDATED KS4 AND KS5 RESULTS 2016**

**“I think RE is cool because I like hearing about peoples’ life stories and you can listen to what they do and how they make decisions about how to live their lives.” (Year 6 Pupil)**

7.1 Validated KS4 and KS5 data for 2016 attainment outcomes was provided to SACRE in Spring 2016 and is provided at **Appendix D**.

7.2 SACRE members were particularly pleased to note the high achievement levels of students taking Philosophy and Ethics as both Full and Short Course GCSE RE and we are sure that the skills in evaluation and reasoning, key to success in this course, has had positive impact on the success these students had in other subjects. We were pleased to see the numbers entering from Catmose College for the Full Course GCSE in Philosophy Ethics programme and the success those students had.

- 7.3 We also celebrated the success Uppingham Community College and Casterton College had for the Short Course programme. The Short Course provides the opportunity for young people, particularly those who do not wish to study a full GCSE programme, to achieve a qualification in RE. RE is compulsory to age 18 for students in state schools.

## **8. REPORTING TO PARENTS**

**“I like RE because we talk about the meaning of stories and how to live our lives as better Christians. It encourages us to go to church and it’s fun because the Christmas story was brought to life by the adults dressing up on our pilgrimage.” (Year 3 Pupil)**

- 8.1 Schools are legally required to report to parents annually on pupils’ progress in R.E.

## **9. LINKS TO LOCAL AUTHORITY AND NATIONAL PRIORITIES**

**“I enjoy Mr Singh teaching us about the ‘Circle of Life’ as a Sikh.” (Year 6 Pupil)**

- 9.1 The inspection reports for both Section 5 (Ofsted) and Section 48 (SIAMS and DCIR) present a sound baseline for the monitoring of Spiritual, Moral, Social and Cultural Education in Rutland schools.

- 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 were no complaints about Collective Worship received by the Rutland SACRE from parents in the period of this report.

## **11. SACRE DEVELOPMENT PLAN 2015-17**

**“I like RE when our answers are challenged and we have debates.” (Year 6 Pupil)**

- 11.1 The SACRE reviewed its Development Plan for 2015-17.

The Development Plan aimed to address the following issues over the two 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 The success of any Development Plan will depend on the level of support provided by Rutland County Council but the priority of the next 3 years will be the production of a new Agreed Syllabus (see Section 11 below) and the training of school staff to use it.

## 12. RELIGIOUS EDUCATION TRAINING PROGRAMME

**I established philosophy and ethics at A-level as a constructively challenging subject with numerous interesting and exciting aspects within it. I greatly believe it to be one of the best academic subjects due to the differences in the way of thinking it involves when engaging with the topics compared to any other subjects. It is interesting and enables a student to have an open mind and learn to accept the opinions of others.” (VI Form teacher, Rutland)**

12.1 SACRE has created an RE network for RE co-ordinators in Rutland schools. This network will develop support to schools and, because the review of the Agreed Syllabus being undertaken in 2017/18, will ensure there is appropriate training available for Rutland Schools.

12.2 The SACRE is required to review Rutland’s recommended RE syllabus every five years through the establishment of an Agreed Syllabus Conference. Rutland, since its establishment as a Unitary Council twenty years ago, has adopted the Syllabus created by Northamptonshire County Council. Northamptonshire have decided to work with Cambridgeshire and Peterborough and to this end have established a joint Agreed Syllabus Conference. These authorities have also agreed to have representation from Rutland at this Conference and once a new syllabus is agreed by this Conference it will be submitted to Rutland County Council for approval and adoption. By working with Northamptonshire, Cambridgeshire and Peterborough Rutland will achieve economies of scale. In addition, Rutland’s schools will have the benefit of sharing ideas with colleagues across these other authority areas.

## 13 LINKS WITH PARTNERS AND OTHER BODIES

**“I enjoy gaining knowledge of different religions.” (Year 6 pupil)**

13.1 Rutland SACRE is actively involved in the National Association of SACRES (NASACRE) and has been represented at its meetings and conferences.

13.2 Educational establishments in Rutland and Rutland Local Authority work closely with both the Anglican and Roman Catholic Diocese and with Churches Together.

13.3 SACRE considered the highlights of the NASACRE conference 2016:

**Key notes speakers included: Baroness Elizabeth Butler-Sloss** - former High Court Judge, President of the Family Division of the High Court of Justice and Chair of the Commission on Religion and Belief (CORAB) in British Public Life. She spoke about the CORAB report.

**Professor Adam Dinham** of Goldsmith's College - Professor Dinham was one of the authors of RE for Real: The future of teaching and learning about religion and belief.

His report suggested that although the landscape of belief has changed sharply in recent years, Religious Education has not. The report concludes that the subject needs a total overhaul to bring it into the 21st century: as Professor Dinham says, "Content should reflect the real religious landscape."

#### **14. SACRE BUDGET**

- 14.1 SACRE has a small 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 NASACRE Conference.

## APPENDIX A

### Rutland SACRE Membership and Attendance 2015-2017

The Rutland SACRE met on the following occasions in 2015-2017

Date	Venue
13 <sup>th</sup> October 2015	Council Chamber
12 <sup>th</sup> January 2016	Council Chamber
17 <sup>th</sup> March 2016	Council Chamber
12 <sup>th</sup> July 2016	Council Chamber
11 <sup>th</sup> October 2016	Council Chamber
24 January 2017	Council Chamber

#### Group One – Representative of other Churches and Faiths

Name	Representing	Actual Attendance	Eligible Attendance
Mr A Menzies	Roman Catholic Church	4	6
Mrs E. Ray	The Methodist Church	2	6
Mrs J. Barnwell	The Baptist Church	1	1

#### Group Two – Church of England Representatives

Mrs Barbara Crellin	Peterborough Diocese	4	6
Mr Michael Kee*	Peterborough Diocese	0	6
Rev Jane Baxter*	Rutland Deanery	0	6
Mrs Joanna Harley*	Rutland Deanery	0	6

\*The Deanery and Diocese are providing replacements for April 2017 onwards

<b>Group Three – Teacher Associations</b>			
Mr Neil Rawes	Association of School and College Leaders (ASCL)	2	6
Mr David Sharpe	Association of Teachers and Lecturers (ATL)	3	6
Mrs Megan Davis	National Association of Head Teachers (NAHT)	3	6

<b>Group Four – Local Education Authority Representatives</b>			
Miss Gale Waller (Chair)	RCC	6	6
Mrs Lucy Stephenson	RCC	4	6

<b>Co-opted Groups</b>			
Ms Katy Walker	Rutland Headteachers' Forum	2	6

Rutland LA Officer Supporting the Rutland SACRE

Dr Rashida Sharif, Specialist Education Officer, Learning and Skills (from July 2015 till January 2017)

Ms Amanda Fitton (from April 2017)

Clerk to the Rutland SACRE

Miss Jane Narey (ceased July 2016)

Mrs Claire Snodin (from October 2016)

## **APPENDIX B**

The following Ofsted Inspection Report for 2015-2017 can be found on the following website:

**<http://reports.ofsted.gov.uk/inspection-reports/find-inspection-report>**

Please quote the Unique Reference Number (URN) as follows:

**Oakham CofE Primary School** Unique Reference Number (URN): 120181

**Langham CofE Primary School** - Unique Reference Number (URN): 139858

**The Parks School** - Unique Reference Number (URN): 120355

**English Martyrs' Catholic Voluntary Academy** – Unique Reference Number (URN): 139611

**Empingham CofE Primary School** – Unique Reference Number (URN): 120177

**Great Casterton CofE Primary School** – Unique Reference Number (URN): 120185

**Casterton College** – Unique Reference Number (URN): 137340

**Harington College** – Unique Reference Number (URN): 141965

## APPENDIX C - SIAMS and DCIR Inspection Reports in 2015–2017

### Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

<b>Ryhall C of E Academy</b>	Church Street, Ryhall, Stamford, Lincs. PE9 4HR
<b>Current SIAMS inspection grade</b>	<b>Outstanding</b>
<b>Diocese/Methodist District</b>	<b>Peterborough</b>
Previous SIAMS inspection grade:	Satisfactory
Date of academy conversion	1 October 2014
Name of multi-academy trust	<b>Peterborough Diocese Education Trust (PDET)</b>
Date/s of inspection	3 November 2016
Date of last inspection	26 November 2010
School's unique reference number	120182
Headteacher	Katy Walker
Inspector's name and number	Jane Lewis (27)

#### School context

Ryhall Church of England Academy is a smaller than average primary school serving a rural village in Rutland. There are currently 161 pupils on roll. The proportion of pupils eligible for free school meals is below the national average. The proportion with special educational needs is around the national average. The school converted to academy status on 1st October 2014 and is part of the Peterborough Diocese Education Trust (PDET). Since becoming an academy the school has appointed a substantive headteacher who was previously acting headteacher for 1 month prior to academy conversion.

#### The distinctiveness and effectiveness of Ryhall C of E Academy as a Church of England school are outstanding

- The clear Christian vision of the headteacher has brought about rapid improvement of Ryhall as a church school.
- Christian values are fully embedded so that all members of the school community talk about them in everyday conversations and clearly link their behaviour and actions to these values.
- The contribution of clergy and foundation governors ensures the school's Christian character is secure and sustainable for the future.

#### Areas to improve

- To embed a more strategic approach to aspects of diversity and difference to ensure that pupils are more able to understand and express what it means to live in a diverse world.
- In order to further enhance the distinctiveness and effectiveness of Ryhall school its outstanding practice should be shared so as to contribute to the development of other church schools.

## **The school, through its distinctive Christian character, is outstanding at meeting the needs of all learners**

Parents are clear that this is a church school. They regard the Christian ethos of welcome and acceptance as its most distinctive feature. It is the key to how the school successfully integrates pupils of all abilities and their families. Everyone is recognised as a unique human being made in the image of God. The potential in every pupil is acknowledged and teachers are continually developing their systems for tracking pupils' progress so that each one can fulfil the school's aim to 'Look back with pride and move forward with confidence'. The achievement of pupils overall has been on an upward trend with disadvantaged pupils making progress at least as rapidly as their peers. The last 2 years' data shows that they have made greater progress than their peers. This is because staff set aspirational targets for all pupils and they are supported on their journey to achieve them with the Christian values of endurance and perseverance as central. The wellbeing of pupils is a priority. Values of compassion and friendship are expressed through the work of the 'Jigsaw Club' run by a teaching assistant. The club supports pupils with a range of needs. The local Methodist Outreach Worker provides a range of activities for pupils one lunchtime per week. He is involved in transition work with Year 6 pupils providing a link to the local secondary school where he also works. Year 6 pupils therefore talk with confidence about when they move up to secondary school because he will be there to support them. He helps them to remember that they take God with them when they leave Ryhall. Pupils enjoy school and there are few attendance issues. This is because they are supported in their learning by dedicated staff who provide care and support, reflecting the Christian values in all they do. Pupils speak positively about being in 'a house' where they can take on responsibility of organising events, acts of worship and share together in whole school themed days. These houses are named after the 4 gospel writers and pupils have spent time finding out about their saint. As a result of this, pupils are confident about helping one another and working together reminding themselves that they should try to live out life together following the example of their house saint. An attractive display in the school entrance has the title 'Living the Fruits of the Spirit' and this, along with a range of other displays, clearly marks out this school as a church school. This living out of faith, however, is not just limited to displays. It is truly lived out by everyone. Pupils are keen and confident to explain the importance of the school's core values, particularly compassion and trust. They have a secure knowledge of Bible stories and do not hesitate to talk about why the values are distinctively Christian explaining that 'if we trust in God then he will guide us in the right way'. The behaviour of all pupils is exemplary. They apply Christian values to the way they conduct themselves and visitors to the school comment on their courteous and compassionate attitudes to others. Religious education (RE) makes a strong contribution to the school's Christian character. Lessons challenge pupils in how they think of the person of Jesus and his teaching and about how we judge others. They refer to specific Bible stories to explain why any kind of bullying and prejudice is wrong and this plays a key part in the harmonious relationships that are everywhere around the school. Consequently, there are no recorded incidents of bullying, since any friendship issues are addressed and supported before they develop. Opportunities are provided to explore big questions of faith and belief, diversity and difference. This means that pupils are articulate and able to provide reasoned points of view influenced by the work they have done in RE. The school

takes seriously its commitment to ensure that all pupils have opportunity to explore and develop respect for diverse and different communities. Visits to places of worship alongside visitors from different cultures have been beneficial but as yet the provision is not sufficiently embedded to have a significant impact. Pupils' spiritual, moral and social (SMS) development is excellent. Teachers and school leaders recognise it as 'the core of what the school is about'. All areas of SMS are underpinned by Christian values. Approaches to encouraging moral behaviour, for example, are explicitly focussed on the teachings of Jesus. Pupils understand that living life in this way helps to make the world 'the sort of place God wants it to be'. Lesson planning identifies which Christian values are being encouraged in the pupils learning. All extra-curricular school activities hold the values as core to their purpose too. Involvement in fund raising activities is proving transformational in pupils' lives. Support for a local fundraising charity 'Hope Against Cancer' has helped pupils to respect their own bodies and to thank God that they are healthy.

### **The impact of collective worship on the school community is outstanding**

There have been significant changes to worship over recent years that have been monitored and evaluated by leaders so that they understand the impact worship is having. They can therefore plan worship that is inspiring, challenging and transformational. Pupils appreciate school worship and enjoy the time of coming together 'as family'. They are given opportunities to take on leadership of worship which means that they are confident about leading prayers or sharing in liturgy. Pupils know the central features of Anglican worship and that worship is about a response to God. One member of staff described collective worship as 'sewing together everything about the school'. It is planned so that the school's Christian values are explored and developed through the use of Bible stories. These stories are well chosen to make clear the significance of the person of Jesus and other key Christian concepts such as Trinity. Pupils talk about the way in which stories and teaching they receive in worship help them to think through the everyday issues they face. They understand that the teachings from the Bible are there to help them make choices and to live 'as God wants us to live'. Pupil evaluation of an act of worship recorded that 'St Matthew showed trust in Jesus to leave his job to be with him as a disciple and showed us that Jesus is better than money'. Prayer is a key part of worship but is also a natural part of the school day. Each class has reflection and prayer areas where pupils take time to pause and write or say a prayer. They know that prayer is a way of talking with God and sharing anything that troubles them. A Year 6 boy had placed a concern on the prayer wall so that he and others could pray about it. Pupils have learnt that they can frame their prayers by using key words represented by a finger on the hand. Consequently, they speak with clarity about different needs they can bring to God. A reflection room which was designed by the pupils and the Methodist Outreach Worker provides a place where pupils and staff can go when they need to pray. The room has been designed for multi-faith use and can therefore be used by all children across the school. Resources available in the room provide everyone with a calm, quiet space that means 'we can talk and listen to God when we need to'. Worship is led by a range of leaders including the incumbent and the Methodist minister whose different approaches enable the school community to experience a breadth of worship styles. This supports their spiritual development and deepens the relationship between the churches and the school. The celebration of festivals takes place in the parish



church and these times of worship are well supported by parents and members of the church giving pupils a strong sense of belonging to a faith community. Staff speak of the way in which worship in school has been transformational in their own spiritual journey, providing them with opportunities to explore Christian faith and belief.

### **The effectiveness of the leadership and management of the school as a church school is outstanding**

The distinctive Christian character of the school is now well established. Since her appointment the headteacher has brought vision and a fresh perspective to the school as an excellent place of learning. The vision that the school should be 'enveloped in God's love' is promoted across the school community. She has given this distinctively Christian vision a new energy and urgency to ensure that even the most vulnerable of pupils are given the best chance of success. She is ably supported in this by committed foundation governors who visit the school regularly. They see the school in action and talk to pupils, staff and parents. These discussions no longer take a piecemeal approach but are used to rigorously evaluate individual aspects of the school's Christian character so that clear links are made between its character and decisions made by governors. Governors are therefore clear about the next steps forward for the school. School leaders engage actively with PDET. The Trust speaks highly of the school and the approach leaders have taken to develop its distinctiveness in partnership with them. This means that the strength of the partnership has become a model for other schools considering joining PDET. The potential for Ryhall to share its outstanding practice is considerable as PDET continues to develop. Partnerships with the local churches are beneficial to all. The incumbent is described as a 'constant presence' in school and he is committed to the school being represented at meetings and services in the church. A welcome service for the headteacher was held there and she has presented to the PCC about the work of the school. Pupils speak of the relationship as a friendship saying, 'it is good to know the people at the church are our friends'. The Methodist church holds a monthly service in the school which is well attended by pupils and their families. This has arisen from the developing partnership between the Minister and the school. The service has opened up Christian worship to families in an accessible way and parents cite this as an example of the way in which the school takes its partnerships with the local community seriously. Parents are enthusiastic in their support for the school and its Christian distinctiveness. This is because they know that the school is concerned about them as well as their children. They say that the school does not 'push Christianity' on anyone but makes it relevant and part of everyday life. One mother spoke of the way in which the school had transformed her child from being withdrawn and introverted into a confident and happy child who loves attending school. She is confident that this is a result of the ethos that pervades everything they do and are. The RE subject leader receives outstanding support from school leaders. Link governors and the Headteacher work with her to observe RE lessons and set targets for development of the subject. As a result, RE teaching is of a high standard and pupils speak of how their RE lessons support them in their understanding of the wider world. The school meets statutory requirements for RE and collective worship. The church school standards group, whose role is to monitor the work of the school as a church school, has had a significant impact on the rapid progress the school has made.

They have ensured that the development points from the previous inspection have been fully met and their impact monitored. The school is well placed for sharing good practice with other church schools and moving forward confidently into the future.

SIAMS report November 2016 Ryhall C of E Academy, Rutland PE9 4HR

## Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

### Empingham Church of England Voluntary Controlled Primary School

School Lane  
Empingham  
Rutland  
LE15 8PQ

**Previous SIAMS grade:** Good

**Current inspection grade:** Good

#### **Diocese: Peterborough**

Local authority: Rutland

Date of inspection: 9 March 2016

Date of last inspection: March 2011

School's unique reference number: 120177

Headteacher: Anne Platt

Inspector's name and number: Lizzie McWhirter 244

#### **School Context**

Empingham Primary School is a small, rural school which is federated with neighbouring Great Casterton Church of England Primary School. There are good links with St Peter's Church. Almost all of the 73 pupils are from a White British background. The proportion of pupils who have special educational needs is below average. There are a number of families who are serving in HM Armed Forces. A small number of pupils belong to the Plymouth Brethren. There have been significant staffing changes since the last inspection. The executive headteacher took up post in August 2015.

#### **The distinctiveness and effectiveness of Empingham as a Church of England school are good**

- This close-knit Christian family community produces confident, well-rounded children.
- The quality of the pupils' religious literacy is highly developed, well supported and recognised.
- Strong leadership, with a dedicated staff team and good governance is rooted in the mutual and substantial partnership between church and school.

#### **Areas to improve**

- Deepen pupils' understanding of Christianity as a worldwide faith and enable them to meet people of other faiths to enrich their learning and support their spiritual and cultural development.
- Extend the experiences which pupils have to plan and lead collective worship

## **The school, through its distinctive Christian character, is good at meeting the needs of all learners**

This small, rural primary school holds the Christian values of hope, endurance, forgiveness and friendship at the heart of everything it does. It provides a nurturing learning environment where pupils are proud to belong. This is because the school is a welcoming, inclusive, happy family community, rooted in the Christian faith and the school's Anglican tradition. At Empingham, the wellbeing of the whole community is of utmost importance. Consequently, relationships and behaviour are good. In addition, attendance is well above average and there have been no exclusions. The school attributes this to leading by example and living out the school's chosen core Christian values, such as forgiveness. Children want to come to this school as every member of the community is valued as a child of God. Regular pupil progress meetings demonstrate the importance of each individual child. Pupils feel able to make a positive contribution to school life. Christian values enhance their understanding of their place in the world and their responsibility to others. Learning to learn values, such as resilience, complement the school's Christian values. Pupils show respect for the community they belong to. Their understanding is enriched by visits to their parish church. They show good knowledge of St Peter, who is 'the saint of Empingham Church. He was a disciple of Jesus and originally a fisherman. He chopped the guard's ear off but Jesus healed it immediately'. Whilst pupils can name the Archbishop of Canterbury and know he is 'the principal leader of the Church of England'; they are less secure in their knowledge of the Ascension. This will have a focus as a continuing part of the Easter story. They enjoy RE. They ask important questions, such as 'Why don't some people believe in God?' and 'Do humanists have different values?' However, the school acknowledges that deepening pupils' understanding of the worldwide Christian Church is an area for development. This includes awareness of how Anglicans worship in different countries to enrich their understanding of the worldwide Anglican family. The school has also correctly identified that pupils' experiences of diversity of faith would be further enriched by meeting more people of faith and visiting their places of worship.

## **The impact of collective worship on the school community is good**

Collective worship at Empingham involves and engages pupils and is making a real difference in their lives and in the lives of their parents. Good examples include children saying Evening Prayer at home. This is because worship is recognised as an important part of the school day. Prayer features strongly in school life. This includes the school prayer, Lord's Prayer, lunch and home time prayers. In addition, prayer and reflection areas are well used in classrooms. The prayer tree in the entrance hall currently reflects values and Bible stories for Lent. The prayer tree in the hall includes prayers for the appropriate season of the church year. Adults, including parents, value the close links with the parish church. Pupils are growing in their understanding of the Trinity. They speak of how 'God is three things, three sides, all good'. They explain God as Father, Son and Holy Spirit 'just like you can be a daughter/son, sister/brother, niece/nephew'. Key festivals in the church year take place in St Peter's Church, such as Harvest and the Christmas Carol Service. Whilst the benefice has been in an interregnum, without a rector, the school has been well supported by the Associate Minister. Good examples include helping the children to appreciate the rite of Christian baptism in church as well as leading worship in school fortnightly. He

finds the children 'so responsive'. Children whose parents serve in HM Armed Forces work closely with a learning mentor. They visited the parish church to see the war memorial and then planned and led worship for Remembrance-tide in school. In this way they are able to share how proud they are of their parents who serve their country. Small groups of children plan and lead worship. They want to be more involved, which the school recognises.

### **The effectiveness of the leadership and management of the school as a church school is good**

The Christian vision and dedication of the headteacher in conjunction with the staff and governors ensures the school's distinctive Christian character is proudly proclaimed to the whole school community. The governors are all committed to ensuring that every person, whether adult or child, flourishes in this Christian community. Consequently, children succeed and achieve well. With a new headteacher in post, there is a renewed emphasis to move the school forward, in its own right; and with the school at Great Casterton, with its joint vision and strategic plan. Governors regularly focus on the distinctive Christian character of their church school in governing body meetings. All areas from the previous inspection have been addressed and there are clear priorities identified, going forward. The wellbeing of pupils is a priority and their voice is valued. The wellbeing of staff is equally well supported and governors ensure they receive relevant training for the roles and responsibilities they hold. Clergy as well as the Bishop's Visitor are welcome and regular visitors to school. Links are developing with the Methodist Church in Stamford. Staff and governor expertise is shared across the two schools. Stable staffing now provides excellent role models in their dedication and commitment to this school, benefitting the children and their parents. This includes the subject leadership of RE. Hence RE and worship meet the statutory requirements. However, the school has correctly identified the development of the RE leader in her role of monitoring and evaluation, and the diocese are providing local support for this. The monitoring that the senior leadership team and governors have done of RE gives an accurate picture of the subject. Parents are full of praise in saying how this family school embodies a caring, nurturing environment, producing 'confident, well rounded children'. Community links are very good. These include the school, church and village coming together for Remembrance Day and the Christmas and summer fairs. In addition, Empingham School welcomes new staff at the beginning of the year in St Peter's Church.

SIAMS report March 2016 Empingham Church of England Voluntary Controlled Primary School, Rutland LE158PQ

## Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

### Great Casterton Church of England Voluntary Controlled Primary School

Pickworth Road  
Great Casterton  
Rutland  
PE9 4AU

**Previous SIAMS grade:** Good

**Current inspection grade:** Good

#### **Diocese: Peterborough**

Local authority: Rutland

Date of inspection: 1 March 2016

Date of last inspection: March 2011

School's unique reference number: 120185

Headteacher: Anne Platt

Inspector's name and number: Lizzie McWhirter 244

#### **School context**

Great Casterton Primary School is a small, rural school which is federated with neighbouring Empingham Church of England Primary School. There are good links with St Peter and St Paul's Church. Almost all of the 96 pupils are from a White British background. The proportion of pupils who have special educational needs is below average. There are a number of families who are serving in HM Armed Forces. A small number of pupils belong to the Plymouth Brethren. There have been significant staffing changes since the last inspection. The executive headteacher took up post in August 2015

#### **The distinctiveness and effectiveness of Great Casterton as a Church of England school are good**

- The level of pastoral care in this nurturing and inclusive Christian family community serving the children and their families.
- The dedication and Christian commitment of the headteacher, governors and staff ensures the school's core Christian values are at the heart of school life.
- The positive attitudes of the children who love learning and achieve well within this supportive Christian environment.
- The partnership with the church and its vicar is instrumental in the worshipping life of this school.

#### **Areas to improve**

- Deepen pupils' understanding of Christianity as a worldwide faith and enable them to meet people of other faiths to enrich their learning and support their spiritual and cultural development.
- Extend the experiences which pupils have to plan and lead collective worship.

## **The school, through its distinctive Christian character, is good at meeting the needs of all learners**

This small, rural primary school holds the importance of a family at the heart of everything it does. It provides a very positive learning environment where pupils are proud to belong. This is because the school is an inclusive, happy and family community, rooted in the Christian faith and the school's Anglican heritage. Pupils can explain the school's newly chosen Christian values in their own words. They have a good understanding of right and wrong and behaviour is good because spiritual, moral, social and cultural development is strongly promoted. Pupils understand the importance of a family and want to come to school because of the Christian ethos. Consequently, attendance is good and there have been no exclusions. The Christian ethos of the school underpins the hard work of the dedicated staff to make provision for the children even better. Consequently, Key Stage 2 results last year were the highest Great Casterton had experienced. Pupil progress meetings are underpinned by the school's Christian ethos as each child matters as a child of God. As a result, the large majority of children are making good progress. Pupils enjoy religious education [RE]. The RE day in November, based on the life and death of Jesus, was a very successful cross-curricular day. Pupils have a very good level of religious literacy and can explain the Christian narrative well. They speak of incarnation as 'Jesus coming down from heaven as a human and he was not a ghost/spirit. He had flesh on his body'. They go on to explain salvation as 'when Jesus came down from heaven to die on the cross to save us from our sins'. Pupils say that whilst Class 2 studied Christians around the world, they would like their parish priest and others to help them know more about the bigger family to which they belong. However, the school acknowledges that deepening pupils' understanding of the worldwide Christian Church is an area for development. This includes awareness of how Anglicans worship in different countries to enrich their understanding of the worldwide Anglican family. The school has also correctly identified that pupils' experiences of diversity of faith would be further enriched by meeting more people of faith and visiting their places of worship.

## **The impact of collective worship on the school community is good**

Daily worship, based on Christian values and the church year, brings the whole school community together. It involves and engages pupils and makes a difference to the lives of adults, including parents. This is because worship is recognised and valued as an important part of the school day. It informs attitudes, relationships and behaviour. Each half term there is a focus on a Christian value, such as endurance, hope or forgiveness. Bible stories are effectively used as exemplars for each Christian value. For example, the story of David and Goliath encourages children to grow in their self-esteem. They speak of 'David as small and Goliath as armoured and tall. David believed in himself'. One of the strengths of this school is the parish priest who is instrumental in the worshipping life of this school. She leads worship every week in school. Pupils say, 'she talks about our values and links it with a Bible story'. For pupils, she is a welcome and regular visitor. Pupils speak of important milestones, such as the Leavers' Service, which takes place in church. They also enjoyed sharing lunch and prayers with pupils from Thorpe Wood School at their

school when visiting the mosque near their school in Peterborough. Pupils relate the results of forgiveness as moving on, not looking at the past, looking at the present and the future. They also speak of Jesus and the hope he brings. Pupils happily make the sign of the cross when addressing The Holy Trinity and regularly sing a hymn of praise The Trinity in their trinity song. They say, 'when Jesus rises from the dead, his spirit spreads around everyone and is in everyone'. They agree that 'praying builds your confidence'. The school council plan and lead worship by themselves each term. However, they comment, 'other children should do that' and would like to plan and lead worship more frequently, which the school recognises. Children whose parents serve in HM Armed Forces work closely with a learning mentor. They visited the parish church to see the war memorial and then planned and led worship in school at Remembrance-tide. They are able to show how proud they are of their parents who serve their country.

### **The effectiveness of the leadership and management of the school as a church school is good**

Governors hold dear to their mission statement in allowing each child to grow as an individual with the mutual respect offered in a Church of England school. The Christian vision and dedication of the headteacher in conjunction with the staff and governors ensures the school's distinctive Christian character is proudly proclaimed to the whole school community. The governors are all committed to ensuring that every person, whether adult or child, flourishes in this Christian community. Consequently, children succeed and achieve well. With a new headteacher in post, there is a renewed emphasis to move the school forward, in its own right; and with the school at Empingham, with its joint vision and strategic plan. Governors regularly focus on the distinctive Christian character of their church school in governing body meetings. All areas from the previous inspection have been addressed and there are clear priorities identified, going forward. The wellbeing of pupils is a priority and their voice is valued. The wellbeing of staff is equally well supported and governors ensure they receive relevant diocesan training for the roles and responsibilities they hold. Clergy as well as the Bishop's Visitor are welcome and regular visitors to school. Links are developing with the local Methodist Church. Staff and governor expertise is shared across the two schools. Stable staffing now provides excellent role models in their dedication and commitment to this school, benefitting pupils and parents. Succession planning for RE means that a new leader is being developed in her role. However, the school has correctly identified that the development of the RE leader in her role of monitoring and evaluation needs development and the diocese are providing local support for this. The senior leadership team and governors are monitoring RE to give an accurate picture of this key subject. They are encouraged by monitoring in RE, noting that pupils' recall of the life of Jesus could be a resource they could draw on in future life. Hence RE and worship meet the statutory requirements. Parents are full of praise for this family school. They are kept well informed by newsletters which celebrate the values in a biblical context. Good examples include endurance, which helps them to become life-long learners. Links with parents are strengthened through 'chance to share' days when parents can spend time with their children in school, reading books together. Community links are good. These include the school, church and village coming together for Grounds Day, Remembrance Day and the summer fair.



SIAMS report March 2016 Great Casterton Church of England Voluntary Controlled  
Primary School, Rutland PE9 4AU

## Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

**Exton and Greetham Church of England  
Voluntary Controlled Primary School**

Garden Road  
Exton  
Rutland  
LE15 8AY

**Current SIAMS inspection grade**

**Good**

**Diocese**

**Peterborough**

Previous SIAMS inspection grade:

Good

Local authority

Rutland

Date of inspection

14 September 2016

Date of last inspection

September 2011

School's unique reference number

120178

Headteacher

Megan Davis

Inspector's name and number

Lizzie McWhirter244

### **School Context**

Exton and Greetham is a small rural primary school, serving village communities in Rutland. A significant number of its 48 pupils come from outside the catchment area and almost all pupils are from a White British background. There are a number of pupils whose parents serve in HM Armed Forces. In addition, there are a small number of pupils from the circus/fairground travelling community whose families are very committed to the school. The proportion of pupils who have special educational needs is below average. There have been recent staffing changes. The headteacher has been in post for two years.

### **The distinctiveness and effectiveness of Exton and Greetham as a Church of England school are good**

- The family feel of this small village school thrives on its Christian approach to learning, its focus on Jesus' teaching and the partnership with its parish and church community. This is led by a visionary and dedicated headteacher, thus ensuring everyone in the community feels nurtured and treasured.
- Pupils positively enjoy their learning and value their friendships and teachers within this accepting Christian community where every child matters to God and the school community. As a result, they become confident, honest and non-judgemental individuals.
- The importance placed on collective worship, prayer and reflection is enabling pupils to develop a personal spirituality for everyday life.

### **Areas to improve**

- Embed the governors' systematic monitoring of collective worship and religious education [RE]. This is to give them an accurate understanding about the effectiveness and impact of these key aspects of Christian distinctiveness in order to develop effective strategies to support ongoing improvement.

- Enrich the programme of visits and visitors to enable pupils to meet people of faiths other than Christianity more frequently to enhance their learning and support their spiritual and cultural development.
- Deepen pupils' knowledge of key Christian beliefs to extend their understanding of the school's Anglican heritage and Christianity as a worldwide faith.

**The school, through its distinctive Christian character, is good at meeting the needs of all learners**

Central to this small rural primary school is a strong commitment to value all the children and families it serves. The school's Christian values are linked to its vision and mission statement to 'Explore and Grow', which is underpinned by the importance placed on developing the children spiritually as well as educationally, morally and culturally. This is truly at the heart of the school's positive learning environment where pupils value their friends and teachers. Attendance is good, although there is some mobility. Family requests for absence are always treated with compassion. These include those from HM Armed Forces as well as the travelling community, who all feel accepted here. Consequently, relationships are very good. There have been no exclusions as there is a strong behaviour and safeguarding policy as well as a gender equality policy, built around Christian teaching. These provide a secure, collaborative and purposeful learning culture where all pupils and staff are valued, listened to and challenged to be the best they can be. In practice this enables all to flourish within a spirit of honesty and forgiveness. This is because the school is an inclusive, happy and family community, as the school's vision states, 'living with and having an understanding of, Christian values and faith'. Everyone understands the importance of, and lives out, its chosen core values of love, trust, honesty, friendship, happiness, forgiveness and respect. Targeted support for vulnerable children is resulting in good progress, with all children making good progress over time, given their starting points. This is because the school's leaders have worked hard over the last two years, driven by the school's Christian ethos valuing every individual. Whilst attainment on entry tends to be below average and varies due to the small cohorts and high mobility, results have significantly improved. Consequently, results for Key Stage 2 in 2015 improved with the vast majority of children achieving Level 4 and above for reading, mathematics and writing. In 2016 Key Stage 2 results showed most children reached age related expectations, whilst all pupils made good progress over time. A good example of the support provided by the school is the relationship the school business manager has built up with less confident parents in reading newsletters. Class teachers enable parents to support their children with reading. Whatever their background, children are given confidence to succeed. This includes positive experiences of musical and sporting activities, such as singing in the choir or learning to sail on Rutland Water. Consequently, pupils 'explore and grow' as honest, non-judgemental individuals, respectful of one another. RE makes a good contribution to the school's Christian character and to pupils' spiritual and moral development. It enables all children to build upon the firm foundation of Jesus' teaching in the Bible. RE helps pupils to engage with the text, and also to explore what it means to be a person of faith. Pupils regularly read their children's Bibles, a gift to every pupil from the church community. Pupils say they enjoy their RE and 'learning more and more about God'. RE encourages pupils to think deeply and reflect on personal Christian values and the beliefs of others. Consequently, one pupil was awarded the Bishop's

trophy as the philosopher of the year for asking insightful questions. Whilst pupils do visit local faith communities, they are keen to meet more people of faith and their places of worship. The school correctly identifies this as an area for development to nurture pupils' spiritual and cultural awareness in this non-ethnically diverse area of Rutland. Whilst pupils can relate the Christmas and Easter narrative well, they are less secure in their knowledge of Ascension-tide, Pentecost and the saints to whom their parish churches are dedicated. The school acknowledges the need to deepen pupils' knowledge of key Christian beliefs in order to support their religious literacy as well as their understanding of Christianity's global dimension.

### **The impact of collective worship on the school community is good**

Daily collective worship makes a good contribution to the spiritual development of pupils and adults alike. This is supported by the links with the parish church which the school community enjoys, enriching their experience of worship. Clergy and church members are welcome and regular visitors to school, leading weekly worship. Pupils are now much more involved and are developing their roles in worship, with some pupils becoming active members of the newly established faith council. This was a direct result of the pupils working closely with a governor, who is also a licensed lay reader, to set up prayer spaces in school. Pupils say they enjoy recording their thoughts on worship in the newly revised evaluation logs in 'the holy book'. These provide a good opportunity for pupil voice and are used by the school alongside governors' evaluations to ensure worship is continually evolving, and involving and engaging the whole community. Pupils value the importance of prayer, saying this reminds them that 'God and Jesus are with us the whole time' and 'God is always around if you need him'. In addition, they lead prayers which they have written themselves as an important part of daily worship. This helps them to become independent worshippers and makes a good contribution to their spiritual development. Pupils say they would like to lead worship more frequently, as well as help develop an outdoor prayer space, which concurs with the school's aim. One of the features of worship is the singing, which is age-appropriate and has a focus on the meaning of words, such as the school prayer song at the start of worship. This supports pupils' spiritual development well. Pupils are growing in their understanding of the Holy Trinity, and of God being in three forms. They cite Jesus as 'the one who comes down' and God as 'no one has seen him. He made the world'. They use the symbolism of an apple's pips to speak of 'Jesus, inside us, growing' and of the Holy Spirit, who 'is the seeds that help us grow'. This analogy of growing stems from the school's mission statement to 'Explore and Grow' within a Christian environment. Consequently, through worship and times of reflection, using the prayer space, pupils are enabled to grow in their own spiritual journeys. Parents, staff and governors too value times of worship. As a result, staff speak of 'everyone pulling together' and how they feel 'happier and calmer'. Parents speak highly of Harvest and Christingle services bringing the whole community together.

