



## Children, Young People & Education Committee

<b>Date:</b>	<b>Tuesday, 6 December 2022</b>
<b>Time:</b>	<b>6.00 p.m.</b>
<b>Venue:</b>	Wallasey Town Hall

**Contact Officer:** Victoria Simpson  
**Tel:** 0151 691 8271  
**e-mail:** [victoriasimpson@wirral.gov.uk](mailto:victoriasimpson@wirral.gov.uk)  
**Website:** <http://www.wirral.gov.uk>

Please note that public seating is limited therefore members of the public are encouraged to arrive in good time.

Wirral Council is fully committed to equalities and our obligations under The Equality Act 2010 and Public Sector Equality Duty. If you have any adjustments that would help you attend or participate at this meeting, please let us know as soon as possible and we would be happy to facilitate where possible. Please contact [committeeservices@wirral.gov.uk](mailto:committeeservices@wirral.gov.uk)

This meeting will be webcast at  
<https://wirral.public-i.tv/core/portal/home>

## AGENDA

- 1. WELCOME AND INTRODUCTION**
- 2. APOLOGIES**
- 3. MEMBERS CODE OF CONDUCT - DECLARATIONS OF INTERESTS**

Members are asked to consider whether they have any disclosable pecuniary interests and/or any other relevant interest in connection with any item(s) on this agenda and, if so, to declare them and state the nature of the interest.

- 4. PUBLIC AND MEMBERS QUESTIONS**

## **Public Questions**

Notice of question to be given in writing or by email by Thursday 1 December to the Council's Monitoring Officer (via the online form here: [Public Question Form](#)) and to be dealt with in accordance with Standing Order 10.

## **Statements and Petitions**

### Statements

Notice of representations to be given in writing or by email by 12 noon, 1 December to the Council's Monitoring Officer (committeeservices@wirral.gov.uk and to be dealt with in accordance with Standing Order 11.

### Petitions

Petitions may be presented to the Council if provided to Democratic and Member Services no later than 10 working days before the meeting, at the discretion of the Chair. The person presenting the petition will be allowed to address the meeting briefly (not exceeding three minutes) to outline the aims of the petition. The Chair will refer the matter to another appropriate body of the Council within whose terms of reference it falls without discussion, unless a relevant item appears elsewhere on the Agenda. If a petition contains more than 5,000 signatures, it will be debated at a subsequent meeting of Council for up to 15 minutes, at the discretion of the Mayor. Please telephone the Committee Services Officer if you have not received an acknowledgement of your question/statement by the deadline for submission.

## **Questions by Members**

Questions by Members to be dealt with in accordance with Standing Orders 12.3 to 12.8.

### **5. MINUTES (Pages 1 - 8)**

To approve the accuracy of the minutes of the meeting held 12 October 22

## **SECTION A - DECISIONS**

### **6. CONSULTATION OUTCOME LEASOWE AGE RANGE (Pages 9 - 16)**

### **7. CONSULTATION OUTCOME OBSERVATORY SCHOOL (Pages 17 - 28)**

## **SECTION B - BUDGET REPORTS**

8. **2022-23 BUDGET MONITORING FOR QUARTER TWO (Pages 29 - 46)**

### **SECTION C - PERFORMANCE REPORTS**

9. **QUARTER 2 PERFORMANCE REPORT (Pages 47 - 58)**

### **SECTION D - REVIEWS/ REPORTS FOR INFORMATION**

10. **UPDATE ON WIRRAL SCHOOL IMPROVEMENT STRATEGY 2021-2024 (Pages 59 - 82)**
11. **LOCAL GOVERNMENT AND SOCIAL CARE OMBUDSMAN REPORT (Pages 83 - 100)**
12. **BREAKING THE CYCLE (Pages 101 - 140)**

The PDF file below may not be suitable to view for people with disabilities, users of assistive technology or mobile phone devices. Please contact [committeeservices@wirral.gov.uk](mailto:committeeservices@wirral.gov.uk) if you would like this document in an accessible format.

13. **UPDATE ON THE GOVERNMENT WHITE 'OPPORTUNITIES FOR ALL; STRONG SCHOOLS WITH GREAT TEACHERS FOR YOUR CHILD' (Pages 141 - 214)**
14. **FAMILY HUBS (Pages 215 - 222)**
15. **WORK PROGRAMME (Pages 223 - 230)**
16. **SECTION E - REFERRALS FROM OTHER COMMITTEES**
17. **CORPORATE PARENTING PANEL MINUTES 12.10.22 (Pages 231 - 234)**

### **Terms of Reference**

The terms of reference for this committee can be found at the end of this agenda.

This page is intentionally left blank



## **CHILDREN, YOUNG PEOPLE & EDUCATION COMMITTEE**

Wednesday, 12 October 2022

Present:

Councillor K Hodson

Councillors C Cooke S Powell-Wilde  
H Collinson V Wilson  
S Bennett A Wright  
D Kenny

Deputies

Councillors M Booth ( in place of C Povall)  
D Mitchell ( in place of C Carubia)  
J Walsh ( in place of E Gleaves)

24 **WELCOME AND INTRODUCTION**

The Chair welcomed Members, Officers and members of the public to the meeting.

25 **APOLOGIES**

Apologies of absence were received from Councillors Carubia, Povall and Gleaves.

26 **MEMBERS CODE OF CONDUCT - DECLARATIONS OF INTERESTS**

Members were asked to declare any disclosable pecuniary interests and any other relevant interest and to state the nature of the interest.

Councillor Sue Powell Wilde declared a personal interest by virtue of her position as a foster carer in Wirral through a private fostering agency.

Councillor Helen Collinson declared a personal interest by virtue of her daughters employment within Wirral's Foster Care Team.

27 **MINUTES**

**Resolved – That the minutes of the meeting held on 12 October 2022 be approved and adopted as a correct record.**

28 **PUBLIC AND MEMBERS QUESTIONS**

The Chair reported that one public question had been received from Sarah Spoor regarding long term outcomes for children leaving education who have an Educational Health Care Plan (EHCP). In particular young people who have learning difficulties moving into inclusive apprenticeships.

A response was provided by the Chair ensuring that the council tracks all young people aged 16 to 18 and records their destination and the information is reported to the Department for Education monthly. In a similar way the Council also tracks and records the destinations of young people with an education, health, and care plan (EHCP) up to the age of 25. Data was then provided on employment of young people with an EHCP.

A supplementary question was then asked by the questioner to which she was informed that a response would be provided in writing. The supplemental question raised enquiries about percentages of young people who are Wirral residents and who have an EHCP and learning disability have moved into sustainable employment and inclusive apprenticeships and how that compares to previous years.

## 29 **WIRRAL YOUTH JUSTICE SERVICE STRATEGIC PLAN 2022-23**

A Report by the Director of Children's, Families and Education provided Members with an introduction to Wirral Youth Justice Service (YJS) Strategic Plan 2022-23. Anthony Kirk, Head of Contextual Safeguarding introduced the report.

By way of background, Members were advised how Wirral Youth Justice Service was inspected by Her Majesty's Inspectorate of Probation (HMIP) in July 2021, received an overall rating of 'Good'. It was explained how the Youth Justice Board sets out 3 national areas of key performance for all YOT's by using national indicators as follows:

- The amount and rate of First Time Entrants to the Youth Justice System (FTEs);
- the rate of Re-offending; and
- the use of custody (Use of youth custody as opposed to managing young people in the community).

Salient data of note to Members was identified to such as the increase of 5 more young people entering the system than in 2020, equating to a 15% rise. Members were then advised how the use of custody was 0.16 per 100 children, compared to 0.10 per 1000 YOT family average, equating to 3 more young people entering custody in the financial year 2021-22 compared to the previous year.

Furthermore, Members heard how there had been a rise in the reoffending rate of 3.2 percentage points relating to less offenders overall but impacted by a small cohort who committed several offences.

Members were then informed that positive feedback had been received by the YOT following the July 2021 inspection and the team have been nominated for a Howard League award for Penal Reform for recognition of ' Operation Inclusion', an initiative with the overall aim to divert some offending by young people away from Courts.

In response to a question Members heard data displayed within the report was with reference to statistical neighbours with reference to families rather than areas and that Wirral is slightly below average with reference to first time entrants into the criminal justice system.

In response to a further questions Members were informed that early help and intervention support is provided by the local authority by reference to drug and alcohol services. Furthermore, preventative work is undertaken regularly on issues that could cause youths to offend for example poor mental health and the YOT make visits to secondary schools to deliver talks on a regular basis.

#### **Resolved - That**

- (1) The Wirral Youth Justice Service's Strategic Plan 2022-23 be endorsed and recommended to Council for approval; and**
- (2) The approach and ongoing development work within the Youth Justice Service and across the Youth Justice Management Board (YJMB) be noted.**

#### **30 CHILDREN YOUNG PEOPLE AND EDUCATION COMMITTEE 2022-23 BUDGET MONITORING QUARTER 1**

A Report by the Director of Children, Families and Education, presented by the Senior Finance Business Partner provided a summary of the year-end revenue position for the 2022/23 financial year for Children, Families and Education.

The report provided Members with an overview of budget performance, including progress on the delivery of the 2022-23 saving programme and a summary of reserves to enable the Committee to take ownership of the budgets and provide robust challenge and scrutiny to Officers on the performance of those budgets.

It was outlined that how, at the end of Quarter 1, there was a forecast favourable position of £0.505m on the Committees net revenue budget of £79.234m. Members were advised how the position is based on activity to

date and projected trends in income and expenditure and potential mitigation to offset areas of adverse/ favourable variance.

Pressures were identified within the service including: Special Educational Needs( SEN) services whereby there is a backlog of production of Educational Health Care Plans ( EHCP's), transport to schools services, the prospect of a pay award, inflation and children in care.

**Resolved – That**

- (1) the forecast revenue position presented at Quarter 1 be noted**
- (2) the progress on delivery of the 2022-23 savings programme at Quarter 1 be noted**
- (3) the forecast level of reserves at Quarter 1 be noted; and**
- (4) the forecast capital position presented at Quarter 1 be noted.**

31 **Q1 PERFORMANCE REPORT**

Tricia Thomas, Performance and Improvement Manager introduced the report, which set out a revised performance monitoring and reporting framework for the Committee.

Members were advised that 'real time' data could be obtained through the Power BI – an intelligence software system that identified and demonstrates statistics and trends. Members heard how there would be some training available in due course for those who had not yet received it.

In response to a question members were advised how scrutiny is being undertaken on children in need figures that have increased recently and will be constantly be in review. In response to a further query regarding school attendance for disadvantaged pupils, Members were advised how data could be included regarding this within the performance report going forward.

A discussion then ensued about families who are struggling financially but would not fall under the category of free school meals and Members were advised about early help and prevention contacts who are known to the department . Members were advised how a briefing note would be provided to committee Members surrounding work undertaken to target and support vulnerable families who do not fall under the free school meal category.

