



Rutland County Council

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Meeting: CHILDREN AND YOUNG PEOPLE SCRUTINY PANEL

Date and Time: Thursday, 7 September 2017 at 7.00 pm

Venue: COUNCIL CHAMBER, CATMOSE

Clerk to the Panel: Corporate Support 01572 720907
email: 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 Children Scrutiny Panel held on 22 June 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.

7) QUARTER 1 PERFORMANCE MANAGEMENT REPORT 2017-18 5 min

To receive Report No. 141/2017 from the Chief Executive.
(Report circulated under separate cover)

8) QUARTER 1 FINANCIAL MANAGEMENT REPORT 5 min

To receive Report No. 147/2017 from the Director for Resources.
(Report circulated under separate cover)

9) CHILDREN'S MENTAL HEALTH/CAMHS 70 min

To receive a presentation from Mel Thwaites, Associate Director: Children and Families, Leicester City Clinical Commissioning Group and Adam McKeown, Head of Service for Specialised Children's Services and Learning Disability Services, Leicestershire Partnership NHS Trust.

10) EDUCATION FRAMEWORK 2017-20 10 min

To receive Report No. 164/2017 from the Director for People.
(Pages 5 - 42)

11) SEND AND INCLUSION OFSTED/CQC INSPECTION **20 min**

To receive Report No. 162/2017 from the Director for People.
Appendix B to follow.

To receive a presentation from Bernadette Caffrey, Head of Service for Early Intervention.

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

a) REVIEW OF FORWARD PLAN 2017/18

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

Thursday 23 November 2017 at 7 pm

Agenda Items

1. Quarter 2 Performance Management Report
2. Quarter 2 Finance Management Report
3. Adoption Service: Annual Report
4. Audit Annual Report
5. Ofsted Action Plan: 6 month update
6. People Directorate: Fees and Charges
7. Learning and Skills Review including the Rutland Adult Learning and Skills Service (RALSS) Self-Assessment Report

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TO: ELECTED MEMBERS OF THE CHILDREN AND YOUNG PEOPLE SCRUTINY PANEL

Mr N Begy (Chairman)

Mr E Baines

Mr B Callaghan

Mrs L Stephenson

Mr A Menzies

Mr K Bool

Mr J Dale

Mr R Foster

Mrs L Youngman

TO: CO-OPTED MEMBERS OF THE CHILDREN AND YOUNG PEOPLE SCRUTINY PANEL

Mr A Menzies

Mrs L Youngman

OTHER MEMBERS FOR INFORMATION

CHILDREN AND YOUNG PEOPLE SCRUTINY PANEL

07 September 2017

EDUCATION FRAMEWORK 2017-20

Report of the Director for People

Strategic Aim:	Creating a brighter future for all		
Exempt Information		No	
Cabinet Member(s) Responsible:		Cllr D Wilby, Portfolio Holder for Education	
Contact Officer(s):	Gill Curtis Head of Learning and Skills		Telephone: 01572 758460 email: gcurtis@rutland.gov.uk
Ward Councillors	N/A		

DECISION RECOMMENDATIONS

That the Panel:

1. Comments on the content of the Education Framework 2017-20.
2. Endorses the intentions within the Education Framework 2017-20 and the Provider Prioritisation and Entitlement 2017-18

Please note: The Education Framework is currently in draft form so that comments from consultation, including Scrutiny Panel, can be considered prior to final publication. The final version of the Education Framework will include photographs provided by Rutland Early Years Providers and Schools, and the layout of text adjusted to reflect amendments.

1 PURPOSE OF THE REPORT

- 1.1 There are statutory educational duties obligations placed on Local Authorities under section 13A of the Education Act 1996 which include:
 - 1.1.1 Ensuring fair access to all schools for every child;
 - 1.1.2 Supporting vulnerable pupils including Children Looked After by the Local Authority, those with SEN and those outside mainstream education;

- 1.1.3 Supporting maintained schools performing below the floor standards to improve quickly or convert to Academy status, and to develop their own school improvement strategies.
- 1.2 The Learning and Skills Service, in consultation with school leaders and early years' providers, is developing the Education Framework 2017-20 (Appendix A) which ensures the Local Authority is meeting statutory duties through a cohesive and transparent approach to the education of children and young people from early years through to post-16. It sets out an approach which builds on the successful partnership between the Local Authority and Rutland schools and settings, and promotes a collective responsibility for sustained education improvement.
- 1.3 The Education Framework contributes to the aims set out within Rutland County Council Corporate Plan 2017-20 and reflects the duty for all Local Authorities to promote educational excellence for all children and young people, being ambitious in setting high expectations for achievement and well-being and in swiftly tackling underperformance. Success in education and engagement in lifelong learning is the key to good employment prospects, good health and well-being, and to building thriving communities.
- 1.4 In Rutland, all of our secondary and much of our primary school provision is now within academies and, as such, we need to ensure that the Council's school improvement model reflects this profile and fulfils the commitment that all Rutland children have access to a range of good or outstanding schools. To this end, the Education Framework 2017-20 is supported through the Provider Prioritisation and Entitlement 2017-18 (Appendix B) and the Learning and Skills Annual Review 2016-17 (September 2017).
- 1.5 The Provider Prioritisation and Entitlement 2017-18, which is supported by school leaders and early years' providers, ensures transparency and consistency in the approach the Local Authority takes to reduce the risk of children and young people being educated in a school or setting that is offering provision that is not at least good.
- 1.6 The Learning and Skills Annual Review 2016-17 is currently being completed to reflect 2016-17 academic outcomes and will be published early September, along with the subsequent Education Improvement Plan 2017-18. The Review identifies the impact of previous actions on improving the quality of education in Rutland schools and settings and the actions required to enable the intention of the Education Framework to be achieved. A draft summary document is attached to this report (Appendix C).
- 1.7 Taken together, these documents will contribute to the achievement of key theme 2 (Fair Society) of Rutland's Children, Young People & Families Plan 2016-2019 with particular impact on the intention to reduce the development and achievement gap at all key stages through championing children and young people to meet their full potential. The impact of these documents will be reviewed regularly by the Education Performance Board.

2 BACKGROUND AND MAIN CONSIDERATIONS

- 2.1 The Education Framework 2017-20 has been developed to identify the

overarching strategic direction for education within Rutland over the next three years so that it can be shared with and embraced by all relevant stakeholders. The Framework sets out the strategic context in which the Learning and Skills Service works and then identifies the proposed activity to ensure all statutory duties for Early Years provision, primary and secondary schools and post-16 settings are met.

- 2.2 The sufficiency of good quality places for young children will remain central to the drive for achievement and well-being and to supporting parents and carers in their ability to access education, training or employment. Early Education and Childcare in Rutland will be maintained and further developed through an increasingly integrated approach to early years and childcare provision to ensure that the requirements of parents, carers and associated businesses are being considered and acted upon.
- 2.3 As an outcome of the Academies Act in 2010, the profile of Rutland schools has changed, with the majority of schools choosing to convert to academy status. This has impacted on the number of pupils educated in Local Authority maintained schools as shown in the table below:

School Phase	2013	2014	2015	2016	2017
Maintained primary	2123	1710	1073	670	656
Maintained secondary	0	0	0	0	0
Academy primary	436	989	1641	2150	2152
Academy secondary	2393	2434	2509	2481	2461

- 2.4 This trend, driven by the government's expansion of academies and free schools, will continue and the role of the Local Authority in supporting and overseeing school improvement is set to reduce as funding is delegated directly to those schools. It is, therefore, vital that the Local Authority's strategy for maintaining high quality education provision reflects the autonomy of the education sector and emphasises the importance of school-to-school partnerships and the strategic ambition for schools to lead improvement across the system.
- 2.5 The Education Framework promotes the development of a sustainable self-improving school-led system, where schools are jointly responsible and accountable for the improvement of themselves and others. We recognise that this cannot be fully developed by the schools themselves but requires support and guidance from an external provider with well-proven expertise in developing a culture of partnership working through school self-evaluation, peer review and school-to-school support, backed up by research and innovation.
- 2.6 The development of the peer review and challenge model will commence in

January 2018 so that capacity and capability is built across clusters of Rutland maintained schools and academies so they can gradually take more responsibility for their own development and maturity and lead their own improvement over time.

- 2.7 Post-16 education will be further enhanced in Rutland through the establishment of a sector-led partnership approach between Rutland Adult Learning Skills Services, the Rutland Secondary Academies and sixth forms and Rutland County Council to develop a broader post-16 education and training provision for Rutland, within Rutland. This would support the aspiration to improve employment prospects with the intention of retaining well qualified young people to enhance both business and the prosperity of the county.
- 2.8 The quality of education provision is reviewed regularly as identified in the Education Provider Prioritisation and Entitlement 2017-18 document. This sets out the actions taken by the Learning and Skills Service to identify any potential underperformance or vulnerability within education provision in Rutland and the options available to the Local Authority when issues or concerns arise. This document has been consulted on with Early Years providers and school leaders and agreed as the process through which the Local Authority will determine any vulnerability within the sectors and the subsequent actions. This will be reviewed on an annual basis to ensure it fully reflects statutory expectations and national and regional education strategies as well as being effective in identifying and challenging local concerns.
- 2.9 School leaders and governors are responsible for the standards in their schools; it is their role to ensure the vision for the school is ambitious and to plan for sustained improvement to ensure all children achieve well. However, the Local Authority retains functions in respect of maintained schools causing concern. Where concerns are raised over the performance of a maintained school and/or there is a lack of engagement with the Local Authority, the Local Authority uses the full range of statutory powers at its disposal to secure improvement as stated in the 2016 DfE Guidance 'Schools causing concern - intervening in failing, underperforming and coasting schools for Local Authorities and Regional Schools Commissioners'.
- 2.10 Priorities for education improvement are identified through the Learning and Skills Service evaluation and monitoring and reported outcomes of peer review and will inform the Annual Education Improvement Plan 2017-2018. Evaluation will include scrutiny of education performance data, locally, regionally and nationally, and identification of trends or patterns linked to education outcomes or local performance. The priorities will reflect the Local Authority's contribution to improving the outcomes for all groups of children and young people across the East Midlands and particularly within the Regional Schools Commissioner sub-region (Rutland, Leicester, Leicestershire and Lincolnshire) when these are relevant to the context of Rutland.

3 ORGANISATIONAL IMPLICATIONS

- 3.1 Local Authorities are subject to Ofsted Inspections of the Local Authority Arrangements for Supporting School Improvement and the four key areas of focus within this inspection are:
 - 3.1.1 Corporate leadership and strategic planning;

- 3.1.2 Monitoring, challenge, intervention and support;
- 3.1.3 Support and Challenge for leadership and management;
- 3.1.4 Use of resources.

3.2 Through determining and agreeing the framework for school improvement within the Education Framework and associated documents, including the Education Provider Prioritisation and Entitlement 2017-18 and the Learning and Skills Annual Review and Education Improvement Action Plan (to be finalised when all relevant data available), the Local Authority will be well placed for inspection or other external review.

4 CONCLUSION AND SUMMARY OF REASONS FOR THE RECOMMENDATIONS

- 4.1 The Education Framework 2017-20 sets out a clearly defined strategy for future direction of education improvement in Rutland and the role of the Local Authority within that strategy.
- 4.2 The Learning and Skills Service has undertaken a thorough review of activities undertaken by the Local Authority to bring about improvement in the performance of schools and early years provision to date and evaluated sustained impact. This has informed the Education Framework, taking account of the changing role of the Local Authority in school improvement.
- 4.3 The Education Framework and associated documents will enable the Local Authority to maintain the successes from previous actions and continue to ensure effective working relationships with schools and providers leading to sustained education improvement.
- 4.4 The Local Authority will be well prepared for inspection and will have a clear evidence impact of impact on education effectiveness and outcomes for children and young people.

5 BACKGROUND PAPERS

- 5.1 There are no background papers to the report

6 APPENDICES

- 6.1 Appendix A - RCC Education Framework 2017-20
- 6.2 Appendix B - RCC Education Provider Prioritisation and Entitlement 2017-18
- 6.3 Appendix C - Learning and Skills 2016-17 Annual Report Summary

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

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Education Framework 2017-2020



INTRODUCTORY REMARKS FROM DIRECTOR OF PEOPLE AND PORTFOLIO HOLDER FOR EDUCATION



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Rutland's children and young people are entitled to the best possible life chances that we can give them at every stage, from early years through to adulthood and employment. Rutland County Council Corporate Plan 2017-20 sets out the ambition for all children and young people to be able to access high quality education within settings where every individual matters equally and is encouraged to aim high and achieve their very best. Success in education and engagement in lifelong learning is the key to good employment prospects, good health and well-being, and to building thriving communities.