### **The effectiveness of the leadership and management of the school as a church school is good**

The dedicated headteacher has worked extremely hard in a relatively short space of time to ensure this school's Christian character continues to permeate all school life. Her strong Christian faith guides the way she leads the school and she is supported by

staff and governors, many of whom are new in post. Parents embrace the inclusivity of this small rural school and welcome the fact that 'all walks of life have such a good grounding here'. Indeed, combined with wrap-around care, provided from September 2014, the school prides itself on working closely with its parents. As a result, parents are enabled to support their children's learning as effectively as possible. Christian values which embrace difference underpin the school's policy and practice, ensuring the wellbeing of all. Consequently, children enjoy their learning and roles of responsibility and achieve well over time, given the mobility of some families. This is because the school's leaders have improved standards and inspired self-worth in children, resulting in all groups of children making progress. Staff praise the 'community spirit and links', including staff who work part time who too feel 'nurtured and treasured'. Events such as the community lunches held in school also help to bring everyone together. Governors ensure that Christian values and prayer inform their work and that RE and worship meet statutory requirements. The governors' vision for everything they do is 'Biblically rooted, ensuring children are given a rock on which to build as a firm foundation for life'. Jesus' teaching in the Bible is central to their strategic planning, to enable every child to encounter Jesus through the worshipping life of the school. Consequently, the governors' personal faith and honest and prayerful conviction does not just have a focus on results and strategic ongoing improvement, but is for 'all children to become rounded individuals'. Foundation governors see themselves as 'people of God' engaging in all aspects of school life, where Christian values underpin learners' achievement, building hope for the future. A good example of the chaplaincy work of the parish is the Year 6 transition workshops, which focus on Moses and The Exodus, supporting pupils on their onward journey. Pupils value such times, speaking highly of how they learn from their rector the importance of listening to Jesus through prayer and Bible stories. Areas from the previous inspection have been addressed. Governors acknowledge the need to invest in training and support for the new RE subject leader as well as the systematic monitoring of collective worship and RE to support ongoing improvement. This has begun for the RE subject leader who is new in post. Staff and governors value the support they receive from the diocese. This includes the pastoral work of their Bishop's visitor as well as courses on church school leadership. Consequently, this informs the strategic development plans for the future. In this family school, parents speak highly of the staff and especially of the headteacher. Above all, they greatly value that everyone knows each other and the children pray for those in need.

SIAMS report September 2016 Exton and Greetham VC Primary School, Exton, Rutland  
LE15 8AY

# English Martyrs' Catholic Voluntary Academy

Willow Crescent, Oakham,  
Rutland, LE15 6EH

**School URN:** 139611  
**Inspection Date:** 6 February 2017  
**Inspectors:** Dr Eilis Field and Mrs Siobhan Minford

	Previous Inspection	Good	2
<b>Overall Effectiveness</b>	<b>This Inspection</b>	<b>Good</b>	<b>2</b>
<b>Catholic Life:</b>		Outstanding	1
<b>Collective Worship</b>		Good	2
<b>Religious Education</b>		Good	2

## SUMMARY OF KEY FINDINGS FOR PARENTS AND PUPILS

English Martyrs' Catholic Voluntary Academy is a good catholic school

- English Martyrs' is a good Catholic school. Its caring, welcoming atmosphere reflects the living out of the school's Mission Statement and is reflected in the good relationships at all levels of school life. A member of staff said, 'I love coming to work here', and a child stated, 'It is a really loving school'.
- The exemplary behaviour of pupils reflects the efficacy of the school's behaviour policy which is founded on Gospel values and the teachings of the Catholic Church.
- The school is well led and managed by the executive headteacher, head of school, subject leader for Religious Education and a strong governing body. They rightly value and closely guard the strong Catholic identity of the school. They are strategic in ensuring that this is sustained as the school meets new challenges including welcoming a higher proportion of pupils who are of faith backgrounds other than Catholic.
- The strong partnership, between the school and parish benefits and is highly valued by the whole community. The parish priest is a regular and welcome visitor to the school. The close links are evidenced in the school and parish newsletters and in the school displays at Church.

## **FULL REPORT**

### **INFORMATION ABOUT THE SCHOOL**

- English Martyrs' is a smaller than average primary school. Since its last inspection in November 2011, the number on roll has increased from 101 to 128.
- The school serves the parishes of St Joseph's, Rutland and St Thomas of Canterbury, Exton.
- The school is federated with St Augustine's Stamford and is part of the St Gilbert of Sempringham Catholic Academy Trust along with Our Lady of Good Counsel Sleaford, Our Lady of Lincoln in Lincoln, St Hugh's Lincoln and St Peter & St Paul Lincoln.
- 48% of its pupils are baptised Catholic, 51.5% are from other Christian denominations and 7% are from a faith background other than Christian.
- 15% of pupils have special educational needs and/or a disability (SEND) at school support stage, none of whom have an education, health care plan (EHCP).
- 12% of pupils are eligible for the Pupil Premium.
- At the end of Key Stage 2, the vast majority of pupils transfer to Catmose College, Oakham. Others transfer to Oakham School, Casterton Business & Enterprise College, Stamford School or Uppingham Community College. The nearest Catholic secondary school is 20 miles away.

### **WHAT DOES THE SCHOOL NEED TO DO TO IMPROVE FURTHER?**

- Catholic Life
- The school now needs to further develop its strategies to facilitate pupils playing a genuine role in the decision-making processes and the development of the Catholic Life of the school.
- Collective Worship
- Further develop pupil skills in preparing for Collective Worship so that they can play a more prominent role and work independently.
- Further develop the robustness of monitoring of Collective Worship so that it clearly identifies areas for improvement and set review dates to ensure that these are acted upon.
- Religious Education
- Develop teachers' skills in questioning and responding to pupils' answers.
- Develop more effective use of 'driver words' in marking and feedback.
- Improve the pace of lessons by ensuring time is not wasted revising work pupils have already covered.
- Develop the robustness of monitoring of Religious Education so that it clearly identifies areas for improvement and set review dates to ensure that these are acted upon.
- Ensure expectations are clear and are consistently applied in respect of the number of extended pieces of writing, use of worksheets and marking and feedback in books.

## CATHOLIC LIFE

### The Quality of the Catholic Life of the School 1

- The extent to which pupils contribute to and benefit from the Catholic Life of the school 1
- The quality of provision for the Catholic Life of the school 1
- How well leaders and managers promote, monitor and evaluate the provision for the Catholic Life of the school 1

### The extent to which pupils contribute to and benefit from the Catholic Life of the school - outstanding

- The school's behaviour policy, firmly rooted in Gospel values, results in exemplary behaviour throughout the school and the living out of the school Mission Statement, *'We follow as a family in the footsteps of Jesus'*.
- There is strong sense of belonging within the school. Staff and pupils described the school as, 'like a family'. The genuine care was evident in many of the responses such as, *'I am very happy at this school. Everyone is kind to one another'* and *'I love coming to work each day'*.
- Parents are very positive about the school and all feel welcome. One parent, who had moved her child from another local school spoke enthusiastically about the level of care her child receives from English Martyrs'.
- Pupils are developing greater ownership of developing the Catholic Life of the school. The pupil chaplaincy team, 'Little Lights' are good role models and play a key role in promoting the school's Catholic ethos. They train prayer leaders and run a lunch time club for younger children to fully involve them in the Catholic Life of the school.
- Catholic values are reflected in the ways that the pupils reach out to others. They fundraise for a number of charities, in particular for their adopted charity, the 'Malawi Project'. All children are welcomed into the school and children from other faiths other than Catholic perceive themselves to be valued members of the community.
- The school now needs to further develop its strategies to facilitate pupils playing a genuine role in the decision-making processes and the development of the Catholic Life of the school.



## **The quality of provision for the Catholic Life of the school - outstanding**

- pupils designed a logo to support the school's Mission Statement which is on the cover of all Religious Education books, policies and letterheads.
- There is a strong, caring atmosphere throughout the school; staff and pupils feel valued and know that they can turn to one another for support.
- The robust pastoral systems in place ensure that all pupils, including the most vulnerable, are well provided for. Recently, the school has been approached to take a vulnerable family based on the strength of their pastoral care, which is recognised in the local community.
- Staff, including those from faith backgrounds other than Catholic, value the support offered by the school and its caring Catholic ethos.
- The school has recently adopted a 'Journey in Love' - a scheme of work which assists in the delivery of Relationships and Sex Education (RSE) and the policy is currently being revised according to diocesan guidelines.
- The Catholic ethos is reflected in the bright and welcoming learning environment which celebrates pupil achievements and the values of the school. Pupils enjoy adding their 'heart prayers' to 'The Heart that Sees' tree displayed in the foyer.

## **How well leaders and managers promote, monitor and evaluate the provision for the Catholic Life of the school – outstanding**

- The executive headteacher, head of school and subject leader for Religious Education ensure that the Catholic Life of the school remains central to all that they do both within the school and in the wider community. In keeping with the Church's understanding of parents as 'the first and foremost educators of their children', the school works very hard to engage all parents from all backgrounds and opinions. A parents' forum meets termly to discuss the ethos and vision of the school.
- Governors have a very good understanding of the Catholic Life of the school and robustly hold the school to account regarding its Catholic Life. The linked governor for Catholic Life has benefitted from training opportunities offered by the Diocese.
- The link governor for Religious Education is proactive in developing a strategic approach to ensuring that the Catholic ethos is sustained in light of the anticipated increase in the number of children from other faith backgrounds.
- The school is well supported by the parish priest who is a regular and welcome visitor. He has visited classes to talk to them about his vocation and further visits around vocation are planned. The school and parish regularly support one another in social and fundraising activities.

- Leaders have established robust induction systems for new staff so that all staff, including those from faith backgrounds other than Catholic are clear about the expectations of a Catholic school and are well supported in meeting them.
- The geographical location of the school presents a challenge for staff participating in Diocesan training, nevertheless, leaders have been proactive in seeking advice and guidance of the Diocesan Adviser for Religious Education.

## **COLLECTIVE WORSHIP**

### **The Quality of Collective Worship 2**

- How well pupils respond to and participate in the school's Collective Worship 2
- The quality of provision for the Collective Worship 2
- How well leaders and managers promote, monitor and evaluate the provision for Collective Worship 2

### **How well pupils respond to and participate in the school's Collective Worship - good**

- Since the last inspection, under the guidance of the subject leader for Religious Education, the level of pupil involvement has improved significantly and reflects the revised expectations for a 'good' grading.
- Pupils show great reverence and respect throughout Acts of Worship and are able to quietly reflect during prayerful activities.
- Pupils' knowledge of the Church's liturgical year is very good. They are confident in reciting traditional prayers and know the correct responses, for example at the beginning and end of a reading from the Gospel.
- Pupils are able to apply their knowledge of the Church's liturgical year to create appropriate focal points for assemblies and other Acts of Worship.
- Pupils are gaining confidence in preparing class worship and supporting adults in preparing whole school Acts of Worship.
- The school recognises the need to further develop pupils' skills in preparing for Collective Worship so that they can play a more prominent role and work independently.

### **The quality of provision for Collective Worship - good**

- Prayer is an integral part of school life and is woven into the school day. Morning briefing, staff and governors' meetings all begin with prayer and staff value this opportunity to reflect and seek guidance.
- Pupils' enjoyment of a wide variety of liturgy and prayer has been greatly enhanced by the addition of the new chapel.
- Acts of Worship are well resourced. The school has invested in new liturgy boxes which are also used as prayer tables and a wide range of musical resources including those of John Burland.
- Parents and parishioners value the invitation to attend and take part in Collective Worship and liturgies and speak very positively about their experience.
- Mass is celebrated each month in school and this is well supported by parents and parishioners.

### **How well leaders and managers promote, monitor and evaluate the provision for Collective Worship - good**

- The executive headteacher, head of school and the subject leader for Religious Education are well trained and highly experienced in delivering good quality Collective Worship and use this to disseminate good practice across the school.
- The parish priest uses the Mass as an opportunity to model good practice and involve pupils. The success of this approach has resulted in an increase in the number of pupils serving at Sunday Mass.
- The subject leader for Religious Education has been diligent in developing increasingly robust systems for monitoring the quality of Collective Worship throughout the school.
- The school now needs to give pupils a greater role in independently planning and leading Acts of Worship.
- The link governor, who has benefited from diocesan training, provides a strong lead and has an accurate view of the quality of Collective Worship across the school.
- The school now needs to further develop the robustness of monitoring of Collective Worship so that it clearly identifies areas for improvement and set review dates to ensure that these are acted upon.

## **RELIGIOUS EDUCATION**

The Quality of Religious Education	2
• How well pupils achieve and enjoy their learning in Religious Education	2
• The quality of teaching and assessment in Religious Education	2
• How well leaders and managers promote, monitor and evaluate the provision of Religious Education	2

### **How well pupils achieve and enjoy their learning in Religious Education – good**

- Caution needs to be applied when analysing data due to the small cohorts within the school. (3 disadvantaged pupils, worth 16%, account for the dip in attainment for this year). Overall, pupils make good progress in Religious Education relative to their starting points.
- Pupils enjoy Religious Education and engage enthusiastically with the tasks set.
- Pupils' knowledge of Bible stories and traditions of the Church is very good; pupils are demonstrably 'religiously literate'.
- Pupils take a pride in their work and respond positively to teacher feedback.
- Pupils' oral responses do not always reflect the level of understanding they are capable of.
- Pupil learning outcomes in their Religious Education books do not always reflect their ability.

### **The quality of teaching and assessment in Religious Education – good**

- Teachers conscientiously plan and mark for Religious Education.
- Teachers and pupils are developing an awareness of 'driver words' and are beginning to apply them to their assessment of Religious Education.
- Teachers are becoming more effective in differentiating tasks to meet the needs of the pupils

**The school now needs to extend pupils' depth of understanding and accelerate their rate of progress by:**

- Developing teachers' skills in questioning and responding to pupils' answers.
- Using 'driver words' in marking and feedback to effectively move learning on.
- Improving the pace of lessons by ensuring time is not wasted revising work pupils have already mastered.

**The extent to which leaders and managers promote, monitor and evaluate the provision for Religious Education – good**

- Leaders ensure that all classes meet the episcopal requirement to devote at least 10% of curriculum time to Religious Education.
- Leaders regularly monitor and evaluate the provision for Religious Education through carefully planned lesson observations, learning walks and work scrutiny.
- Leaders and managers support new staff in planning and delivering lessons using the *Come and See* programme.

**The school now needs to:**

- Develop the robustness of monitoring of Religious Education so that it clearly identifies areas for improvement and set review dates to ensure that these are acted upon.
- Ensure expectations are clear and are consistently applied in respect of the number of extended pieces of writing, use of worksheets and marking and feedback in books.

<b>School Name</b>	English Martyrs' Catholic Voluntary Academy
<b>Unique Reference Number</b>	139611
<b>Local Authority</b>	Rutland

The inspection of this school was carried out on behalf of the Bishop of Nottingham under Canon 806 of Canon Law in accordance with the Evaluation Schedule for diocesan canonical inspections in the Diocese of Nottingham. The inspection reviews and evaluates how effective the school is in providing Catholic education. The process begins with the school's own self-evaluation and the inspection schedule is in line with the criteria set by the National Board of Religious Inspectors and Advisers (NBRIA).

During the inspection, the inspectors jointly observed 5 Religious Education lessons and 2 Acts of Collective Worship.

Meetings were held with the executive headteacher, the head of school, the subject leader for Religious Education, two governors, the parish priests and an additional priest serving in the parish. Discussions were also held with pupils and parents.

The inspectors scrutinised a range of documents including reports of the governing body, action plans, the school development plan, monitoring forms, assessment data and tracking and parental response forms. Inspectors also examined the work in pupils' Religious Education books.

<b>Chair of Governors:</b>	Mrs Sarah Archer
<b>Executive Headteacher:</b>	Mrs Patricia Mason
<b>Head of School:</b>	Mrs Alison Chambers
<b>Date of Previous School Inspection:</b>	2 November 2011
<b>Telephone Number:</b>	01572 722400
<b>Email Address:</b>	achambers@englishmartyrs.rutland.sch.uk

## WHAT INSPECTION JUDGEMENTS MEAN

Within the report, the following grade are used:

<b>Grade 1</b>	Outstanding
<b>Grade 2</b>	Good
<b>Grade 3</b>	Requires Improvement
<b>Grade 4</b>	Inadequate

In the context of the whole school, the overall effectiveness grades have the following meaning:

<b>Grade 1</b>	Outstanding	The school is a highly effective Catholic School. Pupils' needs are exceptionally well met
<b>Grade 2</b>	Good	The school is an effective Catholic school. Pupils' needs are met well.
<b>Grade 3</b>	Required Improvement	The school is not yet a good Catholic School, it is not inadequate however, and there are aspects that require improvement. There will be a monitoring visit within the next 12 months and the school will be re-inspected within 3 years.

**Grade 4** Inadequate

There are features in need of urgent and immediate attention. The school is not meeting the basis minimum requirement for adequacy as a Catholic school. The school will receive an annual monitoring visit and will be re-inspected within 3 years

NRCDES Diocesan Canonical Inspection Report

## APPENDIX D

### Key Stage 4 Results 2016 (Amended Date, February 2017) – Catmose College

Full course	Gender	A*-A %	A*-C %	A*-G %	Student Count
Summary for Religious Studies B: Philosophy and Ethics	All	68.9	100	100	45
Summary for Religious Studies B: Philosophy and Ethics	Female	72.4	100	100	29
Summary for Religious Studies B: Philosophy and Ethics	Male	62.5	100	100	16

### Key Stage 4 Results 2016 (Amended Data, February 2017)

Subject: Religious Studies (4610) – Exam: GCSE Full Course (310)	Gender	Student Count	A*-A %	A*-C %	A*-G %	Average Grade
<b>Catmose College</b>	<b>All</b>	<b>45</b>	<b>68.9</b>	<b>100</b>	<b>100</b>	
	Female	29	72.4	100	100	
	Male	16	62.5	100	100	
<b>Casterton College Rutland</b>	<b>All</b>	<b>21</b>	<b>47.6</b>	<b>95.2</b>	<b>100</b>	<b>A-</b>
	Female	17	47.1	94.1	100	A-
	Male	4	50	100	100	A*-
<b>Uppingham Community College</b>	<b>All</b>	<b>27</b>	<b>18.5</b>	<b>81.5</b>	<b>100</b>	<b>C</b>
	Female	19	26.3	89.5	100	C
	Male	8	0	62.5	100	C
<b>National Comparator (State Funded)</b>	<b>All</b>	<b>252,027</b>	<b>29.8</b>	<b>71.7</b>	<b>97.8</b>	
	Female	135,122	34.6	77	98.6	
	Male	116,905	19.6	62.8	96.7	

Subject: Religious Studies (4610) – Exam: GCSE Short Course (320)	Gender	Student Count	A*-A %	A*-C %	A*-G %	Average Grade
<b>Casterton College Rutland</b>	<b>All</b>	<b>121</b>	<b>24</b>	<b>64.5</b>	<b>95.9</b>	<b>C</b>
	Female	53	32.1	77.4	100	B
	Male	68	17.6	54.5	92.6	D+
<b>Uppingham Community College</b>	<b>All</b>	<b>22</b>	<b>45.5</b>	<b>90.9</b>	<b>100</b>	<b>B</b>
	Female	10	40	90	100	C+
	Male	12	50	91.7	100	C+

**Note: All data as reported by the National Consortium for Examination Results (NCER). The Philosophy and Ethics Course at Catmose College is reported as Religious Studies in the NCER data release.**



## SCRUTINY PANEL

4 May 2017

### OFSTED NEXT STEPS ACTION PLAN

#### Report of the Director for People

Strategic Aim:	Safeguarding	
Exempt Information	No	
Cabinet Member(s) Responsible:	Mr R Foster, Portfolio Holder for Children and Young People (Safeguarding)	
Contact Officer(s):	Rebecca Wilshire, Head of Children's Social Care	01572 758258 rwilshire@rutland.gov.uk
Ward Councillors	All	

#### DECISION RECOMMENDATIONS

That the Panel:

1. Note the Next Steps Action plan for 'getting to good' and comment on its suitability for addressing the Ofsted inspection recommendations and supporting Rutland County Council to get to good.
2. Consider how the panel may provide future oversight and scrutiny of the plan's delivery.

## 1 PURPOSE OF THE REPORT

- 1.1 Following an inspection of Rutland's children's services by Ofsted, Rutland County Council is required to produce and submit an action plan to Ofsted.
- 1.2 The following report provides panel with an opportunity to review this Ofsted inspection action plan.

## 2 BACKGROUND AND MAIN CONSIDERATIONS

- 2.1 Rutland's children's services were inspected by Ofsted under the Single Inspection Framework from 15th November to 8th December 2016.
- 2.2 In a final report published (13th February 2017) Ofsted noted a number of strengths within the service, some of which were as follows:
  - a) There were no children in Rutland who were considered to be at immediate risk of harm

- b) Staff act quickly to keep children safe when people tell them that they are worried about a child
- c) When children and families have emerging problems, Rutland's early help services provide a wide range of responsive interventions, preventing some families from needing more formal, statutory involvement with children's social care
- d) The early help service uses positive ways of working with families to intervene and support children effectively
- e) Social workers know about children's lives and families get the right help and support when they are having difficulties
- f) Social workers, teachers, police officers, foster carers and others work well together to keep children safe if they are at risk of sexual exploitation
- g) The right decisions are made by social workers when children cannot live at home
- h) Social workers place children with people who can look after them well and help them to do well in education and enjoy hobbies.
- i) When children can no longer live at home, social workers work hard to find the right families
- j) Social workers and other professionals work well together to look at plans to help improve children's lives
- k) Services for children who leave care in Rutland was considered 'Good'
- l) Young people leaving care receive a good service from staff who know them well
- m) Staff keep in touch and support care leavers to live independently, stay in education or find a job. They also help them to keep healthy and find somewhere to live where they feel safe
- n) Managers and Council leaders are determined to employ the 'right' staff to provide good services and new social workers and managers are making improvements
- o) Managers and leaders want to improve services further

2.3 However Ofsted concluded that a number of improvements were required before children's services in Rutland could be rated as 'Good'. The Ofsted report outlined 17 recommendations, which are as follows:

- a) Ensure that senior leaders have access to comprehensive, high-quality performance management information in order to understand frontline practice and fully hold senior managers to account.
- b) Ensure that all staff receive regular good-quality supervision, with an appropriate balance of critical challenge, case direction and opportunities for reflection.
- c) Ensure that assessments and plans actively consider all risks to children, including emerging and new risks as circumstances for children change. Improve social workers' understanding of neglect and the impact on children.

- d) Improve the quality of assessments and plans across the service by ensuring that they are informed by children's wishes and feelings, involve the views of men and fathers, consider diversity and historical factors, which are specific to individual children's needs, and have explicit outcome-based actions.
- e) Ensure that personal education plans are completed for all children looked after, and that they include a thorough assessment of needs and set targets for improvement.
- f) Review and strengthen management and panel oversight of the fostering service to ensure that there is effective challenge of the quality of practice. In particular, ensure that foster carer assessments and investigations of allegations and concerns are thorough and robust, contain all relevant information and are completed in a timely way.
- g) Ensure that the corporate parenting board is effective in driving improvements and monitoring outcomes for children looked after and care leavers. Increase opportunities for children looked after and care leavers to participate in decision-making and service development and for their achievements to be celebrated.
- h) Improve social work practice by ensuring that social workers visit children regularly, in line with the children's plans or statutory guidance, and take account of their feelings and wishes when making plans for the children. The frequency and quality of visits should be monitored by managers.
- i) Increase the effectiveness of management oversight across the service, ensuring that the rationale for decisions and actions set is clear. Managers, child protection chairs and IROs in core groups, reviews and key meetings should actively challenge drift and delay, and support the progress of plans and the reduction of risk.
- j) When children go missing, ensure that social workers and managers fully understand the risks and vulnerabilities of the young people and take appropriate action. Ensure that the information gathered during return-home interviews is used to reduce risk and inform individual planning and broader service needs.
- k) Develop and implement a robust sufficiency strategy, which informs the provision of services and, in particular, the recruitment of foster carers, for children looked after now and in the future.
- l) Review the service level agreement with the neighbouring local authority, which delivers adoption services on behalf of Rutland County Council. Ensure that services are sufficient and of good quality to meet all needs of children, families and adopters prior to and beyond the making of an adoption order.
- m) Ensure that birth parents have access to support from someone independent of their child's social worker when adoption is being considered.
- n) Ensure that all options for achieving permanence for children are given proper consideration, including, when appropriate, parallel planning and foster to adopt.

- o) Improve the quality of information which children have access to, both now and in the future, such as child permanence reports and later-life letters. Ensure that all children in permanent placements receive life-story work.
- p) Ensure that children have timely access to health services, including specialist provision.
- q) Increase the extent to which workers consider the long-term arrangements when placing children looked after with foster carers, so that more are able to stay put when they become 18 years old.

The attached plan (appendix 1) has considered the action needed to address all these recommendations, and outlines how this will be achieved, how it will be measured and timescales for completion.

### **3 CONCLUSION AND SUMMARY OF REASONS FOR THE RECOMMENDATIONS**

- 3.1 The Ofsted Next Steps Action Plan outlines and addresses the 17 recommendations which Ofsted noted in their report.
- 3.2 The Action Plan notes the 17 recommendations, along with outcomes to each recommendation, how it will be measured and the objectives, followed by the action required and timescale for completion.
- 3.3 There are a number of actions which have already been completed and the rest are on track for completion, all of which are identified through rag rating (green and amber).
- 3.4 We do believe that the actions will fully address the recommendations and enable us to 'get to good' over the next 6-12 months.
- 3.5 Recommendations pull out the key issues arising from Ofsted.

### **4 BACKGROUND PAPERS**

- 4.1 None

### **5 APPENDICES**

- 5.1 Appendix A – The Ofsted Next Steps Action Plan

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

## **Rutland County Council's – 'Next Steps' Action Plan in response to the Final Ofsted Report (Published February 2017)**

We, Rutland County Council, are working in partnership with all our agencies to further improve the services we provide to children, young people and families, to give them the best start in life and to ensure our children, young people and families access the right support at the right time to achieve the right outcome.

This Next Steps Action Plan has been developed in response to our recent Ofsted Inspection which judged us as 'Requiring Improvement', and made a number of recommendations which would be required to enable us to get to 'good'. The Single Inspection Framework (SIF) considered:

1. Children in need of help and protection
2. Children looked after and achieving permanence
  - 2.1 Adoption Performance
  - 2.2 Experience and progress of care leavers
3. Leadership, management and governance  
And
4. Local Safeguarding Children Board (LSCB)

Rutland County Council was judged as Good for our Care Leaver Services and for our LSCB, which we share with Leicestershire.

This Next Steps Action Plan has been structured to respond to the recommendations made in the inspection report which can be found [HERE](#). This does not cover the work of the LSCB which is independent, and they will submit a separate action plan to Ofsted.

### **Monitoring, Accountability and Scrutiny arrangements:**

This Next Steps Action Plan will contain SMART objectives, with detailed actions to be carried out. The monitoring arrangements for the plan are as follows:

1. Monthly monitoring of the plan chaired by the Director of Children's Services with Directorate Managers.
2. Local Safeguarding Board on a bi-monthly basis.
3. Rutland Performance Board on a quarterly basis
4. People (Children) Scrutiny Panel and the Corporate Parenting Board on a quarterly basis
5. Front Line Management team meetings on a monthly basis.

### **There are two key mechanisms for monitoring progress:**

1. The Next Steps Plan will be updated on a monthly basis and will provide evidence of progress against identified actions and compliance with timescales. This will form the basis of the regular monitoring.
2. A quarterly data set and report will be prepared by the Head of Service for Children's Social Care, which will summarise progress and evidence how the identified actions are improving services, and the difference they are making to children and their families in Rutland. This will be submitted to groups identified above and form the basis of the quarterly programme of review.

### Sustaining Good Practice:

Ofsted also noted a number of areas of Good Practice with the inspection and the following mechanisms are in place to ensure these areas of good practice are both sustained, and are further built on to deliver the best possible services to our children and young people.

- Monthly Performance Reports by Children Social Care Managers which are received by the Head of Service, Director of People and Portfolio Holder.
  - These report on statutory duties, such as visits to children, assessment timescales, supervision and so on;
  - The reports are written and scrutinised monthly at the Managers' Performance Meeting chaired of a Head of Service in Children Services;
  - They equally support the continuation and development of good practice in our Early Help Service, providing oversight and scrutiny of this service to ensure that good practice is sustained.
- Audits are undertaken monthly, cases are selected at random across Children Services and ensure case work is to the standard we expect.
  - Audits focus on and challenge statutory duties, but equally ensure that the work is of good quality;
  - Where issues arise from case audits then actions are given to individual officers to address them, and used a learning and development opportunities across wider relevant teams within Children Services;
  - Equally where audits identify examples of good practice, these are also shared with officers
  - A quarterly report collates all audit findings to ensure that they are followed up and relevant improvements made;
  - Themes from the audits will continue to be collated to enable us to target training and development.
- Supervision will continue to play a big part in ensuring progress on case work
  - We do, and will continue to, undertake supervision audits to ensure that this is a strength.
- Family, Carer and Child Feedback
  - We continue to collect feedback across Children Services to hear from our families, carers and children and young people;
  - Feedback is collated so that we can hear others' perspectives and learn from it, and we will continue to do this.
- Data analysis and intelligence
  - As our data become more accessible this allows better oversight of practice, and understanding of local needs in order to manage services and our capacity;
  - We will continue to utilise audits and case reviews to oversee and scrutinise the quality.
- Staff Training and Development
  - As well as traditional means of training and development, we have implemented practice workshops to ensure all staff understand the develop the quality we expect for our children in Rutland.

Any concerns arising from the monitoring programmes will be conveyed directly to the Director for People.

Finally, the Directorate will seek external challenge of the progress against the plan in Quarter 4 through Internal Audit, specifically in Safeguarding and to review our Fostering and Adoption Service.

**RECOMMENDATION:**

**1. Ensure that senior leaders have access to comprehensive, high-quality performance management information in order to understand frontline practice and fully hold senior managers to account**

**OUTCOMES:**

- All stakeholders understand the importance of the data they gather, record and use in the course of their work. The systems used to support this work are effective, joined up and easy to use.
- Appropriate support, training and development are in place to ensure systems and processes remain relevant and are properly used and implemented.
- Appropriate performance information is produced at all levels that is accurate, targeted and timely. This contributes positively to the monitoring of services' performance and informs intervention/plans.
- High quality data and information is available enabling service development, partnership working, systems and process review.
- Commissioning and service design decisions are supported by high quality, up to date, relevant and consistent strategic information.
- 87 ➤ Children's Scrutiny Panel, Performance Board and the Local Safeguarding Children Board (LSCB) are provided with the information and training they require enabling them to offer sufficient challenge and scrutiny to oversee services to children, young people and families.

**MEASURED BY:**

- Information management systems are in place, are up to date (within two versions of the latest release) and there is good system compliance from relevant officers.
- A revised Children's Services Scorecard is in place which pulls together all relevant information with senior managers held accountable for outcomes
- BI Tools utilising effective data visualisation are used by management, and elected members, to review and challenge service performance.
- Statutory returns – target: ensure 100% of statutory data returns are completed on time with effective quality assurance of data.
- External reviews – target: improved Ofsted rating as outcome of sustained improvements

**OBJECTIVES: Deliver against the Quality Assurance (QA) and Performance Framework**

- ✓ Understand what data is needed at all levels of the local authority, and wider agencies to effectively monitor and support the work of Children's Social Care, and drive commissioning, and service improvement and development.