**Resolved – That the report be noted**

## **SUMMARY OF STANDARDS – PROVISION OUTCOMES FOR EARLY YEARS, KEY STAGE 1 & KEY STAGE 2**

A report presented by James Backhouse, Assistant Director for Education set out a Summary of Standards 2022 and gave information about provisional pupil outcomes. A detailed analysis for the pupil outcomes at the age of 5 (Good level of development), age of 6 (Phonics assessment) the age of 7 (Key Stage 1 SATs) and at the age of 11 (Key Stage 2 SATs) were set out within the report and was appended

Members were informed how comparisons had been made with the results nationally wherever possible, however, many of the national results had not been published yet. Members were then advised how the statistical first releases are published in October 2022 and the report will be amended accordingly and shared with Members

The report provided a detailed analysis of pupil outcomes and gave a first indication of the impact of the COVID-19 pandemic on the education of young people. Members heard how the standards report and educational outcomes will be linked to the refresh of the priorities in relation to the school improvement strategy and the re-banding of schools across Wirral to identify needing support.

Of particular note to address some of the concerns identified within the report, Members heard how the Local Authority had secured the services of a nationally renowned expert on early years development who will visit schools and early years settings.

It was reported that there has been a decline in children reaching the expected standard in reading, writing and maths assessments by 12.1% and this is in line with the national gap and experts have been sought to address this. It was then reported that only half of young people are at the expected standard in year 6 before they begin their transition to secondary school and resources would be concentrated to combat this.

Members were then advised how a further key focus has been surrounding mathematics as children obtaining the expected standard had declined significantly against national trend and intensive work is being undertaken with schools

In response to a question by a Member it was reported how methods and approaches of delivering the teaching of mathematics would be reviewed in line with the remit of the national curriculum. In response to a further query it was explained how children who are electively home educated are likely to not have undertaken the assessments referred to within the report and therefore their progress wouldn't be included in the figures provided.

**Resolved - That**

- (1) the report be noted; and**
- (2) the services' planned refresh of the school improvement strategy based on the outcome outlined be supported.**

**33 SEND WRITTEN STATEMENT OF ACTION UPDATE**

A report presented by Elizabeth Hartley, Assistant Director for Children, Families and Education provided members with an update on progress on the Wirral Statement of Action (WSoA).

Members were reminded how In September 2021, the local area's services for children and young people with Special Educational Needs and Disabilities (SEND) was inspected by Ofsted and the Care Quality Commission (CQC). Members were informed how as a result of the inspection, the local area was required to submit a Written Statement of Action (WSoA) to address the areas of improvement which had been identified.

Members were advised how the WSoA is being delivered via six workstreams, each with an improvement plan with leadership from the local authority (adults and children's services) and the NHS. The Assistant Director provided a summary of each individual workstream. Appended to the report was a detailed analysis of the 102 action points under the 6 workstreams. Members were advised that some actions had been completed but not marked as so until the outcome can be assessed with reference to a longer term impact.

With regards to mental health provision for SEN children, Members were advised how mental health practitioners in school would have training in mental health first aid and there is currently joined up work being undertaken with the NHS to provide early support.

**Resolved - That**

- (1) the progress made to date on the actions in the Wirral Statement of action be approved; and**
- (2) a further monitoring report be recieved at a future date.**

**34 WORK PROGRAMME**

The Head of Legal Services outlined the report detailing the work programme for the Children, Young People and Education Committee for the municipal year

A comment was raised regarding the child poverty workshop and asked that this be arranged at the earliest convenience following the recent cancellation.

**Resolved – That the work programme be noted.**

This page is intentionally left blank





## CHILDREN, YOUNG PEOPLE & EDUCATION COMMITTEE

Tuesday, 6 December 2022

<b>REPORT TITLE:</b>	<b>CONSULTATION OUTCOME ON CHANGE OF AGE RANGE AT LEASOWE PRIMARY SCHOOL</b>
<b>REPORT OF:</b>	<b>DIRECTOR OF CHILDREN, FAMILIES AND EDUCATION</b>

### REPORT SUMMARY

High quality early years education gives children the best start in life to reach their full potential. This report provides the outcome of a consultation on a proposal to alter the age range of Leasowe Primary School to establish a maintained nursery class. No objections were received during the consultation. The proposal will mean that all three primary schools in this small planning area will offer on-site nursery provision. The report recommends that Committee approves the proposal.

Leasowe Primary School is in the Leasowe and Moreton East Ward.

This is a Key Decision.

This contributes to Wirral Plan 2021-26 priority, "Brighter Futures".

### RECOMMENDATION/S

The Children, Young People & Education Committee is recommended to:

1. Approve the proposal to alter the age range of Leasowe Primary School by one year group from 4 to 11, to 3 to 11, as a prescribed alteration to a maintained school; and
2. grant the Director of Children, Families and Education all necessary authority to implement the proposal.

## **SUPPORTING INFORMATION**

### **1.0 REASON/S FOR RECOMMENDATION/S**

- 1.1 A formal 4 week consultation was held between 5<sup>th</sup> October 2022 and 2<sup>nd</sup> November 2022 on a prescribed alteration to extend the age range of Leasowe Primary School from 4 to 11, to 3 to 11, to establish a nursery class. No objections were received during the consultation period.
- 1.2 Incorporating early years provision into the maintained school would allow children in attendance to be registered as pupils of the school. This would enable the school to ensure communication and administration and adopt a cohesive and consistent approach to learning right through to Year 6. This change would not increase the number of early years places in the area or impact on the school's admission policy for Foundation 2.
- 1.3 The proposal means that all three primary schools in the Leasowe small planning area will offer on-site nursery provision.

### **2.0 OTHER OPTIONS CONSIDERED**

- 2.1 The school remains as a 4 to 11 primary school. This is not recommended as incorporating early years provision at Leasowe Primary School will ensure that all three primary schools in this area will offer on-site nursery provision.

### **3.0 BACKGROUND INFORMATION**

- 3.1 There are benefits to operating a nursery class as part of the main school, however there are also additional costs associated with a nursery class. The governing body of Leasowe Primary School have decided they are able to meet these additional costs within the existing budget.
- 3.2 Leasowe Primary School has undertaken appropriate preliminary consultation with stakeholders in Spring 2022 which received no objections. The Early Years Team have advised that there has been sufficient prospective demand from parents to provide a viable nursery class.
- 3.3 Following the federation of Castleway Primary School and Leasowe Early Years Centre, the two schools are moving to jointly occupy the Castleway Primary School site. Holy Spirit Catholic and CE Primary School already has a nursery class. The proposed change would mean that all three primary schools in the Leasowe small planning area will offer nursery provision.
- 3.4 The proposed change would not alter the school's admission number for entry to Foundation 2, or the school's admission arrangements. Attending a particular nursery or pre-school does not give any priority for admission to Leasowe Primary School and this would continue to be the case. Parents of pupils attending the nursery provision would continue to need to apply for places in the usual way, the policy criteria determine which children are offered places.
- 3.5 There should not be any impact on other local educational establishments or on traffic in the area, as no additional places are being introduced.
- 3.6 Taking into account the above, on 25<sup>th</sup> July 2022 the Director of Children, Families and Education approved the publication of a Public Notice to consult on extending

the age range of Leasowe Primary School from 4 to 11, to 3 to 11, to establish a maintained nursery class.

- 3.7 The Children, Young People and Education Committee is recommended to approve the proposal to extend the age range at Leasowe Primary School.

#### **4.0 FINANCIAL IMPLICATIONS**

- 4.1 There are additional costs to a school associated with a nursery class. The governing body of Leasowe Primary School have decided they are able to meet these additional costs within the existing budget. There are no financial implications to the Council.

#### **5.0 LEGAL IMPLICATIONS**

- 5.1 Section 19(1) of the Education and Inspections Act 2006 provides that where a Local Authority proposes to make a prescribed alteration to a maintained school in this case extending the age range the Local Authority must publish its proposals. Section 5(1) of the School Organisation (Prescribed Alterations to Maintained Schools) (England) 2013 apply.
- 5.2 Making Prescribed Alterations To Maintain Schools issued by the Department of Education provides that a Local Authority can propose change of age range of 1 year or more for community schools (including the adding or removal of sixth-form or nursery provision). When proposing changes to a school's age range, a Local Authority should act reasonably, in line with the principles of public law, to ensure that the changes do not to have a negative impact on the education of pupils in the area.
- 5.3 Approving the proposal will permanently change the age range of Leasowe Primary School by one year to include a maintained nursery class.
- 5.4 There are no construction works expected to result from the proposal. Any construction works that might be undertaken would be subject to the Construction, Design and Management Regulations 2015.

#### **6.0 RESOURCE IMPLICATIONS: STAFFING, ICT AND ASSETS**

- 6.1 Leasowe Primary School will be required to appoint a qualified teacher for a maintained nursery class. The school has identified sufficient budget to cover the costs of appropriately trained and experienced teacher(s).
- 6.2 The school has confirmed it has resources in place to support all foreseeable aspects of the change. The Local Authority expect the Governors to ensure this is appropriate to meet expected needs. No Local Authority funding is available to support the proposed change.
- 6.3 The nursery class will occupy the existing modular accommodation used by Foundation 2 to form a Foundation 2 unit. Should any alterations to accommodation be required as a result of this change, all relevant processes including planning consent will be expected to be followed, and associated costs funded by the school.

#### **7.0 RELEVANT RISKS**

- 7.1 Failure to decide the outcome of the proposal within 2 months of the end of the representation period will mean that the final decision is made by the Schools Adjudicator. This would be a reputational risk to the Council and could result in a decision being reached by the Schools Adjudicator which does not reflect the local context and rationale for the prescribed alteration.
- 7.2 The new nursery class might not attract sufficient pupils to be financially viable. Preliminary consultation held by Leasowe Primary School indicated there would be sufficient demand for at least a part-time nursery class at the school. A full-time nursery class could have up to 26 Full Time Equivalent (FTE) pupils; a part-time nursery class up to 13 FTE pupils. In September 2022, Leasowe Primary School opened a temporary (up to 2 years duration) part-time nursery class in order to formally gauge demand – during the first term 11.5 FTE pupils enrolled. Pupils begin nursery the term after their 3<sup>rd</sup> birthday and it is likely that further pupils will approach the school for places in the Spring and Summer terms; this situation would be monitored.
- 7.3 The new nursery class might reduce overall take up of school nursery places in the local area. At the School Census in October 2021, the 3 and 4 year old nursery (not private provider) provision in the Leasowe and Moreton East area was taken up by 55 FTE pupils across the two sites (Holy Spirit, and Leasowe Early Years).

The October 2022 Census is not yet available, however at the equivalent point in October 2022, and despite a decreasing trend in the birth rate, the Authority's records show there were 64 FTE pupils across the now three sites, which is a 16% increase on the previous year. This situation would continue to be monitored.

## **8.0 ENGAGEMENT/CONSULTATION**

- 8.1 Leasowe Primary School carried out preliminary consultations with stakeholders in Spring 2022 prior to approaching the Local Authority. The Director of Children, Families and Education approved the publication of a Public Notice to consult on the alteration.
- 8.2 As a prescribed alteration, a Public Notice was posted on 5<sup>th</sup> October 2022 on the Wirral Council website, the school's website, at the school itself and elsewhere in the local area. All statutory consultees were notified.
- 8.3 Any person can make a comment or objection to the proposal within 4 weeks of the date of the Public Notice. No responses were received by 2<sup>nd</sup> November 2022.