The Education Framework 2017-20 builds on from the successes of the previous Rutland County Council Strategic Plan for School Improvement and the Education Strategic Plan and incorporates the ambition within the Council's Corporate Plan for sustainable growth across Rutland, supported by appropriate learning opportunities, and for future population and economic growth in Rutland to allow Rutland businesses, individuals, families and communities to reach their full potential.

The Learning and Skills Service, which sits within the People Directorate, drive this ambition by supporting and challenging our education settings to set high expectations within an inspirational and nurturing learning environment and promoting innovative leadership and personalised teaching and learning. Central to this will be our aim to achieve the aim within the Corporate Plan to improve performance across all Rutland schools so that all performance gaps are closed and individual needs are met, with health and wellbeing at the core.

This Framework has been written at a time of rapid change in the way education services are funded and delivered. The Academies Act 2010 set out the intention for all publicly funded schools in England to become academies, and the more recent Education Act 2011 has shifted national policy towards a more autonomous and diverse education system rather than the traditional structure of schools under the direct control of the local authority. Rutland County Council has been proactive in reflecting

these changes in their education policies and has supported the conversion of maintained schools to academy status to keep pace with this rapid change.

Clearly setting out how schools and settings, Rutland County Council leaders and elected politicians will continue to work in partnership to champion high expectations for all children and young people will enable us to keep a shared understanding and sustained focus on providing the very best outcomes for Rutland children and young people.

It is through the Framework that we will frame and achieve the annual education improvement priorities for state-funded early years to post-16 education provision identified through the Learning and Skills Team self-evaluation and the end of academic year scrutiny of Rutland education performance data, and reported in the Learning and Skills Annual Review. These priorities will also take into account the increased expectations of Ofsted, the Regional Schools Commissioner and the Department for Education, and reflect the growth of the academies' programme.

The Learning and Skills Services shares the annual priorities for improvement with partners through Rutland's Education Performance Board, and will work with the Education Performance Board to develop detailed partnership action plans to address these priorities.

The impact of this framework will be evaluated through a range of measurable and time-specific key performance indicators to be agreed through the Education Performance Board. The intention is for the framework to run from September 2017 to August 2020; milestones for evaluating progress within this timespan will be agreed through the Education Performance Board and amendments to the framework will be made as identified where expected success is not being achieved.

The content of this framework may be subject to amendment at any time to reflect national or local educational statutory requirements or initiatives.

PEOPLE DIRECTORATE'S ACCOUNTABILITY AND ACTIVITY

How the Council will achieve the vision

Universal Accountability	Phase Specific Accountability		Aspect of Framework to Deliver	Additional Responsibility
<ul style="list-style-type: none"> Safeguarding Monitoring and reporting of provision effectiveness Special Educational Needs and Disabilities: Ensuring education providers are effective in implementing Rutland County Council Special Educational Needs and Disabilities and Inclusion Strategy Including/behaviour Virtual School Head/Children Looked After - administration of: Pupil Premium Plus, Additional Learning Fund, previously Children Looked After adopted and children with Special Guardianship Order Performance of Vulnerable/ disadvantaged groups including: FSM/Ever 6, those in receipt of Pupil Premium funding and Early years Pupil Premium, MOD Children (Service Pupil Premium funding) 	<ul style="list-style-type: none"> Rutland Adult Learning and Skills Service - post 18 Education and Standards Funding Agency Budget - meeting statutory requirements 18+ Not in Education, Employment or Training/YII destination 	16-19+ 16-19+	<ul style="list-style-type: none"> Rutland Apprenticeship and vocational educational; developing qualification options, including Special Educational Needs and Disabilities/care leavers Engagement with local business as Partners in educational outcomes for post-16 	<ul style="list-style-type: none"> Reporting to DMT, Senior Management Team, Cabinet, Scrutiny and full council Rutland County Council Boards: Education performance Board, Corporate Parenting Board, Children's Trust Education data analysis evaluation and reporting, and priority action planning Reporting to Departments for Education, Regional Schools Commissioner, Ofsted, Education and Skills Funding Agency Freedom of information Business surveys: Early Years Childcare, 16+ Reporting to Ofsted's East Midlands Challenge Attending and reporting to Sub Regional Partnership Board Engaging with and promoting Rutland Teaching Alliance and the East Midlands Teaching Schools Alliance
	<ul style="list-style-type: none"> Monitoring of school effectiveness, Schools Causing Concern: Performance, absence, exclusion, children missing education School effectiveness discussions with Regional Schools Commissioner/ Regional Ofsted/Diocese etc. Primary National Assessment, moderation and monitoring, standards testing agency investigations Admissions and place allocation/school capacity survey SACRE 	5-16 5-16	<ul style="list-style-type: none"> Sector led school improvement model for review and challenge (including programme to support effective schools partnership) Commissioning of school to school support and system leaders Pupil outcomes - Key Stage 2 progress: assessment accuracy, teaching of maths Strengthening leadership and governance (including identification of National Leaders of Governance) 	
	<ul style="list-style-type: none"> Childcare Sufficiency Arrangements and market development Implementation of Early Years framework Moderation of Profile Advice, support and training for providers Intervention where provision less than good Early entitlement/ 30 hours coordination Integrated review 	0-5 0-5	<ul style="list-style-type: none"> East Midlands Teaching School Alliance – Early Years partnership: Effective transition in to/ out of Reception Year <ul style="list-style-type: none"> Assessment Pre-school info Widening provision/ encouraging business growth to meet requirements and developing workforce 	

Rutland County Council People Directorate's Key Strategic Activity

The role of the local authority with respect to education has been changing for many years; the main responsibility of the local authority now is to ensure good provision for all children in their area. Rutland County Council's Learning and Skills Team acts as the champion for education within and across the local authority ensuring all the stakeholders are clear about their respective roles and their collective responsibility for ensuring every Rutland child and young person achieves their very best. Key within this are actions to ensure elected members and senior officers remain well-informed, can hold the Learning and Skills Team to account and can lobby at higher levels as required to determine or influence educational policy and its success at national, regional or local level.

This framework promotes collaborative working through which schools and providers take collective responsibility and accountability for effective provision for all groups of children and young people, education improvement activity and high quality professional development.

Rutland County Council delivers a wide range of statutory functions to improve the life chances of children and young people. Local authorities have overarching responsibility for safeguarding and promoting the welfare of all children and young people in their area. All working practices with children and young people in Rutland reflect Working Together to Safeguard Children (2015) which promotes the welfare of children and makes the expectations for individuals and organisations to keep children safe.

To ensure compliance with Section 14(1) of the Education Act 1996, the local authorities undertake the assessment of the future need for early learning and childcare provision and for ensuring there are

a sufficient number of high quality school places so that all children have access to a good local school taking into account demographic change and planned new development proposals. In Rutland, we achieve this through Childcare Sufficiency Assessments undertaken annually and with reference to the Pupil Place Planning Board which looks carefully at our schools, extending these where appropriate, and building new schools where pupil numbers require it.

Rutland has a fair and transparent system for the allocation of school places through agreed admissions procedures. Rutland County Council, as Admission Authority for voluntary controlled schools in the county, has a statutory duty to determine and publish admission arrangements that are compliant with the School Admissions Code - Statutory guidance for admission authorities, governing bodies, local authorities, schools adjudicators and admission appeals panels (December 2014). In effect, this means that the local authority is responsible for drafting, if necessary consulting on, and implementing arrangements for admissions only to those schools in Rutland for which it is the admission authority as outlined in the Rutland County Council Admissions Policy. In addition, the local authority has responsibility for co-ordinating the primary and secondary school admissions process and acts as a central point of contact for all applications for a primary (Reception Class) or secondary school (Year 7) places for the start of each academic year. This ensures a common timetable, common application form and common date of allocation for the benefit of all parents and children.

In carrying out these strategic duties, the Learning and Skills Team ensures that Rutland is well prepared for external scrutiny. Ofsted inspects local authorities to evaluate how well they carry out



their statutory duties in relation to promoting high standards in schools and other education providers; Ofsted will evaluate:

- The effectiveness of corporate and strategic leadership of school improvement
- The clarity and transparency of policy and strategy for supporting school improvement and how clearly the local authority has defined its monitoring, challenge, support and intervention roles
- The extent to which the local authority knows schools and, where appropriate, other providers, their performance and the standards they achieve and how effectively support is focused on areas of greatest need
- The effectiveness of the local authority's identification of, and intervention in, under-performing maintained schools, including, where applicable, the use of formal powers available to the local authority

- The impact of local authority support and challenge over time and the rate at which schools and other providers are improving, including impact of the local authority strategy to narrow attainment gaps
- The extent to which the local authority brokers and/or commissions high quality support for maintained schools
- The effectiveness of strategies to support highly effective leadership and management in maintained schools and other providers
- Support and challenge for school governance
- The way the local authority uses any available funding to effect improvement, including how it is focused on areas of greatest need

The Learning and Skills Service uses the Inspection evaluation criteria as a benchmark for evaluating how well it is performing against nationally agreed expectations and this is reported in the Learning and Skills Annual Review.

Rutland County Council's Learning and Skills Team

Key Operational Activity

Monitoring and Prioritisation of Education Provision

- The success of the Education Framework for Rutland 2017-20 and associated Annual Education Improvement Plans is dependent upon the local authority's continued engagement with all of the education providers in the authority and maintaining high level monitoring and evaluation of all provision
- The Learning and Skills Service undertake well-defined and impact focused activity to achieve the aims of the Corporate Plan and the determination that every child or young person attends good or outstanding provision
- Where any concern about effectiveness of early years providers or schools is identified, appropriate levels of intervention will be swiftly applied as identified in the Local Authority's documentation, Education Improvement – Prioritisation and Entitlement, which is consulted on with education leaders and approved annually through the Rutland Education Performance Board
- It is essential, as identified within the proposals for the sector-led school improvement model, that schools are taking greater accountability in terms of the maintaining and improving the education provision within their sector but this does not detract from the authority's statutory monitoring responsibilities

Ensuring available funding and resources for education improvement are used effectively and are allocated to areas of greatest need

- With the growing number of academies and the outcomes of fairer funding arrangements, the funding available to local authorities is increasingly restricted and so it is essential that

all available funds are utilised effectively and evaluated robustly to ensure the we are getting best value

- The Learning and Skills Service works strategically with schools and settings, and with key partners such as teaching schools and system leaders, to address the key priorities for Rutland. Regular monitoring and reviewing of progress and priorities enables resources to be targeted to need ensuring best value is achieved
- Working with Rutland County Council Schools Forum ensures funding is delegated to the front line wherever possible and as much as possible reaches pupils. Forum is a statutory body that provides a formal channel of communication between Rutland County Council and Rutland schools and serves as a mechanism for considering financial matters relating to schools and wider education. Forum provides the principal feedback channel on funding issues, enabling the views of schools and providers to be formally communicated to local authority officers and county councillors
- Reporting to the Education Performance Board and elected members ensures that external validation of the impact of the utilisation of resources is assured

Ensuring the Quality of Education Leadership and Teaching within Rutland Providers

- The local authority will actively develop its strategic role in the professional development of staff; it is now a strategic commissioner of educational services rather than a service provider. This role fits with the increasing diversification and autonomy within the education system.
- The quality of education in Rutland depends

- on the quality of the leaders and teachers in the education sector; however the recognised national shortage of teachers is a continuing challenge. The local authority promotes Rutland Teaching Alliance as our local provider of initial teacher training for primary and secondary school teachers
- The local authority is committed to working in partnership with Rutland Teaching Alliance and the wider East Midlands Teaching School Alliance to promote the development of an effective package of professional support.