ACTION	PROGRESS	TARGET DATE	ACCOUNTABILITY	MONITOR/EVALUATER
1.1 Develop a new Scorecard for CSC	<ul style="list-style-type: none"> <li>New and improved scorecard is now in place pulling together all relevant measures for Children Social Care (CSC) and Early Help (EH)</li> </ul>	Completed January 2017	<ul style="list-style-type: none"> <li>Jon Adamson – <i>Business Intelligence Manager</i></li> </ul>	<ul style="list-style-type: none"> <li>Rebecca Wilshire – <i>Head of Children’s Social Care</i></li> </ul>
	<ul style="list-style-type: none"> <li>Now Business Intelligence tools being developed to present data in more meaningful/accessible ways (e.g. profile of Children Looked After (CLA) for Corporate Parenting Board – see 7.5 below)</li> </ul>	April 2017	<ul style="list-style-type: none"> <li>Jon Adamson</li> </ul>	<ul style="list-style-type: none"> <li>Rebecca Wilshire</li> </ul>
1.2 Develop performance reports which children services complete monthly around data to provide narrative and analysis	<ul style="list-style-type: none"> <li>Commenced January 2017 and reports are in place and currently being embedded</li> </ul>	May 2017 to be embedded and effective	<ul style="list-style-type: none"> <li>Kate Dexter – <i>Children’s Social Care Service Manager</i></li> <li>Kevin Quinn Early help and SEND Inclusion Service Manager</li> </ul>	<ul style="list-style-type: none"> <li>Rebecca Wilshire</li> </ul>
1.3 Develop knowledge around the inputting and interpretation of data and what this means for Officers	<ul style="list-style-type: none"> <li>Briefing delivered at Children’s Conference to ensure all officers understand how information captured in LiquidLogic is used to inform service planning and delivery</li> </ul>	January 2017 – completed	<ul style="list-style-type: none"> <li>Jon Adamson</li> </ul>	<ul style="list-style-type: none"> <li>Rebecca Wilshire</li> </ul>
	<ul style="list-style-type: none"> <li>New scorecard and Business Intelligence Tools to be presented at children’s conference</li> </ul>	April 2017	<ul style="list-style-type: none"> <li>Jon Adamson</li> </ul>	<ul style="list-style-type: none"> <li>Rebecca Wilshire</li> <li>Bernadette Caffrey</li> </ul>
1.4 Continue to embed the development of LiquidLogic and ensure this supports and evidences good practice across children’s services	<ul style="list-style-type: none"> <li>Review purpose and function of Performance and Application Support Team</li> <li>Strengthen capacity for administration and configuration of case management system/s</li> </ul>	May 2017	<ul style="list-style-type: none"> <li>Jon Adamson</li> </ul>	<ul style="list-style-type: none"> <li>Rebecca Wilshire</li> <li>Bernadette Caffrey</li> </ul>
1.5 Embed performance management reports so that information is scrutinised and understood at each level	<ul style="list-style-type: none"> <li>Monthly (People) Directorate Management Team (DMT) meetings which replaces Service Improvement Board (SIB)</li> </ul>	March 2017	<ul style="list-style-type: none"> <li>Rebecca Wilshire</li> <li>Jon Adamson</li> </ul>	<ul style="list-style-type: none"> <li>Tim O’Neill – <i>Director for People</i></li> </ul>
	<ul style="list-style-type: none"> <li>Quarterly People Performance Board with Chief Executive and Councillors will provide scrutiny and challenge</li> </ul>	June 2017	<ul style="list-style-type: none"> <li>Rebecca Wilshire</li> </ul>	<ul style="list-style-type: none"> <li>Tim O’Neill</li> </ul>
	<ul style="list-style-type: none"> <li>Monthly performance reports for Children Services will be compiled for the Director and Portfolio Holder</li> </ul>	April 2017	<ul style="list-style-type: none"> <li>Rebecca Wilshire</li> </ul>	<ul style="list-style-type: none"> <li>Tim O’Neill</li> </ul>
1.6 Improve analysis of information to better inform officers, managers and members	<ul style="list-style-type: none"> <li>Robust analysis of data within new reporting mechanisms to provide information needed to inform decision making</li> </ul>	April 2017	<ul style="list-style-type: none"> <li>Jon Adamson</li> </ul>	<ul style="list-style-type: none"> <li>Rebecca Wilshire</li> </ul>



**RECOMMENDATION:**

**2. Ensure that all staff receive regular good-quality supervision, with an appropriate balance of critical challenge, case direction and opportunities for reflection.**

**OUTCOMES:**

- Officers receive the right level of oversight from their managers to enable them to discuss cases fully and make the right decisions for children, young people and families to improve their outcomes and ensure their safety and welfare.
- Officers’ knowledge and development of case work will be improved by rigorous challenge and reflective practice.
- Children, young people and families will receive an improved and timelier service as officers will have clearer and timely case direction.
- Officers will ensure the action is taken at the right time for children as supervision will ensure oversight

**MEASURED BY:**

- Management information – target: 100% of social workers and practitioners receive, quality casework supervision; any underperformance challenged and addressed
- Management information – target: improved flow of casework through the system and alert analysis; casework completed within expected timescales
- Case audit – target: all cases audited will have evidence of supervision on case files
- Supervision audit – target: 100% of social workers and practitioners have a supervision agreement in place
- Training – target: 100% of managers/supervisors receive relevant training in supervision skills

**OBJECTIVES: Deliver against the Supervision Policy**

- ✓ Themes and lessons from casework are systematically collated, analysed and learned from.
- ✓ Social work staff/children’s services staff is confident in how they are directed and supervised in their work.
- ✓ Management oversight is consistent and rigorous to ensure effective assessment, planning, intervention and review.
- ✓ Case work is progressed in a timely manner ensuring no drift in case work / case decisions

ACTION	PROGRESS	TARGET DATE	ACCOUNTABILITY	MONITOR/EVALUATER
2.1 Supervision Policy to be revised to include Group Supervision	<ul style="list-style-type: none"> <li>In progress to cover the development of group supervision</li> </ul>	May 2017	<ul style="list-style-type: none"> <li>Kate Dexter</li> </ul>	<ul style="list-style-type: none"> <li>Rebecca Wilshire</li> </ul>
2.2 Group Supervision to commence which is reflective and offers critical challenge, direction and support	<ul style="list-style-type: none"> <li>Completed February 2017 however this needs further embedding</li> </ul>	Completed February 2017	<ul style="list-style-type: none"> <li>Children's Social Care - Team Managers</li> </ul>	<ul style="list-style-type: none"> <li>Rebecca Wilshire</li> </ul>
	<ul style="list-style-type: none"> <li>Development and embedding in progress</li> </ul>	June 2017	<ul style="list-style-type: none"> <li>Children's Social Care - Team Managers</li> </ul>	<ul style="list-style-type: none"> <li>Rebecca Wilshire</li> </ul>
2.3 Liquidlogic to be used so data on supervision can be extracted to ensure further oversight	<ul style="list-style-type: none"> <li>Managers will ensure all supervision and case management decisions are recorded on LiquidLogic within 3 days of supervision taking place</li> </ul>	June 2017	<ul style="list-style-type: none"> <li>Children's Social Care - Team Managers</li> </ul>	<ul style="list-style-type: none"> <li>Rebecca Wilshire</li> </ul>
	<ul style="list-style-type: none"> <li>In progress, LiquidLogic revised to see how we can ensure supervision is on the system and this data provides an accurate report</li> </ul>	May 2017	<ul style="list-style-type: none"> <li>Jon Adamson</li> <li>Rebecca Wilshire</li> </ul>	<ul style="list-style-type: none"> <li>Rebecca Wilshire</li> </ul>
2.4 Managers will be receive training on supervision and group supervision	<ul style="list-style-type: none"> <li>In progress, Children Social Care managers will all get a workshop on delivering group supervision across children services</li> </ul>	June 2017	<ul style="list-style-type: none"> <li>Kate Dexter</li> <li>Tracy Holliday – <i>Quality Assurance Manager</i></li> </ul>	<ul style="list-style-type: none"> <li>Rebecca Wilshire</li> </ul>
2.5 Officers will receive training and develop understanding around group supervision to ensure this is effective	<ul style="list-style-type: none"> <li>Children's conference in February 17 completed</li> </ul>	Feb 17 completed	<ul style="list-style-type: none"> <li>Kate Dexter</li> </ul>	<ul style="list-style-type: none"> <li>Rebecca Wilshire</li> </ul>
	<ul style="list-style-type: none"> <li>Further workshop for Children Social Care April 17 to allow for reflection and further alteration</li> </ul>	August 17	<ul style="list-style-type: none"> <li>Kate Dexter</li> </ul>	<ul style="list-style-type: none"> <li>Rebecca Wilshire</li> </ul>

**RECOMMENDATION:**

**3. Ensure that assessments and plans actively consider all risks to children, including emerging and new risks as circumstances for children change. Improve social workers' understanding of neglect and the impact on children.**

**OUTCOMES:**

- Children and young people have their needs and risks assessed to enable them to access the right support at the right time
- Assessments will be a continued process to ensure needs are risks are consistently assessed
- Assessments will inform plans fully to ensure needs are met and risks minimised
- Officers understanding and knowledge of Neglect will be improved to ensure children, young people and family's needs are better met

**MEASURED BY:**

- Quality data will monitor that 100% of children have an updated assessment
- Audits will measure the quality of Plans and ensure 100% of Plans meet the assessed needs and risks
- Supervision will critically challenge and provide oversight to ensure all assessment and plans are fit for purpose and result in expected change for children

**OBJECTIVES:** Deliver against our Practice Standards

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- ✓ All children, young people and families will have a quality plan which they have been fully involved in
- ✓ All children, young people and families will have an updated, thorough and in-depth assessment
- ✓ All children, young people and families will have a plan which reflect this assessment of needs and risks
- ✓ Plans will be reviewed in a timely manner ensuring children, young people and families are accessing the right support at the right time
- ✓ The right assessment and the right plan will ensure timely support is in place and minimise any potential for any drift.

ACTION	PROGRESS	TARGET DATE	ACCOUNTABILITY	MONITOR/EVALUATER
<b>3.1 Use data to identify any children who have not had an assessment in the last 12 month</b>	<ul style="list-style-type: none"> <li>• Performance team will provide a list of all children to allow us to get up-to-date assessment information</li> </ul>	March 2017 competed	<ul style="list-style-type: none"> <li>• Jon Adamson</li> </ul>	<ul style="list-style-type: none"> <li>• Rebecca Wilshire</li> </ul>
	<ul style="list-style-type: none"> <li>• Performance Team will develop and provide a monthly data pack to manager which will include any children who have not had an assessment in the last 6 months which are open to Children Social Care including Disabled children</li> </ul>	June 2017	<ul style="list-style-type: none"> <li>• Jon Adamson</li> </ul>	<ul style="list-style-type: none"> <li>• Rebecca Wilshire</li> <li>• Bernadette Caffrey</li> </ul>

ACTION	PROGRESS	TARGET DATE	ACCOUNTABILITY	MONITOR/EVALUATER
	<ul style="list-style-type: none"> <li>Managers will use the data pack to inform and develop practice</li> </ul>	June 2017	<ul style="list-style-type: none"> <li>Kate Dexter</li> <li>Kevin Quinn – <i>Early Help Service Manager</i></li> <li>Darrell Griffin – <i>Early Help and SEND Inclusion Service Manager</i></li> </ul>	<ul style="list-style-type: none"> <li>Rebecca Wilshire and Bernadette Caffrey – <i>Head of Early Intervention and SEND Inclusion</i></li> </ul>
<b>3.2 Using data ensure all children have an updated assessment include at least 6 monthly?</b>	<ul style="list-style-type: none"> <li>Updated assessments are underway where children have not had one in last 12 months, Children Social Care will then ensure there are updated 6 monthly with the use of a data pack</li> </ul>	June 2017	<ul style="list-style-type: none"> <li>Kate Dexter</li> </ul>	<ul style="list-style-type: none"> <li>Rebecca Wilshire</li> </ul>
<b>3.3 Assessment workshops to develop analytical skills in assessments in children’s services</b>	<ul style="list-style-type: none"> <li>In progress – workshops are underway to support the development of assessment skills</li> </ul>	June 2017	<ul style="list-style-type: none"> <li>Kate Dexter</li> <li>Tracy Holliday</li> </ul>	<ul style="list-style-type: none"> <li>Rebecca Wilshire</li> </ul>
	<ul style="list-style-type: none"> <li>Writing workshops have been set up to develop writing skills</li> </ul>	June 2017	<ul style="list-style-type: none"> <li>Kate Dexter</li> <li>Darrell Griffin</li> </ul>	<ul style="list-style-type: none"> <li>Rebecca Wilshire</li> <li>Bernadette Caffrey</li> </ul>
	<ul style="list-style-type: none"> <li>Assessment skills training will be set up and delivered every six months to ensure new recruits receive the same training</li> </ul>	June 2017	<ul style="list-style-type: none"> <li>Kate Dexter</li> <li>Darrell Griffin</li> </ul>	<ul style="list-style-type: none"> <li>Rebecca Wilshire</li> <li>Bernadette Caffrey</li> </ul>
<b>3.4 Neglect tool training and workshops, to be delivered to all officers</b>	<ul style="list-style-type: none"> <li>All officers will have an in depth understanding of Neglect and be using the assessment tool – training delivered at children’s conference</li> </ul>	Completed Feb 2017	<ul style="list-style-type: none"> <li>Kate Dexter</li> <li>Darrell Griffin</li> </ul>	<ul style="list-style-type: none"> <li>Rebecca Wilshire</li> <li>Bernadette Caffrey</li> </ul>
	<ul style="list-style-type: none"> <li>Use for the Neglect tool in practice and embed... starting with all Child Protection cases</li> </ul>	May 2017	<ul style="list-style-type: none"> <li>Children’s Social Care - Team Managers</li> </ul>	<ul style="list-style-type: none"> <li>Rebecca Wilshire</li> </ul>
<b>3.5 Group supervision will be developed so cases, where neglect exists, are managed effectively</b>	<ul style="list-style-type: none"> <li>Group supervision has commenced and we continue to develop this to ensure it is effective and reflective</li> </ul>	Complete Feb 2017	<ul style="list-style-type: none"> <li>Kate Dexter</li> </ul>	<ul style="list-style-type: none"> <li>Rebecca Wilshire</li> </ul>
	<ul style="list-style-type: none"> <li>We will have group supervision right and embedded by end of April 2017</li> </ul>	April 17	<ul style="list-style-type: none"> <li>Kate Dexter</li> </ul>	<ul style="list-style-type: none"> <li>Rebecca Wilshire</li> </ul>
<b>3.6 Further develop local training on Neglect signs, symptoms and impact, for all officers</b>	<ul style="list-style-type: none"> <li>Children conference will continue to deliver monthly areas of further training to continue to develop officers knowledge</li> </ul>	Completed Feb	<ul style="list-style-type: none"> <li>Kate Dexter</li> </ul>	<ul style="list-style-type: none"> <li>Rebecca Wilshire</li> <li>Bernadette Caffrey</li> </ul>
	<ul style="list-style-type: none"> <li>Neglect will be on the next agenda to allow for further reflection of the use of the neglect tool</li> </ul>	April 2017	<ul style="list-style-type: none"> <li>Kate Dexter</li> <li>Darrell Griffin</li> </ul>	<ul style="list-style-type: none"> <li>Rebecca Wilshire</li> <li>Bernadette Caffrey</li> </ul>
	<ul style="list-style-type: none"> <li>Further bespoke Neglect training to be commissioned to ensure all staff have in depth knowledge of Neglect and are using the assessment tool</li> </ul>	June 2017	<ul style="list-style-type: none"> <li>Kate Dexter</li> <li>Darrell Griffin</li> </ul>	<ul style="list-style-type: none"> <li>Rebecca Wilshire</li> <li>Bernadette Caffrey</li> </ul>

**RECOMMENDATION:**

**4. Improve the quality of assessments and plans across the service by ensuring that they are informed by children’s wishes and feelings, involve the views of men and fathers, consider diversity and historical factors, which are specific to individual children’s needs, and have explicit outcome-based actions.**

**OUTCOMES:**

- Children and young people have their needs and risks assessed to enable them to access the right support at the right time
- Fathers, Men, and absent parents will be fully considered in all assessments and throughout our involvement
- Childs and families voices will be better evidenced throughout our work to ensure we are providing a good service
- Children assessments and records will evidence diversity and historical factors and this will influence current practice and concerns.
- We will have a clean methodology which supports and evidences evidenced based outcomes

**MEASURED BY:**

- Quality data will monitor that 100% of children have an updated assessment
- Audits will measure the quality of Plans and ensure that 100% of Plans meet child diverse needs, and their wishes an feelings
- Family feedback will be gathered in 100% cases, including from fathers which will evidence progress
- Wider family will be fully considered within all assessment to ensure right support is around the child
- Supervision will critically challenge and provide oversight to ensure 100% of assessment and plans are fit for purpose

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**OBJECTIVES: Deliver against our Practice Standards**

- ✓ All children, young people and families will have a quality plan which they have been fully involved in (including pathway plans)
- ✓ All children, young people and families will have a plan which reflect this assessment of needs and risks (including needs led assessments)
- ✓ Plans will be reviewed in a timely manner ensuring children, young people and families are access the right support at the right time
- ✓ The right assessment and the right plan will ensure timely support is in place and minimise any potential for any drift.
- ✓ Family feedback will evidence better practice and this will further inform future practice
- ✓ Assessments are conducted in a timely fashion; contain the views of children and young people; and contain a detailed analysis based on research, evidence and impact.
- ✓ The progress of all plans is reviewed within target time scales and any issues impacting on progress are addressed.
- ✓ Children, young people and their families have a clear understanding of the concerns and risks identified as plans will be smarter.

ACTION	PROGRESS	TARGET DATE	ACCOUNTABILITY	MONITOR/EVALUATER
<b>4.1 Training to be delivered on 'Fathers can safeguard too' to all staff</b>	<ul style="list-style-type: none"> <li>Children's Conference in June to deliver training around father and absent parents</li> </ul>	June 2017	<ul style="list-style-type: none"> <li>Kate Dexter</li> </ul>	<ul style="list-style-type: none"> <li>Rebecca Wilshire</li> <li>Bernadette Caffrey</li> </ul>
	<ul style="list-style-type: none"> <li>Local Safeguarding Children Board in Cambridgeshire deliver training on this topic and we will discuss accessing this via this route (or develop our own)</li> </ul>	June 2017	<ul style="list-style-type: none"> <li>Kate Dexter</li> </ul>	<ul style="list-style-type: none"> <li>Rebecca Wilshire</li> </ul>
	<ul style="list-style-type: none"> <li>Assessment skills training will cover the importance of whole family approach and thinking</li> </ul>	June 2017	<ul style="list-style-type: none"> <li>Kate Dexter</li> </ul>	<ul style="list-style-type: none"> <li>Rebecca Wilshire</li> </ul>
	<ul style="list-style-type: none"> <li>Person centred planning at Children Service conference</li> </ul>	May 2017	<ul style="list-style-type: none"> <li>Kate Dexter</li> <li>Darrell Griffin</li> <li>Ashley Poulton – <i>Youth &amp; Community Development Officer</i></li> </ul>	<ul style="list-style-type: none"> <li>Rebecca Wilshire and Bernadette Caffrey</li> </ul>
<b>4.2 Genogram training to be provided so wider family members, Maternal and Paternal are fully considered</b>	<ul style="list-style-type: none"> <li>Workshop set up to deliver training on creating minimum of a 3<sup>rd</sup> generation genogram</li> </ul>	June 2017	<ul style="list-style-type: none"> <li>Kate Dexter</li> </ul>	<ul style="list-style-type: none"> <li>Rebecca Wilshire</li> </ul>
	<ul style="list-style-type: none"> <li>Workshop will cover the importance of genogram, identifying patterns and developing information from this to further inform assessment and planning</li> </ul>	June 2017	<ul style="list-style-type: none"> <li>Kate Dexter</li> </ul>	<ul style="list-style-type: none"> <li>Rebecca Wilshire</li> </ul>
<b>4.3 Chronology training to be delivered to ensure all officers understand the importance of history</b>	<ul style="list-style-type: none"> <li>Provide training around LiquidLogic chronology</li> <li>Online training completed by all social workers and practitioners following the upgrade</li> </ul>	May 2017	<ul style="list-style-type: none"> <li>Vicki Tarplee – <i>Project Manager for LiquidLogic</i></li> <li>Team managers</li> </ul>	<ul style="list-style-type: none"> <li>Rebecca Wilshire and Bernadette Caffrey</li> </ul>
	<ul style="list-style-type: none"> <li>Workshop will be delivered through children conference to ensure officers understanding of chronology and how this is used to inform assessment, thinking and action</li> </ul>	June 2017	<ul style="list-style-type: none"> <li>Kate Dexter</li> </ul>	<ul style="list-style-type: none"> <li>Rebecca Wilshire</li> <li>Bernadette Caffrey</li> </ul>
<b>4.4 Further develop and embed Signs of Safety 'danger statements' which ensure history is considered</b>	<ul style="list-style-type: none"> <li>Further 2 day training will be implemented in May 17</li> </ul>	May 2017	<ul style="list-style-type: none"> <li>Jo Tyler – <i>Project Officer</i></li> </ul>	<ul style="list-style-type: none"> <li>Rebecca Wilshire</li> </ul>
	<ul style="list-style-type: none"> <li>Ongoing workshops within children conference will continue to develop and embed Signs of Safety</li> </ul>	June 2017	<ul style="list-style-type: none"> <li>Kate Dexter</li> </ul>	<ul style="list-style-type: none"> <li>Rebecca Wilshire</li> </ul>
	<ul style="list-style-type: none"> <li>Session on Danger Statements at next conference</li> </ul>	April 2017	<ul style="list-style-type: none"> <li>Kate Dexter</li> </ul>	<ul style="list-style-type: none"> <li>Rebecca Wilshire</li> </ul>
<b>4.5 Writing training/workshops to be delivered to all officers</b>	<ul style="list-style-type: none"> <li>To develop recording skills</li> </ul>	June 2017	<ul style="list-style-type: none"> <li>Kate Dexter</li> <li>Darrell Griffin</li> </ul>	<ul style="list-style-type: none"> <li>Rebecca Wilshire</li> <li>Bernadette Caffrey</li> </ul>

**RECOMMENDATION:**

**5. Ensure that personal education plans are completed for all children looked after, and that they include a thorough assessment of needs and set targets for improvement.**

**OUTCOMES:**

- 100% of Children and Young People, who are looked after will have a robust Personal Education Plans (PEP) in place which is reviewed three times a year
- 100% of children and young people will be engage fully in their PEP, along with carers, parents and professionals
- PEP's will ensure children and young people's education needs are clear through continued assessment with SMART targets for improvement

**MEASURED BY:**

- Head of Virtual School accountable for Quality Assurance of all PEPs; monthly audits will monitor and review the quality of PEPS; feedback will lead to 100% of PEPs meeting expectation for SMART targets
- PEP's will be discussed and reviewed systematically within the monthly ARC/CLA (At Risk Children/Children Looked After) Panel processes; any barriers to progress within timelines will be addressed to ensure timeliness

**OBJECTIVES:** Deliver against our Corporate Parenting Pledges

- ✓ All children, young people who are looked after will have a clean, SMART and updated PEP which is derived from an assessment of their need
- ✓ All PEP's will of high quality, will be robust and completed in a timely manner
- ✓ The progress of all plans are reviewed within target time scales and any issues impacting on progress are addressed

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ACTION	PROGRESS	TARGET DATE	ACCOUNTABILITY	MONITOR/EVALUATER
<b>5.1 New process for PEP to be introduced to ensure better practice. Flowchart to be launched to improve practice</b>	<ul style="list-style-type: none"> <li>Flowchart completed, introduced, and circulated</li> </ul>	End of May 2017	<ul style="list-style-type: none"> <li>Kate Dexter</li> </ul>	<ul style="list-style-type: none"> <li>Rebecca Wilshire</li> </ul>
	<ul style="list-style-type: none"> <li>Dedicated team assistant has been tasked with oversight and monitoring</li> </ul>	May 2017	<ul style="list-style-type: none"> <li>Long Term Team Manager</li> </ul>	<ul style="list-style-type: none"> <li>Kate Dexter</li> </ul>
	<ul style="list-style-type: none"> <li>New process launched March 2017 so need next two months to test its development and to embed</li> </ul>	May 2017	<ul style="list-style-type: none"> <li>Long Term Team Manager</li> </ul>	<ul style="list-style-type: none"> <li>Kate Dexter</li> </ul>
	<ul style="list-style-type: none"> <li>Quality assurance will be with Head of Virtual School to ensure this area develops and is built in to the flowchart</li> </ul>	May 2017	<ul style="list-style-type: none"> <li>Sue Hickey - <i>Head of Virtual School</i></li> </ul>	<ul style="list-style-type: none"> <li>Gill Curtis</li> </ul>
<b>5.2 PEP Timescales will be reduced to ensure circulation is more timely</b>	<ul style="list-style-type: none"> <li>The above action and flowchart will address this action, we have clear timescale in completing and distributing PEPs following meetings</li> </ul>	May 17 to be embedded	<ul style="list-style-type: none"> <li>Long Term Team Manager</li> </ul>	<ul style="list-style-type: none"> <li>Rebecca Wilshire</li> </ul>
<b>5.3 Deliver training on PEPs to ensure quality improves</b>	<ul style="list-style-type: none"> <li>Children's conference in July will deliver a slot on PEP, the purpose, importance, smart planning and quality</li> </ul>	July 2017	<ul style="list-style-type: none"> <li>Kate Dexter</li> </ul>	<ul style="list-style-type: none"> <li>Rebecca Wilshire</li> </ul>
<b>5.4 Oversight of PEPs - completed or not - needs to be heard at the ARC/CLA (At Risk Children/Children Looked After) Panel as part of the oversight</b>	<ul style="list-style-type: none"> <li>PEP information will be collated and brought to the ARC/CLA panel.</li> <li>Any late PEP will be discussed within this forum to understand the issue and rationale.</li> </ul>	Complete March 2017	<ul style="list-style-type: none"> <li>Rebecca Wilshire</li> </ul>	<ul style="list-style-type: none"> <li>Tim O'Neill</li> </ul>
	<ul style="list-style-type: none"> <li>ARC/CLA implemented this in March's panel and will continue to have a PEP update</li> </ul>	June 2017	<ul style="list-style-type: none"> <li>Rebecca Wilshire</li> </ul>	<ul style="list-style-type: none"> <li>Tim O'Neill</li> </ul>



**RECOMMENDATION:**

**6. Review and strengthen management and panel oversight of the fostering service to ensure that there is effective challenge of the quality of practice. In particular, ensure that foster carer assessments and investigations of allegations and concerns are thorough and robust, contain all relevant information and are completed in a timely way.**

**OUTCOMES:**

- The fostering panel will offer critical challenge of the quality of practice to enable practice to be further developed and of high standard
- The fostering panel will scrutinise all assessments of carers and their reviews to ensure they all continue to meet appropriate regulations
- The fostering panel will critically challenge assessment and any investigation in a manner which ensures outcomes are timely
- The fostering panel will be a forum for challenge, critical reflection and a panel which supports models and develops excellent practice.

**MEASURED BY:**

- 100% of all Fostering Panel Minutes will be signed off by the Agency Decision Maker (ADM)
- 100% of complaints will be responded to in timescale as per policy
- 100% of allegations will be addressed and followed up through the Local Authority Designated Person (LADO) process
- Monthly audits of Children looked After will further measure and analyse this area

**OBJECTIVES:**

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- ✓ Rutland Fostering Panel will have robust oversight of the fostering service and ensure panels are Robust
- ✓ Rutland Fostering Panel, will offer effective challenge around the quality of practice and such challenge improve practice within the service
- ✓ Rutland Fostering Panel will escalate issues and concerns around practice which is addressed

ACTION	PROGRESS	TARGET DATE	ACCOUNTABILITY	MONITOR/EVALUATER
6.1 Agency Decision Maker (ADM)/Foster Panel Chair and Manager to meet bi-monthly to review practice	<ul style="list-style-type: none"> <li>Meeting has taken place with the fostering panel chair and we have outlined future meetings to enable challenge and issues to be taken forward as they arise and prevent delay</li> </ul>	Completed March 2017	<ul style="list-style-type: none"> <li>Kate Dexter</li> </ul>	<ul style="list-style-type: none"> <li>Rebecca Wilshire</li> </ul>
	<ul style="list-style-type: none"> <li>Meetings between Panel Chair, Foster and Adoption Manager and Children Social Care's Service Manager are in place</li> </ul>	June 2017	<ul style="list-style-type: none"> <li>Kate Dexter</li> </ul>	<ul style="list-style-type: none"> <li>Rebecca Wilshire</li> </ul>
6.2 Panel Chair and Team Manager will meet prior to panel as a 'challenge session'	<ul style="list-style-type: none"> <li>Completed – it is agreed there will be a pre meet before panel to explore any issues or challenges to add a further level of oversight and reflection</li> </ul>	Completed March 2017	<ul style="list-style-type: none"> <li>Kate Dexter</li> </ul>	<ul style="list-style-type: none"> <li>Rebecca Wilshire</li> </ul>
6.3 ADM will sign off and comment on all actions and recommendations – flow chart to be created	<ul style="list-style-type: none"> <li>Completed – last two sets of minutes have been completed in this manner and all future minutes will be done the same.</li> </ul>	Complete March 2017	<ul style="list-style-type: none"> <li>Kate Dexter</li> </ul>	<ul style="list-style-type: none"> <li>Rebecca Wilshire</li> </ul>
	<ul style="list-style-type: none"> <li>Flow chart to cover the process is in progress</li> </ul>	June 2017	<ul style="list-style-type: none"> <li>Kate Dexter</li> </ul>	<ul style="list-style-type: none"> <li>Rebecca Wilshire</li> </ul>
6.4 Service Manager, Team Manager and Portfolio Holder will ensure attendance to panels to ensure further oversight.	<ul style="list-style-type: none"> <li>Dates have been circulated and diarised – as per agreement</li> <li>Rutland will ensure attendance at the panel from here on</li> </ul>	Completed March 2017	<ul style="list-style-type: none"> <li>Kate Dexter</li> </ul>	<ul style="list-style-type: none"> <li>Rebecca Wilshire</li> </ul>
	<ul style="list-style-type: none"> <li>Minutes will be checked by Agency Decision Maker to ensure this has taken place and ensure attendance and oversight</li> </ul>	September 2017	<ul style="list-style-type: none"> <li>Rebecca Wilshire</li> </ul>	<ul style="list-style-type: none"> <li>Tim O'Neill</li> </ul>
6.5 Clear escalation process for the foster panel chair should issues not be addressed	<ul style="list-style-type: none"> <li>Agency Decision Maker (ADM) will have regular contact with the chair and any escalation of issues will be via ADM – this process will be reflected in the flowchart.</li> <li>Rutland ADM is the Head of Children's Social Care</li> </ul>	April 2017	<ul style="list-style-type: none"> <li>Rebecca Wilshire</li> </ul>	<ul style="list-style-type: none"> <li>Tim O'Neill</li> </ul>
6.6 To Ensure progress of the plan at the end of the year and measure our success	<ul style="list-style-type: none"> <li>External audit of the service will be undertaken to change made and sustained in Quarter 4 (2017-18)</li> </ul>	January 2018-March 2018	<ul style="list-style-type: none"> <li>Rebecca Wilshire</li> </ul>	<ul style="list-style-type: none"> <li>Tim O'Neill</li> </ul>

**RECOMMENDATION:**

**7. Ensure that the corporate parenting board is effective in driving improvements and monitoring outcomes for children looked after and care leavers. Increase opportunities for children looked after and care leavers to participate in decision-making and service development and for their achievements to be celebrated.**

**OUTCOMES:**

- The CPB (Corporate Parenting Board) will offer critical challenge of the quality of practice to enable practice to be further developed and of high standard
- The CPB will provide oversight of 100% of our children looked after to ensure they have the best possible service.
- The CPB will engage children and young people and listen to their views and thoughts to further develop practice and new initiatives.
- The CPB will be a forum for challenge, critical reflection and a board which provides support, models and develops excellent practice.

**MEASURED BY:**

- 100% of all Fostering Panel Minutes will be signed off by the Agency Decision Maker (ADM)
- 100% of complaints will be responded to in timescale as per policy
- 100% of allegations will be addressed and followed up through the Local Authority Designated Person (LADO) process
- Monthly audits of Children Looked After (CLA) will further measure and analyse this area

**OBJECTIVES:** Deliver against the Corporate Parenting Strategy and Pledges

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- ✓ Rutland CPB will have robust oversight of all our services to children looked after and our care leavers
  - ✓ Rutland CPB, will offer effective challenge around the quality of practice and such challenge will improve practice within the service
  - ✓ Rutland Fostering Panel will escalate issues and concerns around practice which is addressed

ACTION	PROGRESS	TARGET DATE	ACCOUNTABILITY	MONITOR/EVALUATER
7.1 Update the Corporate Parent Board (CPB) strategy to ensure it reflects the need of oversight and challenge	<ul style="list-style-type: none"> <li>In progress – this is written and in draft form seeking further approval at this time</li> </ul>	May 2017	<ul style="list-style-type: none"> <li>Rebecca Wilshire</li> </ul>	<ul style="list-style-type: none"> <li>Tim O’Neill</li> </ul>
7.2 Update Terms of Reference of the CPB to ensure we have the right membership to progress the board further	<ul style="list-style-type: none"> <li>In progress – the TOR is being updated – this is in draft form and seeking approval at this time</li> </ul>	May 2017	<ul style="list-style-type: none"> <li>Rebecca Wilshire</li> </ul>	<ul style="list-style-type: none"> <li>Tim O’Neill</li> </ul>
100 7.3 Ensure children, young people are routinely invited to the CPB and, where unable to attend, their advocate will be their voice	<ul style="list-style-type: none"> <li>Children in Care Council (Speak Up Speak Out (SUSO)), regularly speak to our Children looked After re attending and where they don’t want to will gather feedback from them</li> </ul>	Complete March 17	<ul style="list-style-type: none"> <li>Early Help Coordinator – Youth</li> <li>Kevin Quinn</li> </ul>	<ul style="list-style-type: none"> <li>Rebecca Wilshire</li> <li>Bernadette Caffrey</li> </ul>
	<ul style="list-style-type: none"> <li>From March 2017 we ensure the CPB agenda is done in a child/young person friendly manner so they can this in advance and give feedback on any items</li> </ul>	March 2017	<ul style="list-style-type: none"> <li>Rebecca Wilshire</li> </ul>	<ul style="list-style-type: none"> <li>Tim O’Neill</li> </ul>
	<ul style="list-style-type: none"> <li>SUSO lead and advocate attends CPB to ensure the young people’s voice is heard as does Service Manager for our youth groups to further ensure children and young people have presence</li> </ul>	March 2017	<ul style="list-style-type: none"> <li>Rebecca Wilshire</li> <li>Bernadette Caffrey</li> </ul>	<ul style="list-style-type: none"> <li>Tim O’Neill</li> </ul>
	<ul style="list-style-type: none"> <li>Young people will continue to be invited</li> </ul>	March 2017	<ul style="list-style-type: none"> <li>Rebecca Wilshire</li> <li>Bernadette Caffrey</li> </ul>	<ul style="list-style-type: none"> <li>Tim O’Neill</li> </ul>
	<ul style="list-style-type: none"> <li>We need to reconsider our times of CPB and venue in order to further encourage young people to attend</li> </ul>	March 2017	<ul style="list-style-type: none"> <li>Rebecca Wilshire</li> </ul>	<ul style="list-style-type: none"> <li>Tim O’Neill</li> </ul>
7.4 Deliver CPB training to members to cover all roles and responsibilities	<ul style="list-style-type: none"> <li>Training took place on 30<sup>th</sup> March 2017</li> <li>Further session is planned for all members</li> </ul>	March 2017	<ul style="list-style-type: none"> <li>Rebecca Wilshire</li> </ul>	<ul style="list-style-type: none"> <li>Tim O’Neill</li> </ul>
7.5 Develop a CPB data pack, which ensure our corporate parents have details and up to date information around data to allow for effective challenge	<ul style="list-style-type: none"> <li>Interactive dashboard profiling Children Looked After using latest available data has been developed</li> </ul>	May 2017	<ul style="list-style-type: none"> <li>Jon Adamson</li> </ul>	<ul style="list-style-type: none"> <li>Tim O’Neill</li> </ul>
7.6 Develop systems to measure progress of the plan at the end of year and measure our success; identify key future actions	<ul style="list-style-type: none"> <li>External Audit will undertake an Audit of Safeguarding services in Quarter 4 2017/18</li> </ul>	January 2018 – March 2018 (Q4)	<ul style="list-style-type: none"> <li>Rebecca Wilshire</li> </ul>	<ul style="list-style-type: none"> <li>Tim O’Neill</li> </ul>

**RECOMMENDATION:**

**8. Improve social work practice by ensuring that social workers visit children regularly, in line with the children’s plans or statutory guidance, and take account of their feelings and wishes when making plans for the children. The frequency and quality of visits should be monitored by managers.**

**OUTCOMES:**

- All children open to children’s social care will have an allocated worker who visits them regularly in home and in school (age appropriate)
- All children and young people will have a clear/SMART plan which outlines visiting to ensure children, young people and families have a clear understanding
- Children, young people and families will have their wishes and feelings taken in to account and this will be fully evidence in recording and will help develop practice
- Managers will have oversight of the frequency and the quality of visits to children, young people and families.

**MEASURED BY:**

- Monthly Audits will monitor and review the quality of visits and ensure voice of child/family is present in 100% of Plans
- Group supervision will ensure oversight of frequency and quality; meet statutory guidance
- Group supervision will enable reflection and critical challenge; underperformance challenged and addressed through individual supervision
- Data will demonstrate timely visits to 100% of children as per statutory duties have been undertaken
- External Audit which forms part of systematic review processes which are embedded; progress will note sustained improvements and identify areas for continued improvement

**OBJECTIVES:** Deliver our Practice Standards

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- ✓ All children, young people and families in Rutland will have receive high standard social work practice, where those open to children social care have a clean plan, are seen regular as per their plan or statutory duties and where they view, feelings and wishes inform our practice and their plans.
- ✓ Managers in Rutland will have oversight of case work and through group supervision will offer circuital challenge and reflective practice to further develop the service and ensure children are getting the right support and service at the right time.
- ✓ Themes and lessons from casework are systematically collated, analysed and learned from.
- ✓ Social work staff is confident in how they are directed and supervised in their work.
- ✓ Management oversight is consistent and rigorous to ensure effective assessment, planning, intervention and review.