## **9.0 EQUALITY IMPLICATIONS**

- 9.1 Wirral Council has a legal requirement to make sure its policies, and the way it carries out its work, do not discriminate against anyone. An Equality Impact Assessment is a tool to help council services identify steps they can take to ensure equality for anyone who might be affected by a particular policy, decision or activity.
- 9.2 An equality impact assessment has been completed and revised to reflect the consultation taking place and can be found at:  
<https://www.wirral.gov.uk/communities-and-neighbourhoods/equality-impact-assessments/equality-impact-assessments-2017-1>

## 10.0 ENVIRONMENT AND CLIMATE IMPLICATIONS

10.1 The content and/or recommendations contained within this report are expected to have minimal impact on emissions of Greenhouse Gases.

## 11.0 COMMUNITY WEALTH IMPLICATIONS

11.1 Development during the first years of life is directly linked to potential later in life. Provision of high quality early years education plays a role in improving child health outcomes, learning and development, giving children the best start in life to reach their full potential. Early years provision and childcare is vital for working parents to access employment opportunities; the proposal will mean all three primary schools in this small planning area will offer on-site nursery provision.

**REPORT AUTHOR: Sally Gibbs**  
Senior Manager Admissions and Place Planning  
telephone: 0151 666 4487  
email: sallygibbs@wirral.gov.uk

## APPENDICES

Appendix 1 - Public Notice

## BACKGROUND PAPERS

Section 19(1) of the Education and Inspections Act 2006  
Section 5(1) of the School Organisation (Prescribed Alterations to Maintained Schools)(England) 2013

[Making significant changes \('prescribed alterations'\) to maintained schools – Statutory guidance for proposers and decision-makers](#)

## TERMS OF REFERENCE

This report is being considered by the Children, Young People & Education Committee in accordance with Section B of its Terms of Reference, the functions and powers conferred on or exercisable by the Council as Local Authority in relation to the provision of education.

## SUBJECT HISTORY (last 3 years)

Council Meeting	Date

This page is intentionally left blank

## **Wirral Council - Public Notice – Prescribed alteration to age range at Leasowe Primary School**

Notice is given in accordance with Section 19(1) of the Education and Inspections Act 2006 and section 5(1) of the School Organisation (Prescribed Alterations to Maintained Schools)(England) Regulations 2013 that Wirral Council ('the Council') is proposing to make a prescribed alteration to Leasowe Primary School, Oxley Avenue, Leasowe, CH46 1RU ('the School') which is a community primary school, as follows:

- Change the lower age limit of the School from 4 years to 3 years so as to offer maintained nursery provision with effect from 1<sup>st</sup> January 2023. The current age range is 4 to 11. The proposed age range is 3 to 11.

Under this proposal, the School would establish an early years provision. This would have no impact on the amount of early years places provided in the local area.

Pupils attending the nursery class would be registered as pupils of the School. This would enable the School to adopt a cohesive and consistent approach to learning right through to Year 6.

The proposal would not alter the School's admission number for Foundation 2, or the School's admission arrangements. Attending a particular nursery or pre-school does not give any priority for admission to Leasowe Primary School in Foundation 2, and parents of nursery aged children would continue to need to apply in the usual way for admission to primary/infant schools.


There should not be any impact on other educational institutions locally or on traffic in the area as no additional places are being introduced. The School has a double mobile unit in situ which is used by the Foundation 2 (Reception) children. The Nursery class will occupy the second classroom to create a Foundation unit. There are no direct project costs associated with this proposal.

Within four weeks of the date of publication of this notice, any person may object to, comment on or make representations regarding this proposal by submitting an email to [schoolsconsultation@wirral.gov.uk](mailto:schoolsconsultation@wirral.gov.uk) – please put "Leasowe F1 Comment" in the subject; or by post to:

Admissions and Place Planning  
Wirral Council,  
PO BOX 290  
Brighton Street  
Wallasey  
CH27 9FQ

All comments, objections and representations must be received by 2<sup>nd</sup> November 2022. The Council will then take all views into consideration and make a determination regarding the proposal within 2 months. If the Council does not make a determination within 2 months, the decision will be made by the Schools Adjudicator.

Signed



Director for Children, Families and Education

## **Wirral Council - Consultation on change of age range at Leasowe Primary School**

Wirral Council is proposing to amend the age range of Leasowe Primary School from 4 to 11 to 3 to 11. The proposal has met the criteria for a change of age range and the school have consulted all stakeholders with due diligence.

Establishing a nursery class would enable the school to adopt a cohesive and consistent approach to learning right through to Year 6.

The proposal would not alter the school's admission number for Foundation 2, or the school's admission arrangements. Attending a particular nursery or pre-school does not give any priority for admission to Leasowe Primary School in Foundation 2, and parents of nursery aged children would continue to need to apply in the usual way for admission to the school.

The proposal is not expected to have any impact on traffic in the area.

### **How to respond**

If you would like to make a comment of support or objection, a four week representation period starts on Wednesday 5<sup>th</sup> October and ends at 5pm on 2<sup>nd</sup> November 2022. A formal public notice has been issued at the school and in the local area.

Responses must be in writing and can be sent to [schoolsconsultation@wirral.gov.uk](mailto:schoolsconsultation@wirral.gov.uk) (please put "Leasowe F1 Comment" in the subject header, or by post to:

Admissions and Place Planning  
Wirral Council  
PO Box 290  
Brighton Street  
Wallasey  
CH27 9FQ

### **What happens next**

At the end of the 4 week period, the Local Authority will consider evidence including any responses received. The Council's Decision Maker will decide whether or not to proceed with the proposal.





## CHILDREN, YOUNG PEOPLE & EDUCATION COMMITTEE

Tuesday, 6 December 2022

REPORT TITLE:	OUTCOME OF CONSULTATION ON ALTERATIONS AT THE OBSERVATORY SCHOOL
REPORT OF:	DIRECTOR OF CHILDREN, FAMILIES AND EDUCATION

### REPORT SUMMARY

The report provides an update on the consultation on proposals for prescribed alterations to The Observatory School, which is a mixed 11 to 16 community special school for pupils with social, emotional and mental health needs (SEMH). The proposals relate to making permanent a trial scheme providing places to primary school age pupils, increasing the number of places offered by the school, and also expansion onto a satellite site in the Leasowe area. No objections were received, and the report recommends that the proposals be approved.

The school serves children and young people from all wards.

This is a key decision.

This contributes to the Wirral Plan 2021-26 priority "Brighter Futures".

### RECOMMENDATION/S

The Children, Young People & Education Committee is recommended to:

1. Approve the change of the lower age limit of The Observatory School from 11 to 8.
2. Approve the permanent change of the number of places at The Observatory School to 100.
3. Approve the expansion of The Observatory School onto a satellite site to be located at the former Leasowe Early Years Centre site
4. Grant the Director of Children, Families and Education all necessary authority to implement these proposals.

## **SUPPORTING INFORMATION**

### **1.0 REASON/S FOR RECOMMENDATION/S**

- 1.1 The proposed alterations 1 and 2 were set out in order to make permanent a trial scheme to extend the age range of the school and to formally increase the number of places the school provides in line with the extension of age range and other agreed changes to place numbers. The third alteration was to expand onto a satellite site which had become available due to changes in primary and early years provision in the Leasowe area.
- 1.2 A Public Notice setting out the three prescribed alterations was published on 5<sup>th</sup> October 2022 followed by a 4 week representation period during which no objections were received.
- 1.3 It is recommended that the prescribed alterations be approved and the Director of Children, Families and Education be given all necessary authority to implement these proposals.

### **2.0 OTHER OPTIONS CONSIDERED**

- 2.1 As an alternative to recommendations 1 and 2, the school could cease to offer Year 5 and Year 6 pupil places. This option is not supported by the success of current trial provision for this age range.
- 2.2 As an alternative to recommendation 3, the school could establish additional accommodation on the current site. This would not be recommended as it would incur significant cost for new build or modular accommodation.

### **3.0 BACKGROUND INFORMATION**

- 3.1 The Observatory School (the School) is a mixed 11-16 community special school for pupils with social, emotional and mental health needs (SEMH).

#### **Age range**

- 3.2 In April 2018, the School began a trial scheme to offer a small number of places for children in Year 5 and Year 6 as a Key Stage 2 base. The trial Key Stage 2 base has proved successful. The Director and the School now wish to make the trial scheme into a permanent change to the School's age range.
- 3.3 Year 5 and Year 6 are Key Stage 2 primary year groups and whilst there are no current plans to admit any Year 3 or Year 4 pupils, the view of the Director and the School is that the proposed age range change should incorporate all Key Stage 2 year groups as forward planning in case the need arises in future.

Linked to this is a proposal to formally increase the number of places at The Observatory School.

#### **Number of places**

- 3.4 Prior to 2008, the School offered 40 places across the 11-16 age range. To accommodate a projected increase in demand for specialist provision, the offer was expanded to 50 places following consultation with the Schools Forum, then to 55 places from September 2015. A further expansion to 76 places was put in place from September 2019.

- 3.5 At January 2022, there were 86 11 to 16 age pupils on roll, with an additional 18 in the Key Stage 2 base. The Council and the School wish to make the increase in places into a permanent change, incorporating the Key Stage 2 places resulting from the change in age range.

#### **Satellite site**

- 3.6 Following federation under a single governing body, Leasowe Nursery School and Adult Learning Centre is now co-located with Castleway Primary School on the Castleway Primary School site, and has been re-named Castleway Nursery School. From January 2023 the former nursery school site will be open for alternative usage, which is proposed in this report as a satellite site for The Observatory School. The current and proposed sites are closely located. The driving distance between the two sites is 2.3 miles, the walking distance is 1.4 miles.
- 3.7 This is specialist provision and there should not be any impact on other educational institutions locally. Young people attending specialist schools generally attend via assisted minibus type transport rather than individual vehicles and there should not be any overall increase in road traffic as a result.
- 3.8 Admission to the School will remain via an Education Health and Care Plan (EHCP). The site attended will depend principally on the year group of the young person at admission. The two sites are closely located in terms of distance. Whilst staff employed by the School may be required to work across both sites, pupils would not ordinarily be expected to move between the two sites during the school day, unless for whole school activities such as sports days and events in which case transport would be provided. Both teaching and non-teaching staff are able to access the Government's Cycle to Work scheme.
- 3.9 Whilst the satellite site would facilitate the School in delivering education to young people - it is not directly linked to recommendations 1 and 2.
- 3.10 On the basis of the above, in July 2022 the Director of Children, Families and Education approved the publication of a Public Notice for the three prescribed alterations. Subsequently further discussions led to an amendment to the age range of the young people expected to attend the satellite site in favour of younger pupils e.g. primary Key Stage 2 and secondary Key Stage 3 (Year 7 to Year 9), rather than Key Stage 4 (Years 10 and 11) and this was taken into account when the notice was published, therefore forming part of the consultation.