Teaching Schools are a central aspect of the government's drive to give schools more freedom and to enable schools to take increasing responsibility for managing the education system

- The local authority will monitoring processes are detailed in Education Improvement – Prioritisation and Entitlement; outcomes of peer review and/or external evaluation (e.g. Ofsted) contribute to this evaluation and enables the local authority to identify good practice and to utilise this through structured programme of system leadership and peer



support

Strengthening Education Governance:

- Effective governance is the cornerstone of education improvement
- The local authority Learning and Skills Service will work in partnership with Rutland Teaching Alliance and the wider East Midlands Teaching School Alliance to develop a programme of governor training and development; this will align to Peterborough Diocese Education events
- Key within this is ensuring National Leader of Governance representation in Rutland; National Leader of Governance provide direct support to governing bodies when it is identified, either by a school or by those supporting schools, that direct, tailored support is necessary to complement governor training and development. There are currently almost 100 National Leader of Governance in the East Midlands and Humber region who can provide this support at this time; however, at the time of publication, none of them has been designated from Rutland school governing bodies. This must be seen as a priority within the bid to strengthen governance

Championing Children Looked After

- A child is 'looked after' if they are in the care of the local authority for more than 24 hours.
- The Learning and Skills Service includes a nominated Head of the Virtual School who is accountable for promoting the educational achievement of all the Children Looked After by the local authority they work for
- All Children Looked After belong to a Virtual School; the Virtual School does not exist in real terms as a building, and children and young

people do not attend. It is a service provided within the People Directorate to promote and co-ordinate educational support for Children Looked After and Care Leavers to succeed at early years, school and further education wherever their place of learning

- The Children and Social Work Act 2017 places new duties on local authorities in relation to previously looked after children, i.e. children who have been adopted or have Special Guardianship Orders. The local authority must make information and advice available to parents and schools in order to promote the educational achievement of such children
- The Corporate Parenting Board ensures that governance arrangements are sufficiently able to support the Virtual School while robustly holding it to account. Further details are described in Rutland County Council Corporate Parenting Board Strategy and Terms of Reference 2017

Championing children with Special Educational Needs and Disabilities

- The Children and Families Act (2014) reformed legislation relating to children and young people with special educational needs and disabilities. The SEND Code of Practice is statutory guidance for organisations that work with and support children and young people with special educational needs and disabilities.
- The Council as education authority has specific duties in relation to provision of education for children and young people with special educational needs and disabilities. The main duties are explained in more detail in Part 3 Education Act 1996 and include the local authority's duty to educate children with special educational needs and disabilities in

mainstream schools where possible

- The Learning and Skills Service works closely with the Early Intervention and Inclusion Team to ensure the educational needs of Rutland's most vulnerable children and young people are being met and to further develop the capacity for Rutland's mainstream schools to meet the needs of Rutland children and young people who have been identified with special educational needs and disabilities wherever this is in the best interest of the child.
- The Learning and Skills Service works in partnership with local area providers to implement and embed the Rutland County Council Special Educational Needs and Disabilities Inclusion Strategy and to achieve the vision 'To support all children and young people with special educational needs and disabilities to lead healthy, independent and safe lives'.



Early Years and Childcare in Rutland

On 3 March 2017, Ofsted published an updated version of Early Education and Childcare: Statutory guidance for local authorities, with effect from 1 September 2017. This document identifies a clear role for local authorities as champions of all children and families, with a particular focus on the most disadvantaged. Local authorities are encouraged to promote inclusion and improve outcomes for vulnerable groups and mitigate the effects of poverty, inequality and disadvantage through the provision of high quality Early Education and Childcare.

The Childcare Act 2006 places a number of statutory duties on the local authority relating to Early Education and Childcare. In summary:

- **Sections 1 to 5** require local authorities and their partners to improve the outcomes of all children under 5 and reduce inequalities.
- **Section 6** requires local authorities to secure sufficient childcare.
- **Section 7** places a duty on local authorities to secure free early years provision of the prescribed description for each young child in their area who is under compulsory school age and is of the prescribed description.
- **Section 7A** allows regulations to be made about how local authorities should discharge their duty under section 7.
- **Section 8** enables local authorities to assist others to provide childcare (including free early years provision) including giving them financial assistance but specifies that local authorities should only provide childcare themselves if no other provider is willing to or, where another person is willing, if it is appropriate in the circumstances for the local authority to provide it.



- **Section 9** gives local authorities the power to attach requirements to the arrangements they make with providers (other than the governing body of a maintained school) to deliver childcare including free early years provision.
- **Section 9A** allows regulations to be made which prescribe the requirements local authorities may or may not impose when they make arrangements.
- **Section 12** places a duty on local authorities to provide information, advice and assistance to parents about childcare in the area.

- **Section 13** places a duty on local authorities to secure the provision of information, advice and training to childcare providers and childcare workers.
- **Section 13A** makes provision for information relating to tax credits and social security information to be supplied to the Secretary of State, and to local authority.

The statutory responsibilities in the Childcare Act 2016 relating to Early Education and Childcare includes new elements relating to early years provision for two year olds from lower income families and providing information, advice and

training to childcare providers. It sets out a changed role for local authorities to enable them to focus, in particular, on identifying and supporting disadvantaged children to take up their early education place and narrowing the achievement gap between the most disadvantaged children and their non-disadvantaged peers

Section 1: This places a duty on the Secretary of State to secure the equivalent of 30 hours of free childcare over 38 weeks of the year for qualifying children. Children in England will qualify if they are under compulsory school age and meet the description set out in regulations made under Section 2. These regulations also set out the conditions to be met by parents in order for their children to qualify.

Section 2: This allows the Secretary of State to discharge her duty under section 1 of the Act by placing a duty on English local authorities to secure free childcare for qualifying children. This duty is set out at regulation 33 of the Childcare (Early Years Provision Free of Charge) (Extended Entitlement) Regulations 2016.

The revised statutory guidance reflects the changed role for local authorities, making Ofsted the sole arbiter of quality; however the local authority will continue to work with providers to meet the aim that all early years' provision should be judged good or outstanding by Ofsted. All Early Years providers delivering the Early Years Foundation Stage will be entitled to an offer of 'Core support' from the Early Years Team at Rutland County Council as identified in Rutland County Council Education Provider – Prioritisation and Entitlement

Early Years and Childcare in Rutland

Local authorities have, under section 11 of the Childcare Act 2006, the duty to assess whether childcare provision in their area is sufficient and to keep these assessments under review, and Early Education and Childcare Statutory Guidance for local authorities published in September 2014 requires local authorities to produce an annual sufficiency report on the availability and sufficiency of childcare in their area. Every summer two key surveys are undertaken, the Childcare Demand Survey which is designed for parents to tell us about their childcare needs, and the Childcare Provider Survey which gathers information from childcare providers about various aspects of their childcare business and services they provide.

The Childcare Sufficiency Assessment report enables relevant partners to identify where further work is needed to ensure sufficient childcare is available to Rutland families and their children to enable them to access these if they wish to. The Childcare Sufficiency Assessment report provides baseline data to assist Rutland County Council in its duty to understand the childcare market and to assist in planning for sufficiency and to support and facilitate changes in the childcare market place as well as to assist current / prospective childcare providers to plan.

There is always an element of risk when assessing the number of places required for 2, 3 and 4 year olds as, although the local authority has a statutory duty to secure sufficient free education places, it is parental choice whether they do so and is not compulsory. This is compounded because families can access a place anywhere in Rutland or other local authorities and not just in their local community. Providers also change delivery models dependent on local demand and the number of

places they might offer or the age range they offer them for can change without notice. All of these factors can make exact forecasting challenging.

The Learning and Skills Service works closely with Early Years providers and a Schools Forum working party including Early Years Providers, schools and the local authorities has been set up to explore options to ensure current providers are able to continue to supply a high quality, cost-effective service and to work in partnership to identify and deliver a cohesive programme of growth of provision to ensure the needs of parents and carers can continue to be met without jeopardising the overall quality of provision within Rutland.

Evidence shows that high quality early education at age two brings benefits to children's development. The statutory guidance reflects the Government's intention that, as far as possible, early education for two-year-olds from lower income households is delivered by providers who have achieved an overall rating of 'outstanding' or 'good' in their most recent Ofsted inspection report. The Government is considering whether to require that, in future, such early education could only be delivered by 'good' and 'outstanding' providers.

The development of an improved continuity of provision, assessment and services across the 0 – 5 age range is key to retaining provision in Rutland that is judged good or outstanding by Ofsted. Early Education and Childcare in Rutland is available through a large, diverse and changing market of maintained, private, voluntary and independent providers, including childminders. This will be maintained and further developed through an increasingly integrated approach to early years and childcare provision and services which is supporting children at each of the education transitional points.



Primary and Secondary School Education in Rutland

2020 Vision - A model to secure maturity in the sector-led approach within Primary and Secondary maintained schools and academies

Under The School Standards and Framework Act 1998, the local authority has a duty to raise standards in schools. This is reinforced under The Education and Inspections Act 2006, Section 1 of which places a duty on local authorities to promote high standards and the fulfillment of every child's educational potential.

The Academies Act 2010 set out the intention for all publicly funded schools in England to become academies, and the more recent Education Act 2011 has shifted national policy towards a more autonomous and diverse education system rather than the traditional structure of schools under the direct control of the local authority.

The proposals identified in 'Schools that work for everyone' Government consultation, which was launched in September 2016, reinforced the Government's approach to school improvement and the drive to build capacity in the system through the continued expansion of multi-academy trusts. Whilst education policy at Government level is liable to change, it remains the Government's ambition that all schools ultimately benefit from the autonomy and freedom to innovate and to meet the needs of their community that academy status brings, and schools will be supported in making this transition.

The existing role of the local authority in overseeing and supporting school improvement therefore is set to reduce as more schools become academies, with funding increasingly directed away from the local authority and into schools. It is anticipated the number of schools maintained by the local authority will significantly reduce during the period covered by this Framework.

Numbers of students in Rutland maintained schools

School Phase	2013	2014	2015	2016	2017
Maintained Primary	2123	1710	1073	670	656
Maintained Secondary	0	0	0	0	0
Academy Primary	436	989	1641	2150	2152
Academy Secondary	2393	2434	2509	2481	2461

As the move towards a more autonomous, sector-led, school system is being driven by the Government's expansion of academies and free schools, robust and sustainable school-to-school support and challenge is integral to success.

Schools are rightly seen as leaders of the system and we recognise that creating the necessary capacity is key for a school led system and will promote and invest in it. The development of a robust sector led model in Rutland will see schools responsible for their own School improvement, working in partnership with each other and other educational establishments, so that the education sector can be effective in challenging itself and demonstrating its own ability to be self-sustaining and self-improving. One of the most powerful ways of achieving improvement is through collaboration. The sector-led

approach is a 'systems led' model; this means that the schools work collaboratively to share and learn from the best leadership practice in order to drive improvement throughout the whole local authority. The model promotes a robust approach to effective peer review and challenge between and across school partnerships and encourages joint practice development across a number of schools. Peer review aims to provide a reflective self-evaluation process, giving insight into individual school's effectiveness in agreed areas, provided by peer colleagues who work in a similar situation, in their adopted role of 'critical professional friend' Through a programme of external support, school leaders will be able to work in partnership to agree areas of school effectiveness, and then present this in a succinct and well evidenced way which identifies strengths and development areas within the school. This will inform ongoing school improvement planning and then contribute to wider school improvement across Rutland. School leaders and teachers will be able to gain support from nationally recognised experts and experienced practitioners from within schools, and will see how effective peer-review strategies work in day to day practice. School Governors are also seen as key players in the strategy and will also be encouraged to work in collaboration to share effective practice in governance.

- The model encourages rich learning conversations between school leaders. School leaders who are engaged in reviewing, supporting and challenging other schools say that they gain a lot from undertaking this work, not only in terms of the skills they personally develop whilst working with other leaders, but also in terms of the ideas they bring back to their own schools. Additionally, this model promotes retention of high performing staff who are offered additional responsibilities and challenges through supporting and working with other schools.
- Support can be tailored to meet the needs of individual schools, thus avoiding a less effective and potentially more costly, "one size fits all"

approach. Nationally driven strategies can be developed locally to fit into the overarching national expectations and local authority strategy for school improvement.

- The development and implementation of the model will initially be centrally co-ordinated by the local authority, through a well-established programme of external training and support, to enable a consistency of approach and quality assurance of the provision. All Rutland state-funded schools will be offered the opportunity to be engaged from the outset, whatever their status, whether they are academies, maintained schools or Voluntary Aided schools.
- This level of external professional development, and the sharing of performance data through the Education Performance Board, will mean that school leaders, as well as other staff in schools, are able to get on with the business of developing effective school to school peer challenge and support.
- The success of partnerships depends on setting clear parameters, baselines and targets at the start of the process and ensuring regular reviews and adjustments. Potential conflicts of interest between schools, particularly around competition for school places, can be managed sensitively, strategically, so that these do not become barriers to effective collaboration.
- Schools are driven by a strong moral purpose and the recognition of the benefits their staff derive from working collaboratively to improve outcomes for children and providing support wider than just within their own school, but incentives such as access to funding for training would be more likely to ensure that a systematic programme of school to school support is developed and maintained.
- Systems and processes will be kept purposely simple and clear. Relationships between the local authority and schools are sustained by the opportunities for closer partnership working whilst schools retain their own autonomy.