ACTION	PROGRESS	TARGET DATE	ACCOUNTABILITY	MONITOR/EVALUATER
8.1 Clear recording guidance to be written and issued to social workers to understand fully their expectations	<ul style="list-style-type: none"> <li>• Completed – guidance has been written and given to all Children’s Social Care staff</li> </ul>	December 16 completed	<ul style="list-style-type: none"> <li>• Rebecca Wilshire</li> </ul>	<ul style="list-style-type: none"> <li>• Tim O’Neill</li> </ul>
	<ul style="list-style-type: none"> <li>• Workshops to ensure the guidance is used consistently to address issues around variability</li> </ul>	June 2017	<ul style="list-style-type: none"> <li>• Kate Dexter</li> </ul>	<ul style="list-style-type: none"> <li>• Rebecca Wilshire</li> </ul>

ACTION	PROGRESS	TARGET DATE	ACCOUNTABILITY	MONITOR/EVALUATER
	<ul style="list-style-type: none"> <li>Ensuring compliance within the workforce</li> </ul>	June 2017	<ul style="list-style-type: none"> <li>Kate Dexter</li> <li>Darrell Griffin</li> </ul>	<ul style="list-style-type: none"> <li>Rebecca Wilshire</li> <li>Bernadette Caffrey</li> </ul>
<b>8.2 Practice Workshops to be developed to enhance social work practice and ensure needs of children are met</b>	<ul style="list-style-type: none"> <li>Workshop in place around Children Looked After, to ensure we address our practice in this area develop better working knowledge and ability to consider permanency early</li> </ul>	April 2017	<ul style="list-style-type: none"> <li>Tracy Holliday</li> <li>Kate Dexter</li> </ul>	<ul style="list-style-type: none"> <li>Rebecca Wilshire</li> <li>Bernadette Caffrey</li> </ul>
	Mandatory workshops will continue on: <ul style="list-style-type: none"> <li>Genogram</li> <li>SMART Plans</li> <li>Rehabilitation home framework</li> <li>Child Protection planning</li> <li>Assessment Skills</li> <li>Some workshops will be delivered though the monthly children conference</li> </ul>	Programme during 2017 up to Dec 2017	<ul style="list-style-type: none"> <li>Kate Dexter</li> <li>Tracy Holliday</li> </ul>	<ul style="list-style-type: none"> <li>Rebecca Wilshire</li> </ul>
<b>8.3 Training around Signs of Safety (SOS) to be further embedded and used to ensure children's feelings and wishes are used to inform plans and practice</b>	<ul style="list-style-type: none"> <li>This will be a feature at each children's conference to enable challenge and reflection</li> </ul>	Programme during 2017	<ul style="list-style-type: none"> <li>Kate Dexter</li> <li>Darrell Griffin</li> </ul>	<ul style="list-style-type: none"> <li>Rebecca Wilshire</li> <li>Bernadette Caffrey</li> </ul>
	<ul style="list-style-type: none"> <li>Next children conference needs to deliver on use of 'Danger Statement' to ensure we are using consistently</li> </ul>	April 2017	<ul style="list-style-type: none"> <li>Kate Dexter</li> </ul>	<ul style="list-style-type: none"> <li>Rebecca Wilshire</li> </ul>
	<ul style="list-style-type: none"> <li>Conference in February focused on Scaling in SOS</li> </ul>	February 2017 completed	<ul style="list-style-type: none"> <li>Rebecca Wilshire</li> </ul>	<ul style="list-style-type: none"> <li>Rebecca Wilshire</li> <li>Bernadette Caffrey</li> </ul>
	<ul style="list-style-type: none"> <li>Conference in January took case study to use SOS therefore allowing development and refection of the approach</li> </ul>	January 2017 completed	<ul style="list-style-type: none"> <li>Social Care Team Managers</li> </ul>	<ul style="list-style-type: none"> <li>Rebecca Wilshire</li> <li>Bernadette Caffrey</li> </ul>
	<ul style="list-style-type: none"> <li>2 Day Signs of Safety (SOS) training set for May 2017</li> </ul>	May 17	<ul style="list-style-type: none"> <li>Jo Tyler</li> </ul>	<ul style="list-style-type: none"> <li>Rebecca Wilshire and Bernadette Caffrey</li> </ul>

**RECOMMENDATION:**

**9. Increase the effectiveness of management oversight across the service, ensuring that the rationale for decisions and actions set is clear. Managers, child protection chairs and IROs in core groups, reviews and key meetings should actively challenge drift and delay, and support the progress of plans and the reduction of risk.**

**OUTCOMES:**

- The lives of children, young people and families in need of help and protection are improved by rigorous challenge at all levels of the authority, including the challenge to partners; and planning and reviews of their situations.
- Children, young people and families who need help and protection are seen swiftly and provided with a timely assessment of their need, which means that they are not left at risk of harm and such decisions will be recorded clearly outlining all rationale for any decisions.
- Social workers receive the right level of oversight from their managers to enable them to discuss cases fully and make the right decisions for children, young people and families to improve their outcomes and ensure their safety and welfare.
- Elected members are equipped with sufficient skills and knowledge to confidently scrutinise and challenge all aspects of the work undertaken by CSC and contribute to the continuous development of the service to young people, and to the achievement of their aspirations.
- IRO will have a clear footprint on children’s files, with a clear escalation process which challenges practice and performance at all levels.

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**MEASURED BY:**

- Management information – target: 100% of social workers and practitioners receive regular quality casework supervision
- Management information – target: improved flow of casework through the system and alert analysis
- Feedback from children, young people and families – target: improved positivity
- Complaints – target: decrease in volume, develop clear feedback loop for all complaints to measure learning
- Case audit – target: all cases audited will reach a standard as good or above
- Supervision audit – target: 100% of social workers and practitioners have a supervision agreement in place
- Elected member engagement – target: effective questioning and challenge evidenced in meetings and minutes
- Quarterly and Annual reports around IRO service
- Escalation Alerts will evidence issues and themes and as such will be addressed and monitored.
- External Audit of Safeguarding arrangements to be assessed as good or better

**OBJECTIVES:**

- ✓ Themes and lessons from casework are systematically collated, analysed and learned from.
- ✓ IROs will work closely with social work staff to ensure practice improves and any issues are managed without delay
- ✓ Social work staff are confident in how they are directed and supervised in their work.
- ✓ Management oversight is consistent and rigorous to ensure effective assessment, planning, intervention and review.
- ✓ Assessments are conducted in a timely fashion; contain the views of children and young people; and contain a detailed analysis based on research, evidence and impact.
- ✓ The progress of all plans is reviewed within target time scales and any issues impacting on progress are addressed.
- ✓ Children, young people and their families have a clear understanding of the concerns and risks identified as plans will be smarter.
- ✓ Conferences and reviews are well informed by good quality information.
- ✓ Conference chairs have oversight of all child protection cases and drive planning and progress.

ACTION	PROGRESS	TARGET DATE	ACCOUNTABILITY	MONITOR/EVALUATER
<b>9.1 Restructure of Quality Assurance (QA) Team to build in capacity</b>	<ul style="list-style-type: none"> <li>Restructure of CSC to further develop area of practice and build in capacity to the service</li> </ul>	May 2017	<ul style="list-style-type: none"> <li>Rebecca Wilshire</li> </ul>	<ul style="list-style-type: none"> <li>Tim O'Neill</li> </ul>
	<ul style="list-style-type: none"> <li>Build Capacity to ensure IRO (Independent Reviewing Officer) are able to oversee and scrutinise plans between reviews and ensure IRO duties are fully upheld as per the IRO handbook</li> </ul>	June 2017	<ul style="list-style-type: none"> <li>Rebecca Wilshire</li> </ul>	<ul style="list-style-type: none"> <li>Tim O'Neill</li> </ul>
<b>9.2 Create a clear escalation policy around alerts from the IRO to ensure Social Work teams are aware</b>	<ul style="list-style-type: none"> <li>New IRO Escalation Policy has now been produced and circulated to all managers, as well as added to the local authority children's procedures on Tri-x for all officers</li> </ul>	February 2017 completed	<ul style="list-style-type: none"> <li>Tracy Holliday</li> </ul>	<ul style="list-style-type: none"> <li>Rebecca Wilshire</li> </ul>
<b>9.3 QA Manager will attend the ARC/CLA panel to ensure they offer further oversight</b>	<ul style="list-style-type: none"> <li>This has been in place since January, it offers a further level of challenge and oversight to the panel</li> </ul>	January 2017 completed	<ul style="list-style-type: none"> <li>Tracy Holliday</li> </ul>	<ul style="list-style-type: none"> <li>Rebecca Wilshire</li> </ul>
<b>9.4 Independent Reviewing Officer (IRO)/ Child Protection (CP) Alerts will be fully noted on LiquidLogic as well as responses</b> 104	<ul style="list-style-type: none"> <li>Safeguarding Unit also have a tracker where these are logged</li> </ul>	February 2017 completed	<ul style="list-style-type: none"> <li>Tracy Holliday</li> </ul>	<ul style="list-style-type: none"> <li>Rebecca Wilshire</li> </ul>
	<ul style="list-style-type: none"> <li>Practice alerts are completed routinely and monitored fully by the IRO/QA manager</li> </ul>	May 2017	<ul style="list-style-type: none"> <li>Tracy Holliday</li> </ul>	<ul style="list-style-type: none"> <li>Rebecca Wilshire</li> </ul>
	<ul style="list-style-type: none"> <li>Staff received alerts where practice is not as it should be and these are escalated as needed without delay</li> </ul>	May 2017	<ul style="list-style-type: none"> <li>Tracy Holliday</li> </ul>	<ul style="list-style-type: none"> <li>Rebecca Wilshire</li> </ul>
	<ul style="list-style-type: none"> <li>QA Manager meets regularly with Director of People and LSCB Chair to escalate issues or themes to ensure independence is further upheld</li> </ul>	May 2017	<ul style="list-style-type: none"> <li>Tracy Holliday</li> </ul>	<ul style="list-style-type: none"> <li>Tim O'Neill</li> </ul>
<b>9.5 QA Manager and Service manager to meet weekly to review all alerts, issues and concerns to address them timely and without delay</b>	<ul style="list-style-type: none"> <li>This to explore all issues which have risen to ensure no delay in identifying any issues and no delay in addressing them</li> </ul>	March 2017 completed	<ul style="list-style-type: none"> <li>Kate Dexter</li> <li>Tracy Holliday</li> </ul>	<ul style="list-style-type: none"> <li>Rebecca Wilshire</li> </ul>
	<ul style="list-style-type: none"> <li>This has been in place since beginning of March and already proven to be helpful in identification</li> </ul>	March 2017 completed	<ul style="list-style-type: none"> <li>Kate Dexter</li> <li>Tracy Holliday</li> </ul>	<ul style="list-style-type: none"> <li>Rebecca Wilshire</li> </ul>
	<ul style="list-style-type: none"> <li>It will allow us to continue to be a learning organisation as themes relating to practice will be the basis of further training workshops</li> </ul>	May 2017	<ul style="list-style-type: none"> <li>Kate Dexter</li> <li>Tracy Holliday</li> </ul>	<ul style="list-style-type: none"> <li>Rebecca Wilshire</li> </ul>
<b>9.6 LADO role to move from HOS to ensure more independent role</b>	<ul style="list-style-type: none"> <li>Completed – role has moved to QA Manager who holds an independent role with the IRO service</li> </ul>	February 2017 completed	<ul style="list-style-type: none"> <li>Tracy Holliday</li> </ul>	<ul style="list-style-type: none"> <li>Rebecca Wilshire</li> </ul>



**RECOMMENDATION:**

**10. When children go missing, ensure that social workers and managers fully understand the risks and vulnerabilities of the young people and take appropriate action. Ensure that the information gathered during return-home interviews is used to reduce risk and inform individual planning and broader service needs.**

**OUTCOMES:**

- Children and Young People who go missing in Rutland will be reviewed regular to ensure we understand the risks posed
- Children and young people who go missing will all receive a return home interview within timescale, which is used to inform their plans and their outcomes.
- Rutland will fully engage in the wider LLR initiative around children at risk of Child Sexual Exploitation (CSE), Trafficking and missing to ensure our service continues to develop.

**MEASURED BY:**

- Audit – Audits will review those children who have been reported missing to ensure practice was at a standard of good or above
- Missing Tracker – 100% of children who go missing are logged and reviewed regular to ensure practice and duties are followed
- Monthly CSE/Missing internal meetings will explore, critically challenge and review 100% of missing cases to ensure practice has been upheld.

**OBJECTIVES:** Deliver our CSE Action Plan

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- ✓ Relevant managers and workers are confident and competent in recognising and responding to children who go missing
  - ✓ Relevant manager and workers are confident and competent in recognising signs and symptoms around CSE which could be linked to missing
  - ✓ Information is shared between professionals to prevent children and young people from going missing
  - ✓ Return home interviews are complete in timescale and all children are offered an independent advocate for all return home interviews.
  - ✓ National learning is embedded into Rutland practice

ACTION	PROGRESS	TARGET DATE	ACCOUNTABILITY	MONITOR/EVALUATER
<b>10.1 Ensure national learning is embedded into Rutland Practice</b>	<ul style="list-style-type: none"> <li>• All new learning will be presented at Children conference to ensure everyone hears the same learning</li> </ul>	July 2017	<ul style="list-style-type: none"> <li>• Kate Dexter</li> </ul>	<ul style="list-style-type: none"> <li>• Rebecca Wilshire and Bernadette Caffrey</li> </ul>
	<ul style="list-style-type: none"> <li>• We will use national learning to inform our practice further via the conferences</li> </ul>	Programme during 2017	<ul style="list-style-type: none"> <li>• Kate Dexter</li> </ul>	<ul style="list-style-type: none"> <li>• Rebecca Wilshire and Bernadette Caffrey</li> </ul>
	<ul style="list-style-type: none"> <li>• Serious Care Reviews (SCR) Lessons for Reviews will be held bi-monthly with managers to review new SCRs and consider learning</li> </ul>	June 2017	<ul style="list-style-type: none"> <li>• Kate Dexter</li> </ul>	<ul style="list-style-type: none"> <li>• Rebecca Wilshire and Bernadette Caffrey</li> </ul>

ACTION	PROGRESS	TARGET DATE	ACCOUNTABILITY	MONITOR/EVALUATER
	<ul style="list-style-type: none"> <li>Introduce in to the CSE/Missing groups all children at risk of exploitation (Trafficking/PREVENT) to ensure oversight</li> </ul>	June 2017	<ul style="list-style-type: none"> <li>Steph Logue – <i>Health &amp; Wellbeing Development Coordinator</i></li> <li>Jo Tyler</li> <li>Natalie Pretsell</li> </ul>	<ul style="list-style-type: none"> <li>Rebecca Wilshire</li> </ul>
<b>10.2 Missing Tracker is in place and will continue to track any children who go missing</b>	<ul style="list-style-type: none"> <li>Absent episodes to be tracked for emerging themes/common destination</li> </ul>	October 2016 completed	<ul style="list-style-type: none"> <li>Steph Logue</li> <li>Duty Team Manager</li> </ul>	<ul style="list-style-type: none"> <li>Rebecca Wilshire</li> </ul>
	<ul style="list-style-type: none"> <li>Our tracker will evidence good sound practice with children who have gone missing</li> </ul>	October 2016 completed	<ul style="list-style-type: none"> <li>Steph Logue</li> <li>Duty Team Manager</li> </ul>	<ul style="list-style-type: none"> <li>Rebecca Wilshire</li> </ul>
	<ul style="list-style-type: none"> <li>Internal meeting of CSE/Missing will further review and scrutinise the tracker and the practice further - Local 'Exploitation' plan will be updated</li> </ul>	May 2017	<ul style="list-style-type: none"> <li>Steph Logue</li> <li>Jo Tyler</li> </ul>	<ul style="list-style-type: none"> <li>Rebecca Wilshire</li> </ul>
	<ul style="list-style-type: none"> <li>Update the 'Exploitation' action plan to include Missing so we can further monitor progress</li> </ul>	May 2017	<ul style="list-style-type: none"> <li>Steph Logue</li> <li>Jo Tyler</li> </ul>	<ul style="list-style-type: none"> <li>Rebecca Wilshire</li> </ul>
<b>10.3 All return home interview will be shared with the QA Manager to enable oversight and scrutiny (Children Looked After (CLA) and those subject to Child Protection (CP) Plans)</b>	<ul style="list-style-type: none"> <li>All children who are looked after or subject to CP – the return home interview will be shared with the QA manger/IRO for further oversight – this will ensure any issues or concerns are considered within their plans</li> </ul>	March 2017 completed	<ul style="list-style-type: none"> <li>Tracy Holliday</li> </ul>	<ul style="list-style-type: none"> <li>Rebecca Wilshire</li> </ul>
	<ul style="list-style-type: none"> <li>Exploitation Action plan will ensure and monitor that this is taking place on a monthly basis at the internal meeting</li> </ul>	June 2017 to embedded	<ul style="list-style-type: none"> <li>Kate Dexter</li> <li>Steph Logue</li> <li>Jo Tyler</li> </ul>	<ul style="list-style-type: none"> <li>Rebecca Wilshire</li> </ul>
	<ul style="list-style-type: none"> <li>Group supervision will further ensure oversight of all return home interview to ensure this is fully recorded on files and considered in any decision making</li> </ul>	June 2017	<ul style="list-style-type: none"> <li>Kate Dexter</li> </ul>	<ul style="list-style-type: none"> <li>Rebecca Wilshire</li> </ul>
<b>10.4 Return home interviews of children not looked after or subject to CP will be shared with team managers and reviewed in group supervision</b>	<ul style="list-style-type: none"> <li>Group supervision will ensure all return home interviews, and the content, is fully considered, recorded and part of the planning and decision making</li> </ul>	Started in February 2017	<ul style="list-style-type: none"> <li>Kate Dexter</li> </ul>	<ul style="list-style-type: none"> <li>Rebecca Wilshire</li> </ul>
	<ul style="list-style-type: none"> <li>We will also have oversight at the monthly meeting where all Missing children will be considered</li> </ul>	To be embedded by May 2017	<ul style="list-style-type: none"> <li>Kate Dexter</li> </ul>	<ul style="list-style-type: none"> <li>Rebecca Wilshire</li> </ul>

**RECOMMENDATION:**

**11. Develop and implement a robust sufficiency strategy, which informs the provision of services and, in particular, the recruitment of foster carers, for children looked after now and in the future.**

**OUTCOMES:**

- Rutland will have a sufficiency strategy which clearly informs the provision of service.
- Rutland’s sufficiency strategy will have a clear focus on the recruitment of foster carers for children looked after now and in the future
- Rutland to have a variety of foster cares including emergency carers and respite carers.

**MEASURED BY:**

- An increase seen in enquiries of people wishing to become foster carers within Rutland locality. Target of 2 per year
- Audits; foster carer’s practice and confidence is developed as outcome of guidance and support; meeting full range of children requiring care
- Foster carer feedback which will evidence what is working well and what we need to improve on
- External Audit constituent part of systematic review processes which are embedded; progress will note sustained improvements and identify areas for continued improvement

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**OBJECTIVES: Deliver our Corporate Parenting Strategy and Sufficiency Strategy**

- ✓ To increase our pool of carers to ensure our children when they become looked after remain in area to be close to family and friends
- ✓ To ensure our fostering service develops to ensure we deliver an outstanding service
- ✓ To increase confidence in the service we deliver
- ✓ To have a wide variety of carers who can meet the needs of all our children and fully supported in doing so
- ✓ To ensure

ACTION	PROGRESS	TARGET DATE	ACCOUNTABILITY	MONITOR/EVALUATER
<b>11.1 Sufficiency Strategy to be updated and re-launched ensuring it is robust and purposeful</b>	<ul style="list-style-type: none"> <li>Initial work underway on the data which will inform a revised Children looked After and Care Leavers Sufficiency Statement</li> </ul>	June 2017	<ul style="list-style-type: none"> <li>Jon Adamson (DMT)</li> </ul>	<ul style="list-style-type: none"> <li>Tim O'Neill</li> <li>Rebecca Wilshire</li> </ul>
<b>11.2 Sufficiency Strategy specially for the recruitment of foster carers to be launched</b>	<ul style="list-style-type: none"> <li>Fostering Sufficiency Statement is in Progress</li> </ul>	May 2017	<ul style="list-style-type: none"> <li>Mat Waik</li> <li>Rebecca Wilshire</li> </ul>	<ul style="list-style-type: none"> <li>Tim O'Neill</li> </ul>
<b>11.3 Foster carer recruitment campaign to be developed to support further recruitment</b>	<ul style="list-style-type: none"> <li>Radio advertisement is set up</li> </ul>	May 2017	<ul style="list-style-type: none"> <li>Mat Waik</li> <li>Fostering Team Manager</li> </ul>	<ul style="list-style-type: none"> <li>Rebecca Wilshire</li> </ul>
	<ul style="list-style-type: none"> <li>Leaflets have been delivered around local area / coffee shops</li> </ul>	April 2017	<ul style="list-style-type: none"> <li>Fostering Team Manager</li> </ul>	<ul style="list-style-type: none"> <li>Rebecca Wilshire</li> </ul>
	<ul style="list-style-type: none"> <li>Fostering fortnight in May 2017 to further promote range of recruitment opportunities</li> </ul>	May 2017	<ul style="list-style-type: none"> <li>Mat Waik</li> <li>Fostering Team Manager</li> </ul>	<ul style="list-style-type: none"> <li>Rebecca Wilshire</li> </ul>
<b>11.4 Address and resolve all current issues with some foster carers, where complaints are present</b>	<ul style="list-style-type: none"> <li>Offer to meet with all / any fosters carers in question</li> </ul>	May 2017	<ul style="list-style-type: none"> <li>Fostering Team Manager</li> <li>Kate Dexter</li> </ul>	<ul style="list-style-type: none"> <li>Rebecca Wilshire</li> </ul>
	<ul style="list-style-type: none"> <li>Take carers back to panel to enable a transparent discussion and recommendations to be held</li> </ul>	May 2017	<ul style="list-style-type: none"> <li>Fostering Team Manager</li> <li>Kate Dexter</li> </ul>	<ul style="list-style-type: none"> <li>Rebecca Wilshire</li> </ul>
<b>11.5 Consider our Fostering Model to ensure we fully support our carers to meet the needs of our children</b>	<ul style="list-style-type: none"> <li>Review 'Mocking Bird' as a model for our fostering service or an alternative</li> </ul>	June 2017	<ul style="list-style-type: none"> <li>Fostering Team Manager</li> <li>Kate Dexter</li> </ul>	<ul style="list-style-type: none"> <li>Rebecca Wilshire</li> </ul>
	<ul style="list-style-type: none"> <li>Strengthen the service by recruiting a high quality experienced team manager</li> </ul>	May 2017 (appoint)	<ul style="list-style-type: none"> <li>Rebecca Wilshire</li> </ul>	<ul style="list-style-type: none"> <li>Tim O'Neill</li> </ul>
	<ul style="list-style-type: none"> <li>Strategy to recruit new foster carers</li> </ul>	March 2017	<ul style="list-style-type: none"> <li>Kate Dexter</li> <li>Fostering Team Manager</li> </ul>	<ul style="list-style-type: none"> <li>Rebecca Wilshire</li> </ul>
	<ul style="list-style-type: none"> <li>Recruit carers to work towards all newly looked after children being placed in-house</li> </ul>	June 2017	<ul style="list-style-type: none"> <li>Fostering Team Manager</li> <li>Kate Dexter</li> </ul>	<ul style="list-style-type: none"> <li>Rebecca Wilshire</li> </ul>
	<ul style="list-style-type: none"> <li>Review current carers to ensure training packages are in place and appropriate</li> </ul>	June 2017	<ul style="list-style-type: none"> <li>Fostering Team Manager</li> <li>Kate Dexter</li> </ul>	<ul style="list-style-type: none"> <li>Rebecca Wilshire</li> </ul>
	<ul style="list-style-type: none"> <li>Review foster carer fees, to ensure we align with national standards and remain competitive and attractive to carers</li> </ul>	June 2017	<ul style="list-style-type: none"> <li>Fostering Team Manager</li> <li>Kate Dexter</li> </ul>	<ul style="list-style-type: none"> <li>Rebecca Wilshire</li> </ul>

**RECOMMENDATION:**

**12. Review the service level agreement with the neighbouring local authority, which delivers adoption services on behalf of Rutland County Council. Ensure that services are sufficient and of good quality to meet all needs of children, families and adopters prior to and beyond the making of an adoption order.**

- OUTCOMES:**
- Rutland to have a clear and updated Service Level Agreement (SLA) with Leicestershire with regards to our Adoption service
  - Rutland will work closely with Adoption Service to ensure practice for our children is at the highest possible level
  - Rutland SLA with Leicestershire will be robust and ensure good standard practice

- MEASURED BY:**
- Audit of children placed for adoption or in the process of being placed; practice is of a good or above standard
  - Monthly ‘Challenge Sessions’; managers across both Local Authority (LA) review and evaluate Rutland cases; critical challenge leads to improved practice
  - Quarterly SLA monitoring meeting; contract review ensures continuing to meet highest standards

- OBJECTIVES:**
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- ✓ All Rutland children who are assessed that adoption is the best outcome for them, will follow a thorough matching process to ensure they are matched with the best forever family possible.
  - ✓ All Rutland children will have access to timely assessment and timely adoption process where there is no delay
  - ✓ Adoption Support to children in Rutland will be delivered via the SLA and after the first 3 years Rutland will ensure support if needed is assessed and provided to ensure long term stability for our adoption children, young people and families
  - ✓ Rutland will ensure all children are matched, whether this is with connected person, foster carers or adopters to ensure we have the best permanency plan in place to meet their forever needs.

ACTION	PROGRESS	TARGET DATE	ACCOUNTABILITY	MONITOR/EVALUATER
<b>12.1 Review and update of the SLA update and all parties to sign and ensure applied to practice</b>	<ul style="list-style-type: none"> <li>Meeting has taken place and this has been reviewed and updated in the process of being signed off</li> </ul>	May 2017	<ul style="list-style-type: none"> <li>Rebecca Wilshire</li> </ul>	<ul style="list-style-type: none"> <li>Tim O'Neill</li> </ul>
<b>12.2 Rutland managers will ensure attendance at the adoption panel including our Lead Member for children's SC</b>	<ul style="list-style-type: none"> <li>Panel dates have been circulated and in managers diaries for attendance</li> </ul>	Completed March 2017	<ul style="list-style-type: none"> <li>Kate Dexter</li> </ul>	<ul style="list-style-type: none"> <li>Rebecca Wilshire</li> </ul>
	<ul style="list-style-type: none"> <li>We have new managers in place who is approaching this with a clear and robust approach</li> </ul>	Completed March 2017	<ul style="list-style-type: none"> <li>Kate Dexter</li> </ul>	<ul style="list-style-type: none"> <li>Rebecca Wilshire</li> </ul>
	<ul style="list-style-type: none"> <li>Service Level Agreement (SLA) outlines the need for Rutland to attend a minimum of 4 panels a year – we will ensure we attend more than this to take ownership of our own cases</li> </ul>	Completed March 2017	<ul style="list-style-type: none"> <li>Kate Dexter</li> </ul>	<ul style="list-style-type: none"> <li>Rebecca Wilshire</li> </ul>
		To be embedded by June 2017		
	<ul style="list-style-type: none"> <li>Regular meetings have been set up with adoption manager to ensure we continue to progress and work together in improving adoption service</li> </ul>	Completed March 2017	<ul style="list-style-type: none"> <li>Rebecca Wilshire</li> </ul>	<ul style="list-style-type: none"> <li>Rebecca Wilshire</li> </ul>
	<ul style="list-style-type: none"> <li>Portfolio Holder will be looking to have some attendance</li> </ul>	June 2017	<ul style="list-style-type: none"> <li>Kate Dexter</li> </ul>	<ul style="list-style-type: none"> <li>Rebecca Wilshire</li> </ul>
<b>12.3 Quarterly Bi-Monthly 'Challenge Sessions' between Rutland Fostering and Adoption Team and Leicestershire Adoption where practice will be reviewed and challenged</b>	<ul style="list-style-type: none"> <li>These have been set up and we have had two to date; both were very successful</li> </ul>	Completed March 2017	<ul style="list-style-type: none"> <li>Rebecca Wilshire</li> </ul>	<ul style="list-style-type: none"> <li>Rebecca Wilshire</li> </ul>
	<ul style="list-style-type: none"> <li>Sessions have been excellent, have considered all children who are placed / being considered for adoption</li> </ul>	Review June 2017	<ul style="list-style-type: none"> <li>Kate Dexter</li> </ul>	<ul style="list-style-type: none"> <li>Rebecca Wilshire</li> </ul>
	<ul style="list-style-type: none"> <li>There is critical reflection and appropriate challenge – chaired by Head of Social Care</li> </ul>	June 2017	<ul style="list-style-type: none"> <li>Rebecca Wilshire</li> </ul>	<ul style="list-style-type: none"> <li>Tim O'Neill</li> </ul>
<b>12.4 New and improved adoption tracker to be designed in line with Leicestershire to ensure oversight</b>	<ul style="list-style-type: none"> <li>In process of being developed</li> </ul>	April 2017	<ul style="list-style-type: none"> <li>Fostering and Adoption Team Manager</li> </ul>	<ul style="list-style-type: none"> <li>Rebecca Wilshire</li> </ul>
<b>12.5 All children placed for adoption or possible adoption will be reviewed at the Monthly ARC/CLA panel to ensure cases are progressing and challenge any potential delay</b>	<ul style="list-style-type: none"> <li>In place – this is considered each month at the panel and fully recorded</li> </ul>	Completed March 2017	<ul style="list-style-type: none"> <li>Rebecca Wilshire</li> </ul>	<ul style="list-style-type: none"> <li>Rebecca Wilshire</li> </ul>

**RECOMMENDATION:**

**13. Ensure that birth parents have access to support from someone independent of their child’s social worker when adoption is being considered.**

**OUTCOMES:**

- When adoption is considered in Rutland for children, birth parents will have access to a support worker.
- Birth parents will have access to a Child in Care family worker, who will provide support as needed during permanency planning

**MEASURED BY:**

- Audits of cases; birth parents of those children placed for adoption have ready access to named support
- Independent Review Officer (IRO) reports; oversight established, includes capture of birth parent support and feedback of satisfaction
- Fostering and Adoption Team; process established for overseeing and line managing family workers ensuring birth family have access to support

**OBJECTIVES:**

- ✓ Birth families in Rutland of children in care will have access to support independent of the children’s social worker
- ✓ Birth families of those children where adoption is considered will be able to access support from a family worker
- ✓ Rutland Children Social Care to become a learning organisation where feedback influences change

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ACTION	PROGRESS	TARGET DATE	ACCOUNTABILITY	MONITOR/EVALUATER
13.1 New re-structure of children social care will develop a Children in Care Family Worker role and they will be a linked person for birth families	<ul style="list-style-type: none"> <li>In progress – final stages of agreement</li> </ul>	May 2017	<ul style="list-style-type: none"> <li>Rebecca Wilshire</li> </ul>	<ul style="list-style-type: none"> <li>Tim O’Neill</li> </ul>
	<ul style="list-style-type: none"> <li>Family Worker posts will commence following 16<sup>th</sup> May but in place.</li> </ul>	May 2017	<ul style="list-style-type: none"> <li>Kate Dexter</li> </ul>	<ul style="list-style-type: none"> <li>Rebecca Wilshire</li> </ul>
	<ul style="list-style-type: none"> <li>Restructure now underway – 30 day staff consultation has commenced with regards to changes the restructure has brought</li> </ul>	16 <sup>th</sup> May 17	<ul style="list-style-type: none"> <li>Rebecca Wilshire</li> <li>HR</li> </ul>	<ul style="list-style-type: none"> <li>Tim O’Neill</li> </ul>
13.2 Independent Reviewing Officer (IRO) capacity will be increased and will also be able to provide independent support and oversight	<ul style="list-style-type: none"> <li>In the process of recruiting.</li> </ul>	May 2017 (appoint)	<ul style="list-style-type: none"> <li>Rebecca Wilshire</li> </ul>	<ul style="list-style-type: none"> <li>Tim O’Neill</li> </ul>
13.3 Two full-time Children in Care Family Workers will focus on contact and life story work and supporting birth families	<ul style="list-style-type: none"> <li>Workers in place – will commence role as part of the restructure</li> </ul>	May 2017	<ul style="list-style-type: none"> <li>Rebecca Wilshire</li> </ul>	<ul style="list-style-type: none"> <li>Tim O’Neill</li> </ul>
13.4 New restructure will include a new way of working, methodology to strengthen practice and enable us to reclaim children’s social care	<ul style="list-style-type: none"> <li>Re structure is underway</li> </ul>	May 2017	<ul style="list-style-type: none"> <li>Rebecca Wilshire</li> </ul>	<ul style="list-style-type: none"> <li>Tim O’Neill</li> </ul>



**RECOMMENDATION:**

**14. Ensure that all options for achieving permanence for children are given proper consideration, including, when appropriate, parallel planning and foster to adopt**

**OUTCOMES:**

- All children and young people in Rutland who require becoming looked after will have a clear plan for achieving permanence
- Rutland will ensure 100% of children who come in to care have a parallel plan from the first review to be rehabilitate back home (where safe to do so) or have a clear plan of permanence
- Children looked after in Rutland will have a clear permanency plan by their second CLA review
- Rutland will develop opportunities with neighbouring authorities around possibilities of foster to adopt – this will develop in within the Regional Adoption Agency (RAA) work

**MEASURED BY:**

- Audits: ensure permanence has been properly considered for 100% of children looked after
- Independent Reviewing Officer (IRO)/Quality Assurance Manager: monitor permanence through Children Looked After reviews ; clear evidence of all options identified
- At Risk Children/Children Looked After (ARC/CLA) Panel: records/ minutes identify permanency monitoring of all Children looked After, challenge evident where permanency not achieved

**OBJECTIVES:**

- ✓ All children who are looked after in Rutland will have a clean plan for achieving permanence
- ✓ Every child looked after will have every opportunity to inform and be part of their permanency plan to ensure their wishes, views and feelings are fully considered
- ✓ Birth families, carers and wider family will be invited to be involved in all planning and decision making when appropriate, to ensure all actions and decision taking is in the child best interest
- ✓ All children in Rutland will receive a timely service where they have received in no delay in the care or service they have receive

ACTION	PROGRESS	TARGET DATE	ACCOUNTABILITY	MONITOR/EVALUATER
14.1 Flow charts to be created to ensure a clear Permanence Pathway	<ul style="list-style-type: none"> <li>Completed in December 2016</li> </ul>	Completed December 2016	<ul style="list-style-type: none"> <li>Kate Dexter</li> </ul>	<ul style="list-style-type: none"> <li>Rebecca Wilshire</li> </ul>
	<ul style="list-style-type: none"> <li>We will review all children looked after at the monthly ARC/CLA panel to ensure cases are progressing</li> </ul>	Completed December 2016	<ul style="list-style-type: none"> <li>Rebecca Wilshire</li> </ul>	<ul style="list-style-type: none"> <li>Tim O'Neill</li> </ul>
	<ul style="list-style-type: none"> <li>Processes are in place to monitor and review all cases to ensure permanency is reached and considered in the early stages – we will ensure this is embedded over the next six months</li> </ul>	To be embedded August 2017	<ul style="list-style-type: none"> <li>Kate Dexter</li> </ul>	<ul style="list-style-type: none"> <li>Rebecca Wilshire</li> </ul>
14.2 Workshops for social workers to develop more knowledge and understanding around Children looked After process an permanence	<ul style="list-style-type: none"> <li>In place, these have been set up and will continue</li> </ul>	Completed	<ul style="list-style-type: none"> <li>Tracy Holliday</li> <li>Kate Dexter</li> </ul>	<ul style="list-style-type: none"> <li>Rebecca Wilshire</li> </ul>
	<ul style="list-style-type: none"> <li>We will ensure, over the next six months, workshops inform practice through our audits and though ensuring and seeing better outcomes for children.</li> </ul>	Programme during 2017	<ul style="list-style-type: none"> <li>Tracy Holliday</li> <li>Kate Dexter</li> </ul>	<ul style="list-style-type: none"> <li>Rebecca Wilshire</li> </ul>
14.3 Foster to Adopt to be discussed further with Leicestershire who provide our adoption regarding opportunities	<ul style="list-style-type: none"> <li>Discussions in progress as is discussion around Regional Adoption Agencies – therefore this is one we continue to review and meet about to ensure we have the best possible service for Rutland children</li> </ul>	Planning will be in progress by September 2017	<ul style="list-style-type: none"> <li>Rebecca Wilshire</li> </ul>	<ul style="list-style-type: none"> <li>Tim O'Neill</li> </ul>
14.4 We will ensure all children looked after are matched fully, some retrospective but all will be completed	<ul style="list-style-type: none"> <li>In progress – foster and adoption team and going over all children looked after and completing matching paperwork where this has not previous been done</li> </ul>	May 2017	<ul style="list-style-type: none"> <li>Kate Dexter</li> </ul>	<ul style="list-style-type: none"> <li>Rebecca Wilshire</li> </ul>
	<ul style="list-style-type: none"> <li>New children entering care will be matched from the outset, we have a clear process of all new children becoming looked after</li> </ul>	Completed March 2017	<ul style="list-style-type: none"> <li>Kate Dexter</li> </ul>	<ul style="list-style-type: none"> <li>Rebecca Wilshire</li> </ul>
14.5 ARC / CLA Panel will include Permanency Monitoring of all CLA to ensure robust, critical challenge an oversight.	<ul style="list-style-type: none"> <li>Complete – all children looked after are considered in this panel and we review the matching tracker every month</li> </ul>	Completed February 2017	<ul style="list-style-type: none"> <li>Kate Dexter</li> </ul>	<ul style="list-style-type: none"> <li>Rebecca Wilshire</li> </ul>

**RECOMMENDATION:**

**15. Improve the quality of information which children have access to, both now and in the future, such as child permanence reports and later-life letters. Ensure that all children in permanent placements receive life-story work.**

**OUTCOMES:**

- Every child looked after in Rutland will receive life story work which help them understand their journey
- Every child where permanency is achieved will have life story worker complete by a dedicated worker
- Life story work in Rutland is complete in a timely manner
- All children who are placed for adoption have life story and later life letters

**MEASURED BY:**

- Audits of children looked after: case recording and access to records are clear and accessible to children and young people.
- Independent Reviewing Officer (IRO): monitoring ensures such work is completed as per timescales
- At Risk Children/Children Looked After (ARC/CLA) panel: records/ minutes identify scrutiny and challenge
- Group supervision: case work and case direction has oversight and timely actions which include life story and later life letters.