#### **4.0 FINANCIAL IMPLICATIONS**

- 4.1 Project costs associated with configuring the satellite site for secondary age pupils are expected to be met from the Council's SEN Capital budget.

#### **5.0 LEGAL IMPLICATIONS**

- 5.1 Section 19(1) of the Education and Inspections Act 2006 and section 5(1) of the School Organisation (Prescribed Alterations to Maintained Schools)(England) 2013 apply to decisions relating to certain alterations to schools, including permanent changes to age range, permanent increases in places provided at special schools of at least 10% or 20 or more pupils, and expansion onto an additional "satellite" site. The consultation was compliant with the relevant regulations.

- 5.2 When proposing changes, a Local Authority should act reasonably, in line with the principles of public law, to ensure that the changes do not have a negative impact on the education of pupils in the area.
- 5.3 Making Prescribed Alterations To Maintained Schools guidance issued by the Department of Education (the Guidance) provides that a Local Authority can propose a change of age range of 1 year or more for community special schools (including the adding or removal of sixth-form or nursery provision).
- 5.4 The Guidance provides that a Local Authority can propose increasing the number of places by 10% or 20 pupils, whichever is the smaller number, for community special schools.
- 5.5 The Guidance provides that a Local Authority can propose a transfer to or expansion onto a new or “satellite” site. The Prescribed Alterations guidance for satellite sites suggests that the Local Authority decision maker should consider the rationale for the particular site and various factors related to how the two sites will be integrated. This could include how the new site will be used in terms of age groups; how admission to the site will be managed, whether or not pupils will be expected to move between the sites; how whole school activities will be managed; will staff be expected to work on both sites; will both sites be overseen by the same governing body; shared facilities, and accessibility of the new site to the community served by the school.
- 5.6 Any construction works required will be managed by the Council’s Asset Management team in line with the Construction, Design and Management regulations 2015.

## **6.0 RESOURCE IMPLICATIONS: STAFFING, ICT AND ASSETS**

- 6.1 Staff employed by The Observatory School may be required to work across both sites.

## **7.0 RELEVANT RISKS**

- 7.1 Failure to decide the outcome of the proposal(s) within 2 months of the end of the representation period will mean that the final decision is made by the Schools Adjudicator. This would be a reputational risk to the Council and could result in a decision being reached by the Schools Adjudicator which does not reflect the local context and rationale for the prescribed alteration(s).
- 7.2 Should further increases to the number of places be required above the number proposed, temporary increases in places to meet demand are at the discretion of the governing body and the Local Authority. If a further permanent change to the number of places was then required, a prescribed alteration would be submitted for consideration.

## **8.0 ENGAGEMENT/CONSULTATION**

- 8.1 A Public Notice was published on 5<sup>th</sup> October 2022 with a 4 week representation period ending on 2<sup>nd</sup> November 2022. It was published on the Wirral Council website, the school’s website and in the Wirral Globe. All statutory consultees were informed. This included a written notification to all parents of a child registered at the school.

## **9.0 EQUALITY IMPLICATIONS**

- 9.1 Wirral Council has a legal requirement to make sure its policies, and the way it carries out its work, do not discriminate against anyone. An Equality Impact Assessment is a tool to help council services identify steps they can take to ensure equality for anyone who might be affected by a particular policy, decision or activity.
- 9.2 An equality impact assessment has been completed, revised following the consultation, and can be found at:  
<https://www.wirral.gov.uk/communities-and-neighbourhoods/equality-impact-assessments/equality-impact-assessments-2017-1>

## **10.0 ENVIRONMENT AND CLIMATE IMPLICATIONS**

- 10.1 The content and/or recommendations contained within this report are expected to have no significant impact on emissions of Greenhouse Gases.
- 10.2 The two sites are within a reasonable walking distance (1.4 miles). The Government's Cycle to Work salary sacrifice scheme is open to all school staff.

## **11.0 COMMUNITY WEALTH IMPLICATIONS**

- 11.1 Wirral's NEET (Not in Education, Employment or Training) rate is relatively low compared with the Liverpool City Region's NEET "Hotspot" status. However young people with special educational needs & disabilities (SEND) are still less likely to have a sustained post-16 education, employment or training destination than those who do not. Nationally in a recent report, 11% of young people with SEND were considered NEET, compared to 7% of those without (DfE 2022, consistent, 6 months or more). In July 2022, 15% of Wirral young people with SEND were considered NEET in comparison to 3% of their counterparts without SEND (unpublished data, 14-19 team).
- 11.2 Young people with SEND are also significantly less likely than their non-SEND counterparts to continue into higher education at age 19 – nationally 8% of those with an EHCP progressed to Higher Education in 2019/20 compared with 21% on the SEND register without an EHCP, and 48% for pupils with no identified SEND (DfE 2022).
- 11.3 SEMH needs can hinder young people's ability to access education and lead to reduced opportunities through their life. Early intervention and providing effective support to children and young people through targeted SEND support is intended to reduce this impact, raising aspirations, creating a positive relationship with education and providing skills and experience for individuals which will continue to assist them after they leave education for training or employment.

**REPORT AUTHOR:** **Sally Gibbs**  
Senior Manager Admissions and Place Planning  
telephone: 0151 666 4487  
email: [sallygibbs@wirral.gov.uk](mailto:sallygibbs@wirral.gov.uk)

## **APPENDICES**

## **BACKGROUND PAPERS**

Section 19(1) of the Education and Inspections Act 2006

Section 5(1) of the School Organisation (Prescribed Alterations to Maintained Schools)(England) 2013

[Making significant changes \('prescribed alterations'\) to maintained schools – Statutory guidance for proposers and decision-makers](#)

[Special Educational Needs and Disability: an analysis and summary of data sources; DfE June 2022](#)

Activities SEND 12-13 data July 2022, unpublished; Wirral 14-19 Strategy team

## **TERMS OF REFERENCE**

This report is being considered by the Children, Young People & Education Committee in accordance with Section B) of its Terms of Reference, the functions and powers conferred on or exercisable by the Council as Local Authority in relation to the provision of education.

## **SUBJECT HISTORY (last 3 years)**

<b>Council Meeting</b>	<b>Date</b>
<b>Schools Forum</b>	<b>15<sup>th</sup> January 2020</b>



This page is intentionally left blank



## Wirral Council - Public Notice

### Prescribed alterations at The Observatory School

Notice is given in accordance with Section 19(1) of the Education and Inspections Act 2006 and section 5(1) of the School Organisation (Prescribed Alterations to Maintained Schools)(England) Regulations 2013 that Wirral Council ('the Council') is proposing to make the following prescribed alterations to The Observatory School, Bidston Village Road, Bidston, Wirral, CH43 7QT ('the School') which is a community special school, as follows:

- **Change the lower age limit of the School** from 11 years to 8 years with effect from 1<sup>st</sup> September 2022. The current age range is 11 to 16. The proposed age range is 8 to 16.

The School is a mixed 11-16 community special school for pupils with social, emotional and mental health needs (SEMH). In April 2018, the School began a trial scheme to offer a small number of base places for children in Year 5 and Year 6. The trial Key Stage 2 base has proved successful. The Council and the School now wish to make the trial scheme into a permanent change to the School's age range. Year 5 and Year 6 are Key Stage 2 year groups and whilst there are no current plans to admit any Year 3 or Year 4 pupils, the view of the Council and the School is that the proposed age range change should incorporate all Key Stage 2 year groups as forward planning in case the need arises in future.

This proposal is linked to the following proposal to increase the number of places at the School.

- Permanent **change to the number of places** at the School to 100 across the age range

Prior to 2008, the School offered 40 places across the 11-16 age range. To accommodate a projected increase in demand for specialist provision, the offer was expanded to 50 places following consultation with the Schools Forum, then to 55 places from September 2015. A further expansion to 76 places was put in place from September 2019.

At January 2022, there are now 86 11 to 16 age pupils on roll, with an additional 18 in the Key Stage 2 base. The Council and the School wish to make the increase in places into a permanent change, incorporating the Key Stage 2 base places resulting from the change in age range.

- Expansion of the School onto an **additional satellite site to** be located at Twickenham Drive, Leasowe, CH46 2QF (the former Leasowe Nursery School site)

Leasowe Nursery School and Adult Learning Centre is relocating to co-locate with Castleway Primary School following a governor-led federation. From January 2023 the former nursery school site will be open for alternative usage as a satellite site for The Observatory School. The existing and proposed sites are closely located. The driving distance between the two sites is 2.3 miles, the walking distance is 1.4 miles.

This is specialist provision and there should not be any impact on other educational institutions locally. Young people attending specialist schools generally attend via assisted minibus type transport rather than individual vehicles and there should not be any increase in traffic as a result.

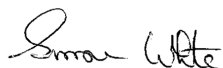
Admission to the School will remain via an Education Health and Care Plan (EHCP). The satellite site is expected to accommodate the majority of the younger pupils on roll at the school, that is, those in Key Stage 2 and Lower KS3. Staff employed by the School may be required to work across both sites. Whilst the satellite site would facilitate the School in delivering education to young people - it is not linked to the other proposals in this notice.

Within four weeks of the date of publication of this notice, any person may object to, comment on or make representations regarding these proposals by submitting an email to [schoolsconsultation@wirral.gov.uk](mailto:schoolsconsultation@wirral.gov.uk) – please put "Observatory Comment" in the subject; or by post to:

## Wirral Council - Public Notice

All comments, objections and representations must be received by 2<sup>nd</sup> November 2022 . The Council will then take all views into consideration and make a determination regarding the proposals within 2 months. If the Council does not make a determination within 2 months, the decision will be made by the Schools Adjudicator.

Signed



Director for Children, Families and Education

Published this day, 5<sup>th</sup> October 2022

**Wirral Council - Consultation on changes to The Observatory School**

Wirral Council is proposing to make some changes to The Observatory School. This is a mixed community special school for pupils with social, emotional and mental health needs (SEMH).

This includes changing the lower age limit of the School from 11 years to 8 years. The current age range is 11 to 16. The proposed age range is 8 to 16. A pilot scheme for children in Year 5 and Year 6 has been running since April 2018 and has proved successful. The intention is to allow the school to offer places to all Key Stage 2 year groups in the future if there is a need.

Linked to this is a proposal to formally increase the number of places the School offers from 76 places to 100 places. The School has already been operating with 100 or more pupils on roll including the Key Stage 2 pilot base and this will not be a significant change affecting any other school.

The Council is also consulting on expanding the school onto an additional "satellite" site to be located at Twickenham Drive, Leasowe, CH46 2QF (the former Leasowe Nursery School site) after January 2023 when the nursery school moves to co-locate with Castleway Primary School. The main and proposed satellite site are closely located, with a walking distance of 1.4 miles.

This is specialist provision and there should not be any impact on other educational institutions locally. Young people attending specialist schools generally attend via assisted minibus type transport rather than individual vehicles and there should not be any increase in traffic as a result.