Post-16 Education in Rutland



The Apprenticeships, Skills, Children and Learning Act (2009) set out the requirement for all young people in England to continue in education or training until at least their 18th birthday.

Department of Education statutory guidance for local authorities, Participation of Young People in Education, Employment or Training (September 2016), states that local authorities have broad duties to encourage, enable and assist young people to participate in education or training. Specifically these are:

- To secure sufficient suitable education and training provision for all young people in their area who are over compulsory school age but under 19 or aged 19 to 25 and for whom an Education, Health and Care plan is maintained. This is a duty under the Education Act 1996. To fulfill this, local authorities need to have a strategic overview of the provision available in their area and to identify and resolve gaps in provision.
- To make available to all young people aged 13-19 and to those between 20 and 25 with special educational needs and disabilities, support that will encourage, enable or assist them to participate in education or training

under Section 68 of ESA 20082

The Children and Families Act 2014 sets out substantial new rights and protections for young people; local authorities and their partners work together with young people to help them achieve successful outcomes in the long term, such as getting a job or going into higher education. The direction of travel to date in 14-19 education has been to emphasise the difference between qualifications that prepare learners for further study, and those that prepare them for employment; the 'academic' and the 'technical'.

Within Rutland, the dominant option available for Post 16 within the county is an academic route of A- levels, currently only offered through a single provider. This route had, historically, reflected the government drive to increase university participation and, in this regards, had been positive in providing greater opportunities for Rutland young people. However, the changes to the university funding and increase in fees have, nationally, impacted on the take-up of places by young people from poorer backgrounds. The drive to the academic route has also made worse an inequality in how vocational and academic

routes are compared to one another; the National Foundation for Educational Research identifies that attitudes to vocational education have not kept up with the pace of structural change and that it remains the poor relation of academic attainment. Inequality between academic and vocational routes to work have been described in parliamentary discussion and further information on this can be found at

<https://www.publications.parliament.uk/pa/ld201516/ldselect/ldsocmob/120/12008.htm>

Following the Sainsbury Review, a report published in July 2016 by the Independent Panel on Technical Education, there has been a national re-focus on the need for wide-ranging post-16 options. The report highlighted technical and vocational qualifications as a driver for improved employment pathways for young people and the evidence showed that these qualifications are vital for economic growth and identified that "quality provision that provides choice, realistic job opportunities and career development enables local economies to grow and individuals to progress". Young people living in Rutland currently choosing a technical or vocational route need to seek these outside of the County via a range of providers. Some of these providers have been judged by Ofsted as requiring improvement and, as such, may not offer the highest quality of provision or outcome. The introduction of a post-16 broad educational and training provision for Rutland, within Rutland would support the aspirations and skills enhancement of young people, business and the communities of interest in securing well qualified young people to enhance both business and the prosperity of the county. This would allow young people to remain in county to aid their personal and educational development as well as provide savings to the public purse within Rutland by accessing additional external funding opportunities.

The establishment of a sector led partnership approach between Rutland Adult Learning Skills Services, the Rutland Secondary Academies and sixth forms and Rutland County Council to developing and implementing a county-wide facility will provide greater opportunities to meet the needs of young people within the 16-18 sectors.

The partnership will establish the following objectives:

- Ensuring all young people receive robust targeted and inspiring information advice and guidance to help young people make informed choices
- Matching the skills required by the economy and those offered to young people by offering a curriculum for employment and enhancement
- Raising the economic awareness amongst both young people and their parents about the skills and qualifications required to secure jobs with good prospects
- Closing the gaps in the market for post 16 learning by establishing new provision meaning young people have choice and can find learning routes which both inspire them and match their aptitudes and attributes
- Linking employers with young people in meaningful ways early enough in their learning pathway to inspire young people and show them the steps to follow to secure a role in their chosen industry – building upon the examples of good practice that exist with current employers.
- Continue to develop specific targeted support which breaks down the barriers to work for young people and ensures that they are adequately prepared to succeed in the world of work

The development of a model for apprenticeship and vocational education opportunities within the county encompasses the preparation for adulthood of young people with special educational needs and disabilities. The Special Educational Needs and Disabilities Code of Practice states that preparing for adulthood means preparing for higher education and/or employment – this includes exploring different employment options, such as support for becoming self-employed and help from supported employment agencies.

Annexe A - Timescales for implementation of revised account-abilities for Early Years and Childcare

June 2017- October 2017	Review current Early Years and CC provision within the authority	<ul style="list-style-type: none">• Develop an action plan to address priorities identified in 2016 - 2017 Childcare Sufficiency Assessment• Work with all partners to ensure childcare sufficiency including additional places to meet the 30 hour entitlement• Secure sufficient childcare for Rutland parents retaining the balance between supply and demand, reporting annually to elected council members on how they are meeting their duty to secure sufficient provision, making the report available to parents• Set up Schools Forum working party to ensure local authority and Early Years provider partnership approach to the potential constraints of National Funding Formula and other resource limitations and to develop a cohesive response to additional childcare requirements
July 2017	Evaluate Early Years Foundation Stage profile 2017 outcomes and identify priority actions for continued improvement	<ul style="list-style-type: none">• Identify patterns or trends from 2016-17 data and other review mechanism so that action can be focused on RCC most vulnerable children• Remain actively involved with Early Years Strategic Leads Network and research project to explore key factors that influence and shape the early years' quality agenda• Ensure that children are school-ready at the end of the Early Years Foundation Stage and make a successful transition to Key Stage 1 and support the transition between the Early Years Foundation Stage and National Curriculum• Maintain high quality early years workforce through Continued Professional Development, training and regional and national networking opportunities• Early years sector led quality improvement project to support all children through transitions in their early education• Raise awareness of the Early Years Pupil Premium with schools and settings through annual visits
July 2017 onwards	Prepare and implement the Childcare Act 2016	<ul style="list-style-type: none">• Implement 30 hours entitlement for working parents from September 2017• Establish processes to promote free early years education for eligible two year olds, and the universal and extended (30 hour) offer three and four year olds• Develop a robust process to ensure parents and prospective parents can access up to date information about childcare and early education, including free places with access to improved Early Years pages on the Rutland County Council website and wider communication networks



Annexe A - Timescales for implementation of the sector-led model

May 2017	Review current position within the authority	<ul style="list-style-type: none">Identify examples of good/ established practice in school to school collaboration (e.g. boys' writing)Highlight examples of school leaders undertaking peer review (approach to achievement of pupils in receipt of Pupil Premium funding)Identify areas of 'fledgling' practice which is ready to be developed furtherTeaching School Alliance, National Leaders of Education, Local Leaders of Education, National Leaders of Governance – clarity in how these are already identified and utilised; identify any further potential within RutlandImplications of any Schools Causing Concern or RI schools identified; establish level of support required beyond that received through sectorEstablish whether peer review groups already in place through current collaboration (but not within Federation or single Multi Academy Trust.
May-July 2017	Clarify the sector-led approach/ model with all stakeholders	<ul style="list-style-type: none">Explore and explain 2020 vision i.e. what will be achieved in readiness for academic year 2020-21; identify potential role of local authority in influencing school improvement by 2020 (allowing for government initiatives)Establish 'buy in' from all schools/ academies through Head Teacher strategic events and 'what's in it for me' awareness. Ensure recognition that maturity in the approach relies on robust challenge (not just support) across the school sector, based on transparency and willingness to share and collaborate (data sharing protocols established)Agree criteria through which school effectiveness can be evaluated (peer to peer review and challenge partnership programme)Clarify role of sector evaluation and improvement within local authority statutory duties including special educational needs and disabilities, Childred Looked After, exclusions, etc.
May-July 2017	Identify solutions to minimise potential challenge or limitations to impact	<ul style="list-style-type: none">Potential reluctance of local authority school(s) or Multi Academy Trust (s) to engage ('already doing it')Potential conflicts of interest between schools, particularly around competition for school placesLimited uptake of training/ support leading to inconsistency of approach and effectivenessPeer review/ challenge needs to maintain focus on local, regional and national priorities

Autumn Term 2017	Establish programme of funded peer review training to ensure robust approach include leaders at all levels including governors for implementation January 2018	<ul style="list-style-type: none">Identify external training provider to work with peer review groups to ensure consistency of approach and robustness of peer challenge;Potential to utilise established national providers or other support potentially available through more established local authorities/ Teaching School AlliancesLocal authority procurement processes completed in time for January 2018 start date
From May 2017	Clarify local authority role	<ul style="list-style-type: none">All local authorities have a legal duty to promote high standards and the fulfillment of children and young people's potential; this will remain central to Learning and Skills team activityEnsuring synchronicity with Rutland Inclusion Policy to enable rapid and sustainable implementation whilst preventing overburdening of schoolsClarifying the role of Learning and Skills Officers – validation of peer review outcomes; identification of additional support/ training; contributor to local authority statutory activity including Schools Causing Concern processesPromotion of expectation of sector led improvement within local authority and through collaboration across county bordersContributing to required funding to establish maturity within the sectorContinuing to undertake statutory monitoring activity and/or risk assessment



Annexe A - Timescales for implementation of the post-16 education model

Rutland Apprenticeship and Vocational Education

June 2017	Review current post-16 provision within the authority	<ul style="list-style-type: none"> • Destination for post-16 • A-level qualifications delivered in Rutland/surrounding Rutland • Vocational qualification out of Rutland • Apprenticeships - currently 15 through Rutland Adult Learning Skills and Service • Preparation for Adulthood
July 2017	Encompass preparation for adulthood	Engage with LLR preparation for adulthood team and engage in regional approach to: <ul style="list-style-type: none"> • Create an 'offer and pathway for special educational needs and disabilities young people from the early years to adulthood - supporting transitions and being ambitious for young people • Encourage early and active parental participation • Support schools to deliver impartial careers advice and information • Develop the year 9 offer and deliver preparation for adulthood programmes
Autumn 2017	Undertake feasibility study for post-16 opportunities	<ul style="list-style-type: none"> • Explore partnership approach between Rutland Adult Learning Skills Services, the Rutland Secondary Academies and sixth forms and Rutland County Council • Partnership seeks to establish a specialist resource to best meet the needs of young people with special educational needs • Explore financial options to support personal and educational development e.g. additional government funding via the Education and Skills Funding Agency • Explore options within 'Invest to Save'
Autumn 2017	Build business links	<ul style="list-style-type: none"> • Rutland Adult Learning and Skills Services existing business links • Greater Cambridge Greater Peterborough Local Enterprise Partnership • Signpost 2 skills; designed to guide students from education and into working life by bringing employers into schools and students into businesses • Liaise with commerce and Business Club/equivalent locally
Autumn 2017	Consider how to improve availability of/ access to transport	<ul style="list-style-type: none"> • Transport policy 4 • Explore Wheels to Work
Autumn 2017	Strengthen Information Advice and Guidance	<ul style="list-style-type: none"> • Support schools in meeting their duty to secure independent careers guidance for pupils in years 8-13 on the full range of education and training options • Widen Information Advice and Guidance offer to primary schools • Encourage parental engagement in early Information Advice and Guidance • Develop programme of roadshows, local hubs (link to business links)



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Rutland County Council

Education Provider Prioritisation and Entitlement 2017-18

Context

All early years providers and schools are assigned a priority level. This prioritisation is made by the Local Authority following an annual desk top review against criteria identified within this document. This is reviewed each term and the early years provider/Head Teacher is consulted if there are any proposed changes to their priority status.

This document outlines the prioritisation processes undertaken by Rutland County Council with the aim for all children and young people in Rutland to have access to good or better educational provision and to ensure that any potential vulnerability is identified and addressed swiftly.

This document should be read in conjunction with 'Rutland County Council Education Framework 2017-2020' which outlines the statutory responsibilities for which Rutland County Council's Learning and Skills Service is accountable, and describes the intention for future strategic education development activity for Rutland state-funded education provision from early years to post-16. Outcomes of activity as identified within this document, alongside end of academic year scrutiny of Rutland education performance data, contribute to the Learning and Skills Annual Review and the Education Improvement Plan 2017-18 produced in autumn 2017 in consultation with Rutland County Council Education Performance Board.