**OBJECTIVES:**

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- ✓ All children and young people in Rutland will access to quality information about their lives and their journey
  - ✓ All children in permanent placements will receive life story work
  - ✓ Children placed for adoption will have high quality life story work and timely later life letters
  - ✓ Information recorded and stored on our system will be done in a manner which is considered high quality, clear and concise

ACTION	PROGRESS	TARGET DATE	ACCOUNTABILITY	MONITOR/EVALUATER
15.1 All children in care where permanency is achieved will have a Child's Permanence Report (CPR)	<ul style="list-style-type: none"> <li>All cases are being reviewed to ensure all children where permanency is agreed, a CPR is in place (some may be retrospective but will still be completed)</li> </ul>	July 2017	<ul style="list-style-type: none"> <li>Kate Dexter</li> </ul>	<ul style="list-style-type: none"> <li>Rebecca Wilshire</li> </ul>
	<ul style="list-style-type: none"> <li>Oversight in the early stages through all the mechanisms in place will ensure CPR and permanency is considered early</li> </ul>	May 2017	<ul style="list-style-type: none"> <li>Kate Dexter</li> </ul>	<ul style="list-style-type: none"> <li>Rebecca Wilshire</li> </ul>
15.2 Life Story work to be complete on all children currently placed for adoption as priority	<ul style="list-style-type: none"> <li>In progress – the new restructure will allow dedicated people to focus on life story work</li> </ul>	July 2017	<ul style="list-style-type: none"> <li>Kate Dexter</li> </ul>	<ul style="list-style-type: none"> <li>Rebecca Wilshire</li> </ul>
	<ul style="list-style-type: none"> <li>We will need to review all children waiting for life story and consider resources to ensure this is completed in a timely manner</li> </ul>	June 2017	<ul style="list-style-type: none"> <li>Kate Dexter</li> </ul>	<ul style="list-style-type: none"> <li>Rebecca Wilshire</li> </ul>
	<ul style="list-style-type: none"> <li>Future cases will be referred to dedicated workers from the outcome when they enter care and once permanency agreed for life story work to complete</li> </ul>	May 2017 (see 15.1)	<ul style="list-style-type: none"> <li>Rebecca Wilshire</li> </ul>	<ul style="list-style-type: none"> <li>Tim O'Neill</li> </ul>
	<ul style="list-style-type: none"> <li>Workshops on life story work will be undertaken within the Children's Conference in July</li> </ul>	July 2017	<ul style="list-style-type: none"> <li>Kate Dexter</li> </ul>	<ul style="list-style-type: none"> <li>Rebecca Wilshire</li> </ul>
15.3 Later life letters for those children who are adopted adoption to be completed without delay	<ul style="list-style-type: none"> <li>This will be agreed through group supervision as management oversight of cases and cases work/progressions will be present</li> </ul>	May 2017	<ul style="list-style-type: none"> <li>Kate Dexter</li> </ul>	<ul style="list-style-type: none"> <li>Rebecca Wilshire</li> </ul>
	<ul style="list-style-type: none"> <li>A list of all children waiting later life letters to be compiled</li> </ul>	June 2017	<ul style="list-style-type: none"> <li>Kate Dexter</li> </ul>	<ul style="list-style-type: none"> <li>Rebecca Wilshire</li> </ul>
	<ul style="list-style-type: none"> <li>Focus on those placed and then those waiting – timescales will be set in all future such cases</li> </ul>	June 2017	<ul style="list-style-type: none"> <li>Kate Dexter</li> </ul>	<ul style="list-style-type: none"> <li>Rebecca Wilshire</li> </ul>
15.4 Adoption cases will be reviewed monthly at ARC/CLA Panel to ensure oversight	<ul style="list-style-type: none"> <li>This will ensure oversight and all discussions will be logged on child file. This has been in place but we need this to be embedded</li> </ul>	June 2017	<ul style="list-style-type: none"> <li>Rebecca Wilshire</li> <li>Kate Dexter</li> </ul>	<ul style="list-style-type: none"> <li>Tim O'Neill</li> </ul>

**RECOMMENDATION:**

**16. Ensure that children have timely access to health services, including specialist provision.**

**OUTCOMES:**

- All children looked after in Rutland will have timely access to health services
- All children looked after will have robust Strengths, Difficulties Questionnaires (SDQs) which inform their health assessments and wellbeing being
- All children in Rutland will have access to health services, and where specialist provision is required, this will be done in a timely manner

**MEASURED BY:**

- Children looked after: At Risk Children and Children Looked After (ARC/CLA) Panel minutes: timeliness of all Initial Health Assessments (IHA) and Review Health Assessment (RHAs)
- Children looked after: ARC/CLA panel : CLA Health Rep evidences challenge back to ensure timely information is shared
- Audits: health of children is high on the agenda which ensure health needs are being identified in all assessments and needs met
- All plans set clear expectation for needs being met
- Group supervision: oversight and critical challenge of practice and outcomes is evident in meeting records and reflected in future practice

**OBJECTIVES:**

- 117 ✓ All children looked after in Rutland will have access to health service in a timely manner
- 117 ✓ All children in Rutland where health needs have been identified will have a clear plan to meet such needs, Rutland will consistently ensure health needs are met including purchasing specialist service if in child's best interest to do so

ACTION	PROGRESS	TARGET DATE	ACCOUNTABILITY	MONITOR/EVALUATER
<b>16.1 Tracker to be devised of all Initial Health Assessments (IHA) and Review Health Assessments (RHA) to allow oversight and challenge (the tracker will be reviewed at each ARC/CLA panel)</b>	<ul style="list-style-type: none"> <li>Completed and is being reviewed at each panel</li> </ul>	Completed January 2017	<ul style="list-style-type: none"> <li>Long Term Team Manager</li> </ul>	<ul style="list-style-type: none"> <li>Rebecca Wilshire</li> </ul>
<b>16.2 Tracker to include Strength, Difficulties Questionnaire's (SDQ's) and be held in a central place to ensure oversight</b>	<ul style="list-style-type: none"> <li>Completed</li> </ul>	Completed February 2017	<ul style="list-style-type: none"> <li>Kate Dexter</li> </ul>	<ul style="list-style-type: none"> <li>Rebecca Wilshire</li> </ul>
	<ul style="list-style-type: none"> <li>Over the next three months we want to see this develop so all IHA/RHA have sight of the SDQ before completion</li> </ul>	June 2017	<ul style="list-style-type: none"> <li>Kate Dexter</li> </ul>	<ul style="list-style-type: none"> <li>Rebecca Wilshire</li> </ul>
	<ul style="list-style-type: none"> <li>Over the next six months we want to ensure SDQ information is embedded in assessments of children to further identify their needs and ensure plans address this</li> </ul>	September 2017	<ul style="list-style-type: none"> <li>Kate Dexter</li> </ul>	<ul style="list-style-type: none"> <li>Rebecca Wilshire</li> </ul>
	<ul style="list-style-type: none"> <li>Officers to have a clear understanding and use the SDQ to inform their plans, assessment and thinking – all SDQ will be taken to group supervision for reflection and discussion</li> </ul>	June 2017	<ul style="list-style-type: none"> <li>Kate Dexter</li> </ul>	<ul style="list-style-type: none"> <li>Rebecca Wilshire</li> </ul>
<b>16.3 Ensure children have access to specialist service as required</b>	<ul style="list-style-type: none"> <li>Ensuring children have access to counselling services as needed – list to be compiled of appropriate services which we can access</li> </ul>	June 2017	<ul style="list-style-type: none"> <li>Kate Dexter</li> </ul>	<ul style="list-style-type: none"> <li>Rebecca Wilshire</li> </ul>
	<ul style="list-style-type: none"> <li>Ensure IHA/RHA as well as SDQ consider fully the needs of the child and services commissioned as needed to meet those needs – in progress</li> </ul>	June 2017	<ul style="list-style-type: none"> <li>Kate Dexter</li> </ul>	<ul style="list-style-type: none"> <li>Rebecca Wilshire</li> </ul>
	<ul style="list-style-type: none"> <li>Working group with CAMHS – to develop further a more joint working approach</li> </ul>	June 2017	<ul style="list-style-type: none"> <li>Rebecca Wilshire</li> </ul>	<ul style="list-style-type: none"> <li>Tim O'Neill</li> </ul>
<b>16.4 Ensure health colleagues are included in CPB and ARC/CLA panel</b>	<ul style="list-style-type: none"> <li>Health are in attendance at panels and we continue to ensure this is embedded</li> </ul>	June 2017	<ul style="list-style-type: none"> <li>Rebecca Wilshire</li> </ul>	<ul style="list-style-type: none"> <li>Tim O'Neill</li> </ul>

**RECOMMENDATION:**

**17. Increase the extent to which workers consider the long-term arrangements when placing children looked after with foster carers, so that more are able to stay put when they become 18 years old.**

**OUTCOMES:**

- Officers will fully consider all children and younger people’s long term needs at the earliest opportunity
- Young people make successful transitions to adulthood and achieve their aspirations through having the care, support and help they need from Rutland County Council acting as corporate parents.
- All Care leavers receive the help they need through having well developed Pathway Plans in place.
- Young people looked after, will have permanency considered at an early stage and there longer term needs will be fully considered including staying put
- Foster carer training and recruitment will have a focus on staying put scheme to support our care leavers even further

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**MEASURED BY:**

- Audits will measure the quality and long term arrangements of placements
- Child, young person and family feedback to enable us to measure what is working well and what needs to be further improved
- Foster carer feedback: to enable us to measure what is working well and what needs to be further improved
- Care leaver pledges: will be measured quality to ensure Rutland County Council promise is adhere to, this feedback will be delivered to the Corporate Parenting Board each quarter
- Data: provides clear analysis of number of care leavers in staying put arrangements or alternative for the CPB; number of care leavers in staying put arrangements or alternative improves
- CPB minutes/ reports: consistently offer officers critical challenge around children’s long term needs, specially of our care leavers, leading to continued successes

**OBJECTIVES: deliver our Corporate Parenting Pledges**

- ✓ All children who become looked after have their longer term arrangements considered at an early stage when placed with foster carers, staying put options will be consistently considered for all our children in care.
- ✓ Rutland County Council to be a learning organisation which is led by practice, family and carer feedback

ACTION	PROGRESS	TARGET DATE	ACCOUNTABILITY	MONITOR/EVALUATER
17.1 Care leaver strategy and pledges to be written and launched	<ul style="list-style-type: none"> <li>Children Looked After pledges are already written and launched and they include care leavers and feedback gathered from young people prior to Corporate Parenting Board to ensure we are delivering on our promise</li> </ul>	Completed	<ul style="list-style-type: none"> <li>Kevin Quinn</li> <li>Kate Dexter</li> </ul>	<ul style="list-style-type: none"> <li>Rebecca Wilshire</li> </ul>
	<ul style="list-style-type: none"> <li>We will as part of updating the strategy, review pledges for care leavers to make these more specific</li> </ul>	April 2017	<ul style="list-style-type: none"> <li>Kate Dexter</li> </ul>	<ul style="list-style-type: none"> <li>Rebecca Wilshire</li> </ul>
17.2 Foster carer recruitment will include the need for Staying Put commitments	<ul style="list-style-type: none"> <li>Strategy is underway as is recruitment and staying put option will ensure this is clear</li> </ul>	April 2017	<ul style="list-style-type: none"> <li>Kate Dexter</li> </ul>	<ul style="list-style-type: none"> <li>Rebecca Wilshire</li> </ul>
	<ul style="list-style-type: none"> <li>We are restructuring CSC to further support care leavers and promote staying put by having Personal Advisors to Care Leavers move to the Fostering, Adoption &amp; Care Leaver team so have more focus on care leavers</li> </ul>	May 2017	<ul style="list-style-type: none"> <li>Rebecca Wilshire</li> </ul>	<ul style="list-style-type: none"> <li>Tim O'Neill</li> </ul>
	<ul style="list-style-type: none"> <li>Permanency planning will consider staying put at the placement stage for older children and by 2<sup>nd</sup> Child Looked After review in line with progressing permanency planning</li> </ul>	July 2017	<ul style="list-style-type: none"> <li>Tracy Holliday</li> <li>Kate Dexter</li> </ul>	<ul style="list-style-type: none"> <li>Rebecca Wilshire</li> </ul>
17.3 All 15½ years olds will have a Needs Led Assessment to fully inform a plan and support outcomes	<ul style="list-style-type: none"> <li>In progress - we have a worker who will undertake all needs led assessments</li> <li>Dependent on recruitment to second half of post, interviews in May 2017</li> </ul>	June 2017	<ul style="list-style-type: none"> <li>Kate Dexter</li> </ul>	<ul style="list-style-type: none"> <li>Rebecca Wilshire</li> </ul>
17.4 All 16 + will have a clear and robust Pathway Plan	<ul style="list-style-type: none"> <li>In progress – all children have a pathway plan but we need to ensure all children have a robust and smart pathway plan so all will be reviewed</li> </ul>	June 2017	<ul style="list-style-type: none"> <li>Kate Dexter</li> </ul>	<ul style="list-style-type: none"> <li>Rebecca Wilshire</li> </ul>

END



## SCRUTINY PANEL

April 2017

### POVERTY IN RUTLAND: GREEN PAPER

Report of the Scrutiny Commission

Strategic Aim:	All	
Exempt Information	No	
Cabinet Member(s) Responsible:	N/A	
Contact Officer(s):	Helen Briggs, Chief Executive	01572 758201 hbriggs@rutland.gov.uk
	Natasha Brown, Corporate Support Coordinator	01572 720991 nbrown@rutland.gov.uk
Ward Councillors	N/A	

#### DECISION RECOMMENDATIONS

That the Panel:

1. Endorses the green paper which has been developed through the scrutiny process;
2. Discusses the issues raised and provides a response to the consultation on the Green Paper; and
3. Formulates recommendations which will be included in the White Paper to be presented to Council in June 2017.

#### 1 PURPOSE OF THE REPORT

- 1.1 To present the findings of the Scrutiny Poverty Review in a Green Paper which has been produced in order to encourage further discussion of the topics and some of the issues raised through consultation with Elected Members, Key Partners and Members of the Public;
- 1.2 For the Panel to provide feedback on the discussion points highlighted by the paper as part of the consultation process and to formulate recommendations which will be included in the White Paper to be presented to Council in June 2017.

#### 2 BACKGROUND AND MAIN CONSIDERATIONS

- 2.1 The Scrutiny Commission agreed to undertake a review of Poverty in Rutland in August 2016. The project objectives were:

- To develop an agreed definition(s) of Poverty in Rutland;
- To develop a Council policy in the form of a White Paper to be approved by Full Council that will outline for Rutland how the Council will act to positively impact on poverty within the County.

2.2 An all Members Workshop held on 13 September 2016 identified a list of areas for further investigation (listed in Appendix A to the Green Paper). These areas were then investigated and discussed at corresponding Scrutiny Panel meetings during November and December 2016 and February 2017.

2.3 This green paper is a culmination of the work done at the Workshop (September 2016) and within the scrutiny panels. Further feedback on the format and content of the Green Paper was provided at an All Member Workshop in March 2017 where the paper, the revised timetable and scope of the consultation was endorsed by those members present.

### **3 CONCLUSION AND SUMMARY OF REASONS FOR THE RECOMMENDATIONS**

3.1 Through the Scrutiny function, the Poverty Review has identified that there are pockets of deprivation in Rutland and many people may find themselves challenged by their economic circumstances for periods of time. Rutland is a largely affluent community and this can mean that support mechanisms are lacking and it is more difficult for those who need support to speak out. The review has highlighted a number of areas where action is required to improve our support to those at 'risk of' or living in policy. The Green Paper is not a final document but has been produced in order to encourage further discussion of these topics and some of the issues raised through consideration of the questions posed.

3.2 Through a period of consultation the views of Elected Members, Key Partners and members of the public will inform the next steps of the review and a series of recommendations which will focus on both solutions and prevention. These recommendations will be accompanied by an action plan to enable the outcomes of the review to be measured and monitored. The recommendations and action plan will be presented to RCC Full Council in June 2017 in the form of a White Paper.

### **4 BACKGROUND PAPERS**

4.1 There are no additional papers.

### **5 APPENDICES**

5.1 Green Paper: Poverty in Rutland (Including Appendix A (Feedback from September Workshop) and Appendix B (Supporting Data).

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

# Poverty in Rutland: Scrutiny Review

## Green Paper

March 2017



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## Foreword from the Scrutiny Commission

In August 2016 Scrutiny Commission, with support from Members of Scrutiny Panels, decided to undertake a review of Poverty in Rutland. This would be a new approach to Overview and Scrutiny and would see the Scrutiny function within Rutland County Council identifying a policy area and developing an over-arching new policy for that area. By adopting this new approach we will gain the benefit of all our members' experience, skills and knowledge, which will benefit all our residents, as each councillor who represents them will be more directly and positively involved in the policy-making process

Rutland is a great place to live and work. However, even within our population, we know there are issues of relative poverty. These can be visible issues that we can see in small areas of the County but they can also be hidden away, for example loneliness and rural isolation. It is right and proper that we consider all residents when we produce policies and our first aim will be to define what poverty is in Rutland.

Through the review so far we have learnt that Rutland is seen as a relatively affluent area, but the result of this is that those suffering from or on the verge of poverty can feel further marginalised and reluctant to ask for help. This is why we want to ensure that we look more closely at local needs and how all our future policies can be managed in a way that makes sure we don't adversely affect those who are less well-off, whilst ensuring that support and advice is readily available, well publicised and accessible to all that need it.

Scrutiny Panels have considered some key issues following an All Member Workshop held in September 2016. Discussions held at those panels are summarised in this Green Paper which is aimed at promoting discussion, feedback and suggestions for further action which will inform a policy statement to be endorsed by Full council.

We want to thank everyone who has been involved in the project so far and hope that the outcome will be a genuinely positive one for the Rutland Community.

**The Scrutiny Commission** (Councillors Burkitt, Conde, Dale and Lammie)

## Background and Introduction

### 1) Scope of the Review

There is a strong need not only to support those who find themselves “living in poverty”, but also to make sure that we do all we can to support individuals and families where they are at risk from changing circumstances of moving into a ‘poverty’ situation. Our Corporate Plan highlights the need to support individuals, families and our community to reach their full potential. The focus within the plan on growth will assist in generating and supporting enhanced economic prosperity. In addition to this there are three strands of Corporate work that will be specific to this review as follows:-

- i. Education and Advice;
- ii. Tackling the stigma of poverty; and
- iii. Poverty Proofing.

### 2) The Process

Having established the intention to consider the subject of poverty within Rutland a workshop was held in September 2016 to which all Rutland County Council members were invited. The workshop was used to:

- a) Establish a database and profile of poverty information for Rutland – raise awareness and knowledge amongst our Members
- b) Establish the objectives for the review
- c) Agree the process for the review
- d) Identify the areas which members wish to consider in more detail as part of the review
- e) Identify potential expert witnesses

Following the workshop a programme of work was then put in place to allow each of the four scrutiny panels to investigate a range of issues relating specifically to their panels (Appendix A). This included an examination of the evidence base, hearing from expert witnesses and exploring some of the solutions to the issues identified.

This green paper is a culmination of the work done at the Workshop and within the scrutiny panels so far. It is not intended to provide conclusions and recommendations but to draw together the issues raised and proposals for action put forward so far.

The process and planned timetable for the review can be found in the table below:

Stage	Panel	Date
All member workshop		13 <sup>th</sup> September 2016
Panel work to develop Green Paper	Adults	and 1 <sup>st</sup> December 2016 and 2 <sup>nd</sup> February
	Children's	17 <sup>th</sup> November 2016 and 23 <sup>rd</sup> February 2017
	Places	24 <sup>th</sup> November 2016 and 9 <sup>th</sup> February 2017
	Resources	10 <sup>th</sup> November 2016 and 16 <sup>th</sup> February 2017
All Member Workshop		28 March 2017
Green paper to Cabinet	N/A	Electronic Circulation
Consultation on Green Paper	N/A	3 <sup>rd</sup> April 2017 – 28 <sup>th</sup> April 2017
Panel respond to Consultation and formulate recommendations for White Paper	Adults	6 <sup>th</sup> April 2017
	Children's	4 <sup>th</sup> May 2017
	Places	20 <sup>th</sup> April 2017
	Resources	27 <sup>th</sup> April 2017
White Paper to Cabinet	N/R	16 <sup>th</sup> May 2017
White Paper to Council	N/R	June Council

### 3) Objectives of the Review

The review has identified that there is a real need to do more to support those who find themselves 'living in poverty'. However, there is also a strong need to make sure that we do all we can to support individuals and families where they are at risk from changing circumstances of moving into a 'poverty' situation. With that in mind the primary objective of this review will be:

1. To develop an agreed definition(s) of Poverty in Rutland
2. To develop a Council policy in the form of a White Paper to be approved by Full Council that will outline for Rutland how the Council will act to positively impact on poverty within the County.

#### 4) The Context of Poverty in Rutland

In Rutland the context looks and feels different to that within the national context. Very early in the process the following became apparent:-

- a) Relative poverty is a key issue within Rutland. It isn't unusual to find within a community individuals and families living next to each other at opposite ends of the poverty spectrum. As the incidence of poverty is comparatively low the support mechanisms that might be present in areas where poverty is more prevalent are scarce. E.g. It is only recently that discount retailers have started to emerge in Rutland.
- b) Pockets of deprivation exist within otherwise affluent communities.
- c) The reality is that almost anyone within the Rutland community can experience poverty at a point in time through changes in circumstance - in many instances beyond their control. For example bereavement, illness, redundancy or relationship breakdown.

Members were keen therefore not to be restricted in their interpretation of a 'definition' of poverty. They were clear that this review was about:-

- Relative poverty and disadvantage
- Crisis – caused by a range of circumstances
- An acceptance that 'Capital rich' does not equate to the means to live on
- The Rutland's isolated community brings with it different causes of and solution for poverty
- The vital importance of information, advice and support
- Stigma associated with poverty and entitlement to assistance

#### 5) The Definition of Poverty

Poverty is general scarcity, dearth, or the state of one who lacks a certain amount of material possessions or money. It is a multifaceted concept which includes social, economic and political elements. Poverty may be defined as either absolute or relative.

Absolute poverty or destitution refers to the lack of means necessary to meet basic needs such as food, clothing and shelter<sup>1</sup>.

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<sup>1</sup> "Poverty – United Nations Educational, Scientific and Cultural Organisation 2014"



Relative poverty generally means that a person cannot afford an 'ordinary living pattern' – they're excluded from the activities and opportunities that the average person enjoys.

The recent period of national and global austerity has led to need to refocus attention on those living in real and relative poverty. Recent documents produced by the National Policy Institute<sup>2</sup> and the Joseph Rowntree Foundation<sup>3</sup> (JRF) identified the national figures etc. included in **Table 1**.

**Table 1**

- In 2014 there were 13.5 million people living in low income households equating to 21% of the UK population
- The number of private renters in poverty has doubled over the last decade
- The number of households accepted as homeless and the number of households in temporary accommodation have both increased for five years in a row
- Evictions by landlords are near a 10 year high
- The number of people in poverty in a working family is 55% a record high
- 1.4 million children are in long-term workless households
- Over the last 25 years income poverty amongst pensioners from 40% to 13% while child poverty rates remain high at 29%
- Child poverty is projected to rise sharply over the next four years - working age poverty is likely to rise in the longer term unless action is taken now

## 6) The Definition of Poverty in Rutland

Poverty in Rutland manifests itself in a feeling of financial isolation where information and advice can be difficult to access and services and support can feel out of reach in terms of both cost and the ability to understand and be understood. In Rutland those in poverty may feel marginalised from a society which on the outside appears to be relatively affluent and as such people may hide or ignore the burden of their financial difficulties resulting in an escalation of their issues.

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<sup>2</sup> Monitoring poverty and social exclusion 2016 (MPSE) – 7<sup>th</sup> December 2016 - New Policy Institute

<sup>3</sup> We can solve poverty in the UK - a strategy for governments, businesses, communities and citizens - Joseph Rowntree Foundation - September 6<sup>th</sup> 2016

## How to Respond to the Green Paper

This paper is intended as the start of a consultation and it is hoped that anyone with an interest will respond.

The paper will be distributed to Elected Members and key partners including:

- Citizens Advice Rutland
- Healthwatch Rutland
- East Leicestershire and Rutland Clinical Commissioning Group
- Clockwise Credit Union
- Oakham Medical Practice
- Uppingham Surgery
- Market Overton and Somerby Surgery
- Empingham Medical Centre
- Director for Public Health
- Town/Parish Councils
- Churches Together
- Rutland Primary and Secondary Schools
- Leicestershire Police
- Leicestershire Combined Fire Authority
- Spire Homes
- Community Agents
- Leics and Rutland Womens Institute
- Rotary Club of Rutland
- Leics, Northamptonshire and Rutland Army Cadet Force
- Rutland Scouts
- Rutland Neighbourhood Watch
- Rutland Youth Council
- Rutland Local Strategic Partners

The Green Paper will be publicised on the RCC Website and members of the public will be encouraged to respond.

Responses to the consultation on the RCC Poverty Review should be received by 28 April 2017.

## Statistical Evidence and Information

In examining poverty within Rutland a number of data sources have been examined including national and local sources. Information has also been drawn from a document produced by Citizens Advice Rutland in 2016<sup>4</sup>.

Rutland is 148/152 in terms of the index of multiple deprivation upper tier local authorities in England. However we do know that there are wards within Rutland that suffer from income, employment, education, skills and training deprivation. We are aware of health inequalities and barriers to housing and fuel poverty. Child Poverty in Rutland currently affects 505 children under 16 (8.5%).

A snapshot of Rutland specific data in relation to poverty is captured in **Table 2**. This information dispels the ‘myth’ that poverty and relative poverty doesn’t exist in Rutland.

**Table 2**

Food bank vouchers issued in Rutland	306 issued during 2014/15
Homelessness applications	67 (15/16)
Children eligible and claiming for Free School Meals	272 (15/16)
Households living in Fuel Poverty	10.6% (2014)
Hardship applications	205 received during 15/16
Housing Benefits claimants	2031
Number of children living in poverty	8.5%
Debt enquiries to the Rutland CAB	1415 during 15/16

This overview of information is drawn from a much larger evidence base which can be found in Appendix B – Supporting Evidence, Poverty in Rutland.

<sup>4</sup> Rutland – the best place to live..... For everyone? A report on poverty in Rutland 2016. Citizens advice Rutland

## The Scrutiny Phase

Further to the initial workshop attended by Members on 13 September 2016, a list of areas was highlighted for further investigation by individual Scrutiny Panels. The outcome of these investigations can be found below:

### 1) Review of the Crisis Fund (Resources Scrutiny Panel 10 November 2017 and 16 February 2017)

#### Issues Identified

- The award system focuses more on the crisis itself and an immediate solution rather than analysing the applicants overall situation, lifestyle and other issues that may be contributing to their need for support;
- A number of people submit repeat applications for the same or similar crisis situations even though the fund is limited to 3 awards per financial year;
- Most awards are not subject to any type of review or follow up to see if the award achieved its purpose or if refused what steps the applicant took to alleviate the crisis;
- The Council does not currently routinely review the system to discover what impact (if any) the crisis funds awarded had on the claimants; and
- It was not currently possible to track which clients referred to CAB actually made contact for support due to Data protection issues.

#### Proposals for Action

- To update the list of identified organisations that were able to provide support.
- To create a profile of people who apply for crisis fund awards in order to better understand the circumstances of those who apply for support.

#### Questions

- 1) How could the availability of support/entitlements be targeted to ensure better take up?
- 2) Could the funding be used in a different way?
- 3) Is the current scheme working to help those in need?
- 4) Could awards be made on condition that an applicant seeks advice/support?

## 2) Financial Awareness (Resources Scrutiny Panel 10 November 2016)

### Issues Identified

- Individuals were often reluctant to seek advice and when they did it was often too late;
- It was considered important to teach financial life skills at an early age;
- People are not aware what help is available; and
- It would be helpful if the list of identified organisations who could also offer assistance was up-to-date. People in financial difficulty could then be signposted to these associations.

### Questions

- 5) How could people be encouraged to seek advice at an early stage?
- 6) How can Children and Young people be supported to become more financially literate?
- 7) Could the provision of financial advice and support to the Rutland Community be improved?
- 8) How could the recovery process be improved?
- 9) How can information contained within Council Tax/Debt recovery letters be improved?

## 3) Debt Recovery Process (Resources Scrutiny Panel 10 November 2016 and 16 February 2017)

### Issues Identified

- People with debt are not always in financial difficulties;
- People are reluctant to contact the Council or avoid our calls;
- People often ignore the early letters and miss opportunities to avoid incurring fees later on;
- People often agree to payment arrangements that they can afford at the time and then an unexpected cost comes along that means they don't keep to the arrangement so they stop paying altogether;
- Sending debts to bailiffs works as lots of people pay but for some people it just makes things worse as more fees are added so people end up paying a lot more than their original debt;
- Housing Benefit overpayment debt will get more difficult to collect and it is growing as people don't report their change in circumstances in a timely

way and people are often on low incomes and struggle to pay their overpayment back; and

- Further welfare reform changes such as the roll out of Universal Credit and the Benefit Cap may impact on household budgets.

#### Questions

- 10) How can people be encouraged to set up manageable and realistic payment arrangements?
- 11) How could the impact of Universal Credit and the benefit cap be managed to mitigate the impact on those most at risk of suffering from Poverty?

#### 4) Childcare and the impact on Poverty (People (Children's) Scrutiny Panel 17 November 2016 and 23 February 2017)

##### Issues Identified

- The proposed Early Years National Funding Formula to increase free entitlements for three to four year olds from 15 to 30 hours, if implemented, could have a significant impact on the viability of Rutland Early Years Providers;
- The imminent (National) cuts in funding for child care support could impact disproportionately on Rutland residents; and
- Support needs to be closely monitored though the collection of additional information to ensure the small amount of funding has the greatest impact and targets families most in need.
- Paying for essential childcare before and after school from organised providers represents a significant financial burden for parents who work, or would like to work full time. Many people rely on friends and family for provision of this care.

#### Questions

- 12) What are the key considerations for influencing provision of childcare in Rutland?
- 13) How might other areas of the Council, and partners, work impact on childcare?
- 14) Could free entitlement for childcare be improved or made more flexible so it could cover longer time periods, or after school clubs?
- 15) How could the take up of free school meals be improved?
- 16) What can be done to ensure Rutland receives a fair allocation of funding to support childcare provision?
- 17) How can after school clubs be made more affordable and attractive?

**5) Rutland Children, Young People and Families Plan 2016-2019/Child Poverty Strategy (People (Children's) Scrutiny Panel 17 November 2016)**

**Issues Identified**

- The current plan and strategy were satisfactory, but should be kept under review and amended in line with the outcomes of the Poverty Review.

**6) Homelessness (Places Scrutiny Panel 24 November 2016)**

**Issues Identified**

- The Rent Deposit Scheme was designed to help with the costs of private rental deposits. Efforts were made to recoup this money, with payment plans set up, but often the full amount was not repaid;
- A breakdown of the reasons (hidden pressures) for housing allocation and homelessness might help to understand the causes;
- Housing allocation worked on a points system, which helped to avoid the under occupation of homes, however, properties for older people often did not meet tenants aspirations;
- Housing at St Georges Barracks would still be used for forces accommodation once the base had been closed. Issues arise if families were to split, service personnel would stay in the home with the rest of the family potentially becoming homeless;
- The majority of homelessness cases in Rutland were due to:
  - o Issues with Social and Private Housing/Landlords
  - o Parents / relationship breakdown
- Poverty affected people that were asset rich but cash poor;
- Reduced tolerances of Social Housing Landlords, could result in repeat homelessness;
- The Council did not currently have enough housing stock, particularly 4/5 bedrooms homes for larger families;
- A Social Housing marketing exercise was carried out 2 years ago. The result was that the number of people on the Housing Register increased as a result of increasing awareness through marketing Social Housing options;
- There was more the Council could do regarding communication;
- Disruptive families with complex issues that may result in homelessness had limited options given the rural nature of Rutland;
- Service users in need of housing related support often struggle with financial and practical aspects of moving home because of their

experiences or their level of skills – Assistance provided to service users can be extensive but is focused on promoting independence.

#### Questions

- 18) What support could be provided to economically disadvantaged people in order to assist with accessing appropriate accommodation?**
- 19) How might Private and Social Landlords be encouraged to support improved sustainable access to affordable housing?**
- 20) What further information could be collated in order to better understand causes of homelessness in Rutland?**

### **7) Domestic Abuse (Places Scrutiny Panel 24 November 2016)**

#### **Issues Identified**

- Domestic abuse could be both the cause and the effect of Poverty;
- Although support for victims of domestic abuse had improved since new contract arrangements had been put in place, the LLR Joint Contract should be kept under review;
- The Council currently has no Perpetrator Programme in place (Work was underway to put a programme in place with funding supported by the LLR Police and Crime Commissioner)

#### **Proposals for Action**

- Review of LLR Joint Contract in 12 months' time.
- Update on the Perpetrators Programme to be provided in due course.

#### Questions

- 21) How might the perpetrators programme be targeted to reduce occurrences of domestic abuse and the resulting impact on poverty?**
- 22) Are there other schemes that could enhance services for victims and perpetrators of domestic abuse?**
- 23) What can be done to support the children from households in domestic abuse, especially those which are immediately placed into financial crisis?**
- 24) What can be done to support the victims and individuals concerned who no longer have access to financial support due to circumstances outside their control?**



## **8) Health Inequalities (People (Adults and Health) Scrutiny Panel 1 December 2016)**

### **Issues Identified**

- Those who are economically disadvantaged may find it difficult to make healthier lifestyle choices in terms of diet and activity/exercise;
- Being sedentary has a high impact on heart disease and diabetes;
- Improvements could be made regarding communicating and promoting local sports clubs and activities to encourage members of the community to take part;
- Transport and costs of activities could be restrictive;
- Sports activities did not appeal to all people, but increasing any physical activity would have a positive impact;
- Local initiatives and schemes were not always supported appropriately, which made it more difficult for those working hard to promote activities in rural locations; and
- Education on the benefits of activity/exercise and healthy eating in schools could be improved.

### **Questions**

- 25) How could access to “active recreation” be improved for those who are economically disadvantaged?**
- 26) What are the opportunities for supporting Community education on healthy living and basic cookery skills in Rutland?**
- 27) What can be done to increase physical activity particularly in teenagers in Rutland?**
- 28) How can more volunteers be encouraged to support sports activities for young people?**

## **9) Access to Services (People (Adults and Health) Scrutiny Panel 1 December 2016)**

### **Issues Identified**

- Rutland was considered to be reasonably affluent, but rurality and isolation were a barrier to accessing services. It is more difficult to ask for help in a more affluent area where a person might feel they were in the minority;
- There was an assumption that everyone could access information through the internet, but the elderly, frail and disabled might not have access to the internet and others might not be able to afford internet connection;

- There was a need to look towards the voluntary sector, Community Agents and also improving community relations. Parish Councils and Meetings may also help people with accessing services and encourage/coordinate volunteers; and
- People who have moved into the area may not have a network of support in family or friends that live locally and so will be isolated in that way.

#### Questions

- 29) How do we ensure that people can access appropriate information about services through better use of the Rutland Information Service?**
- 30) How do we address issues of Health Literacy in the poorer and other sections of the community?**
- 31) How can community based services which link into local communities, such as Community Agents and Wellness Advisors (Pilot Service), be utilised to promote volunteering and engagement in isolated areas?**

### **10) Fuel Poverty (People (Adults and Health) Scrutiny Panel 2 February 2017)**

#### **Issues Identified**

- Many properties and some villages in the county were wholly without a mains gas supply. Spire Homes, who manage social housing stock in the County, worked with the Council to install gas and subsequently central heating in some properties in Oakham. Where this was not possible they had upgraded the existing electric heating provision;
- Improvements to insulation could be limited where a property had listed building status or was in a conservation area;
- Publicity surrounding initiatives and help around energy switching, fuel poverty and other issues was mainly internet based. It was felt that this was not sufficient as not all households had access to the internet;
- Statistics on fuel poverty could be flawed, for example: a well-insulated, energy efficient property with a low household income could still be in poverty but would not be included in the statistics due to the energy requirements being low. Conversely, rural solid wall properties would fall into the statistics possibly having high energy requirements but many have a higher household income and fuel bills would not result in residual income being below the poverty line;

- Energy costs did not attract financial assistance from government sources in the same way as council tax might; and
- Spire Homes could ask tenants for information but there was no obligation on tenants to supply it. Without knowledge of household income or fuel costs it was not possible to ascertain which properties suffered from fuel poverty.