Admission to the School will remain via an Education Health and Care Plan (EHCP). The satellite site is expected to accommodate the majority of the younger pupils on roll at the school, that is, those in Key Stage 2 and Lower KS3. Staff employed by the School may be required to work across both sites.

**How to respond**

If you would like to make a comment of support or objection, a four week representation period starts on 5<sup>th</sup> October 2022 and ends at 5pm on 2<sup>nd</sup> November 2022. A formal public notice has been issued at the school and in the local area.

Responses must be in writing and can be sent to [schoolsconsultation@wirral.gov.uk](mailto:schoolsconsultation@wirral.gov.uk) (please put "Observatory Comment" in the subject header, or by post to:

Admissions and Place Planning  
Wirral Council  
PO Box 290  
Brighton Street  
Wallasey  
CH27 9FQ

**What happens next**

At the end of the 4 week period, the Local Authority will consider evidence including any responses received. The Council's Decision Maker will decide whether or not to proceed with the proposal.

This page is intentionally left blank



## CHILDREN, YOUNG PEOPLE & EDUCATION COMMITTEE

Tuesday, 6 December 2022

<b>REPORT TITLE:</b>	<b>2022-23 REVENUE &amp; CAPITAL BUDGET MONITORING FOR QUARTER TWO (1 APR – 30 SEP)</b>
<b>REPORT OF:</b>	<b>DIRECTOR OF CHILDREN, FAMILIES AND EDUCATION</b>

### REPORT SUMMARY

This report sets out the financial monitoring information for the Children, Families and Education Committee as at quarter 2 (1 Apr – 30 Sep) of 2022-23. The report provides Members with an overview of budget performance, including progress on the delivery of the 2022-23 saving programme and a summary of reserves to enable the Committee to take ownership of the budgets and provide robust challenge and scrutiny to Officers on the performance of those budgets.

Managing a budget requires difficult decisions to ensure that a balanced position can be presented. Regular Member engagement, which this report forms part of, is considered essential in delivering effective governance and financial oversight.

At the end of Quarter 2, there is a forecast adverse position of £2.297m on the Committees net revenue budget, of £79.234m. This position is based on activity to date, projected trends in income and expenditure and potential mitigation to offset areas of adverse/favourable variance.

This matter affects all Wards within the Borough and is not a key decision.

The report contributes to the Wirral Plan 2021-2026 in supporting the organisation in meeting all Council priorities.

### RECOMMENDATION/S

The Children, Young People and Education committee is recommended to:

1. Note the forecast revenue position presented at Quarter 2.
2. Note the progress on delivery of the 2022-23 savings programme at Quarter 2.
3. Note the forecast level of reserves at Quarter 2
4. Note the forecast capital position presented at Quarter 2.

## **SUPPORTING INFORMATION**

### **1.0 REASONS FOR RECOMMENDATIONS**

- 1.1 It is vitally important that the Council has robust processes in place to manage and monitor the in-year financial position, to ensure it delivers a balanced position at the end of the year
- 1.2 Regular monitoring and reporting of the revenue budgets and savings achievements enables decisions to be taken in a timely manner, which may produce revenue benefits and will improve financial control of Wirral Council.
- 1.3 This report presents timely information on the Quarter 2 financial position for 2022/23.

### **2.0 OTHER OPTIONS CONSIDERED**

- 2.1 The Policy & Resources Committee has previously determined the budget monitoring process to follow and this report details the agreed course of action.
- 2.2 In striving to manage budgets, available options have been evaluated to maintain a balance between service delivery and a balanced budget.

### **3.0 BACKGROUND INFORMATION**

- 3.1 As at the end of September 2022 (Quarter 2), the financial forecast year end position for Children, Families and Education Committee is an adverse variance of £2.297m on the Committees net revenue budget, of £79.234m.
- 3.2 There have been significant movements since the last report for quarter 2, largely due to three main issues:
  - Forecast increased costs of £1.1m from the employers proposed pay award, over and above the original 3% built into the 2022-23 budget.
  - SEND Assisted Travel contract, with inflation now estimated at over 30%.The budget assumed a 10% increase. This combined with increases in demand for the service.
  - Increased numbers of children in care, after a year of reducing numbers, particularly in young people placed in high-cost residential settings.

Some mitigations have been taken to reduce the full impact of these adverse variances. The proposed reduction in national insurance contributions from November 2022 has been factored in, along with additional grant and income for the Early Help Service and use of specific reserves. The outturn position reflects delivery of most of the 2022/23 saving proposals.

**TABLE 1: 2022/23 Children, Families & Education-Service Budget & Forecast Outturn**

	Budget	Forecast Outturn	Variance		Adverse/ Favourable
			(+ Fav / - Adv)		
	£000	£000	£000	%	
Children and Families	50,141	51,753	-1,612	-3%	Adverse
Early Help and Prevention	11,196	10,734	462	4%	Favourable
Modernisation and Support	4,675	4,441	234	5%	Favourable
Schools - Core	13,222	14,603	-1,381	-10%	Adverse
<b>Directorate Surplus / (Deficit)</b>	<b>79,234</b>	<b>78,984</b>	<b>-2,297</b>	<b>-3%</b>	<b>Favourable</b>

3.3 **Children and Families:** The service is forecasting an adverse variance of £1.612m. The proposed increased pay award has impacted here by moving the forecast £0.67m alongside a noticeable increase in children in care rate which is likely to be a post-covid impact that have arisen after the budgets were agreed. The forecast includes cost of living increases awarded to foster carers funded from reserves set aside for looked after children service. The underlying pressures that relate to cost of living /inflation, have been included in the Medium-Term Financial Plan (MTFP) for 2023/24.

The expenditure for this service includes £25.991m on care costs. Overall, performance data indicates that the Children Looked After (CLA) rate having been stable in previous years and declined over the last year are now starting to edge up. An increase in care numbers was anticipated to occur in 2023/24 due to post covid impact, it now appears that this along with cost of living is impacting the service earlier resulting in the increase in CLA rate and pressures in costs. This service also includes expenditure to support unaccompanied asylum seekers with grant income covering the associated costs.

**TABLE 2: Number of Children in Care**

Sep-20	Dec-20	Mar-21	Jun-21	Sep-21	Dec-21	Mar-22	Jun-22	Sep-22
823	825	821	819	814	795	786	770	789

3.4 **Early Help & Prevention:** A favourable forecast variance of £0.462m is reported for 2022/23. The Family Matters service expects to achieve the budgeted grant income and invest this in preventative services. Whilst, also expecting to claim additional income from the full activity grant. This will be invested and contribute to social care activities during the course of the year. Further grant income in Contextual Safeguarding and Youth Offending Service and staff vacancies and grade point variations across the area Early Help also contribute to the favourable variance.

3.5 **Modernisation and Support:** A favourable variance of £0.238m is reported for 2022/23. The favourable variance is mainly due to staff being appointed to lower range of salary scale. Commissioned services are being reviewed to release efficiencies.

3.6 **Schools – core:** An adverse variance of £1.381m against a budget of £13.222m is reported for 2022/23. There is an adverse forecast variance mainly in relation to the Children’s Assisted Travel (£1.369m), which is due to the pressure from the contract renewal effective from September 2022 and the pressure from the demand increase. The contracts have not been uplifted for the past 4 years, and together with the current inflation rate and the fuel price increase, the new contracts are significantly higher than anticipated.

**TABLE 3: 2022/23 Children, Families & Education Committee- Subjective Budget & Forecast Outturn**

	Budget	Forecast Outturn	Variance		Adverse/ Favourable
			(+ Fav / - Adv)		
			£000	£000	
Income	-20,136	-24,190	4,054	-20%	Favourable
<b>Expenditure:</b>					
Employee	42,885	43,759	-874	-2%	Adverse
Non Pay	32,781	35,971	-3,190	-10%	Adverse
Cost of Care	23,704	25,991	-2,287	-10%	Adverse
<b>Total Expenditure</b>	<b>99,370</b>	<b>105,721</b>	<b>-6,351</b>	<b>-6%</b>	Adverse
<b>Directorate Surplus / (Deficit)</b>	<b>79,234</b>	<b>81,534</b>	<b>-2,297</b>	<b>-3%</b>	<b>Adverse</b>

**Budget Virements**

3.7 There have been no budget virement in quarter 2



**TABLE 4: 2022/23 Children, Families and Education–Dedicated Schools Grant (DSG)**

	Budget £000	Forecast Outturn £000	Variance (+ Fav / - Adv)		Adverse/ Favourable
			£000	%	
<b>DSG Expenditure:</b>					
Schools Block	119,142	119,142	0	0%	
Schools Block De-delegated	1,820	1,802	18	1%	Favourable
Central School Services Block	2,120	2,074	46	0%	Favourable
High Needs	52,379	54,367	-1,988	0%	Adverse
Early Years	20,184	20,198	-14	0%	Adverse
<b>Total Gross Surplus / (Deficit)</b>	<b>195,645</b>	<b>197,583</b>	<b>-1,938</b>	<b>-1%</b>	<b>Adverse</b>
<b>DSG Income:</b>	-195,355	-195,355	0	0%	Adverse
<b>Movement in DSG Reserve</b>	-290	-2,194	1,904	657%	-
<b>Total Net Surplus / (Deficit)</b>	0	0	0	0%	

- 3.8 An adverse variance position is forecasted for 2022/23 as a result of the High Needs block which shows an adverse forecast position of £1.938m. The adverse forecast variance is mainly due to an increase in demand and complexity. Demand on this budget is expected to grow in line with the requests for Education, Health and Care Plan (EHCP) assessments. Requests increased by around 28% in the period to August 22 compared to last year.
- 3.9 **DSG income:** A favourable forecast variance of £0.034m is reported for 2022/23 due to the grant adjustments in High Needs and Early Years blocks.
- 3.10 The 2021-22 financial year closed with a DSG reserve cumulative deficit position of £1.690m. The 22-23 budget include an anticipated in-year deficit balance of £0.290m to be added to the reserve balance, however, the current forecast outturn position is an adverse variance of £2.194m thus delivering a cumulative £3.884m deficit position at the end of 2022-23 This is mainly due to the pressure from High Needs block. It should be noted, there is a risk that the deficit may have to be included in the Council's overall reserves as the statutory override that separated DSG deficits from the authority's wider finances is due to expire at the end of 2022/23. Local authorities are calling for an extension to the override, however, there is no announcement is made from the DfE to date.
- 3.11 From Spring 2023, the Council is participating in the Delivering Better Value (DBV) in SEND (Special Educational Need and Disabilities) programme which is the DfE's support package to help local authorities maintain effective SEND services while functioning sustainably. The aim of the DBV programme is to improve delivery of

SEND services for children and young people and to ensure that this is done so within budget.