The processes described in this document reflect the statutory monitoring arrangements undertaken locally and have been agreed in consultation with Early Years providers and school leaders. These processes may be subject to amendment at any time to reflect national, regional or local educational statutory requirements.

Prioritisation of Early Years Providers

The Early Years Foundation Stage (EYFS) statutory framework is mandatory for all Early Years providers in England. The EYFS framework sets the standards that all Early Years providers must meet to ensure that children learn and develop well and are kept healthy and safe.

All Early Years providers are registered on the Ofsted Early Years Register and inspected through the Early Years inspection framework; provision offered within a state-funded school is included within the Ofsted common inspection framework.

The Local Authority must rely solely on the Ofsted inspection judgement of the provider or the childminder agency as the benchmark of quality and not make additional judgements. To minimise risk and maintain an accurate understanding in the performance of local provision more frequently than Ofsted inspection outcomes, regular quality assurance activity takes place to identify and address issues prior to them becoming major concerns. Appendix A: Rutland County Council - Individual Early Years Provider Priority Assessment 2017-18 identifies the criteria for the quality assurance process.

Rutland County Council has a key role in shaping the childcare market across the county and aims to maintain a strong, sustainable and diverse childcare sufficiency that meets the needs of parents and carers. To this end, regular monitoring and childcare sufficiency assessments are undertaken by the Learning and Skills Service to maintain an accurate understanding of the quality and capacity of Early Years provision in Rutland.

The Local Authority will:

- Not fund providers who do not actively promote fundamental British values or if they promote views or theories as fact which are contrary to established scientific or historical evidence and explanations;
- Only fund places for two-year-old children with providers judged as Requiring Improvement when there is insufficient accessible Good or Outstanding provision;
- Fund places for three and four year-old children at any provider judged as Requiring Improvement, Good or Outstanding by Ofsted.

Evidence shows that attending high quality early education has a lasting impact on social and behavioural outcomes. All three and four year-olds in England are entitled to 570 hours of free early education or childcare a year and some two year-olds are also eligible. It is recognised that this provision supports social, physical and cognitive development hence helping to prepare children for school. It is therefore essential that the Local Authority ensures providers deliver consistently high quality free entitlements so that all children accessing any of the free entitlements receive the same quality and access as they would within 'paid for' provision.

Actions taken following Prioritisation of Early Years' Providers

Green:

- Provider will be notified, and commended, if this is a change of prioritisation
- Providers will be encouraged, if not already doing so, to support other providers through the Early Years Leading Practitioner programme or informal peer support arrangements
- Routine monitoring will continue

Amber:

- Provider will be notified if this is a change of prioritisation
- The LA will offer a package of tailored support to enable the setting to meet the outcomes identified by Ofsted and monitored for evidence of improvement

Red:

- If prioritisation is as a result of a provider being judged inadequate by Ofsted, a post-Ofsted visit will be arranged. The Local Authority will offer a package of tailored support to enable the setting to meet the outcomes identified by Ofsted, and ensure the swift implementation of the subsequent development plan leads to rapid but sustainable improvement
- If the prioritisation is an outcome of LA identifying that the setting is not delivering the Learning and Development or Safeguarding and Welfare requirements, providers will be informed that this information will be shared with Ofsted.

Core Activity and Entitlement for Early Years Providers:

All Early Years providers delivering the Early Years Foundation Stage (EYFS) will be entitled to an offer of Core Support from the Rutland County Council Early Years' Service. This will include an Annual Visit to each Early Years setting, access to three EYFS Networks, a Lead Early Years providers' training day and a programme of professional development. In addition, e-mail and telephone support will be available as appropriate.

A full programme of support will also be available for Newly Qualified Teachers and practitioners with support for the implementation of the Early Years Foundation Stage Profile and moderation of the Profile.

Settings judged by Ofsted as Good or Outstanding will access the package as outlined above. However, Early Years providers with a Requires Improvement or Inadequate Ofsted outcome will be offered a package of tailored support to meet individual needs and to bring about rapid improvement.

Providers of support/improvement for Early Years Providers

The Local Authority supports all Early Years providers but prioritises, on an inverse proportion to success, to ensure resources are focused on Early Years settings and schools which require most improvement.

To enhance this, the LA facilitates partnerships between providers who demonstrate excellence in their role and those who strive to become Outstanding through the Early Years Leading Practitioner programme. This arrangement promotes collaborative working and joint practice development and provides peer support across the authority for those wishing to further develop their practice.

Prioritisation of Schools

When delivering the school improvement function, all Local Authorities must have regard to the Schools Causing Concern Guidance '*Intervening in failing, underperforming and coasting schools - guidance for local authorities and Regional Schools Commissioners*' (March 2016)' and Section 13A of the Education Act 1996, which states that a Local Authority must exercise its education functions with a view to promoting high standards. Local Authorities should act as champions of education excellence across their schools, and in doing so should:

- Understand the performance of maintained schools in their area, using data to identify those schools that require improvement and intervention;
- Work with the relevant Regional Schools Commissioner (RSC) to ensure swift and effective action is taken when underperformance occurs in a maintained school, including and using their intervention powers, where this will improve leadership and standards;
- Encourage good and outstanding maintained schools to take responsibility for their own improvement and to support other schools;
- Enable schools that require support, to be able to access such support; this is central to Rutland's '2020 Vision' through which maturity in the sector-led approach between and within schools is achieved.

To ensure that Rutland Local Authority adheres to these duties, members of Rutland County Council Learning and Skills Service meet at least three times per year to undertake a desktop review of school effectiveness. At this meeting a range of evidence is considered and a prioritisation agreement made about each primary and secondary maintained school or academy.

Prioritisation is agreed using a 'best-fit' approach as identified in Appendix B: Rutland County Council Individual School Scorecard 2017-18. No further action will be taken until the school has been notified of any concerns raised. The relevant Diocesan Director of Education will also be informed, where appropriate, of any concerns regarding a Church school so a co-ordinated approach to support and challenge is assured.

Rutland school prioritisation will form the basis of routine 'Keep in Touch' discussions with Regional Schools Commissioner's Officers and the Regional Ofsted team.

Actions taken following prioritisation of schools

Green:

- School will be notified, and commended, if this is an improved prioritisation.
- School leaders will be encouraged, if not already doing so, to support other schools through formalised or informal school to school arrangements.
- Routine monitoring will continue as described above.

Amber:

- School will be notified if this is a change of prioritisation
- Rutland County Council maintained schools:
 - A meeting will be called with the Head Teacher and the Chair of the Governing Board to discuss identified concerns and whether the school's plan to bring about improvement is sufficient and has rigour and credibility;
 - A short-term review date will be arranged by which time the school will be expected to provide evidence of rapid improvement;
 - A Learning and Skills Officer will attend a Governing Board meeting as an observer; an external review of governance may be requested;

- If the school does not taking swift and effective action, regular formal Strategy Meetings with Head Teacher and Chair of Governors (or their representative) will be set up to enable the Learning and Skills Service to monitor progress towards addressing concerns; failure to demonstrate improvement will result in re-prioritisation.
- Academies or free schools
 - The Head of Service for Learning and Skills will offer to meet with the Academy CEO and/ or Head Teacher and Chair of the Governing Board to discuss concerns and consider options; however Academies are accountable to the Secretary of State. Therefore, Local Authorities are expected to raise any concerns they have about an academy's standards, leadership or governance directly with the relevant Regional Schools Commissioner.

Red:

If prioritisation is as a result of a maintained school being judged inadequate by Ofsted, the Secretary of State has a duty to make an academy order to enable it to become an academy. The LA will offer relevant support to the RSC's office to ensure transition to academy status does not further jeopardise the children or young people's education. The Regional Schools Commissioner should respond swiftly and robustly if an academy has been judged inadequate by Ofsted.

- If prioritisation is as a result of a judgement through RCC risk assessment:
 - Maintained schools:
 - A formal Learning and Skills Service Strategy Meeting will be instigated with the Head Teacher and Chair of Governing Board to set out the evidence of concern; school leaders need to demonstrate, at that meeting, that robust improvement plans have been completed and that planned actions will be rigorously monitored through in-school and external scrutiny arrangements. Further meetings will be arranged as required;
 - A Learning and Skills Officer will attend Governing Board meeting as an observer; an external review of governance will be requested;
 - If school cannot demonstrate swift and effective action and impact, Rutland County Council will work with the Regional Schools Commissioners' office, as stipulated in the DfE Schools Causing Concern Guidance, and utilise intervention powers where this will improve leadership and standards.
 - Academies or free schools:
 - The Head of Service for Learning and Skills will offer to meet with Academy CEO and/ or Head Teacher and Chair of Governing Board to discuss concerns and consider options; however Academies are accountable to the Secretary of State. Therefore, Local Authorities are expected to raise any concerns they have about an academy's standards, leadership or governance directly with the relevant RSC.

There may be schools which have not been judged by Ofsted to be inadequate or that have not met the coasting definition, but otherwise give cause for concern – for example, where the school's performance data are below floor standards, or where leadership and governance has broken down or safety is threatened. In these circumstances two types of warning notice can be issued to maintained schools:

- Section 60 of the Education and Inspections Act 2006 sets out the provisions relating to a performance standards and safety warning notice. This section provides that either the Local Authority or the Secretary of State (and therefore Regional Schools Commissioners on behalf of the Secretary of State) may issue such a warning notice.
- Section 60A of the 2006 Act sets out the provisions relating to teachers' pay and conditions warning notice. This section provides that the Local Authority may issue such a warning notice.

It is expected that Local Authorities will use their powers to issue warning notices in the schools which they still maintain. When a maintained school becomes an academy then the intervention role will fall solely to the Regional Schools Commissioner as outlined in the DfE Schools Causing Concern Guidance.

Core Activity and Entitlement for Maintained Schools and Academies:

Core activity:

The following will apply to all schools:

- **Annual table-top review** of published standards with consideration to the Council's vision, policies, statutory powers and services;
- **Termly interim reviews** by the Learning and Skills Service in conjunction with colleagues from the SEND/ Early Help team;
- **Comparative review** by the Education Performance Board;
- **Access to Council services** described as under "Entitlement" (see below);
- **Services for children who have special educational needs and/ or disabilities** in line with statutory requirements and Rutland policy;
- **Overview by Lead Member/ Portfolio Holder** for Education.

Entitlement for schools and academies

The Council will provide, unless declined by schools:

- **Named Education Officer** assigned to each school/academy;
- **A minimum of two paired evaluation visits each academic year** to **maintained schools** made by the Education Officer to review learner achievement, impact on addressing school and partnership priorities and future development areas;
- Participation in **Rutland School Review Partnership Programme**;
- Participation in **termly LA and Education Leadership partnership events**
- **Remote education advice** from the Education Officer;
- **Access to advice on pupil admissions**.

The Education Performance Board

The remit of this Board is to review and evaluate standards of education and wider educational provision within the County. It may recommend to the Council action to be taken affecting policy, strategy provision and evaluation.

Rutland School Review Partnership Programme

This programme is a core element of the strategy for future education improvement in Rutland. It promotes and formalises effective peer review and challenge between education providers in the Rutland area to provide a robust approach to sector-led, sustained, school improvement. The programme promotes school leaders, staff and governors working together to maximise their whole system leadership and to create and sustain an environment of high achievement beyond the individual school. The core members are the schools in Rutland and their partners and in practical terms, this means a regular and developing programme of peer challenge and support within and across groups of schools. Details of the activities of this programme due to commence January 2018 are currently being finalised and will be shared when confirmed.

Provision for vulnerable maintained schools and schools causing concern

A sliding scale of support and challenge will be available to reflect the needs of schools which, through prioritisation, have been identified as causing concern to the Local Authority.

Additional support for schools and academies

Schools are encouraged to use the increasing range of school to school support available, including that offered through Teaching School Alliances, Multi Academy Trusts, National Leaders of Education, National Leaders of Governance and nationally funded initiatives.

The Local Authority works in partnership with Rutland and regional Teachings School Alliances to benefit from the Strategic School Improvement Fund (SSIP) which is a grant to support primary, secondary and special academies and maintained schools and to further build a school-led system. The SSIP aims to target resources at the schools most in need to improve school performance and pupil attainment; to help them use their resources most effectively, and to deliver more good school places. The fund will support medium to long term sustainable activities across groups of a minimum of four schools with a preference towards school-led provision which is support provided by schools for schools. At least 70% of the schools supported through any one application must meet at least one of the eligibility criteria (see Appendix C). Further information is available through <https://www.gov.uk/guidance/strategic-school-improvement-fund>

Providers of school support/improvement

Schools are best placed to source their own school improvement and, in Rutland, we will promote this through a range of partnership arrangements. This may be with external providers, a Teaching School Alliance (TSA), a Multi Academy Trust (MAT), a National Leader of Education (NLE), a Local Leader of Education (LLE) or a National Leader of Governance (NLG).