### **Proposals for Action**

- Further investigation into pilot scheme which was being funded by energy companies to look at alternative ways to share advice on energy switching and to advise on efficient use of energy.

#### **Questions**

- 32) How can information and advice be better publicised?**
- 33) How could assistance be offered to households requiring energy upgrades?**

### **11) Transport Poverty (Places Scrutiny Panel 9 February 2017)**

#### **Issues Identified**

- There is a rural transport network connecting the smaller market towns in Rutland, there was little or no evening and Sunday services;
- Call Connect was being considered as part of the Transport Review, but this service was very expensive form of public transport;
- Raising awareness of the issues and promotion of volunteers helping within their own communities may alleviate some of the issues;
- There were several successful “Good Neighbour Schemes” running within the County including in Whissendine, Market Overton and Greetham, but these were not always well-publicised;
- Non-emergency medical transport was not well publicised, this service allowed people to access transport to hospital appointments as long as had a medical need; and
- Transport Poverty in Rutland was probably a low risk and dispersed, but that did not negate from the impact on those that suffered from Transport Poverty.

### **Proposals for Action**

- Further evaluation of the recent RCC Travel Survey in order to collate information regarding issues around transport poverty.

### Questions

- 34) How can existing services be promoted and made more accessible?**
- 35) How can people living in isolated communities be encouraged to assist those at risk of transport poverty through “Good Neighbour Schemes”?**

## Conclusion and Next Steps

The Review so far has covered a wide range of subjects including child poverty, fuel poverty, financial awareness and debt and the relationship between health and poverty. This Green Paper is not a final document but has been produced in order to encourage further discussion of these topics and some of the issues raised through consideration of the questions posed.

Poverty can be difficult to define and it is clear that some aspects of poverty that have been considered are evident across the Country, whilst others are unique to Rutland, it is hoped that the availability of information and increased discussion will raise awareness of these more hidden aspects of poverty in Rutland.

Through the consultation the views of Elected Members, Key Partners and members of the public will inform the next steps of the review and a series of recommendations which will focus on both solutions and prevention. These recommendations will be accompanied by an action plan to enable the outcomes of the review to be measured and monitored.

## Feedback from Poverty in Rutland Workshop

### What do we want to achieve?

- Strategic Policy – broken down to reflect the key issues then the key issues in more detail
- A statement that identifies the causes of poverty, what prevents people escaping poverty and where in the County – needs to be articulated
- An action plan to support delivery of the policy
- An active document, kept under review to reflect changing circumstances
- Not necessarily a definition of Poverty in Rutland but more a list of the key determinants, focussed on impact not thresholds, required interventions and issues including:
  - Isolation
  - Free school Meals
  - Stigma
  - Housing
  - Financial awareness / Education/Poverty Prevention
  - Health inequalities
  - Employment / Worklessness
  - Access to services – transport, broadband etc
  - Cost of childcare
- A catalyst for a lobbying statement for Central Government
- A key focus on relative poverty
- An understanding of income, disposable income, relative income and living/expectations
- MTFP shouldn't adversely affect strategy
- Targeting resources and services to those who need it most

### Define poverty in Rutland

- Definition given too high level
- A focus on rural definition, focusing on categories of people in Rutland
- Fine balance – something small can destabilise – crisis makes it more difficult to get help, particularly those that least expect to be in that situation.
- A lot of people in Rutland just above the level
- Two tier village life in some communities – social hierarchy
- Smaller villages – those sustaining the community spirit getting older
- Each village could become a strong community – younger people involved in fundraising and social events
- Lack of choice / Options
- Cost – higher than elsewhere

- Rutland is seen as affluent, poverty in Rutland is in stark contrast
- Living in an expensive area is stressful for people without means
- Lack of financial literacy, need to know how to budget
- Should the council support the living wages as employers and is there a role for the council to encourage other employers to pay a living wage, which would also benefit the local economy
- Pride- people don't want to ask for help
- Access – people in rural locations can't always access the help they need
- Mental health problems – stress of living in poverty
- People can spiral down, self-fulfilling
- Isolation
  
- Childcare – Hours of Work – Variation - cost
- Opportunity to earn – young families in a cycle to earn to sustain living
- How can we move these people into a situation where they are empowered to better themselves
- Transport – Job interviews, Healthcare, restrictions
- Housing – Availability of stock, cost of purchase/rent, availability of rental
- Stigma – applying for help, keep up appearances in a wealthy area
- Benefits – changes to tax credits
- Family breakdown
- In Rutland you have to have a car in order to have a job
- Basic level of need to function in Rutland society?
- Advice and Education
- Unexpected events, mental health issues, health issues can lead to challenges
- Aspiration – comes before opportunities to improve place
- Do we have pockets where people do not have aspirations
- Changing Lives Programme
- Confidence – those doing less well in exams – not got immediate support

## Areas to take forward for individual panels

Panel	Subject Areas
<b>Resources</b>	Review the crisis fund – what this is being used for and who it is helping Financial awareness – use money more effectively Affordable housing – is it really affordable?
<b>Places</b>	Domestic violence – family breakdown/lack of structure Using capital budget Intervention in the housing market Transport – support independent transport providers; taxis very expensive in Rutland Transport survey
<b>People (CYP)</b>	Accessibility of childcare Indicators below the threshold – early indicators – preventions Important to acknowledge inter-connectivity of Poverty Accessibility of childcare – cost, quality, availability Perceptions of poverty (from expert witnesses) and how easy it is to refer any concerns or sign-post to support Early indicators for below thresholds of children in care – <u>prevention</u>
<b>People (Adults &amp; Health)</b>	Health inequalities Undiagnosed mental health conditions Access to advice and support services Ageing Disabilities Frail/old Ageing population, exploring real issues, health inequalities, social isolation, cost of care Access to services, dental Health inequalities GP/CCS, Public Health, Mental Health Access to info/advice and services, VCF e.g. community agents, CAB, churches Vulnerable adults

## Expert witnesses

Panel	Expert Witness, visit etc
<b>Resources</b>	Credit Union – and maybe an end user Food bank – arrange a visit
<b>Places</b>	Domestic Violence worker – expert witness Spire and Other Housing Providers
<b>People (CYP)</b>	Schools Teachers School nurses Barnardos Army welfare service Children’s Centre Child care providers/nurseries – take up of 15 hours or more Sally Hickman – access to childcare providers – questionnaire or interviews Scouts/Air Cadets Employers – Lands End, Rob Wills Another LA dealing with rural poverty Children – what is their voice about – poverty
<b>People (Adults &amp; Health)</b>	CCG Public Health Providers Voluntary Organisations Mental Health CAB Community Agents



# Supporting Evidence - Poverty in Rutland

Statistical evidence used to inform the Scrutiny review of poverty in Rutland.

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## Introduction

This document contains the original supporting evidence supplied as part of the initial presentation for the Poverty in Rutland scrutiny project.

Also included, where applicable is any supporting data included in the 8 scrutiny panel meetings held since the original presentation.

## Population Growth

The mid 2016 population estimate shows there are 38,000 residents living in Rutland. Since 2001 the population in Rutland has increased by 9.8%. This is slightly lower than both the East Midlands and National average<sup>1</sup>.

Area	Population in 2001	Population in 2015	Percentage increase
Rutland	34,600	38,000	9.8%
East Midlands	4,189,600	4,677,000	11.6%
England	49,499,700	54,786,000	10.7%

This can also be broken down by ward, showing Uppingham and Oakham NW are the two most populous wards in Rutland, with Martinsthorpe the least populous.

	All ages	0-15	16-64	65+
Braunston and Belton	<b>1,321</b>	210	792	319
Cottesmore	<b>2,438</b>	404	1,514	520
Exton	<b>1,339</b>	152	792	395
Greetham	<b>1,954</b>	171	1,454	329
Ketton	<b>2,872</b>	521	1,535	816
Langham	<b>1,433</b>	244	758	431
Lyddington	<b>1,331</b>	180	789	362
Martinsthorpe	<b>1,068</b>	104	615	349
Normanton	<b>3,564</b>	568	2,294	702
Oakham NE	<b>3,088</b>	625	1,903	560
Oakham NW	<b>4,100</b>	852	2,448	800
Oakham SE	<b>2,499</b>	378	1,275	846
Oakham SW	<b>2,251</b>	386	1,229	636
Ryhall and Casterton	<b>2,852</b>	494	1,668	690
Uppingham	<b>4,701</b>	1,029	2,678	994
Whissendine	<b>1,235</b>	181	702	352

<sup>1</sup> ONS Mid-Year Population Estimates for High Level Areas.

## Population Density

Rutland has very low population density, at 98 people per square kilometre, compared to a national average of 413<sup>2</sup>.

Recently published data<sup>3</sup> allows us to break this down by ward, showing that some communities across Rutland are very sparsely populated.

	Ward	People per Sq. Km
Rutland 001A	Cottesmore	91
Rutland 001B	Exton	27
Rutland 001C	Greetham	46
Rutland 001D	Normanton	75
Rutland 002A	Langham	121
Rutland 002B	Oakham NW	507
Rutland 002C	Oakham NW	545
Rutland 002D	Whissendine	76
Rutland 003A	Oakham NE	1,960
Rutland 003B	Oakham NE	2,918
Rutland 003C	Oakham SE	1,428
Rutland 003D	Oakham SQ	961
Rutland 004A	Ketton	116
Rutland 004B	Ketton	80
Rutland 004C	Normanton	105
Rutland 004D	Ryhall and Casterton	130
Rutland 004E	Ryhall and Casterton	54
Rutland 005A	Braunston and Belton	29
Rutland 005B	Lyddington	38
Rutland 005C	Martinsthorpe	45
Rutland 005D	Uppingham	428
Rutland 005E	Uppingham	907
Rutland 005F	Uppingham	837

<sup>2</sup> ONS Compendium of UK Statistics 2014,  
[http://www.neighbourhood.statistics.gov.uk/HTMLDocs/dvc134\\_c/index.html](http://www.neighbourhood.statistics.gov.uk/HTMLDocs/dvc134_c/index.html)

<sup>3</sup> ONS Population Density at Lower Layer Super Output Area, 2016.

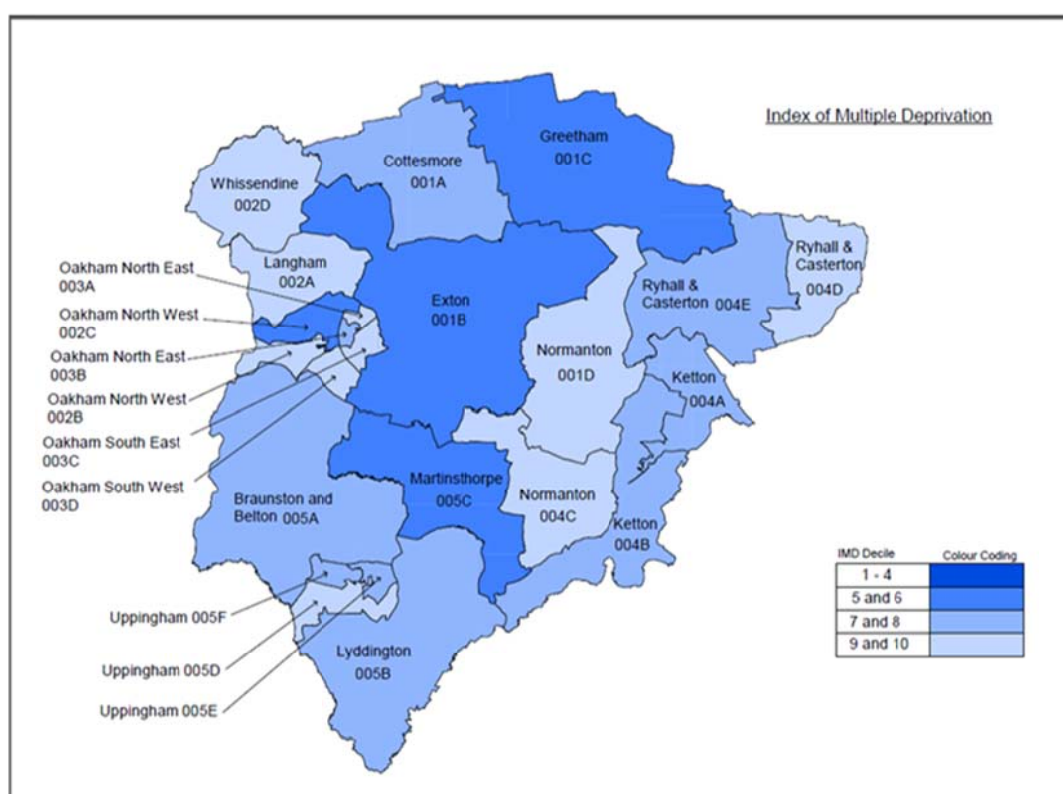
## Indices of Multiple Deprivation

The Indices of Multiple Deprivation (IMD) is a national dataset that ranks areas in the country in terms of relative deprivation using seven domains; the measures are then combined into an overall measure called the Index of Multiple Deprivation. The areas used are known as Lower Super Output Areas (LSOA's) of which there are 32,844 in England.

The IMD ranks areas in England from 1 (most deprived) to 32,844 (least deprived), deprivation deciles are published alongside ranks, grouping the small areas into 10 groups from 1 (most deprived) to 10 (least deprived).

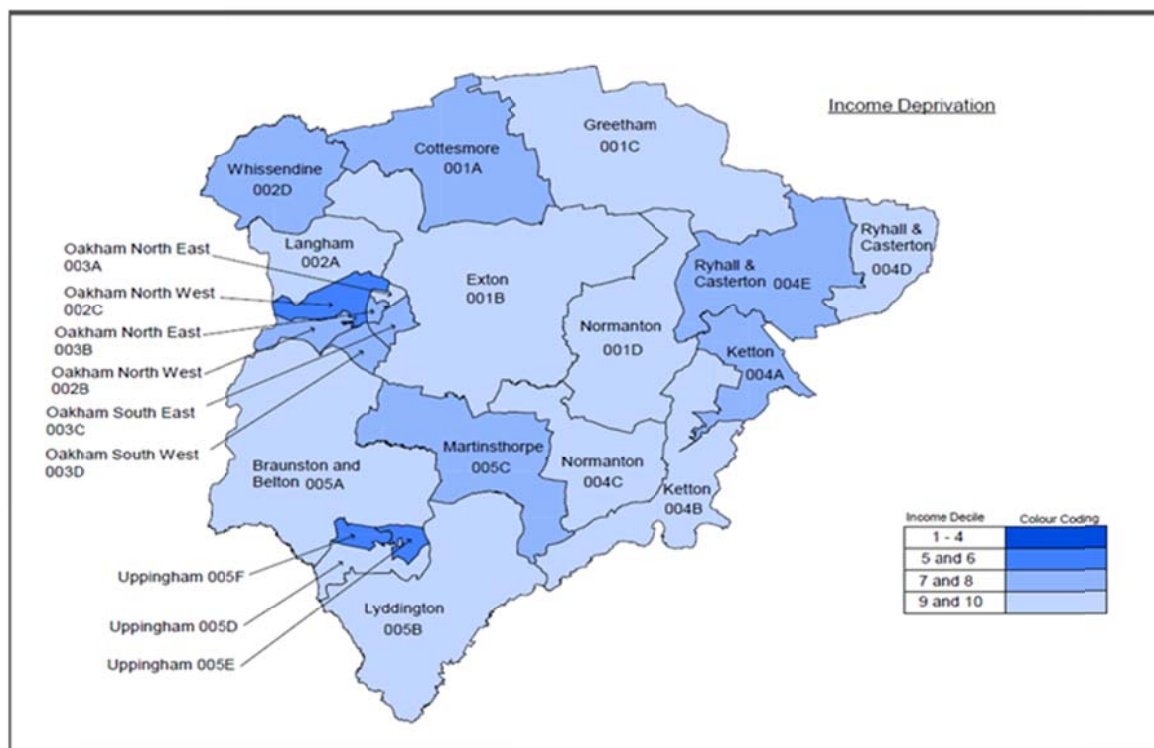
The data is published every 2-3 years and was last published in 2015.

Rutland is one of the most affluent counties in England; of 152 Upper Tier Local Authorities, Rutland ranked 148<sup>4</sup>. However in many cases pockets of deprivation and need can be hidden even when using IMD and the index is therefore not a suitable tool for identifying and targeting individuals. The individual domains of the Indices do give a good indication of the specific types of deprivation affecting individual areas of Rutland as can be seen over the next few pages.



<sup>4</sup> ONS English Indices of Deprivation 2015

## Income Deprivation



This domain measures the proportion of the population experiencing deprivation due to low income and combines the following indicators:

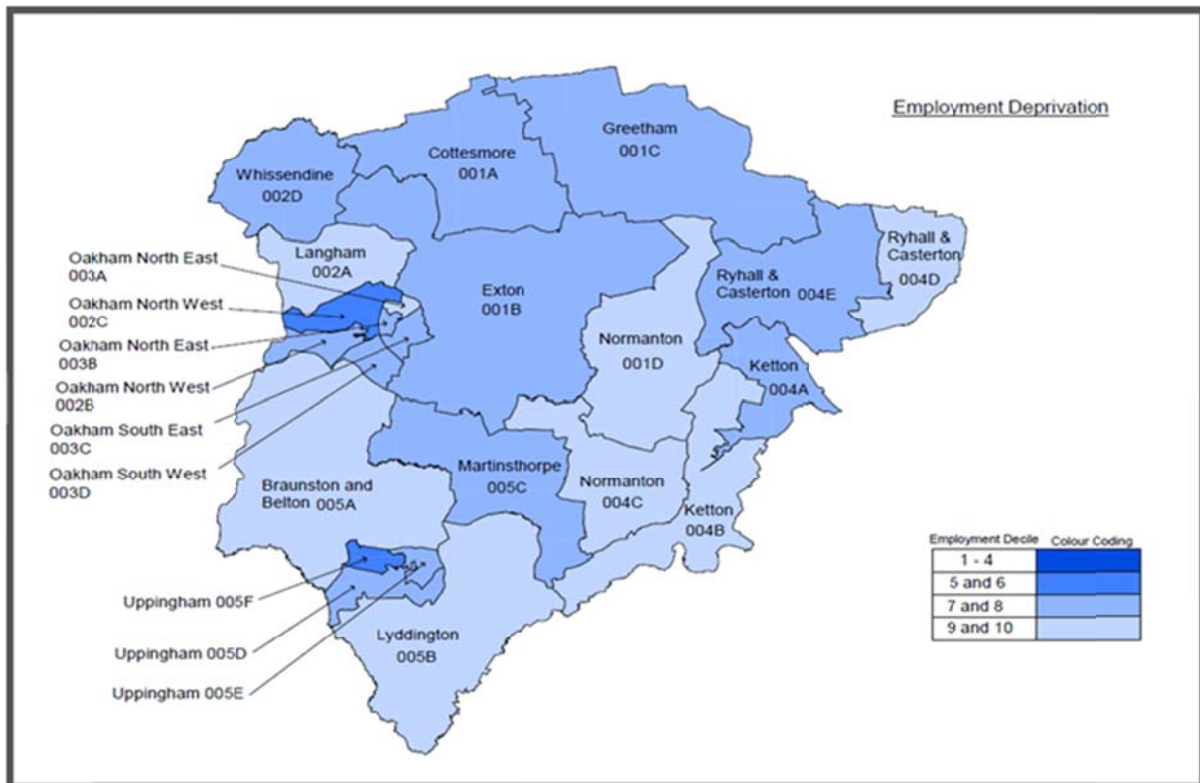
Adults and Children in families receiving

- Income Support
- Jobseekers Allowance
- Employment Support Allowance
- Pension Credits
- Child Tax Credit and Working Tax credit families not already counted

Income Deprivation can also be split further for two specific age groups:

- Deprivation affecting children (0-15), which shows that areas in Rutland with highest levels of children affected by Income Deprivation are Rutland 005E (Uppingham) with 15.9% affected and Rutland 002D (Whissendine) with 15.3%
- Deprivation affecting adults (60+), which shows that Rutland 003B (Oakham NE) with 16.1% and Rutland 002C (Oakham NW) with 14.6% have the highest levels

## Employment Deprivation



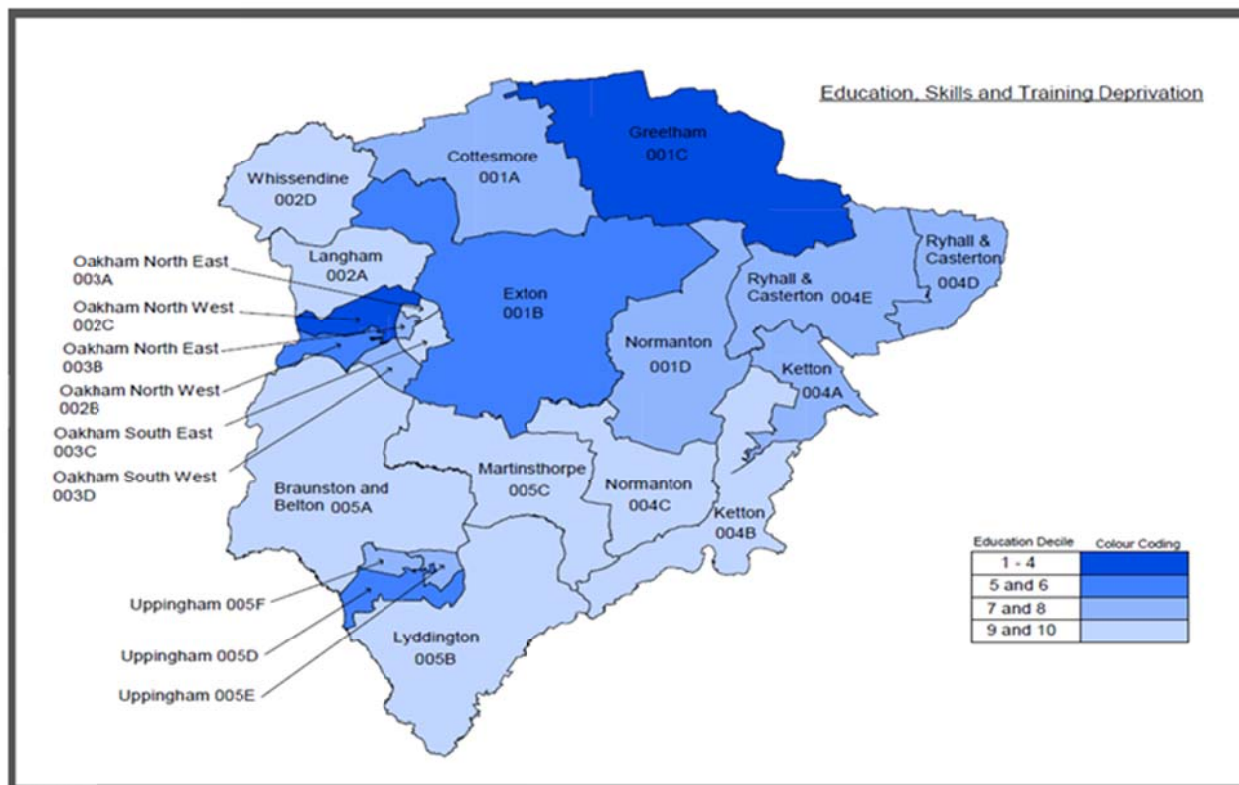
Employment deprivation measures the proportion of the working age population in an area involuntarily excluded from the labour market. This includes people who would like to work but are unable to do so due to unemployment, sickness or disability.

It includes claimants aged 18-59/64 of the following:

- Jobseekers allowance
- Employment and Support Allowance
- Incapacity Benefit
- Severe Disablement Allowance
- Carers Allowance



## Education, Skills and Training Deprivation



This domain measures the lack of attainment and skills in the local population. Two specific areas of Rutland stand out in this domain, Greetham and Oakham NW.

For children the indicators used to measure this are:

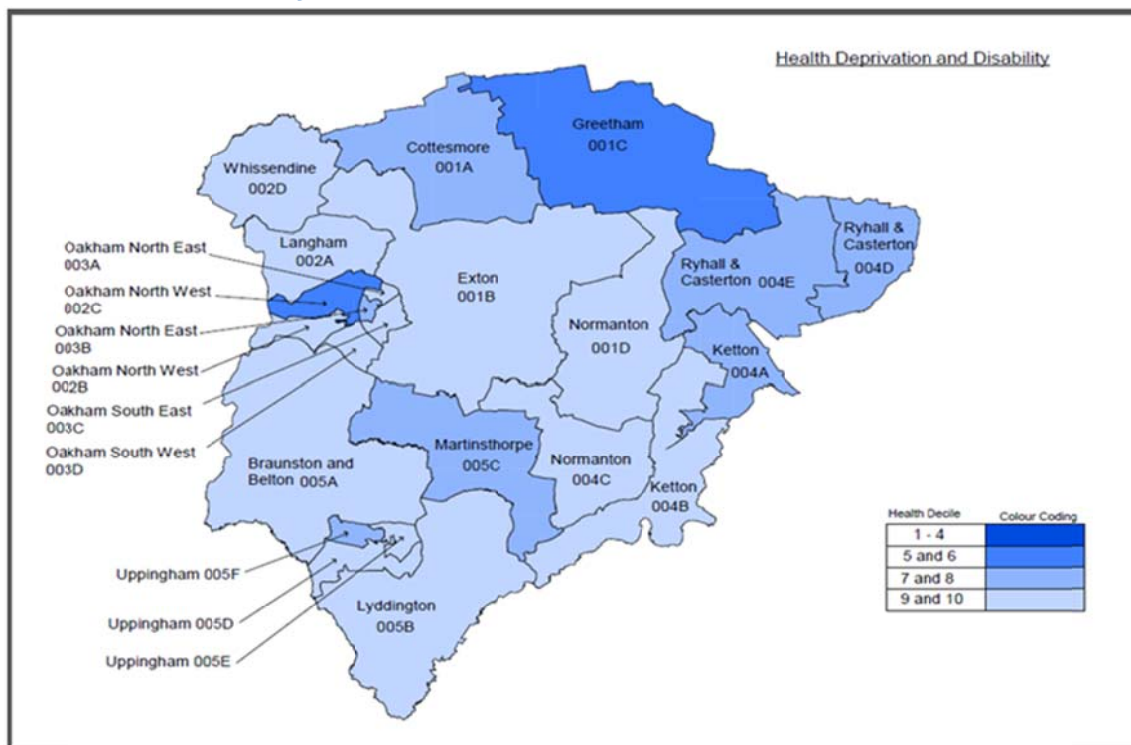
- Key stage 2 and 4 attainment
- Secondary School absence
- Staying on in education post 16
- Entry to higher education

For adults it looks at:

- Adults with no or low qualifications
- English language proficiency

## Other Deprivation

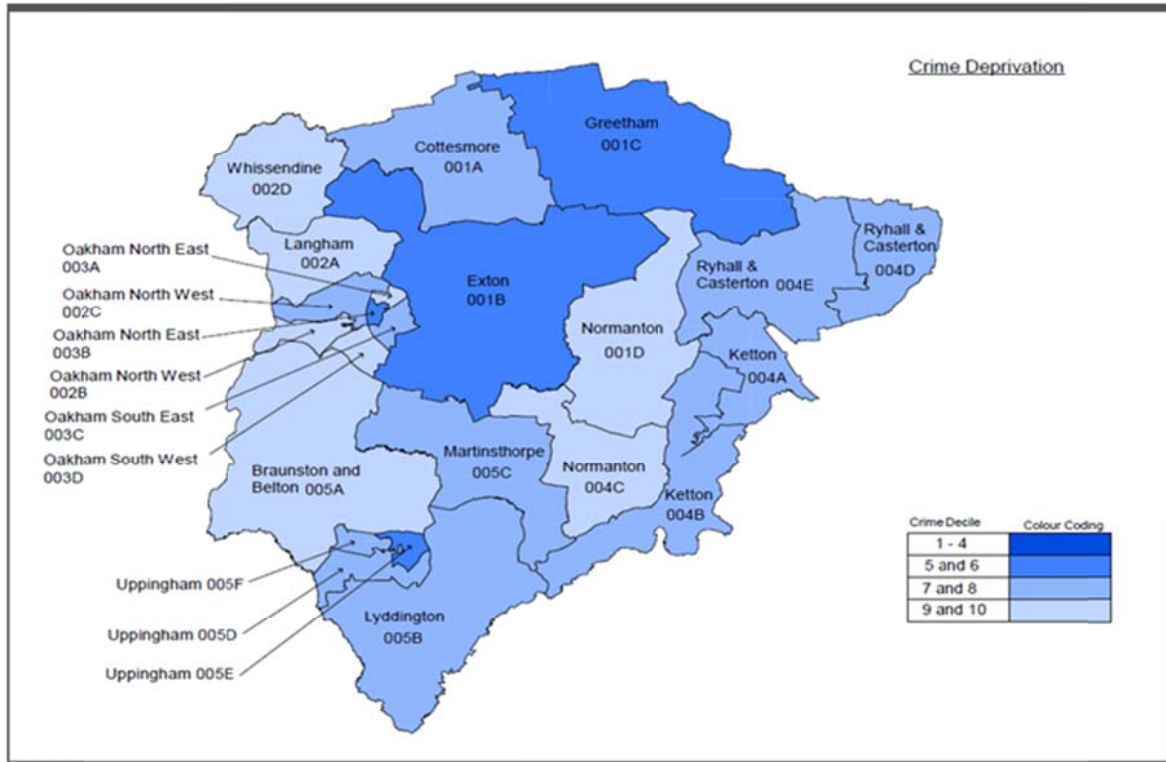
### Health and Disability



This domain measures the risk of premature death and the impairment of quality of life through poor physical or mental health and includes:

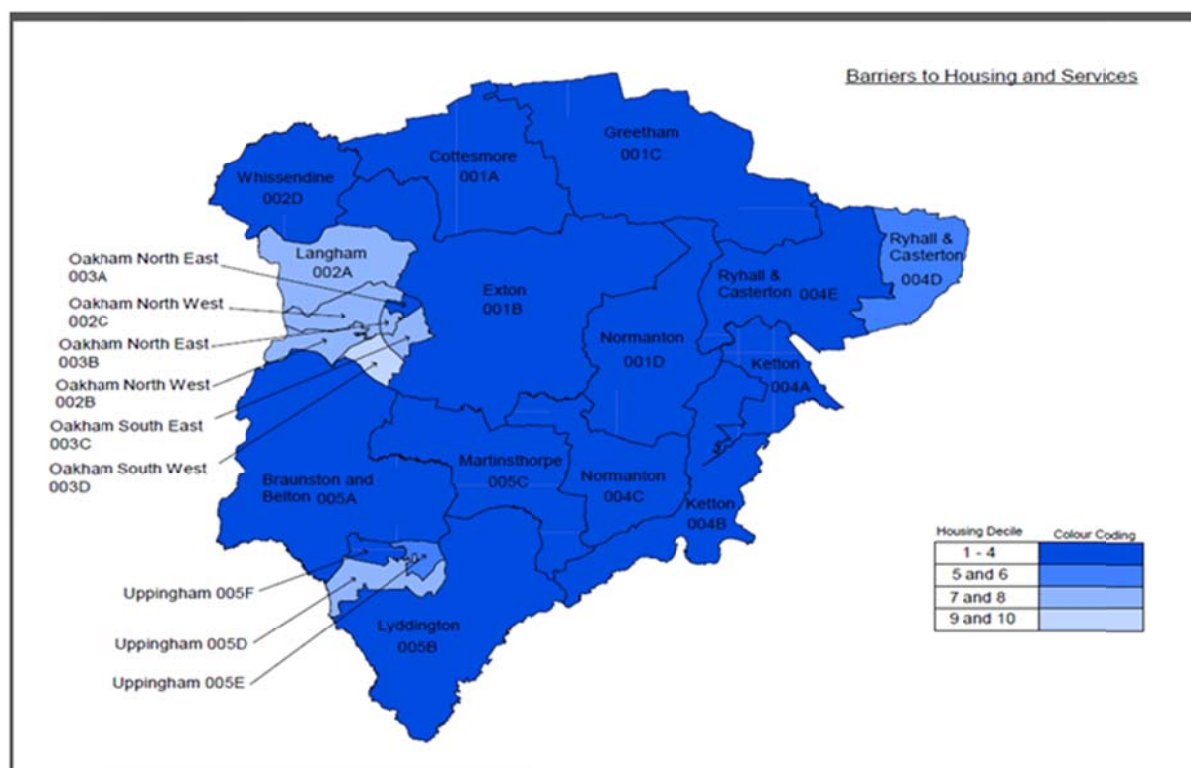
- Years of potential life lost, death before the age of 75 from any cause
- Comparative illness and disability, based on those receiving benefits due to inability to work through ill health
- Acute morbidity measured by taking the level of emergency admissions to hospital
- Mood and anxiety disorders, a broad measure of levels of mental health which in this respect includes mood, neuroses, stress related and somatoform disorders

## Crime



Measures recorded crime rates for violence, burglary, theft and criminal damage

## Housing



This domain measures the physical and financial accessibility of housing and local services. Rutland, like many rural areas, comes out quite poorly for this domain, in many cases due to the isolation of some communities within the county and the distance to many amenities and also the generally high cost of housing (both rental and to buy) in Rutland.

The measures used for this domain are:

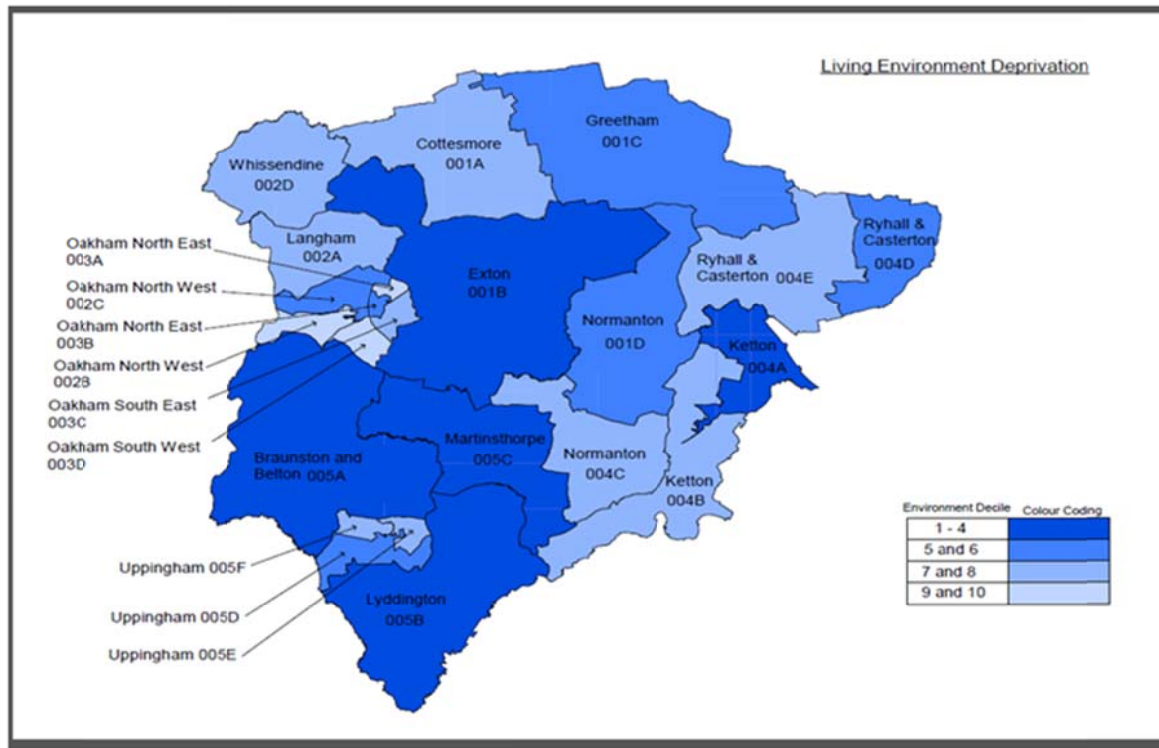
### Geographical Barriers:

- Road distance to a post office, primary school, general store/supermarket and GP surgery

### Wider Barriers:

- Household overcrowding – The proportion of all households which are judged to have insufficient space to meet the household's needs
- Homelessness – Local Authority district level rate of acceptances for housing assistance under the homelessness provisions of the 1996 Housing Act
- Housing Affordability – Difficulty of access to owner-occupation or the private rental market, expressed as the inability to afford to enter owner occupation or the private rental market

## Living Environment:



This measures the quality of the environment, and falls into two sub domains.