**Progress on delivery of the 2022-23 savings programme.**

3.12 In terms of savings, £3.150m of the £3.150m savings targets are either delivered or on track to be delivered. The table below summarises this progress by Directorate:

**TABLE 5: SUMMARY OF PROGRESS ON DELIVERY OF 2022-23 SAVINGS**

Committee	Approved Saving	Green	Amber	Red	Mitigation	Actual Savings Delivered to Date
<b>Children Families &amp; Education</b>	£3.150m	£3.100m	£0.050m	£0.000m	£0.050m	<b>£1.782m</b>

3.13 For savings rated as Amber, an equal amount of temporary in-year mitigation has been identified to cover any shortfalls which may occur. For saving rated as red, a bid will need to be made from the £3m contingency fund set up for non-achieved savings at the end of the year.

Full details on the progress on specific savings can be found in **Appendix 1**.

**Earmarked Reserves**

3.14 Earmarked reserves represent money that has been set aside for a clearly defined purpose, and which is available to meet future expenditure in that area. The use of earmarked reserves is only permitted with the approval of the Section 151 officer.

**TABLE 6: SUMMARY OF EARMARKED RESERVES**

Committee	Opening Balance £000	Forecast Use of Reserve £000	Forecast Contribution to Reserve £000	Closing Balance £000
Children, Families & Education	5,150	-2,210	0	2,940

3.15 **Appendix 2** provides the full list of all earmarked reserves.

**Capital Monitoring**

3.16 The capital programs are detailed below with some programs reprofiled into future years.

**TABLE 7: 2022/23 Children, Families and Education Committee – Capital Budget & Forecast Outturn**

Capital Programme	2022/23			2023/24 Budget £000	2024/25 Budget £000	2025/26 Budget £000
	Q1 Forecast £000	Q2 Forecast £000	Variance £000			
Children's System Development	1,107	313	-794	794	0	0
Family Support	157	157	0	0	0	0
Transforming Care - Short Breaks	864	864	0	0	0	0
High Needs Provision Capital	2,871	1,499	-1,372	4,010	0	0
PFI	52	52	0	0	0	0
School remodelling and additional classrooms (School Place Planning)	511	188	-323	323	0	0
Special Educational Needs and Disabilities (SEND)	799	200	-599	599	0	0
Basic Needs	354	254	-100	481	0	0
School Condition/modernisation Allowance (SCA)	5,429	4,272	-1,157	8,157	2,500	0
<b>TOTAL</b>	<b>12,144</b>	<b>7,799</b>	<b>-4,345</b>	<b>14,364</b>	<b>2,500</b>	<b>0</b>

3.17 Scheme Updates:

**School Condition Allocation (SCA)** –Funding to support condition works, including:

- £1.485 million worth of roofing works have been identified, works have started on three schools with five schools having works costed and awaiting approval.
- £1.8 million to convert the former Kingsway Academy site for Clare Mount Specialist College.
- £0.850 million allocated for DDA works.
- £0.351 million allocated for asbestos removal works.
- £0.102 million expected costs for School Condition Surveys: Programme currently being worked on.
- £0.350 million allocated for boiler installation works across 6 sites.
- Fire alarm enhancements, schemes totalling £0.205 million have been identified.
- Work currently being scoped include toilet refurbishment, sound proofing, reduction in capacity totalling £0.200 million.
- £0.500 million mobile classrooms and associated groundworks at Riverside, The Observatory and Mosslands Schools.
- An increase from £4.1 million to £5.6 million of reprofiling has been applied due to factors including the availability of contractors, building supplies and a national skill shortage. Associated school capital projects have therefore been on hold/subject to further delays with budget deferred into 2023/24 as the priority is now to focus on the larger schemes such as the Kingsway conversion..

**Transforming Care - Therapeutic Short Breaks**– This scheme involves the purchase of property. Unfortunately, the purchase of a suitable property identified in 2021/22 fell through with an alternative property identified. There has been a delay in purchasing the property as unfortunately the vendor passed away in July. It is still intended to progress the sale and are currently awaiting probate which is expected late October. Once this is received, it is intended to continue with the purchase of the house with an estimated completion and exchange in January 2023.

**Special Educational Needs and Disabilities / High Needs Provision Capital**– To deliver additional classroom provision for SEN pupils across several Special schools. The planned schemes have been reviewed at Quarter 2 resulting in work being identified as now not starting until 2023/24 due a number of larger schemes taking priority which link into each other.

#### **4.0 FINANCIAL IMPLICATIONS**

- 4.1 This is the Quarter 2 budget monitoring report that provides information on the forecast outturn for the Council for 2022/23. The Council has robust methods for reporting and forecasting budgets in place and alongside formal Quarterly reporting to Policy & Resources and Service Committees, the financial position is routinely reported at Directorate Management Team meetings and corporately at the Strategic Leadership Team (SLT). In the event of any early warning highlighting pressures and potential overspends, the SLT take collective responsibility to identify solutions to resolve these to ensure a balanced budget can be reported at the end of the year.

#### **5.0 LEGAL IMPLICATIONS**

- 5.1 The Council must set the budget in accordance with the provisions of the Local Government Finance Act 1992 and approval of a balanced budget each year is a statutory responsibility of the Council. Sections 25 to 29 of the Local Government Act 2003 impose duties on the Council in relation to how it sets and monitors its budget. These provisions require the Council to make prudent allowance for the risk and uncertainties in its budget and regularly monitor its finances during the year. The legislation leaves discretion to the Council about the allowances to be made and action to be taken.
- 5.2 The provisions of section 25, Local Government Act 2003 require that, when the Council is making the calculation of its budget requirement, it must have regard to the report of the chief finance (s.151) officer as to the robustness of the estimates made for the purposes of the calculations and the adequacy of the proposed financial reserves.
- 5.3 It is essential, as a matter of prudence that the financial position continues to be closely monitored. In particular, Members must satisfy themselves that sufficient

mechanisms are in place to ensure both that savings are delivered and that new expenditure is contained within the available resources. Accordingly, any proposals put forward must identify the realistic measures and mechanisms to produce those savings.

## **6.0 RESOURCE IMPLICATIONS: STAFFING, ICT AND ASSETS**

6.1 At this time, there are no additional resource implications as these have already been identified for the proposals agreed and submitted. However, where the budget is unbalanced and further proposals are required, then there will be resource implications, and these will be addressed within the relevant business cases presented to the Committee.

## **7.0 RELEVANT RISKS**

7.1 The Council's ability to maintain a balanced budget for 2022/23 is dependent on a static financial position. This is an impossible scenario due to estimated figures being provided in the calculation for the 2022/23 budget, albeit the best estimates that were available at the time, plus any amount of internal and external factors that could impact on the budget position in year. Examples of which are the significant emerging inflationary and cost of living pressures, new legislation, increased demand, loss of income, increased funding, decreased funding, inability to recruit to posts, ongoing impact of the pandemic etc

7.2 A robust monitoring and management process for the 2022/23 budget is in place. If at any time during the year an adverse position is forecast, remedial action must be agreed and implemented immediately to ensure the budget can be brought back to balanced position.

7.3 The risk of this not being able to be achieved could mean that the Council does not have enough funding to offset its expenditure commitments for the year and therefore not be able report a balanced budget at the end of the year. This could result in the Section 151 Officer issuing a Section 114 notice.

7.4 A key risk to the Council's financial plans is that funding and demand assumptions in particular can change as more information becomes available. Significant inflation and cost of living pressures have already impacted the quarter 1 forecast position. and the impact of these pressures will be reviewed and considered in the MTFP as part of routine financial management.

## **8.0 ENGAGEMENT/CONSULTATION**

8.1 Consultation has been carried out with the Senior Leadership Team (SLT) in arriving at the governance process for the 2022/23 budget monitoring process and the 2022/23 budget setting process. This report will also be shared and reviewed by the Independent Panel.

8.2 Since the budget was agreed at Full Council on 28 February, some proposals may have been the subject of further consultation with Members, Customer and Residents. The details of these are included within the individual business cases or are the subject of separate reports to the Committee

## **9.0 EQUALITY IMPLICATIONS**

9.1 Wirral Council has a legal requirement to make sure its policies, and the way it carries out its work, do not discriminate against anyone. An Equality Impact Assessment is a tool to help council services identify steps they can take to ensure equality for anyone who might be affected by a particular policy, decision or activity.

9.2 At this time, there are no further equality implications as these have already been identified for the proposals agreed and submitted. However, where the budget is unbalanced and further proposals are required, then there may be equality implications associated with these, and these will be addressed within the relevant business cases presented to the Committee.

## **10.0 ENVIRONMENT AND CLIMATE IMPLICATIONS**

10.1 This report has no direct environmental implications, however due regard is given as appropriate in respect of procurement and expenditure decision-making processes that contribute to the outturn position.

## **11.0 COMMUNITY WEALTH IMPLICATIONS**

11.1 In year activity will have incorporated community wealth implications. Consideration would have taken account of related matters across headings such as the following:

- **Progressive Procurement and Social Value**  
How we commission and procure goods and services. Encouraging contractors to deliver more benefits for the local area, such as good jobs, apprenticeship, training & skills opportunities, real living wage, minimising their environmental impact, and greater wellbeing.
- **More local & community ownership of the economy**  
Supporting more cooperatives and community businesses.  
Enabling greater opportunities for local businesses.  
Building on the experience of partnership working with voluntary, community and faith groups during the pandemic to further develop this sector.
- **Decent and Fair Employment**  
Paying all employees a fair and reasonable wage.
- **Making wealth work for local places**

**REPORT AUTHOR:** Nicholas Ajaegbu  
(Senior Finance Business Partner)

email: nicholasajaegbu@wirral.gov.uk

## **APPENDICES**

APPENDIX 1 – Progress on the delivery of the 2022-23 Saving Programme

APPENDIX 2 – Earmarked Reserves

## **TERMS OF REFERENCE**

This report is being considered by the Children, Young People and Education Committee in accordance with section F of its terms of reference, 'providing a view of performance, budget monitoring and risk management in relation to the Committee's functions.'