A collaborative, professional approach is required to achieve the best outcomes for the school and preserve the quality of the service. For this to be effective, a small number of conditions should be met:

- All school improvement parties should agree to work collaboratively to achieve the expected outcomes. This must require due diligence from all parties prior to agreement;
- A clear, agreed statement must be created regarding expected outcomes, timescale, responsibilities, resource allocation, evaluation method and exit criteria. This must be agreed by both parties;
- A code of practice applies to Rutland Learning and Skills education improvement service; an appropriate code or protocol should apply to all parties.
- Additional resource may be allocated by the Council to schools in the amber and red categories. The education improvement service will, under these circumstances, monitor the process and impact of improvement parties working with the school.

Appendix A
Rutland County Council - Individual Early Years Provider Priority Assessment 2017-18

EARLY YEARS SETTING/ PROVIDER		SETTING MANAGER		DATE OF COMPLETION:	
AREA	GREEN	AMBER	RED	NOTES	
Type of Registration	Currently Registered on the Ofsted Early Years Register/ Registered with the DfE under the Governing Body of the School	In the process of a change to current Ofsted Registration e.g. venue move or change of Registered Person	No current registration of provision		
Most Recent Local Authority Contact (Date)	Annual Visit Pre or Post Ofsted visit Support visit Regular attendance at EYFS events.	No visit within the last year Infrequent attendance at EYFS events.	Complete disengagement with the LA No attendance at EYFS events.		
Current Ofsted Outcome; date of last inspection	Outstanding / Good	Requires Improvement	Inadequate		
Learning and Development Requirements	No concerns raised	Minor concerns noted	Serious concerns raised		
Implementation of EYFS Safeguarding and Welfare Requirements	No concerns raised	Some concerns raised, but no safeguarding concerns noted	Serious concerns raised		
Current Capacity %	High take up of places	Vacant Capacity	Low take up of places impacting on viability		

Leadership	Strong, experienced leadership demonstrated through sustained improvement; issues addressed swiftly	Change of leadership or interim absence Some concerns over speed of change/ improvement embedded	Poor leadership ; concerns not being addressed	
Complaints to Ofsted	LA not aware of complaints	LA aware of complaint. Complaint addressed with recommendations and, where relevant, provider has fully implemented an Action Plan	LA aware of complaint and provider has not responded to or addressed the concern.	
Local Authority Concerns/ feedback	No concerns raised or negative feedback given to LA	Concerns raised but reported to be addressed by provider	Concerns raised and not being addressed by provider; frequent negative feedback to LA	
Overall Prioritisation	Green: Low priority	Amber: Medium priority	Red: High priority	

INDIVIDUAL EARLY YEARS PROVIDER PRIORITY ASSESSMENT 2017-18 - AGREED NEXT STEPS:				
AREA:	ACTION REQUIRED:	PERSON RESPONSIBLE:	DATE TO BE COMPLETED BY:	REPORTED TO:
Overall Prioritisation	Early Years provider informed of prioritisation change			

Appendix B
Rutland County Council - Individual School Priority Assessment 2017-18

SCHOOL		HEAD TEACHER		DATE:	
AREA	GREEN	AMBER	RED	NOTES	
Safeguarding	No concerns have been raised regarding pupil behaviour and/ or safety	No concerns have been raised regarding pupil behaviour and/ or safety	Justifiable concerns have been raised regarding pupil behaviour and/ or safety	Automatic categorisation as Red if any safeguarding concerns	
Capacity for sustained improvement	The school's capacity for further improvement is demonstrated through sustained improvement	The school's capacity for improvement is not yet impacting on sustained improvement	The school does not demonstrate capacity for sustained improvement		
Ofsted – actual and predicted Date of last inspection	Ofsted good or outstanding with no indication for change of judgement; RI with evidence of rapid improvement	The school is at risk of being judged as Requiring Improvement/ the school has had a recent inspection and has been judged as Requiring Improvement; no evidence of rapid improvement	The school is at risk of being judged inadequate/ the school has had a recent inspection and has been judged as inadequate	Automatic categorisation as Red if Ofsted category	
Accurate self-evaluation	Peer/ paired review indicates school's self-evaluation is secure and monitoring processes are robust External moderation indicates assessment processes are rigorous; close correlation with outcomes at the end of each key stage	Peer/ paired review indicates school's self-evaluation is not always accurate and monitoring processes are not always robust External moderation indicates assessment processes are not consistently rigorous; generally teacher assessment is in line with outcomes at the end of each key stage	Peer/ paired review indicates school's self-evaluation is inaccurate and monitoring processes lack rigour External moderation indicates assessment processes are inaccurate and do not consistently match outcomes at the end of each key stage		

<p>Academic performance outcomes</p>	<p>Overall data shows consistent/improving trend across all areas</p> <p>Attainment at the end of each key stage is generally above national average; where it is average it represents good progress from starting points.</p> <p>Data indicates all groups of pupils are making expected and exceeding expected progress in reading, writing and mathematics (primary) and in English, mathematics and Best 8 measures (secondary)</p> <p>Pupils in receipt of pupil premium funding make better progress compared with similar pupils nationally; where attainment and progress gaps exist for vulnerable groups there is evidence that they are narrowing at a faster rate than they are nationally</p> <p>Post-16 attainment, value-added and retention measures are above national</p>	<p>Overall data trends are inconsistent but no evidence of declining trends</p> <p>Attainment at the end of each key stage is generally in line with national average; does not yet represent good progress from starting points</p> <p>Data indicates some groups of pupils are not making expected progress in reading, writing or mathematics (primary) or in English, mathematics and Best 8 measures (secondary)</p> <p>Pupils in receipt of pupil premium funding do not make as good progress compared with similar pupils nationally; gaps in attainment and progress of vulnerable groups of pupils are wider than seen nationally and show little sign of narrowing</p> <p>Post-16 attainment, value-added and retention measures are in line/ just below national measures</p>	<p>Overall data trends are inconsistent; evidence of trends declining over time</p> <p>Attainment at the end of each key stage is generally below national average; does not represent expected progress from starting points</p> <p>Data indicates most groups of pupils are not making expected progress in reading, writing or mathematics (primary) or in English, mathematics and Best 8 measures (secondary)</p> <p>Pupils in receipt of pupil premium funding do not make sufficient progress compared with similar pupils nationally; gaps in attainment and progress of vulnerable groups of pupils are wider than seen nationally and not narrowing</p> <p>Post-16 attainment, value-added and retention measures are below national measures</p> <p>The school is defined as 'Coasting' or below floor</p>	
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Exclusions	Exclusion rates are well below that seen nationally	Exclusion rates in line with those seen nationally	Exclusion rates higher than those seen nationally	
Absence	Authorised and unauthorised absence is lower than national levels; no spikes or rising trend No concerns raised regarding processes for managing term-time absence	Authorised and unauthorised absence is in line with national levels; no spikes or rising trend Some concerns raised about processes for managing term-time absence	Authorised and unauthorised absence are higher than national levels; spikes or rising trend Concerns raised about processes for managing term-time absence	
Admissions	No concerns raised through admissions	No significant concerns raised through admissions	Concerns have been raised through admissions	
Number on roll/ mobility	Increasing or static roll/ no unexplained outward mobility	Increasing or static roll/ no outward unexplained mobility	Decreasing roll/ unexplained outward mobility	
Complaints	The Local Authority is not aware of any formal complaints that have been upheld; Parent View and other external review sites are highly favourable	The Local Authority is aware of formal complaints but these have been addressed; Parent View and other external review sites are favourable	The Local Authority is aware of formal complaints that have been upheld; Parent View and other external review sites are highly unfavourable	
Additional support	There is evidence of high quality support being provided to other schools/ providers	The school is able to improve without a programme of external support	The school is in need/ receipt of significant external support	
Overall Prioritisation	Green: Low priority; self-sustaining	Amber: Medium priority; vulnerable to Ofsted judgement Requiring Improvement or remaining as Requiring Improvement	Red: High priority; vulnerable to Ofsted inadequate or already judged inadequate by Ofsted	

AGREED NEXT STEPS:

INDIVIDUAL SCHOOL PRIORITISATION 2017-18 - AGREED NEXT STEPS:				
AREA:	ACTION REQUIRED:	PERSON RESPONSIBLE:	DATE TO BE COMPLETED BY	REPORTED TO:
Overall Prioritisation	Head Teacher informed of prioritisation change			

Appendix C**Strategic School Improvement Fund Eligibility Criteria 2017**

Reference number	Eligibility criteria
E1	Schools in opportunity areas
E2	Schools rated inadequate in latest inspection
E3	Schools that meet the coasting definition or schools that are below the floor standard based on their published data
E4	Schools rated requires improvement in 2 consecutive Ofsted inspections
E5	Schools received a warning notice over the past 3 years
E6	Schools not meeting the KS5 minimum standards
E7	Progress 8 score overall less than -0.25
E8	Schools meet both of these criteria: 1) There are more than 35 disadvantaged pupils in the school, and 2) Progress 8 score for disadvantaged pupils in the school is less than -0.25 overall
E9	Schools meet both of these criteria: 1) There are more than 35 disadvantaged pupils in the school, and 2) The gap between disadvantaged pupils and non-disadvantaged pupils nationally for Progress 8 scores is less than -0.25
E10	Schools meet both of these criteria: 1) Less than 85% of pupils overall achieve expected standard in reading, writing and maths, and 2) At least one of the following is true: i) Reading progress is less than -2.5, ii) Writing progress is less than -3.5, iii) Maths progress is less than -2.5
E11	Schools meet all of these criteria: 1) There are more than 10 disadvantaged pupils in the school, 2) Less than 85% of disadvantaged pupils in the school achieve the expected standard in reading, writing and maths, and 3) At least one of the following is true: i) Reading progress is less than -2.5, ii) Writing progress is less than -3.5, iii) Maths progress is less than -2.5
E12	Schools meet both of these criteria: 1) There are more than 10 disadvantaged pupils in the school, and 2) At least one of the following is true: i) The gap between disadvantaged pupils and other pupils nationally for reading is less than -2.5, ii) The gap between disadvantaged pupils and other pupils nationally for writing is less than -3.5, iii) The gap between disadvantaged pupils and other pupils nationally for maths is less than -2.5
E13	KS5 academic progress score is between 0 and -0.5
E14	KS5 applied general progress score is between 0 and -0.75

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Where were we?

2014

- Whilst some multi-academy trusts (MATs) and standalone academies were successful in driving improvement this was inconsistent and some of Rutland's academies established a level of autonomy and self-management within which underperformance remained unchallenged.
- A similar pattern was evident in maintained schools; 5 maintained schools had pupil performance outcomes well below the national average
- There was a steep declining trend in end of KS2 outcomes; 2013 fell below the national average, KS2 outcomes fell even further in 2014 and expected attainment was below all but one other LA in England. In the same year average attainment at the end of Early Years was the highest in England.
- The gap between performance of vulnerable and non-vulnerable groups was widening.
- LA tracking of individual school performance needed refining to reflect autonomy of academies to enable an accurate understanding of individual school and overall LA performance. Analysis was not routinely shared with key stakeholders to ensure accountability within school sector.



What have we done?

2014-17

- Developed improved data scrutiny processes so that the LA has an accurate picture of strengths and areas for development within the education sector.
- Implemented agreed process of external support and challenge for maintained schools to address underperformance and vulnerability, promoting partnership and collaboration to share good practice.
- Weak leadership systematically challenged, and governor awareness of their strategic responsibility strengthened, leading to a rapid turnover of school leaders; 7/18 primary/special schools appointed new headteachers for September 2015.
- Established the Education Improvement Board to share accountability for pupil outcomes and to identify key priorities and subsequent actions for sustained improvement.
- School Quality Assurance (SQA) processes established to provide regular monitoring of school performance; brokering and commissioning of support based on transparent policy of school prioritisation.
- Paired LA/ School Reviews undertaken in maintained schools and academies that caused concern; progress in addressing issues monitored through LA Strategy Meetings.



What else do we need to do?