### Indoors Living Environment:

- Houses without central heating: the proportion of houses that do not have central heating
- Housing in poor condition: the proportion of social and private homes that fail to meet the Decent Homes Standard

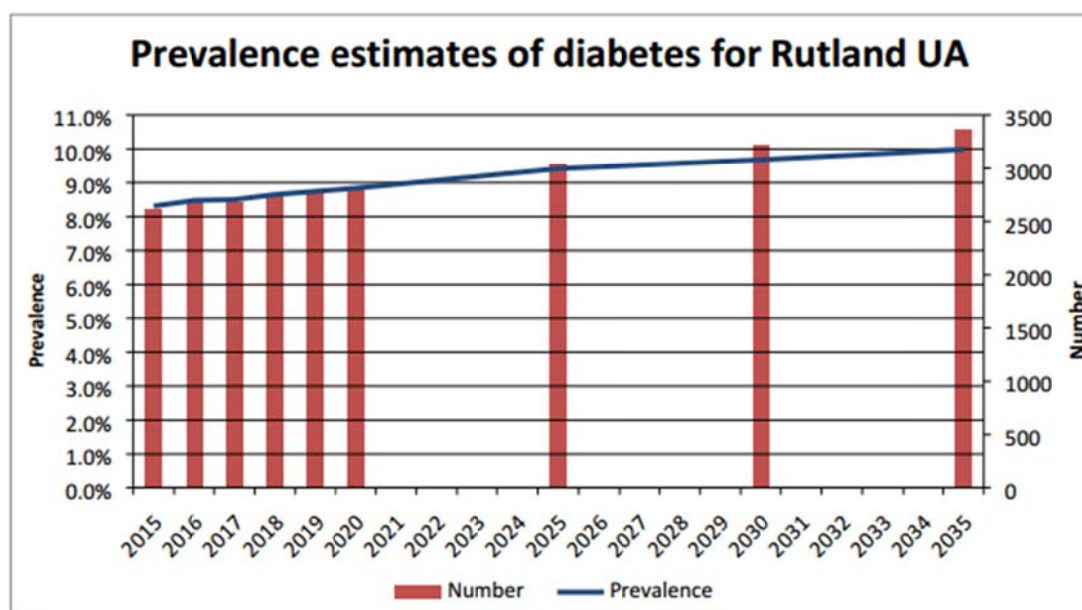
### Outdoors Living Environment:

- Air Quality: A measure of air quality based on emissions rates for 4 pollutants
- Road traffic accidents involving injury to pedestrians and cyclists

## Public Health

The links between poverty and poor health are well accepted. Social inequalities in health arise because of inequalities in the conditions of daily life and poverty is a key aspect of this. These differences have a high impact, because they result in the people who are worst off experiencing poorer health and shorter lives.

- 67.3% of adults in Rutland are estimated to have excess weight (2016), significantly higher than the national average (64.8%)<sup>5</sup>.
- 6.75% of Rutland population 17+ are diagnosed with diabetes. Again significantly higher than the England average of 6.4%. It is unclear as to the exact reason for this higher prevalence and it may be the result of better diagnosis by local GP's<sup>6</sup>. However there is evidence that the rate of diabetes is set to rise to over 10% in Rutland on the next few years:



According to oral health surveys for 3 to 5 year olds there are high levels of tooth decay in Rutland:

- 40.3% of five year old children sampled had decayed missing or filled teeth<sup>7</sup>. This dropped to 28.8% in 2015<sup>8</sup> but is still well above national levels

Each year the National Child Measurement Programme measures children in reception class and year 6. We have looked at this data over several years and compared it to data on tooth

<sup>5</sup> Active People Survey 2016 – sample 1372 people

<sup>6</sup> 2014-15 Quality and Outcomes Framework Data

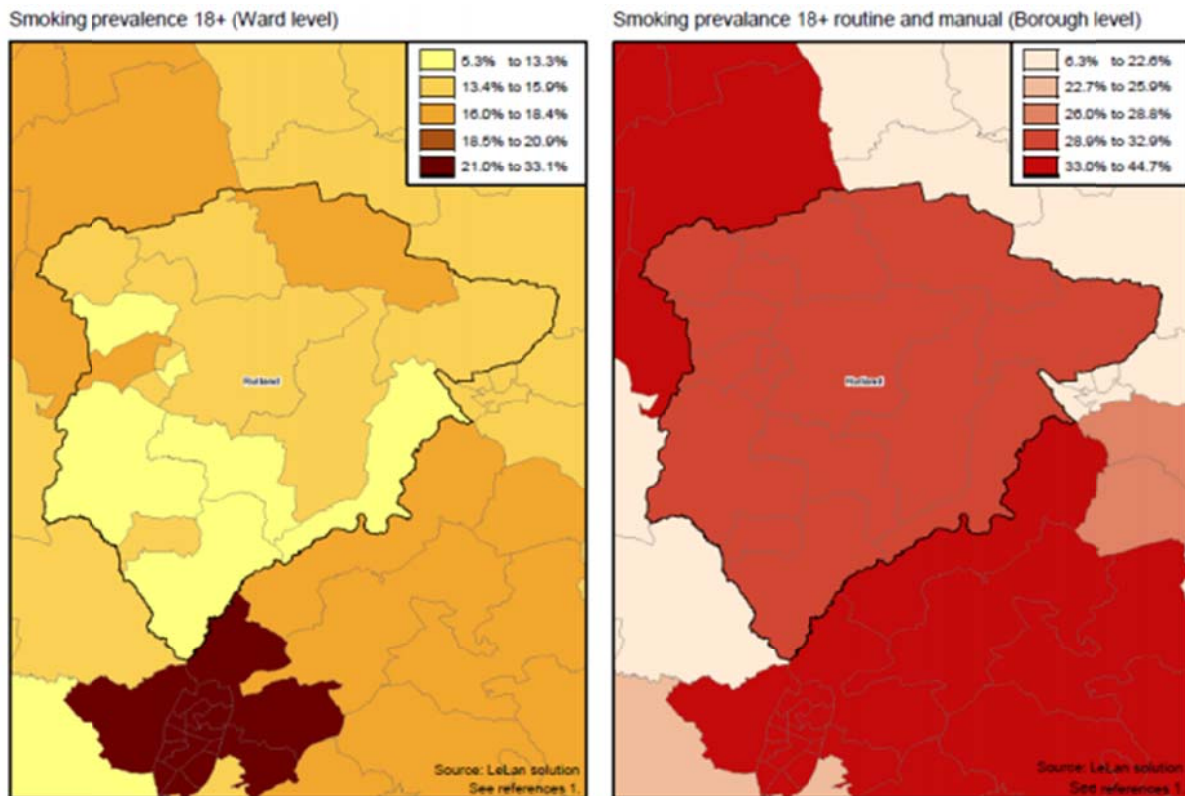
<sup>7</sup> Oral Health Survey of five year old children 2013 PHE

<sup>8</sup> Oral Health Survey of five year old children 2015 PHE

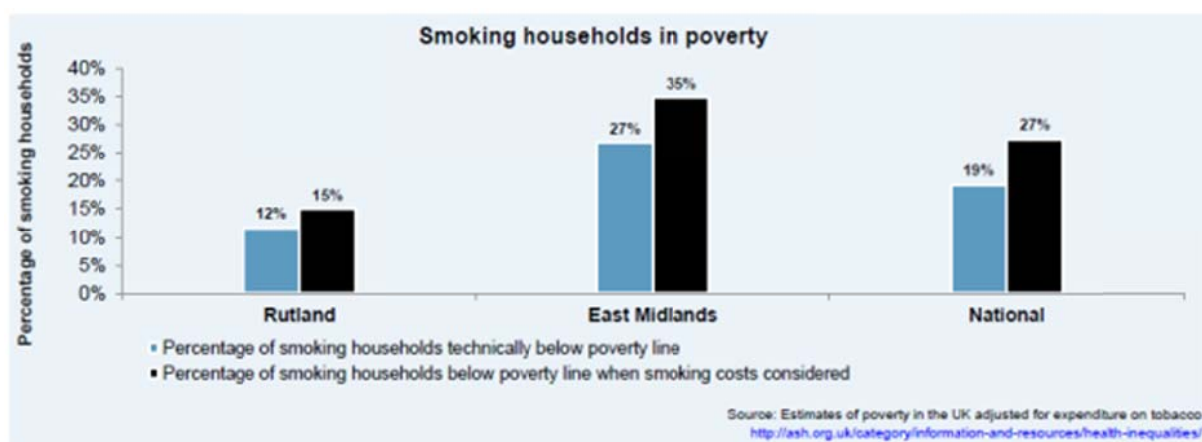




Smoking shows one of the clearest links between poverty/low income and poor health and kills 80,000 people in England each year. Workers in manual and routine jobs are twice as likely to smoke as those in managerial and professional roles and unemployed people are twice as likely to smoke as those in employment. On average in Rutland 14.1% of adults smoke, rising to 29.6% for 'Routine and Manual' workers:



National data shows that 3 out of 4 families who receive income support spend a seventh of their disposal income on cigarettes. The chart below shows how the cost of smoking increases the number of households in poverty:





## Income and Employment

As at the end of September 2016, 76.4% of the working age population were in employment in Rutland compared to 74.3% in the East Midlands as a whole. Rutland's employment figure has been declining over the last few quarters to a low of 74.6% at the end of June 2016 but has now started to increase again. This may be because the Employment Rate figure only looks at those who are working age (16-64) so doesn't include those who are still working past 'retirement' age<sup>10</sup>.

Gross weekly pay in Rutland is £490.90, lower than both regional (£501.70) and national (£541.00) averages<sup>11</sup>. There is also a wider gap between male and female pay in Rutland compared to nationally, which may account for why gross weekly pay as a whole is lower:

	Rutland(pounds)	East Midlands	Great Britain
Full Time Workers	£490.90	£501.70	£541.00
Male FT Workers	£576.00	£549.10	£581.20
Female FT Workers	£440.10	£433.10	£481.10

Full time wages in Rutland have increased by 15.4% since 2006 (from £425.40). Over the same period average pay is 18.6% higher in the East Midlands and 21.3% higher nationally.

The Labour Market Statistics also split down employment by occupation type, showing that 56.7% of those employed in Rutland are in the first three groups (Managers and professionals) compared to 40.9% in the East Midlands and 45.1% nationally.

	Rutland	East Midlands
1. Managers, Directors and Senior Officials	19.5%	10.1%
2. Professional Occupations	19.2%	17.3%
3. Associate Professional and Technical	18%	13.4%
4. Administrative and Secretarial	8.1%	10.2%
5. Skilled Trades Occupations	8%	11.4%
6. Caring, Leisure and other Service Occupations	6.9%	9.4%
7. Sales and Customer Services	#	7.2%
8. Process Plant and Machine Operatives	#	8.6%
9. Elementary Occupations	12.1%	12.2%

# Sample size too small for reliable estimate

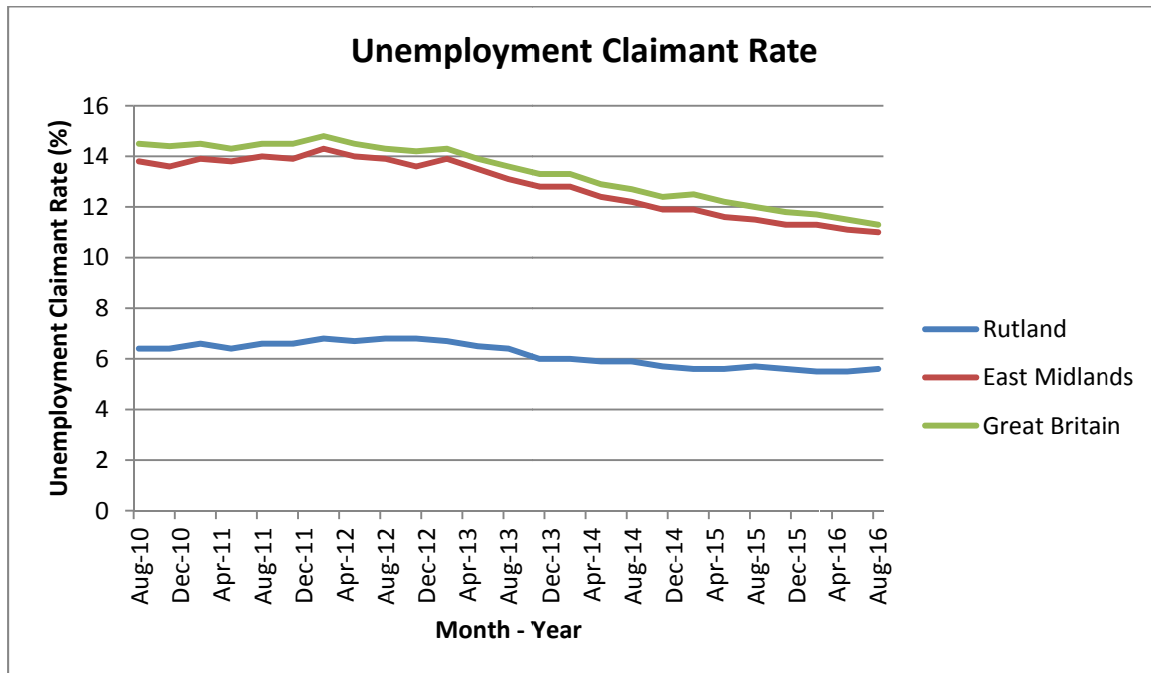
<sup>10</sup> ONS Labour Market Statistics, Employment and Unemployment (Oct 2015-Sept 2016)

<sup>11</sup> ONS Labour Market Statistics, Earnings by place of residence 2016

## Unemployment

As at August 2016 5.6% of the working age client group were claiming benefits, compared to a national average of 11.3% (and 11% in the East Midlands)<sup>12</sup>.

This, in real terms, accounts for 1,250 people in Rutland a reduction from 1,490 in Aug 2011.



<sup>12</sup> ONS Labour Market Statistics, Main Benefit Claimants

## Council Tax/Housing Benefit

Difficulties in low pay and/or reliance on benefits are exacerbated by high unavoidable costs in Rutland, including Council Tax which is amongst the highest in the country.

Average Council Tax (band D) for the authority and neighbouring authorities is shown below<sup>13</sup>.

Rutland	£1,528
Nottingham	£1,517
Leicester	£1,354
Nottinghamshire	£1,291
Derby	£1,236
Derbyshire	£1,165
Lincolnshire	£1,129
Leicestershire	£1,127
Northamptonshire	£1,111

The tables below show the numbers claiming Council Tax and Housing Benefit Support in 2015/16:

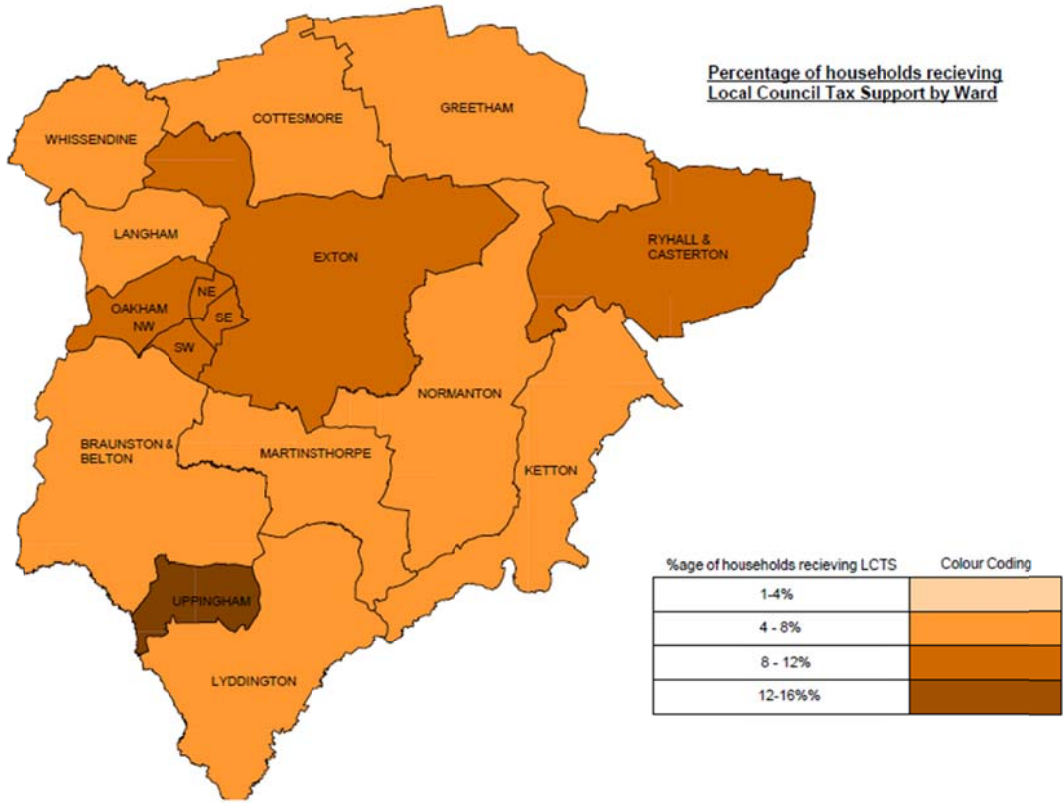
<b>Council Tax Support – Total Number of claimants 2015-16</b>			
<b>Ward</b>	<b>Pension Age</b>	<b>Working Age</b>	<b>Total</b>
Braunston and Belton	25	19	44
Cottesmore	59	52	111
Exton	41	36	77
Greetham	26	21	47
Ketton	72	53	125
Langham	37	24	61
Lyddington	23	16	39
Martinsthorpe	31	16	47
Normanton	66	42	108
Oakham North East	87	95	182
Oakham North West	118	193	311
Oakham South East	106	55	161
Oakham South West	62	62	124
Ryhall and Casterton	93	51	144
Uppingham	145	172	317
Whissendine	28	21	49
<b>Total</b>	<b>1019</b>	<b>928</b>	<b>1947</b>

<sup>13</sup> Official Statistics – Council Tax levels set by local authorities in England 2016-17(revised)

<b>Council Tax Support – Total Number of claimants with children 2015-16</b>			
<b>Ward</b>	<b>Pension Age</b>	<b>Working Age</b>	<b>Total</b>
Braunston and Belton		6	6
Cottesmore		30	30
Exton		20	20
Greetham		9	9
Ketton		29	31
Langham		13	13
Lyddington		6	6
Martinsthorpe		8	8
Normanton		22	22
Oakham North East		39	39
Oakham North West		108	108
Oakham South East		25	25
Oakham South West		45	45
Ryhall and Casterton		37	38
Uppingham		77	77
Whissendine		14	14
<b>Total</b>		<b>488</b>	<b>491</b>

<b>Housing Benefit – Total Number of claimants 2015-16</b>			
<b>Ward</b>	<b>Pension Age</b>	<b>Working Age</b>	<b>Total</b>
Braunston and Belton	29	22	51
Cottesmore	59	53	112
Exton	42	33	75
Greetham	25	22	47
Ketton	73	56	129
Langham	37	25	62
Lyddington	23	17	40
Martinsthorpe	34	15	49
Normanton	67	41	108
Oakham North East	87	105	192
Oakham North West	114	221	335
Oakham South East	102	66	168
Oakham South West	64	67	131
Ryhall and Casterton	96	57	153
Uppingham	144	180	324
Whissendine	27	28	55
<b>Total</b>	<b>1023</b>	<b>1008</b>	<b>2031</b>

<b>Housing Benefit – Total Number of claimants with children 2015-16</b>			
<b>Ward</b>	<b>Pension Age</b>	<b>Working Age</b>	<b>Total</b>
Braunston and Belton		9	9
Cottesmore		30	31
Exton		17	17
Greetham		11	11
Ketton		34	36
Langham		15	15
Lyddington		8	8
Martinsthorpe		8	8
Normanton		25	25
Oakham North East		49	49
Oakham North West		125	126
Oakham South East		28	28
Oakham South West		47	48
Ryhall and Casterton		39	39
Uppingham		90	90
Whissendine		18	18
<b>Total</b>		<b>553</b>	<b>558</b>



## Crisis Fund

Crisis support is intended to provide financial support to meet or help to meet a need that unless provided would severely disadvantage the applicant or a member of their household.

Crisis support can also provide emergency financial support where the applicant or a member of their household would suffer severe disadvantage if their immediate needs are not met.

Anyone can apply for support but the policy does highlight that people on certain benefits (Income Support, Job Seekers Allowance, Pension Credit, Employment and Support Allowance and Universal Credit) may be more likely to apply due to their limited income.

The tables below provide some detail of how many claims we receive, how many are successful and where the claimants are located (the ward):

### **Number of applications received and the decision made:**

Year	Applications received	Applications awarded	Applications refused or referred
2014/15	324	207	117
2015/16	205	142	63
2016/17 (upto Nov)	109	94	15

Successful Applicants and the Ward area that the applicant resides in:

Ward	Applications awarded 15/16	%	Applications awarded 16/17 (to Nov)	%
Braunston and Belton	3	2.1%	0	0
Cottesmore	3	2.1%	0	0
Exton	0	0	1	1.1%
Greetham	2	1.4%	2	2.1%
Ketton	3	2.1%	1	1.1%
Langham	5	3.5%	4	4.3%
Lyddington	1	0.7%	0	0
Martinsthorpe	0	0	1	1.1%
Normanton	4	2.8%	2	2.1%
Oakham NE	23	16.3%	18	19.1%
Oakham NW	33	23.3%	34	36.2%
Oakham SE	7	4.9%	0	0
Oakham SW	8	5.6%	7	7.4%
Ryhall and Casterton	2	1.4%	3	3.2%
Uppingham	26	18.3%	16	17%
Whissendine	2	1.4%	0	0
Homeless (connection to Rutland)	20	14.1%	5	5.3%
<b>Total</b>	<b>142</b>	<b>100%</b>	<b>94</b>	<b>100%</b>

The following table details the type of item awarded in 2016/17 (upto November). In some cases people are awarded multiple items e.g. a food bank voucher and fuel for cooking/heating:

Item	Number awarded
Bedding	1
Clothing	2
Cooker	1
Food – supermarket voucher	4
Food – food bank voucher	41
Food – food parcel (supplied to RCC)	21
Fridge	1
Fuel for cooking/heating	21
Fuel for vehicle	1
Furniture package (Melton Furniture project)	5
Public Transport	4
Moving expenses	3
Toiletries	1
Washing Machine	1
Other living expenses	14
<b>Total</b>	<b>121</b>

### **Crisis Support Applications in the twelve months – 01/11/2015 to 31/10/2016**

In the twelve months there were 210 applications made from 116 individuals.

No. of Applications made	No. of Individuals
1	75
2	20
3	7
4	5
5	3
6	3
7	3

The reasons given for making the applications were as follows, separated into income receipt problems, income spent, household problems, personal issues, and others:

#### **Income Receipt Problems**

	Delays	Reduced	Stopped	Intermit	Total
ESA	1				<b>1</b>
Jobseekers Allowance	4				<b>4</b>
Maternity Allowance	1				<b>1</b>
Undisclosed benefits	21	10	13		<b>44</b>
Universal Credit	3				<b>3</b>
Maintenance			1		<b>1</b>
Tax Credits	1	1	5		<b>7</b>
Wages	6		23	1	<b>30</b>



Not disclosed					2
Cannot manage/budget					12
					<b>105</b>

### Income Spent

	Total
Bailiffs	1
Bank Charges	1
Council Tax	1
Court Fine	1
Hospital visit costs	1
Victim of crime	3
Water bill	1
Other/undisclosed	5
<b>14</b>	

### Household Problems

	Breakdown	Needed	Total
Boiler breakdown	1		1
Cooker		1	1
Electricity		1	1
Fire			1
Fridge	1		1
Gas canister		2	2
Lost key			1
Newly housed		20	20
Washing Machine	1		1
Other household item	2		2
			<b>31</b>

### Personal Issues

	Total
Cannot work	1
Fleeing domestic violence	6
Health problems	4
No food	3
Relationship breakdown	4
<b>18</b>	

### Other Application Reasons

	Total
Loans made to a Court of Protection client	6



Moving home	<b>13</b>
Social Services supported – neglect	<b>1</b>
Toiletries needed	<b>1</b>
Travel costs	<b>6</b>
No reason given for the application	<b>15</b>
	<b>42</b>

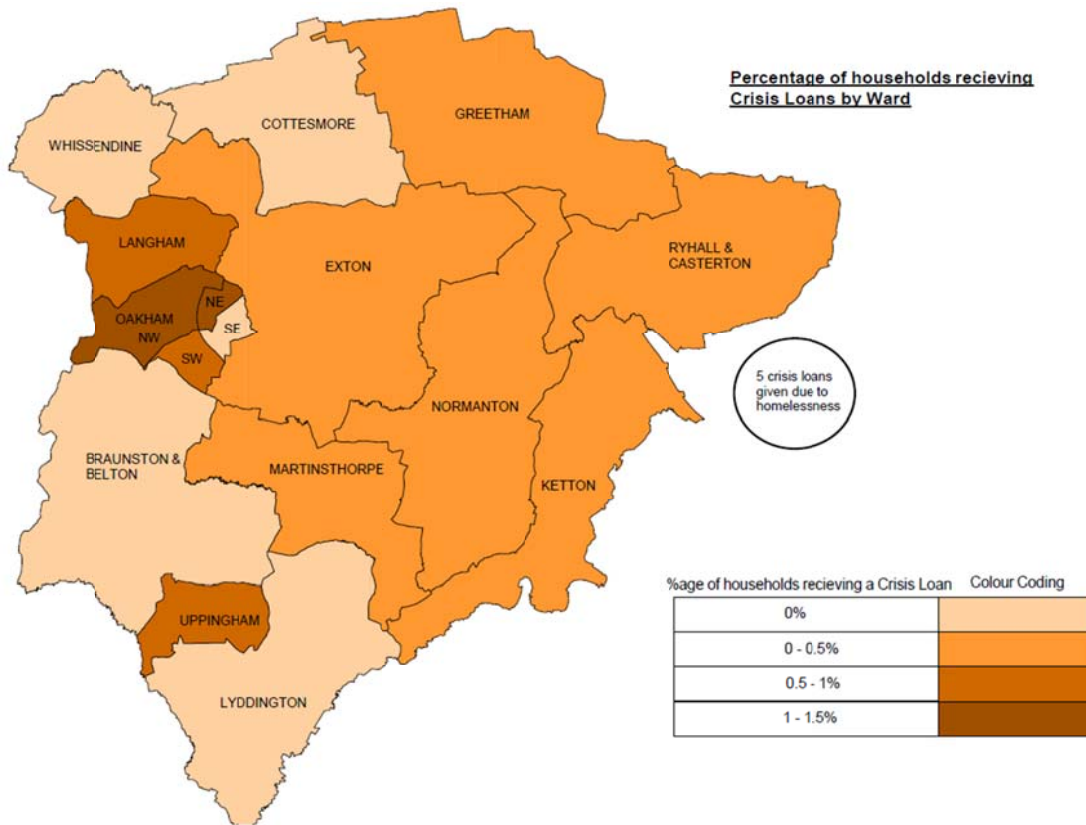
**Household make-up information in the twelve months – 01/11/2015 to 31/10/2016**

Household	Numbers
Age not disclosed	11
Single with no children & Working Age	146
Single Parent & Working Age	15
Couple with no children & Working Age	4
Couple with children & Working Age	12
Single & Pension Age	21
Couple & Pension Age	1

Gender of Applicant	Numbers
Female	90
Male	120

Age Range	Numbers
Undisclosed	11
Aged 18 to 19	16
Aged 20 to 29	53
Aged 30 to 39	55
Aged 40 to 49	29
Aged 50 to 59	24
Aged 60 or more	22

Children:	0	1	2	3	4
Single	178	6	4	5	0
Couple	5	6	2	2	2
	<b>183</b>	<b>12</b>	<b>6</b>	<b>7</b>	<b>2</b>



## Child Poverty

Child Poverty in Rutland is currently at 8.5%, a 1.3% increase on previous data (an actual increase of 70 children from 435 to 505). Most of this increase is concentrated in three wards, Langham where there has been a 6.5% increase on the previous year, Greetham where has been a 6.3% increase and Lyddington where there has been a 3.9% increase:

	% of children in low income families	Change from last reported data
Braunston and Belton	4.3%	0.7%
Cottesmore	3.2%	-0.4%
Exton	7.6%	3%
Greetham	12.8%	6.3%
Ketton	5.8%	-0.7%
Langham	10.8%	6.5%
Lyddington	6.7%	3.9%
Martinsthorpe	5.4%	-3%
Normanton	5.1%	1.6%
Oakham NE	9.5%	1.7%
Oakham NW	14.8%	-0.2%
Oakham SE	5.4%	0.9%
Oakham SW	10%	1.6%
Ryhall and Casterton	8%	1.6%
Uppingham	12.5%	1.4%
Whissendine	14.4%	1.1%

### What is the experience of poverty like for children?

(National data)	Family income per head		
	bottom fifth	middle fifth	top fifth
Percentage of children wanting but <u>not</u> having...			
a week's holiday away from home	55	23	3
separate bedrooms for boys and girls over 12	26	13	2
safe outdoor play space	25	12	5
swimming at least once a month	22	6	1
friends around for tea/snacks once a fortnight	17	5	1

"The bottom fifth of children lead radically different lives from the top fifth: fewer or more cramped living space, fewer places to play or opportunities to swim, and a lack of means to entertain their friends."

## Transport Poverty

Transport poverty is a difficult concept to describe and one that both policy makers and practitioners have been struggling to adequately define or measure for many years. It is most frequently associated with those without access to a car, but can also include households that own a car but cannot afford to use it for some or all journeys; or to individuals in households who only have one car that is used to transport a family member to work, leaving other residents without access to private transport some or all of the time.

In Rutland there are 603 cars and vans per 1000, and 87.6% of households have a car or van – this is relatively high compared to the UK average<sup>14</sup>. Nevertheless car ownership and use tends to be higher in rural areas where services are more dispersed and longer distances travelled to access them. Expenditure on transport costs also place more of a burden on rural households who spend 12.5% of Household income on transport compared to 10.7% in urban areas<sup>15</sup>

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<sup>14</sup> Car ownership rates by Local Authority in England and Wales (RAC Foundation), 2012

<sup>15</sup> Gov.UK transport costs analysis, 2015

## Fuel Poverty

Fuel Poverty in England is measured using the Low Income High Costs (LIHC) Indicator. Under this, a household is considered to be fuel poor if:

- They have required fuel costs that are above average (the national median level)
- Were they to spend that amount, they would be left with a residual income below the official poverty line

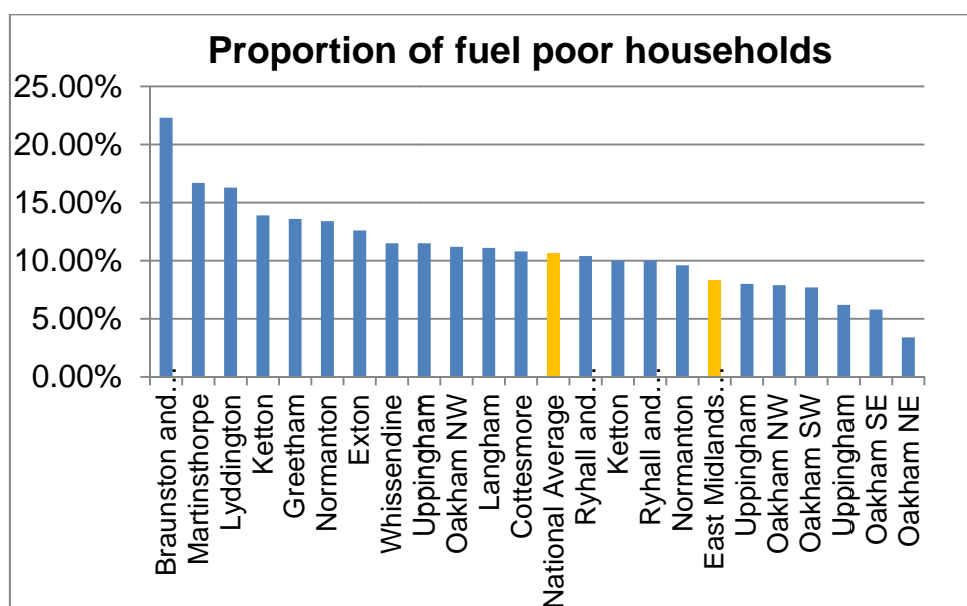
The key data sources used to compile this data are the annual English Housing Survey and fuel price data estimated from quarterly energy prices and the ONS consumer price index.

- There are 3 key elements in determining whether a household is fuel poor:
  - Household Income
  - Household Energy Requirements
  - Fuel Prices

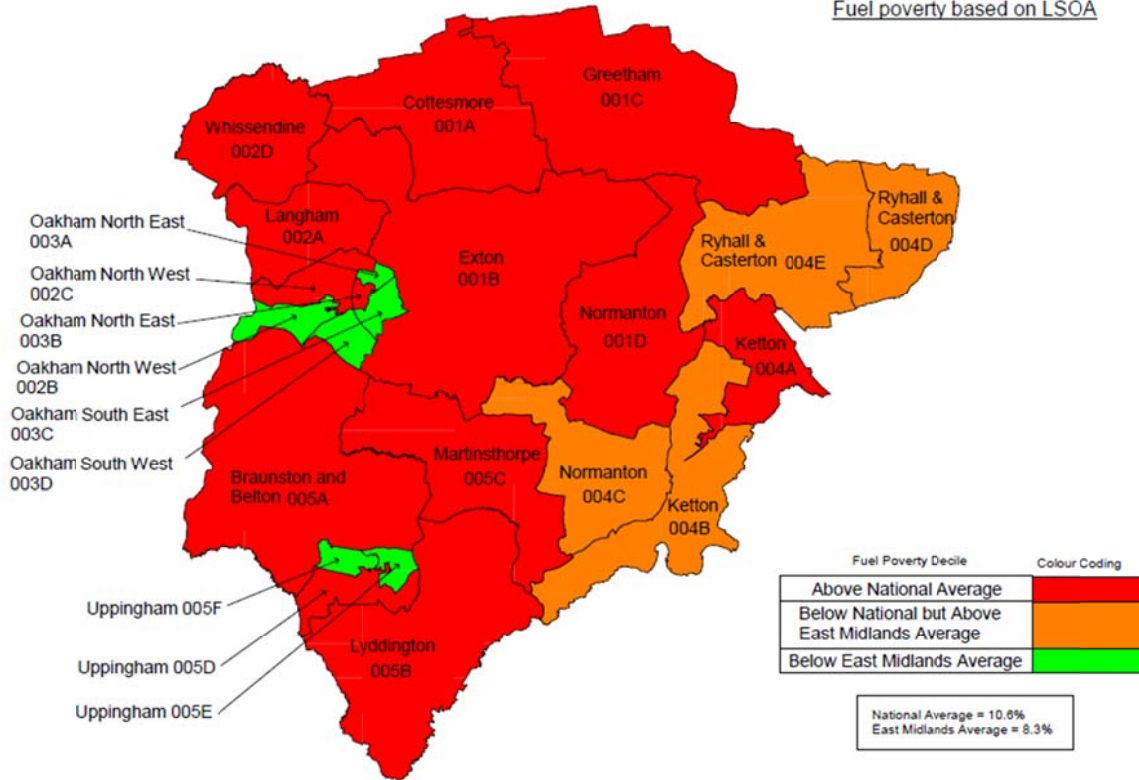
The table below shows the proportion of fuel poor households against the national definition:

	2011	2012	2013	2014
Rutland	13.6%	11.9%	9.3%	10.6%
East Midlands	13.3%	13.2%	10.4%	10.1%
England	11.1%	10.8%	10.4%	10.6%

Recent data at ward level shows that fuel poverty is an issue in a number of wards with a majority above the national average:



Fuel poverty based on LSOA



## Free School Meals

Eligibility:

	Total number of pupils	% eligible for free school meals	Number eligible for FSM
Uppingham Cluster	1490	3.80%	57
Oakham Cluster	2234	7.30%	163
Casterton Cluster	1815	4.40%	80
<b>Total number eligible for Free School Meals</b>			<b>300</b>

Claiming:

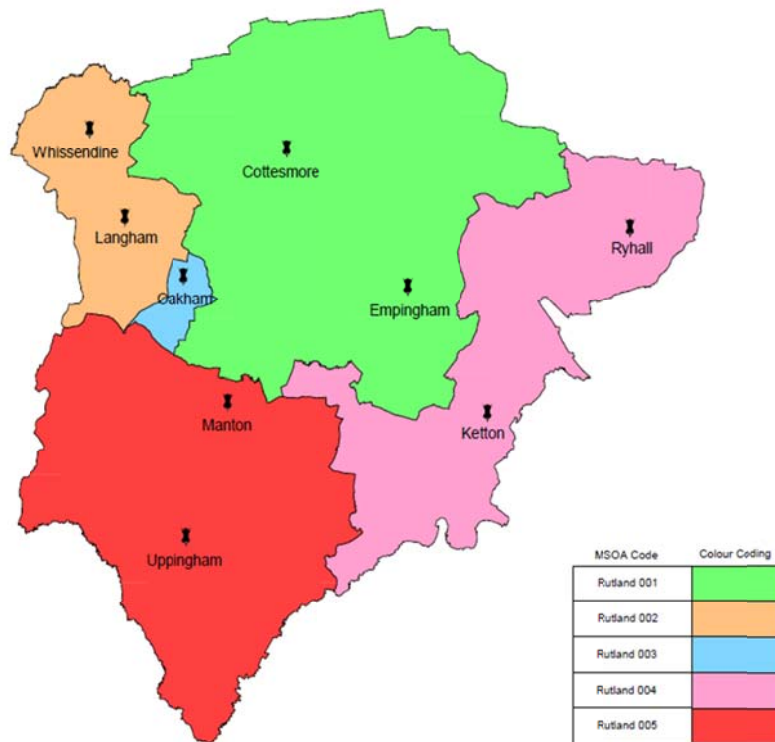
	Number of pupils known to be eligible and claiming
Rutland Nurseries and Primaries	141
Rutland Secondaries	131
<b>Total eligible and claiming</b>	<b>272</b>

As the tables above show, there are 300 children eligible for Free School Meals in Rutland, of which 272 (91%) are currently claiming meals, and 29 (9%) are not.