## **BACKGROUND PAPERS**

### **SUBJECT HISTORY (last 3 years)**

<b>Council Meeting</b>	<b>Date</b>
<b>Children, Young People &amp; Education Committee</b>	<b>12 October 2022</b>
<b>Policy and Resources Committee</b>	<b>13 July 2022</b>
<b>Children, Young People &amp; Education Committee</b>	<b>21 June 2022 20 Mar 2022</b>
<b>Council</b>	<b>28 February 2022</b>
<b>Policy and Resources Committee</b>	<b>15 February 2022</b>
<b>Children, Young People &amp; Education Committee</b>	<b>13 Nov 2021 15 June 2021 11 Mar 2021 15 Jan 2021</b>





## Appendix 1 - Progress on the delivery of the 2022-23 saving programme

Saving Proposal	Approved Saving	Green	Amber	Red	Mitigation	Comment	Actual Savings Delivered to Date
Reduction of Historic Teacher's Pensions Costs	£0.200m	£0.200m	£0.000m	£0.000m	£0.000m	Saving is fully achieved. This historic commitment reduces year on year as the cohort ages, budget has been reduced accordingly.	£0.200m
Alternative Accommodation Provision for Children Looked After	£1.000m	£1.000m	£0.000m	£0.000m	£0.000m	Has some risks as it is dependent on delivery of new accommodation and identifying / matching young people to places. A reserve was established at the end of 21/22 of £470k to mitigate any potential non-achievement and will be used in 22/23. Two projects are currently forecast to come on-stream towards the end of the financial year.	£0.470m
Utilisation of demand reserve for COVID pressures	£0.467m	£0.467m	£0.000m	£0.000m	£0.000m	Saving is fully achieved. Reserve has been drawdown and utilised.	£0.467m
Children's Services Redesign and posts deletion/closure	£0.294m	£0.294m	£0.000m	£0.000m	£0.000m	On target to be achieved. Redesign has been completed and implemented.	£0.290m

Saving Proposal	Approved Saving	Green	Amber	Red	Mitigation	Comment	Actual Savings Delivered to Date
Reduction in adoption orders	£0.050m	£0.000m	£0.050m	£0.000m	£0.050m	Approved saving has been delayed but will be achieved 2023-24. The saving was to be found by a reduction in Wirral's Adoption in Merseyside (AIM) budget allocation due to falling numbers of adoption placements, as a historic backlog has been cleared. Whilst some of this has come through in 2022/23, the full impact is expected to occur in 23/24. An update from in-year monitoring is that an underspend is being forecast for the Service Level Agreement (unrelated to placements). This will mitigate / offset the impact of the budgetary saving not being implemented as originally planned. The savings are expected to be delivered by underspend in AIM during the year and Wirral's contribution to AIM budget being reduced in 23/24.	£0.020m
Reduction in Looked After Children (LAC) numbers	£0.564m	£0.564m	£0.000m	£0.000m	£0.000m	On target to be achieved. Headline rate of LAC has been falling. The number of leaving care remain as expected and should deliver the savings	£0.100m
Review of Youth Offending Service (YOS)	£0.025m	£0.025m	£0.000m	£0.000m	£0.000m	Saving is fully achieved. Service has been redesigned and saving achieved.	£0.025m

Saving Proposal	Approved Saving	Green	Amber	Red	Mitigation	Comment	Actual Savings Delivered to Date
Special Educational Needs (SEND) Transport Review	£0.150m	£0.150m	£0.000m	£0.000m	£0.000m	On target to be achieved by meeting the needs of young people in a more flexible manner. Working with families and young people to reconfigure services.	£0.010m
Increase funding for placements from CCG and SEND	£0.200m	£0.200m	£0.000m	£0.000m	£0.000m	On target to be achieved. There are ongoing discussions for funding from Integrated Care Boards (ICBs) and health partners. Wirral has been successful in bidding for capital funding for valuing care residential which is included in the accommodation strategy savings. We expect Health contribution towards the funding of the unit. A more detailed focus on individual placements is also increasing funding where appropriate. Funding is now actively explored on all new placements. With joint funding 50% contribution agreed for a recent high-cost placement.	£0.000m
Redesign of Youth Offer	£0.200m	£0.200m	£0.000m	£0.000m	£0.000m	Saving is fully achieved. Youth redesign is implemented and saving delivered.	£0.200m
<b>Total Children Families &amp; Education</b>	<b>£3.150m</b>	<b>£3.100m</b>	<b>£0.050m</b>	<b>£0.000m</b>	<b>£0.050m</b>		<b>£1.782m</b>



## Appendix 2 - Children, Families and Education Earmarked Reserves 2022-23

Reserve	Opening Balance £000	Use of Reserve £000	Contribution to Reserve £000	Closing Balance £000
Intensive Family Intervention Project	505	-160	0	345
School Improvement -	1,094	-331	0	763
Schools Causing Concern	500	0	0	500
SEND OFSTED Inspection Improvement Action Plan	1,051	-424	0	627
Children's Centre – Outdoor Play	92	0	0	92
Help for Young People	36	0	0	36
Looked After Children Education Services	211	-135	0	76
Local Safeguarding Children's Board	23	0	0	23
SEND - High Needs	248	-100	0	148
YOS - Remand & Mobile Youth Centre	157	-157	0	0
Early Help & Play Development	123	-123	0	0
DRIVE Safelives & Domestic Abuse Hub	50	-50	0	0
Children's Transformation	32	-32	0	0
Children IT data system	127	0	0	127
Mersey & Cheshire ICS Pilot	20	-20	0	0
Care Leaver Accommodation Development	358	-155	0	203
Wirral Apprentice Programme	53	-53	0	0
Looked after Children Placement Reserve	470	-470	0	0
<b>Total</b>	<b>5,150</b>	<b>-2,210</b>	<b>0</b>	<b>2,940</b>





## CHILDREN, YOUNG PEOPLE & EDUCATION COMMITTEE

Tuesday 6<sup>th</sup> December 2022

<b>REPORT TITLE:</b>	<b>CHILDREN'S SERVICES PERFORMANCE REPORT</b>
<b>REPORT OF:</b>	<b>DIRECTOR FOR CHILDREN, FAMILIES AND EDUCATION</b>

### REPORT SUMMARY

This report provides the latest performance information for Children's Services. The design and content of the report was developed following discussions with the Chair of the Children, Young People & Education Committee and party spokespersons at a Performance Monitoring workshop back in March 2021.

This matter affects all Wards within the Borough and supports the Wirral Plan priority of Brighter Futures for all. This is not a key decision.

### RECOMMENDATION/S

The Children, Young People and Education Committee is recommended to note the content of the Performance Report attached in Appendix A and highlight any areas requiring further clarification or action.

## **SUPPORTING INFORMATION**

### **1.0 REASON/S FOR RECOMMENDATION/S**

- 1.1 To ensure Members of the Children, Young People & Education Committee have the opportunity to monitor, review and challenge performance of the Council's Children's Services Directorate.

### **2.0 OTHER OPTIONS CONSIDERED**

- 2.1 This report has been developed in conjunction with the Chair of the Children, Young People & Education Committee and party spokes. Various options were considered before agreeing on a quarterly Performance Report, supported by automated Children's Services data reports.

### **3.0 BACKGROUND INFORMATION**

- 3.1 The Performance Report (Appendix A) has been structured around eight indicator groups. The data contained in the report relates to Quarter 2 2022/23 (period ending Sept-22). Where Quarter 2 data was not available, the most recent information has been provided.
- 3.2 Where available, national, regional and statistical neighbour benchmarking data has been included in the report so comparisons can be made.
- 3.3 The supporting narrative in the report has been strengthened with Assistant Directors and Heads of Service from Children's Services providing a narrative to explain trends or changes in performance.
- 3.4 In addition to the Performance Report, an interactive dashboard has been created in Power BI, the Council's business intelligence system. The dashboard is structured around the same indicator groups as detailed in the Performance Report. The Power BI reports can be accessed via the Councillors App.

### **4.0 FINANCIAL IMPLICATIONS**

- 4.1 There are no direct financial implications arising from this report.

### **5.0 LEGAL IMPLICATIONS**

- 5.1 There are no direct legal implications arising from this report.

### **6.0 RESOURCE IMPLICATIONS: STAFFING, ICT AND ASSETS**

- 6.1 There are none arising from this report.

### **7.0 RELEVANT RISKS**

- 7.1 The Council's Corporate and Directorate Risks Registers are currently under review to reflect the thematic priorities of the Council's new Corporate Plan including the



impact and recovery from Covid-19. Information on the key risks faced by the organisation and the associated mitigations and planned actions will be report to Committee once refreshed.

## **8.0 ENGAGEMENT/CONSULTATION**

- 8.1 A Performance monitoring session was held with the chair of the Children, Young People & Education Committee, and party spokespersons on 4<sup>th</sup> March 2021 to review current performance monitoring arrangements and to define a new, improved approach.
- 8.2 A further Performance Management workshop was held on 12<sup>th</sup> July 2022 with the newly appointed Chair of the Children, Young People & Education Committee, and party spokes where they received a demonstration of Power BI and shown what data is available to them using the interactive reports. A further Power BI session is to be arranged for all members of the Children, Young People & Education Committee.

## **9.0 EQUALITY IMPLICATIONS**

- 9.1 Wirral Council has a legal requirement to make sure its policies, and the way it carries out its work, do not discriminate against anyone. An Equality Impact Assessment is a tool to help council services identify steps they can take to ensure equality for anyone who might be affected by a particular policy, decision, or activity. There are no equality issues arising from this report.

## **10.0 ENVIRONMENT AND CLIMATE IMPLICATIONS**

- 10.1 There are no environmental or climate implications generated by the recommendations in this report.

## **11.0 COMMUNITY WEALTH IMPLICATIONS**

- 11.1 Children's Services generally impacts positively on community wealth through commissioning arrangements of local providers to support and improve the lives of some our most vulnerable residents.

Parents benefit from early years funding for their children from the age of two. Parents and schools can also benefit from additional funding for those pupils who are eligible for free school meals.

We monitor the number of young people in employment, education or training. Those young people in employment will receive a paid salary whilst some of those in training, such apprenticeships, will receive a reduced salary whilst they are studying.

**REPORT AUTHOR:** **Tricia Thomas**  
Performance & Improvement Manager, Children's Services  
Tel: 0151 666 3630  
email: [triciathomas@wirral.gov.uk](mailto:triciathomas@wirral.gov.uk)

## APPENDICES

Appendix A: Children's Service Performance Report

### BACKGROUND PAPERS

Data and performance information held in Children's Services Management Information Systems and accessed via the Council's business intelligence system Power BI.

### TERMS OF REFERENCE

This report is being considered by the Children, Young People & Education Committee in accordance with Section 3.2(f) of its Terms of Reference, providing a view of performance, budget monitoring and risk management in relation to the Committee's functions.