2017 - 18

- Publish "*Education Framework 2017-20*" to drive forward the next stage of education improvement in Rutland
- Develop a robust approach to sector-led school improvement, reflecting the government drive for greater school autonomy and accountability within the education sector. Promote collaboration and peer challenge through funded training programme for school leaders.
- Continue to challenge the small number of schools identified through SQA processes as a priority for action as specified in the "*Provider Prioritisation and Entitlement 2017-18*".
- Strengthen school leadership capacity through partnership working with local and regional teaching school alliances; increase numbers of system leaders within Rutland schools including National Leaders of Governance. Further support Governor effectiveness through programme of governor training.
- Continue to challenge disparity in performance between schools along with performance gaps for vulnerable groups and between boys and girls where these remain wider than national (2017 comparison data not yet available).
- Continue to develop local policy to respond to regional and national priorities



What difference have we made?

2017

- The LA has an accurate understanding of performance of maintained schools and academies; relevant actions are undertaken to challenge any underperformance and develop strategies for rapid improvement, focusing on utilising school to school support and increased collaboration.
- As an outcome, evidence of good impact in bringing about, and at times rapidly so, school improvement. As a result schools that were at risk of an inadequate judgement from Ofsted had improved sufficiently before inspection.
- All but three schools were judged as good or better in their last inspection; no schools are in an Ofsted inadequate category.
- Outcomes at all key stages are now above the national average, with most improvement evident at the end of KS2.
- There is an improving trend in the performance of vulnerable groups with evidence of gaps closing
- Strength within the education sector is increasing as an outcome of a greater number of schools collaborating on school improvement projects and working with teaching schools in and beyond Rutland.

CHILDREN AND YOUNG PEOPLE SCRUTINY PANEL

7TH SEPTEMBER 2017

Special Education Needs and Disability and Inclusion Ofsted/CQC Inspection

Report of the Director for People

Strategic Aim:	Special Education Needs and Disability (SEND) and Inclusion		
Exempt Information		No	
Cabinet Member(s) Responsible:		Mr D Wilby, Portfolio Holder for Education Mr R Foster, Portfolio Holder for Children and Young People (Safeguarding)	
Contact Officer(s):	Bernadette Caffrey, Head of Early Intervention, SEND and Inclusion	01572 752943 bcaffrey@rutland.gov.uk	
Ward Councillors	All		

DECISION RECOMMENDATIONS

That the Panel:

1. Receive the Special Education Needs and Disabilities (SEND) Peer Review report and the SEND Ofsted and Care Quality Commission (CQC) Inspection report.
2. Note recommendations for future action.

1 PURPOSE OF THE REPORT

- 1.1 The SEND Peer Review and the Ofsted and CQC inspection processes are intended to test the effectiveness of the local area in implementing the disability and special educational needs reforms as set out in the Children and Families Act 2014.
- 1.2 The presentation and the attached Peer Review report and the Ofsted Report provide panel with detail of the review and inspection process and the outcomes of both processes and next steps.

2 BACKGROUND AND MAIN CONSIDERATIONS

- 2.1 There are statutory obligations placed on Local Authorities, health providers and schools, to support children with additional needs and disabilities, such as the SEND Code of Practice 2015, and the Safeguarding in Schools Guidance (DfE) 2015.

- 2.2 By 1 April 2018, Local Authorities must have transferred all children and young people with statements of Special Educational Need (SEN) and who are eligible for an Education, Health and Care plan, (EHCP) to the new SEND system. An education, health and care (EHC) plan is for children and young people aged up to 25 years who need more support than is available through special educational needs support in school. EHC plans identify educational, health and social needs and set out the additional support to meet those needs.
- 2.3 The above encompasses the Local Authority's obligation to provide/create sufficient places for all pupils including those with SEND and the requirement for Local Authorities to have a SEND 'Local Offer'.
- 2.4 The SEND and Inclusion service was integrated with the Early Intervention services in February 2017. Work towards meeting the obligations of the SEND Code of Practice 2014, started prior to that, and since the service integration a review and transformation of the service and the practices has happened. This included the creation of a multiagency SEND Strategic Group to progress key local actions, such as those identified in Point 10.2 and Point 10.3 below, to improve SEND and Inclusion services across the partnership.
- 2.5 Rutland County Council and its partner agencies were subject to a SEND Peer Review on the 3rd and 4th July 2017. It was conducted by a team of four reviewers from Leicestershire, Derbyshire, Lincolnshire and Nottinghamshire.
- 2.6 Subsequently between 10 July 2017 to 14 July 2017, Ofsted and the Care Quality Commission (CQC) conducted a joint inspection of the local area to judge the effectiveness of the area in implementing the disability and special educational needs reforms as set out in the Children and Families Act 2014. The inspection process focussed on the effectiveness of the local area in identifying, assessing and meeting the needs, and improving outcomes for children and young people with special educational needs and/or disabilities.
- 2.7 The information from both the review and the Ofsted inspection processes will inform the next iteration of the Self Evaluation Form (SEF) and the operational and strategic actions in the SEND Action Plan. The Strategic Group will progress the wider transformation of SEND provision in Rutland and to securing the right set of skills and the appropriate provision so that more children are educated and enjoy a healthy family life, closer to home and at lower cost

3 CONSULTATION

- 3.1 Consultation is required in respect of the capital project as described in Point 4.2 below.
- 3.2 The SEND Code of Practice, (2015), make it explicit that Local Authorities and its partners must engage and 'co-produce' with, children and young people and their families on their support plan and on the design and review of services. Key partners and stakeholders will be consulted within the described monitoring and review process

4 FINANCIAL IMPLICATIONS

- 4.1 £500,000 DfE Grant and the £200,000 agreed by Cabinet in December 2016, is earmarked to be utilised for SEN provision. The Council will receive the first

tranche of the Grant of £167,000 in April 2018/19.

- 4.2 The June 2017, DfE Guidance is explicit that the capital grant is specifically for improving and developing SEND provision and sets out a prescribed timeline and a requirement to evidence that the Local Authority has consulted and produced a project plan.
- 4.3 Key learning from the review and inspection process that will support the development of a capital programme include as follows:
 - 4.3.1 parents wish to educate and support children's family life, closer to home,
 - 4.3.2 increased use of EHCPs in secondary phase, over reliance on out of county placements
 - 4.3.3 greater parental choice and control and greater use of personal budgets
 - 4.3.4 improve education attainment and life chances for children and young people and build on existing good practice in early years and post 16
 - 4.3.5 reduce spend on transport and placements
 - 4.3.6 support to schools to manage and retain pupils with emotional and behavioural difficulties

5 LEGAL AND GOVERNANCE CONSIDERATIONS

- 5.1 The Local Authority and its partners has a number of key statutory obligations to children and young people with disabilities and special educational needs, which includes; identification in the early years, the delivery of early help and targeted support and the provision of specialist support. This includes:
 - 5.1.1 The Aiming High service supports the Council's statutory duty under the Breaks for Carers of Disabled Children Regulations 2011 (or the Short Break Duty) which requires Local Authorities to provide a range of short break services. This arrangement reflects the Children and Families Act 2014 and Care Act 2014 the latter which places greater emphasis and importance on giving children with disabilities and their carer's greater choice and control in the support they need.
 - 5.1.2 Local authorities must carry out their functions with a view to identifying all the children and young people in their area who have or may have SEN or have or may have a disability (Section 22 of the Children and Families Act 2014).
 - 5.1.3 When carrying out their statutory duties under the Children and Families Act 2014, Local Authorities must do so with a view to making sure that services work together to promote children and young people's wellbeing or improve the quality of special educational provision (Section 25 of the Children and Families Act 2014)
 - 5.1.4 Local Authorities and Clinical Commissioning Groups (CCGs) must make joint commissioning arrangements for education, health and care provision for children and young people with SEND (Section 26 of the Act) and local

governance arrangements must be in place to ensure clear accountability for commissioning services for children and young people with SEND from birth to the age of 25.

- 5.1.5 Local authorities must publish a Local Offer, setting out in one place information about provision they expect to be available across education, health and social care for children and young people in their area who have SEND.

6 EQUALITY IMPACT ASSESSMENT

- 6.1 An Equality Impact Assessment is not required at this point, however it will require completion as part of the stakeholder consultation in relation to the capital programme described in Point 4.2 above.

7 COMMUNITY SAFETY IMPLICATIONS

- 7.1 There are no community safety implications

8 HEALTH AND WELLBEING IMPLICATIONS

- 8.1 Local Authority Health and Wellbeing Boards are required to develop Joint Strategic Needs Assessments and Joint Health and Wellbeing Strategies to support a joined-up approach to prevention, identification, assessment and early intervention, and the joint commissioning arrangements for those with disability and special educational needs. This will be addressed in the SEND Commissioning Strategy describe in Point 10.2 below.

9 ORGANISATIONAL IMPLICATIONS

- 9.1 The service will update the SEND Action Plan, to include strategic milestones and outcome measures and timescale for completion in relation to the areas of development identified in the Peer Review and Ofsted reports.

10 CONCLUSION AND SUMMARY OF REASONS FOR THE RECOMMENDATIONS

- 10.1 The SEND Peer Review and Ofsted Inspection resulted in a positive outcome for Rutland. The strengths identified significantly outweigh the areas for development. Ofsted found committed leadership and effective partnership working across the area and evidenced that children's needs are identified early, their needs are being met and the outcomes for children with SEN and or disability are good in Rutland.
- 10.2. A number of key developments had been identified by the service in its Self-Evaluation Form (SEF) and Action Plan and these reflect what the inspection process identified, such as;
- 10.3 The 'Local Offer' is in place but the 'on-line' information needs significant development to improve the accessibility, functionality and development of the platform as a whole, which will be enhanced through further co-production with parents and young people.
- 10.4 Our JSNA - SEND Needs Assessment and the review of our commissioning

arrangements will enable us to create a robust SEND Commissioning Strategy that will inform our placement planning and our intention to support children closer to home.

- 10.5 The multi-disciplinary High Needs Panel is providing more robust decision making and value for money around placements, including decisions on SEND transport. The Panel will address more creative utilisation of the High Needs Funding to intervene and provide support to children and young people earlier.
- 10.6 The performance and quality of our SEND service and the monitoring of spend on services is now subject to regular monitoring, accountability and scrutiny within the Directorate performance processes and to the Health and Well Being Board via the Children's Trust governance arrangements
- 10.7 A review of the Education Psychology service is underway with a view to having a new contract in place from August 2018.

11 BACKGROUND PAPERS

- 11.1 There are no additional papers

12 APPENDICES

Appendix A – Ofsted SEND Inspection report

Appendix B - Peer Review report

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

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29 August 2017

Dr Tim O'Neill
Director for People, Deputy Chief Executive Officer, Rutland
Rutland County Council
Oakham
Rutland
LE15 6HP

Sam Little, Lead Commissioner, Children and Families
Bernadette Caffrey, Local Area Nominated Officer

Dear Dr O'Neill

Joint local area SEND inspection in Rutland

Between 10 July 2017 and 14 July 2017, Ofsted and the Care Quality Commission (CQC) conducted a joint inspection of the local area of Rutland to judge the effectiveness of the area in implementing the disability and special educational needs reforms as set out in the Children and Families Act 2014.

The inspection was led by one of Her Majesty's Inspectors from Ofsted, with a team of inspectors including an Ofsted Inspector and a children's services inspector from the CQC.

Inspectors spoke with children and young people who have special educational needs and/or disabilities, parents and carers, and local authority and National Health Service (NHS) officers. They visited a range of providers and spoke to leaders, staff and governors about how they were implementing the special educational needs reforms. Inspectors looked at a range of information about the performance of the local area, including the local area's self-evaluation. Inspectors met with leaders from the local area for health, social care and education. They reviewed performance data and evidence about the local offer and joint commissioning.

This letter outlines our findings from the inspection, including some areas of strength and areas for further improvement.

Main findings

- Leaders are very committed to improving the local area's arrangements for identifying, assessing and meeting the needs of children and young people who have special educational needs and/or disabilities. An 'inclusion strategy' clearly sets out the leaders' vision to improve the provision in Rutland. There have been

noticeable improvements in the local area's arrangements, particularly in the last 12 months. However, leaders recognise that the action plan to support their inclusion strategy does not have enough check points and measures to enable the children's trust and the health and well-being board to hold them fully to account.