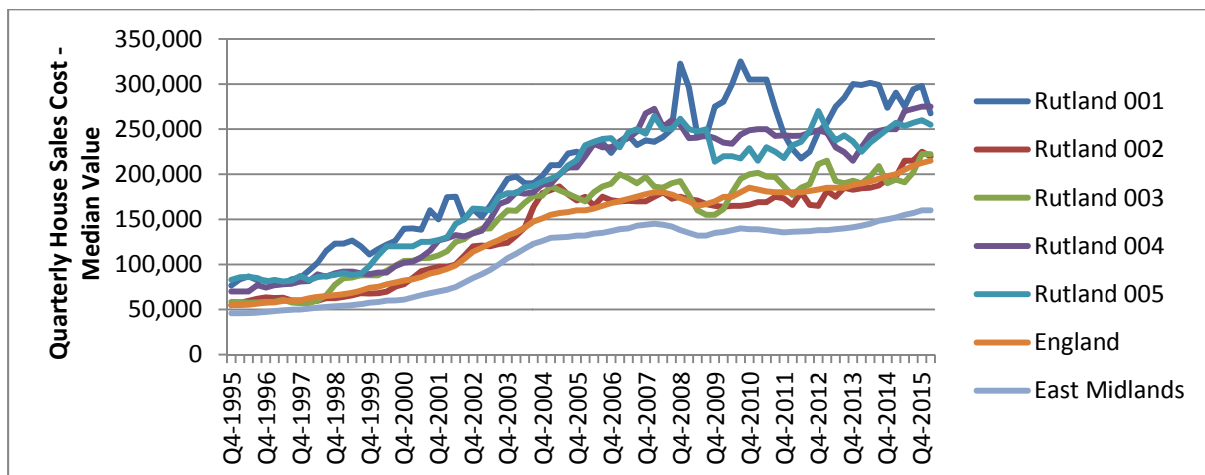
In comparison, research published by the Department for Education in 2013 put the national average for percentage of pupils entitled to free school meals and not claiming them at 14%

## House Prices

The Office of National Statistics have starting publishing data on house price statistics for small areas. Data is released down to the Middle Super Output area level. Rutland is comprised of 5 MSOA's as shown below<sup>16</sup>:



### Median price paid by Middle Super Output Area:



<sup>16</sup> ONS House price statistics for small areas in England and Wales: to year ending March 2016



House prices in Rutland have risen significantly since 1996, with 4 of Rutland's 5 MSOA's increasing by more than the East Midlands average (248.2%).

Percentage increase in Median Price paid between 1995 and 2016

	Median property value year to Q4 1995	Median property value year to Q1 2016	% increase in median house cost between Q4 1995 and Q1 2016
Rutland 001	£76,500	£267,500	249.67%
Rutland 002	£54,750	£219,873	301.59%
Rutland 003	£58,500	£222,250	279.91%
Rutland 004	£70,000	£275,000	292.86%
Rutland 005	£83,000	£255,000	207.23%

The median house price in Rutland is now £247,924 compared to £160,000 in the East Midlands. The table below shows how this has changed between 1995 and 2016.

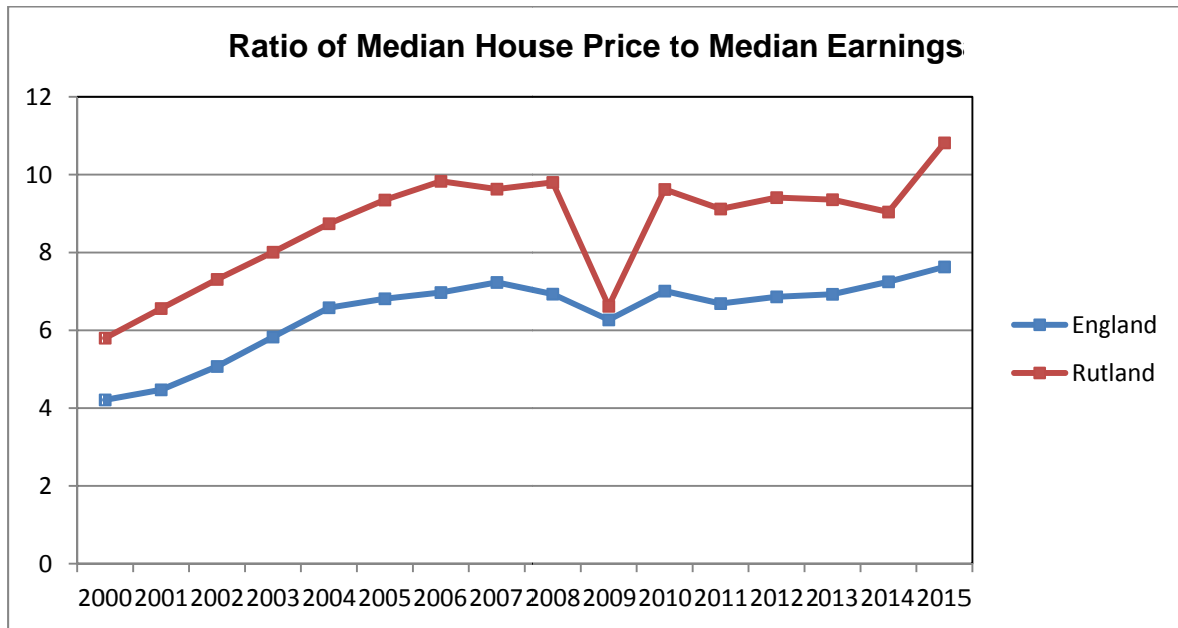
Average median house price to East Midlands average

	Median property value year to Q4 1995	Median property value Q1 year to 2006	Median property Value year to Q1 2016
Rutland	£68,550	£203,594	£247,924
East Midland	£45,950	£132,000	£160,000
<b>Difference</b>	<b>£22,600</b>	<b>£71,594</b>	<b>£87,924</b>

The cost of renting is also higher in Rutland (average £625pm) compared to comparators (£600 nationally and £525 in the East Midlands).

## House Affordability

Apart from a 'dip' in 2009, the disparity between the median house price in Rutland and median earnings has steadily increased from a ratio of 5.8 in the year 2000 (compared to an English average of 4.21) to a ratio of 10.82 in 2015<sup>17</sup>.



<sup>17</sup> DCLG (2016) Table 577 Housing Market: ratio of median house price to median earnings by district

## Homelessness

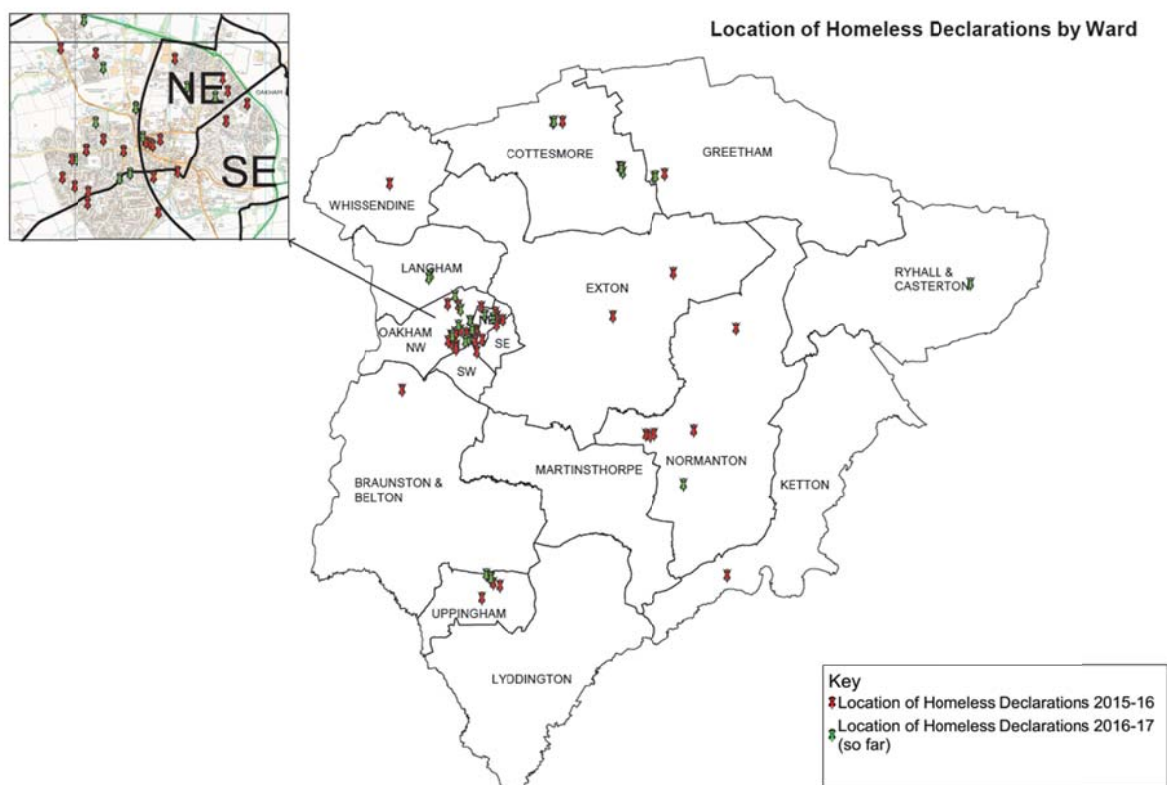
Every year, perhaps 2,000 households in Rutland, with some of these moves due to choice and others forced by circumstances.

In 2015/16

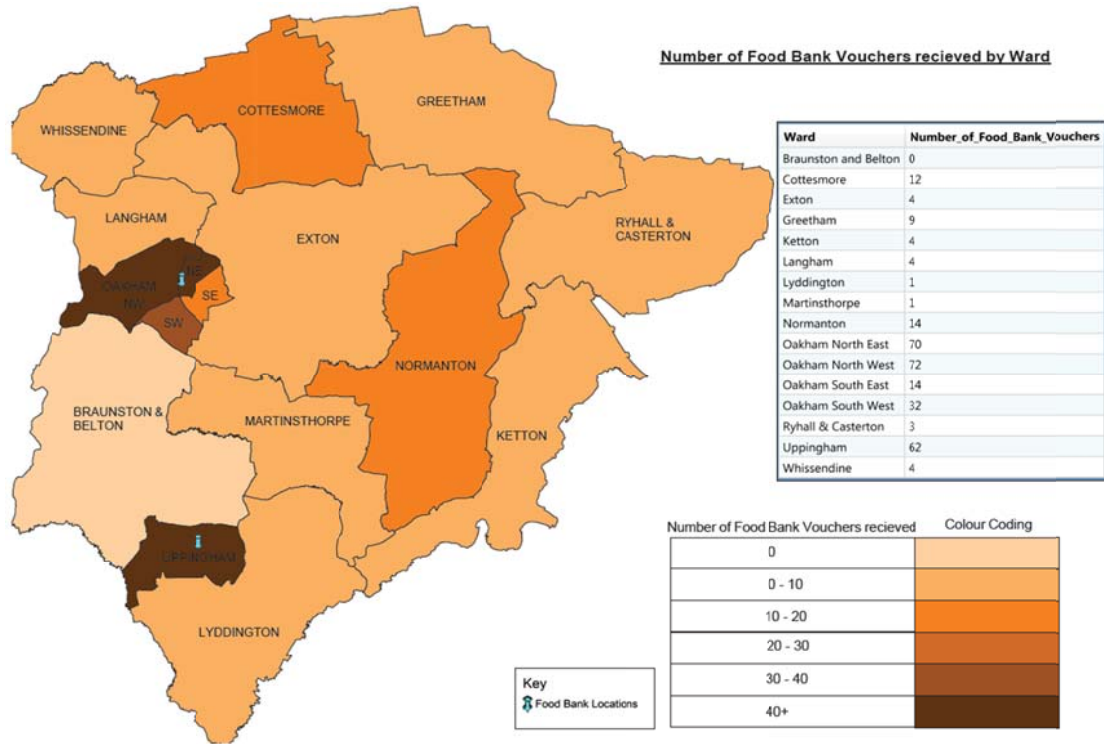
- there were 67 homelessness preventions by the Housing Options team;
- 34 households were accepted as unintentionally homeless and in priority need;
- 19 households who made homelessness applications were not class as homeless;
- eight were homeless but not in priority need;
- one household was in priority need but was classed as intentionally homeless.

There were 334 households on the housing register at 31<sup>st</sup> March 2016

The map below shows the homeless declarations received by the Authority, broken down by Ward.



## Food Banks



**Food vouchers issued by Ward from Stamford food bank – April 1<sup>st</sup> 2016 to October 1<sup>st</sup> 2016**

Ward	No. Vouchers	Adults	Childrens	Total
All Saints Ward	40	62 (59.62%)	42 (40.38%)	104
<u>Fineshade Ward, East Northamptonshire</u>	3	6 (40%)	9 (60%)	15
Dole Wood Ward	3	4 (66.67%)	2 (33.33%)	6
<u>Ketton Ward, Rutland</u>	3	8 (57.14%)	6 (42.86%)	14
<u>King's Forest Ward, East Northamptonshire</u>	4	5 (100%)	0 (0%)	5
Market and West Deeping Ward	2	2 (100%)	0 (0%)	2
Glen Ward	6	11 (84.62%)	2 (15.38%)	13
NFA	31	36 (87.8%)	5 (12.2%)	41
<u>Northborough Ward, Peterborough</u>	1	2 (100%)	0 (0%)	2
<u>Oundle Ward, East Northamptonshire</u>	5	5 (100%)	0 (0%)	5
Bourne Austerby Ward	2	4 (100%)	0 (0%)	4
<u>Ryhall and Casterton Ward, Rutland</u>	7	11 (61.11%)	7 (38.89%)	18
St. George's Ward	33	36 (52.17%)	33 (47.83%)	69
St. Mary's Ward	80	118 (80.27%)	29 (19.73%)	147
St. John's Ward	3	5 (45.45%)	6 (54.55%)	11
<u>Casewick Ward</u>	1	2 (100%)	0 (0%)	2
Unknown	6	7 (26.92%)	19 (73.08%)	26
<b>Totals</b>	<b>230</b>	<b>324</b>	<b>160</b>	<b>484</b>

18

<sup>18</sup> South Lincs. Data provided by Stamford Foodbank.

## Mosaic

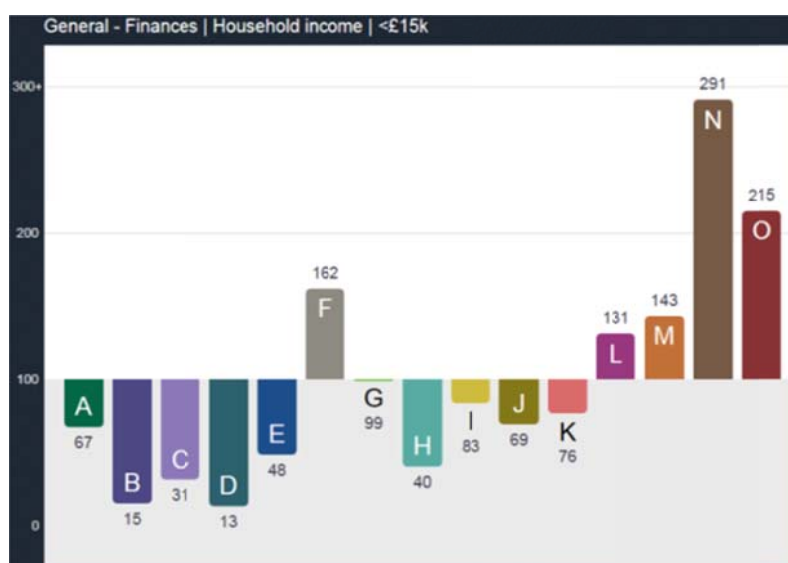
Experian Mosaic uses data from many sources to group and segment households into 15 groups (and subsequently into 66 types).

Looking at Mosaic data for Rutland shows the following breakdown:

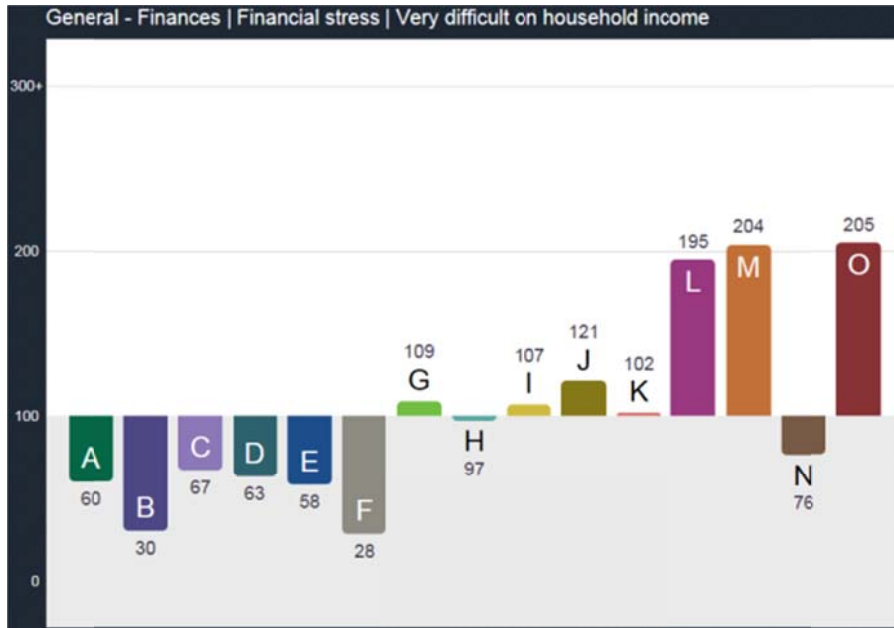
	Households	Population	Postcodes
A – Country Living	4,654	11,001	487
G – Rural Reality	3,756	9,464	256
H – Aspiring Homemakers	1,557	3,951	105
B – Prestige Positions	1,339	3,285	94
D – Domestic Success	1,100	2,757	40
U – Unclassified	0	1,704	74
E – Suburban Stability	456	1,073	18
L – Transient Renters	515	992	28
N – Vintage Value	558	939	31
M – Family Basics	329	851	10
F – Senior Security	399	781	26
J – Rental Hubs	199	316	16
K – Modest Traditions	145	315	9
I – Urban Cohesion	23	39	4
C – City Prosperity	3	8	1
O – Municipal Challenge	0	0	0

The Mosaic data can then be used to identify those groups who are statistically more likely to have certain characteristics commonly associated with poverty, three examples of which are below:

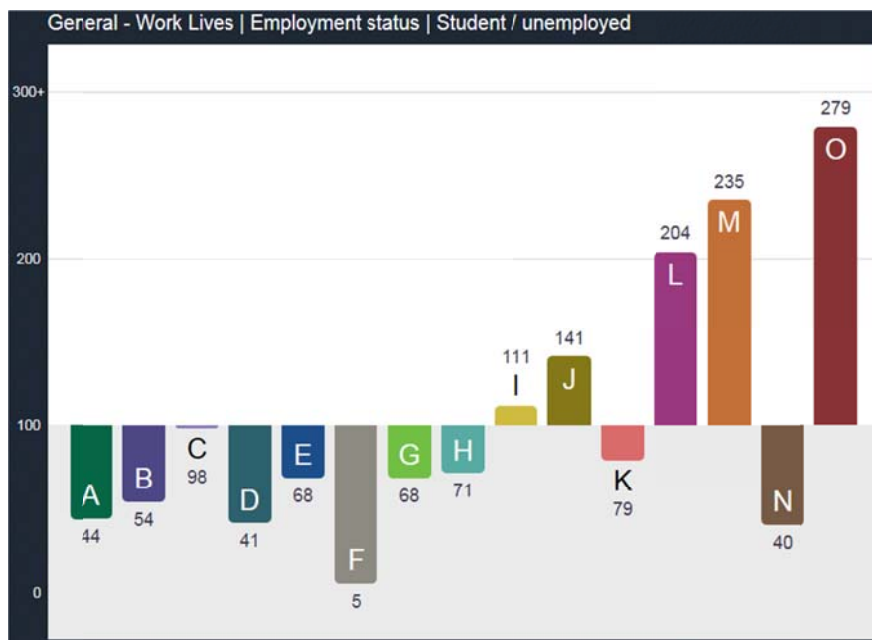
### Households with an income of less that £15,000



**Households suffering acute financial stress**

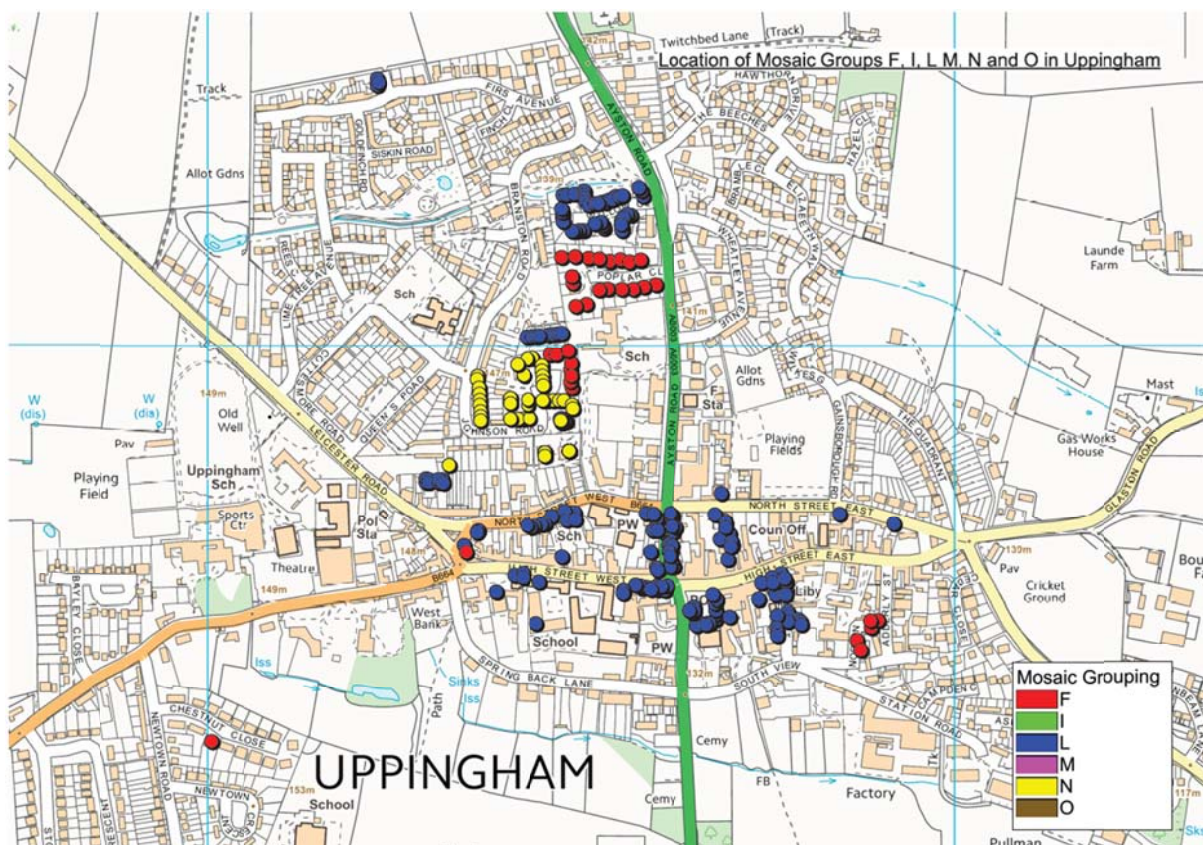
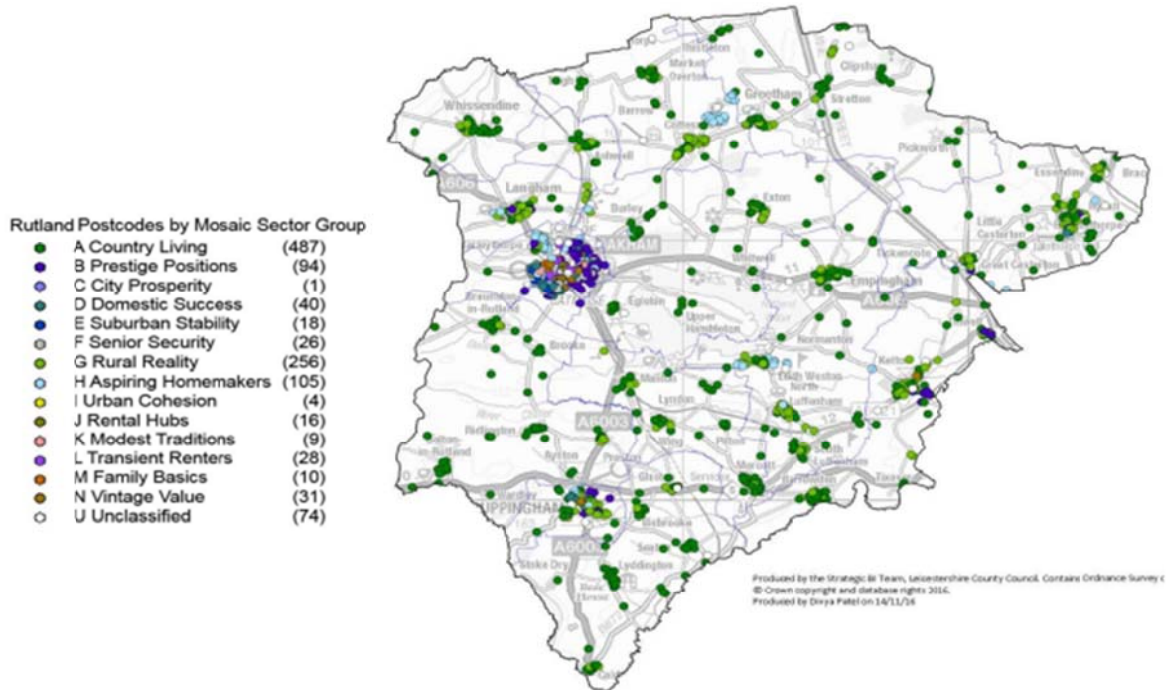


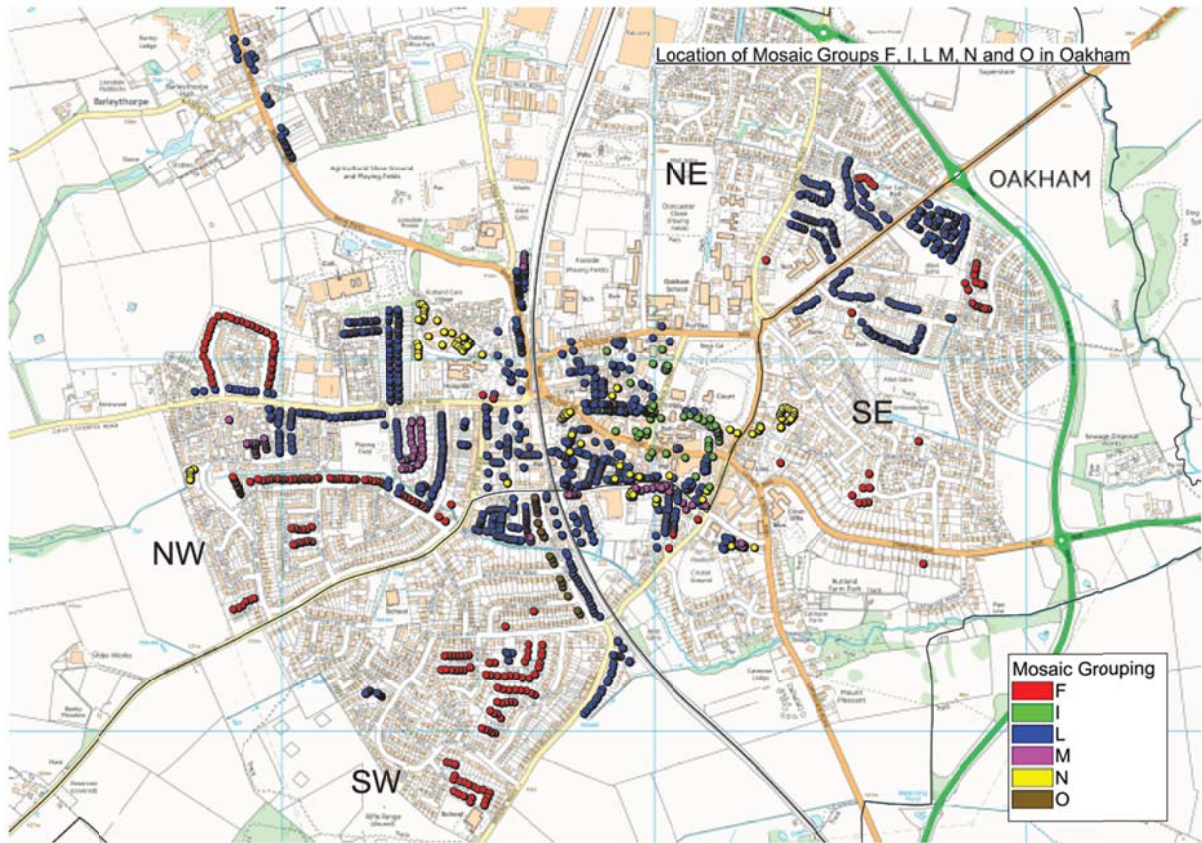
**Households where occupants are likely to be students/unemployed**





Using this data we identified 6 groups who are more statistically more likely to be experiencing some form of poverty, (groups F, I, L, M, N, O) and can then use the Mosaic data to map where these households are:







## Case Studies<sup>19</sup>

- 1) Becky has lived with chronic difficulties over a long period. Due to a relationship breakdown and mental health issues arising from this, Becky left her Housing Association property to live temporarily with her Grandmother, as her ex-partner was moving back in to look after their two children. She claimed disability benefits. After a few months of living with her Grandmother she had to move out – the only hostel accommodation was in Leicester (a strange and distant place to her) which was inappropriate for Becky, so she ended up sofa-surfing with various members of her family.

She approached Citizens Advice Rutland for help with stabilising her situation and to see if she could get her children back. We worked closely with Rutland County Council to find her suitable and affordable accommodation. To improve her situation and to try to stand on her own two feet she got a part time job (the only one on offer) in a local supermarket which brought in just over £115 per week. As the work involved differing weekly shift patterns she was unable to get another job to make up her hours to full time.

Becky wanted a 2 bed property so that her children could visit her and stay overnight on occasions but even though she was entitled to full Housing Benefit she would have to pay £40 per week towards her rent due to the bedroom tax. In addition she would have to pay 25% of her Council tax. The sums just were not going to add up. Becky could not afford (or be considered for) a 2 bed property.

She may well have been allocated a 2 bed property if she was working full time and the employment was sustainable, enabling her to prove that the property was affordable. With the lack of full time positions available and Becky's mental health problems it was impossible for her to secure a property so that her children could visit and stay with her overnight.

- 2) Suresh and his wife Sarah came to Citizens Advice Rutland to see if there was any help available for them. They are both working full-time in Rutland, one in catering and the other in the care sector. They have two young children and have recently bought a house in a small village. At £209,000 it was cheap by village standards, but very expensive for a first-time buyer. They had to really

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<sup>19</sup> Case Studies 1-4 taken from Rutland Citizens Advice Bureau Rural Poverty Report 2016 (Presented at People (Adults & Health) Scrutiny Panel 23.02.17)

stretch themselves to get a mortgage, and were helped by Sarah's parents to pay the deposit.

The whole family love the freedom and space they have, but the costs make life difficult. They can only afford one small car and the conflicting demands of school runs and shift times, combined with the lack of public transport, makes life one long juggle. The mortgage payments they have to make are 40% of their net income and their transport costs have certainly proved higher than they anticipated.

Citizens Advice Rutland looked with them at the possibility of claiming Working Tax Credits and Child Tax Credits but their income was too high for any help there. It was the same for any financial help towards Council Tax.

Last week Sarah went to the Doctor as she had felt a lump on her breast and now she has been referred to Leicester Royal Infirmary for further investigations.... she is very anxious about the future, should she have to give up work. Citizens Advice Rutland looked at possible benefits they could claim if her fears are realised and with the high mortgage they are paying, the impact on the family income would be catastrophic - would they have to move back to Leicester where prices are lower?

- 3) Darryl lives in a 2 bedroom housing association property. His rent was fully covered by Housing Benefit when he moved in 5 years ago but the introduction of the under-occupancy regulations means that now he has to find £12.37 per week towards the rent. He has two children from a previous relationship, who visit regularly but do not live with him. He is unable to work through ill-health and is reliant on disability benefits. Moving is particularly difficult as there is a lack of both cheaper properties and those with only one bedroom in the area.

Given the lack of alternative accommodation - both in the private sector and in social housing - the client has no option but to remain where he is and pay the shortfall, which was not budgeted for when the tenancy was first taken on. He received a discretionary Housing Payment from the Local Authority which initially funded the shortfall, but does so no longer.

His debts are increasing as he ekes out his disability benefits to fund his day to day living and pay for his children when they stay. He has just managed to stay clear of the payday loan sharks, but he is not sure for how much longer. He is determined to keep in the house as long as possible since he is desperate to maintain a strong relationship with his children, which would be very difficult if he was in one-bedroomed accommodation.

- 4) Gemma came into Citizens Advice Rutland anxious that she had received a notice from the Bailiffs, Bristow and Sutor, who were collecting a large Council Tax Debt accrued over several years. Working part-time (22 hours per week) on the national minimum wage (£7.20 p/hr) and getting Tax Credits and Housing Benefit and some Council Tax Reduction, she and her 11 year old son Gareth just about manage to get by ... if you don't count the bank loan and turn a blind eye to council tax payments which she just hasn't been able keep up. The notice says that they will take away goods from the house - is there anything she can do? She just recently bought Gareth an i-Pad as he is about to move to secondary school and will need it for his homework; he's a bright lad and she really wants him to get on. She can't bear the thought of losing that because she can't afford to replace it.

Citizens Advice Rutland immediately contacted Rutland County Council and after some discussion they agreed to hold the bailiffs for a week providing they received both a financial statement and a realistic offer of repayment that would both get the debt paid off and be sustainable. Gemma returned to Citizens Advice Rutland with full details of her finances and a Financial Statement was produced and an offer of £50 p/month was agreed between Gemma and Rutland County Council so the bailiff action was halted and Gemma was in a better position to stabilise her finances.

Nonetheless, Citizens Advice Rutland advised Gemma that if she were really unable to maintain the repayments, and if she knew that Bailiffs were coming, she should arrange for Gareth to go and play with friends, that she did not have to let Bristow and Sutor enter the premises, and so she should make sure all windows and doors were shut and locked.

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