- The local area's self-evaluation is accurate. The director for people, the head of early intervention and inclusion and the lead commissioner for children and families are very reflective about the local area's strengths and areas for development. They have included the voices of children and young people to support strategic decision-making, for example by creating the post of an emotional health and well-being specialist nurse.
- The designated clinical officer has a clear quality assurance role to ensure that health practice is effective in meeting the needs of children and young people who have special educational needs and/or disabilities. Health practitioners contribute well to the formation and effectiveness of the education, health and care (EHC) plans.
- The local area's identification of children who have special educational needs and/or disabilities in the early years is highly effective. The early years inclusion officers provide valuable guidance and support for parents and practitioners, and involve a wide range of professionals in identifying children's needs. Parents speak very positively about this service.
- The local authority and health professionals work very closely together to meet the needs of children and young people who have special educational needs and/or disabilities.
- The quality of EHC plans has improved markedly over the past 12 months. They capture the children's voices and the views of parents and carers well. The outcomes are sharply focused and reflect the hopes and aspirations of children and young people. Parents have appreciated the greater clarity in the plans.
- A higher proportion of EHC plans are completed within the statutory time frame than nationally. The local area is on track to meet the 2018 deadline for transferring statements of special educational needs to EHC plans.
- The academic outcomes for children who have special educational needs and/or disabilities are improving. Pupils are starting to make better progress between key stages 1 and 2. Pupils who have an EHC plan in Rutland made better progress than other pupils nationally between key stages 2 and 4 in 2016.
- The communication of the local offer (the online tool for signposting families to services) has not been effective. Many parents are unaware of the local offer and some expressed frustration about the lack of information within the local offer website. Leaders recognise this and have already started talking to parents about how they could communicate the local offer to them more effectively.
- Children and young people who have special educational needs and/or disabilities say that they feel safe in Rutland. The 'safe place' initiative in Oakham, which signposts places where young people can go if they feel

vulnerable and need support, has given young people more confidence to visit the town independently. In addition, professionals are vigilant and act promptly on any safeguarding concerns that arise, to help keep children and young people safe.

The effectiveness of the local area in identifying children and young people's special educational needs and/or disabilities

Strengths

- The early identification of children who have special educational needs and/or disabilities is a strength in Rutland. Consequently, support is put in place quickly to meet the needs of children and their families.
- The children's centre in Oakham provides good opportunities for practitioners to identify children who have special educational needs and/or disabilities through their work with parents, carers and children from the pre-birth period to pre-school. Central to this is the co-location of health visitors within the centre, which helps to facilitate dialogue about children and assist staff to recognise when to make referrals to other services.
- Health practitioners make timely referrals to specialist health services to help identify children's needs quickly. There is good, effective discussion between different services to ensure a common understanding of children who have complex or multiple needs. In addition, information is shared easily and quickly between health practitioners, including general practitioners (GPs), to help identify children's needs early through the use of a single electronic data system.
- Health visitors successfully promote a programme called 'Let's Get Talking', which is aimed at pre-school children who have speech delay. This enables health visitors, early years practitioners and parents to use consistent strategies to improve speech development. Observational evidence during the four-week programme enables health visitors to identify if children's needs can be met at home or within a setting or if a referral to more specialist services is required.
- There is a good 0 to 19 service that utilises a variety of different arrangements to identify and support children and young people who have special educational needs and/or disabilities. For example, school nurses use health questionnaires and a drop-in service in primary and secondary schools.
- There are now improved systems for the early identification of special education needs and/or disabilities of children and young people from service families. A health visitor identifies the needs of children who will be moving into and out of Rutland to enable the child to access services in a timely manner. The local area enables practitioners, including headteachers, to visit services families before they arrive in Rutland to ensure they are aware of the needs of children at the earliest opportunity.
- There are effective multi-agency arrangements to identify young people who have special educational needs and/or disabilities and who may be at risk of child sexual exploitation. Professionals link well with the safeguarding hub in Leicester

and meet the local police regularly to discuss young people who may be at risk. In addition, social workers provide useful information to support these discussions.

- The local area has converted a much higher proportion of statements of special educational needs to EHC plans than is seen nationally. In addition, the proportion of new EHC plans issued within the 20-week timescale is much higher than the national average.
- The local area has started to use information about the different groups of children and young people who have special educational needs and/or disabilities to identify how more children can be educated locally. They have started discussions with headteachers from the special educational needs strategic group to achieve this aim.

Areas for development

- The local area acknowledges that too many children are waiting to see an educational psychologist to identify their additional needs. This has caused anxiety for families and for schools. Leaders have secured additional resourcing of educational psychology services and expect to clear the backlog by December 2017.
- The local area has not previously used the full range of information about the profile and number of children and young people who have special educational needs and/or disabilities well enough to inform the planning of school places. This has led to a higher proportion of children and young people than seen nationally travelling from their homes to access specialist provision out of the local area.
- Parents report some frustration in gaining access to services that will help them identify whether their child has additional mental health and emotional well-being needs. The range of services available to support the emotional well-being and mental health of children and young people are not widely known or fully understood.
- Health assessments of children looked after by the local authority are completed in good time. However, the assessments for those who are placed out of the local area are not always completed within the statutory timescales. This means that children's additional health-related needs are not consistently identified in a timely manner.

The effectiveness of the local area in assessing and meeting the needs of children and young people with special educational needs and/or disabilities

Strengths

- The quality of EHC plans has improved and there is good evidence of the co-production of plans between families and professionals. The voice of the child

through 'my story' and the voices of families through 'our story' are represented well within the plans. The plans have clear outcomes and specific time scales to measure progress. Parents have noted and appreciated the improved plans to support their child's progress.

- Assessments of children's needs are rigorous and thorough in the early years. Integrated assessment meetings involving the child, parents, early years practitioners and health visitors take place at the same time as the 'healthy child check' for two-and-a-half-year-olds. This enables a child's needs to be discussed and the effectiveness of any additional support to be monitored.
- Transition arrangements from the early years to primary school education have improved. This has enabled the support provided by professionals in the early years to be continued when the child starts school. The 'Amazing Me' initiative provides an opportunity for a simple but effective assessment of a child's needs to help ensure that they are well prepared for entry into primary school. This is particularly valued by parents and enables practitioners to offer targeted support to help children to be ready for school.
- There is a clear and well-understood process for health practitioners to make referrals to the inclusion team for extra support for children who have special educational needs and/or disabilities. This ensures that those who have complex needs and those who have additional social care needs are considered by a multi-agency team in a timely manner. The strong relationships between the local authority and health services are a key strength in assessing and meeting the needs of all children.
- Assessments completed by the different therapeutic services are effective, with good evidence of the child's voice being heard. Treatment plans provide children and young people with clear, achievable goals which enable their progress to be measured.
- 'Care navigators' support children and their families to gain access to health services. The impact of their role is particularly effective where a child or young person has complex or multiple needs.
- Health assessments for children looked after by the local authority take full account of EHC plans. This helps carers to have a clear picture of the complete health needs of children in their care.
- The Diana Community Children's Nursing Service provides a comprehensive programme of training for practitioners in a range of settings. This enables them to meet the needs of children and young people who have complex health needs more effectively.
- The '0 to 19 digital offer' provides a range of alternative methods of supporting young people and their families to meet different health needs. For example, the use of online clinics facilitates access to the school nursing service for young people who may otherwise experience difficulties in accessing this service. The 'chat health' and 'teen health' services also provide help and advice for young people in a welcoming and friendly way. These initiatives are evidence of the

effective joint commissioning between the local authority and health services following extensive consultation with children and young people.

- The 'transitions operations group' effectively helps children and young people to prepare for adulthood. The group reviews all EHC plans of children and young people aged from 14 to 25 years, to assess health and care needs. This ensures the smooth transition from children's services to adult services, including into primary care.
- All young people who have an EHC plan receive careers advice and guidance from Year 9 onwards. This advice is closely linked to individual plans which reflect the young person's aspirations. They effectively incorporate aims for independent living, social participation and education, training and employment. Young people who are applying for college courses complete voluntary work experience that is relevant to their career choice. In addition, the plans are tailored well to help young people to prepare for adulthood.
- The 'Aiming High' service provides short breaks for children and young people who have special educational needs and/or disabilities. Feedback shows that this service is highly valued by children and parents. In addition, the service offers a support group for siblings, which is equally valued.
- The parent and carer forum has become increasingly involved in contributing to decisions taken by the local authority to improve provision for children and young people who have special educational needs and/or disabilities. For example, forum members have recently helped to appoint an additional special educational needs case worker.
- The 'Youth Chaos' group promotes well the inclusion into society of young people who have special educational needs and/or disabilities. Through a range of activities and trips, they have given young people the confidence to join in a variety of groups in the local area. Young people speak very highly of this group.
- There has been effective co-production between school special educational needs coordinators and the local authority to produce a special educational needs toolkit. This has been well received by schools and helps staff to better identify and meet the needs of children.

Areas for development

- The communication of the local offer requires further improvement. Many parents and carers were unaware of the website about the local offer. Furthermore, those parents who did know about it complained that the site was not as helpful as it could be. The local area has organised events to publicise the local offer. However, it is too early to gauge the impact of these events.
- Parents express frustration at accessing support from the child and adolescent mental health service (CAMHS). The local area has recently re-modelled the mental health offer. However, it is important that these plans for improvement continue to be implemented, particularly in relation to services to strengthen

children's emotional resilience.

- Although representatives from CAMHS are present at meetings to formulate EHC plans, they are not sent a draft copy of the proposed plans and, therefore, are not consulted as to whether the final outcomes in the plan are appropriate.
- Practitioners do not communicate well enough to parents all the services available to support children and young people who have mental health and emotional well-being needs. Often parents believe that the only support available is through the CAMHS and are unaware of the other services offering support in the local area.
- GPs are not yet regularly involved in early preparations for transition from childhood health services into adult services. Consequently, young people have to repeat their medical history, which is a cause of frustration to them and their parents.

The effectiveness of the local area in improving outcomes for children and young people with special educational needs and/or disabilities

Strengths

- Children and young people in the schools and colleges visited by the inspectors said that they are well supported and their views are heard by professionals. All said they enjoy living in Rutland and feel safe. Good links with the police have helped to establish the 'safe place initiative' in Oakham, which enables young people to have more confidence when walking around the town independently.
- Children who have special educational needs and/or disabilities make good progress by the end of the foundation stage. This reflects the strong and effective professional practice which identifies and meets their needs in the early years.
- The progress of young people who have an EHC plan between the end of key stage 2 and key stage 4 is strong in English and mathematics.
- The proportion of 19-year-olds who have an EHC plan and who are qualified to level 2 or level 3 is consistently higher than the national average.
- The proportion of young people who have special educational needs and/or disabilities and who are in paid employment is much higher than the national average. Young people's aspirations are supported well through internships and access to work programmes.
- Parents and early years providers speak positively about the effectiveness of 'team around the family' meetings in meeting the needs of children. These meetings support children who may have special educational needs and/or disabilities and who have additional care needs to achieve good outcomes. Local leaders believe that this is why the number of children who are identified as children in need and who receive special educational needs support in schools is lower than the national average.

- The independent living skills course aims to help young people who have special educational needs and/or disabilities to live as independently as possible. Feedback from young people about this course was very positive. The proportion of young adults who have special educational needs and/or disabilities and who are in settled accommodation is much higher than the national average.
- The attendance of children and young people who have special educational needs and/or disabilities is broadly the same as other pupils nationally. The number of permanent exclusions within this group has reduced significantly from 2014 and now very few pupils are permanently excluded.
- The 'Let's Get Talking' initiative to promote speech development in the early years has been very successful. Over 60% of children no longer require any further specialist support by the end of their involvement in the programme.
- The progress of children looked after by the local authority is good. The voice of the child can be identified within personal education plans and their EHC plans. The virtual headteacher is very proactive and ensures that children are in the right placements for their education. If they are found not to be in an appropriate placement, their needs are reviewed and a more suitable placement is found. The latest performance information shows that 77% of this group have made expected, or better than expected, progress from their starting points.

Areas for development

- The progress of pupils who have special educational needs and/or disabilities between key stages 1 and 2 has been slower than other pupils who have the same starting points.
- The use of personal budgets to support young people to meet their needs is low. The local area has not communicated the difference between direct payments and personal budgets well enough to encourage more families to apply.
- Young people aged 19 who have received support for their special educational needs, but have not had an EHC plan, do not achieve as well as similar pupils nationally in gaining level 2 qualifications including English and mathematics.
- The information and advice services for parents or carers of children and young people who have special educational needs are highly valued by the parents who use them. However, the services are not used widely by parents and many parents do not know that they exist.

Yours sincerely

Martin Finch
Her Majesty's Inspector

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