### SUBJECT HISTORY (last 3 years)

<b>Council Meeting</b>	<b>Date</b>
Children, Young People & Education Committee Children's Services Q1 Performance Report	12/10/2022
Children, Young People & Education Committee Children's Services Q4 Performance Report	21/06/2022
Children, Young People & Education Committee Children's Services Q3 Performance Report	10/03/2022
Children, Young People & Education Committee Children's Services Q2 Performance Report	23/11/2021
Children, Young People & Education Committee Children's Services Q1 Performance Report	13/09/2021
Children, Young People & Education Committee Children's Services Performance Management	15/06/2021
Children & Families Overview and Scrutiny Committee 2019/20 Q3 Wirral Plan Performance	17/03/2020
Children & Families Overview and Scrutiny Committee 2019/20 Q2 Wirral Plan Performance	11/11/2019
Children & Families Overview and Scrutiny Committee 2019/20 Q1 Wirral Plan Performance	25/09/2019



**CHILDREN, YOUNG PEOPLE & EDUCATION COMMITTEE**

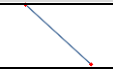
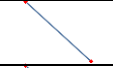
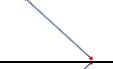
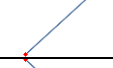

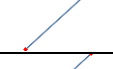
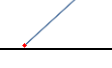
**Tuesday 6th December 2022**

<b>REPORT TITLE:</b>	CHILDREN'S SERVICES PERFORMANCE REPORT
<b>REPORT OF:</b>	DIRECTOR FOR CHILDREN, FAMILIES AND EDUCATION

**Children, Young People & Education Committee - indicator sets**

<b>Demand</b>	<b>Keeping children safe</b>	<b>Looking after children well</b>	<b>Schools</b>
<b>Education</b>	<b>SEND</b>	<b>Workforce</b>	<b>Budget</b> (under development)

**Demand**

	Year-End			2022/23		National (20/21)	North West (20/21)	Stat Neighbours (20/21)	Trend
	2019/20	2020/21	2021/22	Q1	Q2				
Social care contacts	15086	10149	10732	3230	3051	-	-	-	
Early Help contacts	9973	12199	11128	2290	2104	-	-	-	
Referrals to social care	3997	3030	3254	881	714	-	-	-	
% of domestic abuse referrals to children's social care	23.2%	23.5%	27.3%	26.1%	26.2%	-	-	-	
Child In Need rate per 10,000 population	369.0	379.9	382.9	389.3	378.5	321.2	367.0	403.5	
Child Protection rate per 10,000 population	41.9	47.0	57.4	55.6	56.7	41.4	47.0	51.8	
Children Looked After rate per 10,000 population	120.0	123.0	116.6	114.2	116.3	67.0	97.0	101.8	

**Supporting narrative**

Contacts into children's social care this quarter have followed a similar pattern to that seen in Q1 as anticipated, we saw a pronounced deviation in the number of contacts in September 22 following children returning to school after the summer break. It is of interest that the highest portion of contacts (more than a third) received, originated from Vulnerable Person Referral Form (VPRF) notifications generated from the police, the majority of which were related to concerns pertaining to domestic abuse.














The service is currently reviewing pathways and processes within the Integrated Front Door (IFD) to ensure that pathways for children in specific circumstances are robust and effective. All Domestic abuse rereferrals will be discussed at the daily morning meeting to ensure full information sharing and multi-agency decision making on threshold application. The daily morning meeting will include representatives from the domestic abuse hub and family matters to streamline engagement and intervention to victims of domestic abuse.

A further piece of work will be completed, alongside the safeguarding partnership to review and oversee the application of threshold with a view to achieving consistency and collective understanding across the partnership.

Along with the increase in contacts we have seen referral rates increase by 56% from 195 in August to 305 in September 22. Despite this the conversion rate from contact to referral reduced to 23.4% resulting in our rate of referrals per 10, 000 being below our target range of 515 – 588 per 10, 000. Further analysis through dip sample audits will support our understanding of the conversion rate for this period.

The rate of CIN at the end of Q2 per 10,000 was 378.5 which places us in line with our target range.

**Keeping children safe**

	Year-End			2022/23		National (20/21)	North West (20/21)	Stat Neighbours (20/21)	Trend
	2019/20	2020/21	2021/22	Q1	Q2				
% of Early Help cases closed with outcomes met	80.3%	91.6%	83.5%	85.3%	76.4%	-	-	-	
% Repeat referrals within 12 months period	27.6%	23.5%	21.6%	25.0%	25.4%	22.7%	22.2%	22.6%	
% Assessments completed within timescale	82.6%	78.8%	81.0%	83.0%	76.0%	88.0%	86.0%	87.0%	
Children who were subject to a section 47 enquiry Rate per 10,000 YTD	182.2	179.7	202.4	51.6	101.0	164.4	172.1	199.3	
% of children who were subject to a section 47 enquiry that led to an Initial Child Protection Conference (ICPC)	33.3%	33.1%	37.4%	31.9%	41.1%	-	-	-	
% Initial Child Protection Conference (ICPC) taking place in the month and within timescales	76.4%	57.6%	75.8%	76.5%	52.2%	83.0%	82.0%	84.0%	
Child Protection Plans ceased Rate per 10,000 YTD	75.8	51.3	61.7	15.7	30.5	53.9	62.1	72.1	
% of children on second or subsequent Child Protection Plan	19.4%	28.7%	23.0%	32.7%	27.9%	22.1%	22.6%	22.6%	
% of visits completed within statutory timescale - Child in Need (CIN)	-	-	82.8%	77.0%	76.0%	-	-	-	
% of visits completed within statutory timescale - Child Protection (CP)	-	-	81.4%	84.0%	82.2%	-	-	-	
% of visits completed within statutory timescale - Children Looked After (CLA)	-	-	90.5%	90.6%	93.5%	-	-	-	
Reduce first time entrants into the criminal justice system	254	219	114	82	Available in Q3	-	-	-	-
Reduce young people re-offending (%)	50	40	41.9	Not published	Available in Q3	-	-	-	-
Reduce the use of Custody (rate per 100,000)	0.30	0.07	0.16	0.10	Available in Q3	-	-	-	-
Children currently open to MACE (Multi-Agency Child Exploitation)				49	53				
Children removed from MACE due to lowered risk				17	13				

Repeat referrals – Q2 stands at 25.4%. This is above our target range of 19.4 – 21.9%. During July and August we have seen a slight increase in repeat referrals, however September has shown this is starting to decline with September ending at 23.3%. Data analysis from performance in relation to repeat referrals identifies a high proportion have domestic abuse concerns as the referral reason. Domestic abuse also accounts for over a quarter of all repeat referrals for the same reason during this quarter. The developments at the Integrated Front Door (IFD) that include the engagement of the domestic abuse hub will enable a more robust and proportionate response to victims of domestic abuse and reduce repeat incidents.

Assessments - the percentage of assessments completed within timescales during Q2 was 76% which highlights a decline in performance in this area. This may be attributable to a number of staff vacancies in the Assessment service but also coincides with a sharp increase in referrals during September. This area of performance will continue to be monitored during regular service performance meetings.

S47 enquiries – there has been a sharp increase in the percentage of S47 enquiries completed this quarter. Of these approximately 44% progressed to Initial Child Protection Conference (ICPC). A substantial proportion of S47 enquiries have an outcome of continue with assessment. This is due to be a feature at a mandatory all service wide learning event to ensure that alternative risk management processes are used effectively at the appropriate level.


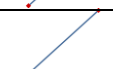
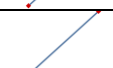

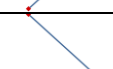
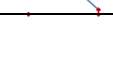

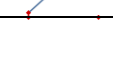
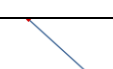


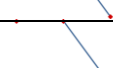
Initial Child Protection Conferences taking place in timescales for this quarter has declined significantly from 76.5% in Q1 to 52.2% in Q2. Poor performance in July and August accounts mainly for the decline which was attributable to an increase in demand outweighing capacity in the operational teams with additional challenges within the Safeguarding unit business support team. Performance in September improved significantly to 77.8% but July and August performance has negatively impacted Q2 outcome. We currently remain below our target range. Performance will be reviewed at monthly Performance Management & Quality Assurance meetings.

During Q2 we have had 8 children on a Child Protection Plan (CPP) for less than 3 months. In reviewing these cases all of the children who came off a CPP became looked after – CLA. The service will be undertaking a deeper analysis of children subject to CPP to ensure our current practice is robust and effective.

The percentage of children subject to repeat CP plans has reduced during Q2 from 32.7% in Q1 to 27.9% in Q2. We know that more than half of our children subject to CPP feature Domestic Abuse therefore further analysis to determine whether this also features in repeat child protection plans is required to ensure step down plans are robust and effective in supporting and protecting children in the longer term.

Statutory Visits - we have seen a slight dip in our performance regarding our children being seen, with Q2 performance for CP being 69%. There are currently 534 children in need of which 79% have had their plan reviewed within timescales.

**Looking after children well**

	Year-End			2022/23		National (20/21)	North West (20/21)	Stat Neighbours (20/21)	Trend
	2019/20	2020/21	2021/22	Q1	Q2				
% CLA visits completed within timescale	-	-	90.5%	90.6%	93.5%	-	-	-	
% Completed health assessment reviews YTD	87.0%	87.0%	96.1%	50.6%	67.2%	91.0%	94.0%	92.6%	
% Completed dental checks YTD	88.0%	31.0%	78.9%	17.8%	37.2%	40.0%	40.0%	38.2%	
% Completed Strengths & Difficulties Questionnaire (SDQ) YTD	97.0%	98.0%	98.1%	67.1%	82.5%	80.0%	85.0%	83.0%	
% of CLA adopted in year	17.0%	15.0%	8.5%	17.7%	10.4%	10.0%	11.0%	10.8%	
% of CLA placed with Foster carers	70.5%	70.8%	70.6%	70.3%	70.3%	71.0%	67.0%	68.0%	
Timeliness of Adoption process A10 (426 days national target) Average days	486	363	809	496	519	375 (2020)	426 (2020)	not published	
% Care leavers in suitable accomodation (Age 19-21)	95.0%	92.0%	97.0%	98.0%	98.0%	88.0%	91.0%	93.0%	
% Care leavers in Education , Employment or Training (EET) (Age 19-21)	48.0%	56.0%	57.5%	61.9%	60.7%	52.0%	50.0%	50.7%	
Missing Episodes	1477	918	1385	282	258	-	-	-	
CAMHS referrals seen within 6 weeks	43.7%	67.6%	67.6%	15.7%	Not available	-	-	-	
CAMHS referrals seen within 18 weeks	64.9%	96.4%	96.4%	50.3%	Not available	-	-	-	

**Supporting narrative**

In terms of children looked after visits completed within timescale, these continue to be completed at a high level, which is positive as it demonstrates we are seeing children and young people and having direct face-to-face contact and engagement with them as part of our core working practices.

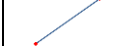
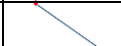
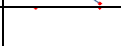

There is some work to do around improving our review health assessment compliance, and a regular meeting with health colleagues takes place called 'improving health outcomes for children looked after' and we have key personnel across services linked in to resolve some of the issues which are often administrative in nature (late completion of documents, documents without key information which causes delay, some delay in assessments being completed by health). Dental checks also requires a push to get a higher compliance rate around this. Some of this is related to a post-Covid hang over around dental practices, but this does not explain the significant dental check delay for some children. However compliance within the permanence service is currently 75% for dental checks completed within timescales.





The numbers of children adopted within this quarter is down, and further work is needed to establish whether this is a short-term issue, potentially linked to court timeframes which have been considerably elongated in recent months, or whether there is a separate issue to be addressed. SDQ measures need to provide some overall data around the progress of children in terms of are the services that are supporting children's mental health having an impact longer term on reducing the scores, and this is a piece of work is ongoing currently.









Headline education, employment and training outcomes for Wirral care leavers has been consistently above the national averages. The Leaving Care and 14-19 Services are effectively support young people to access a variety of post 16 provisions (education) and local employment opportunities. Care Leavers - not reported but of interest - employment, education and training outcomes for care leavers aged 17 and 18 is exceptional high - reported as 71% which equates to 98 young people in the cohort of which 70 young people are positively participating. The number of care leavers accessing Higher Education in 2022/23 academic year is the highest every reported at 28 young people accessing degree courses across a range of subjects and institutions. This statistic recognises the high aspirations and support of both Leaving Care PAs and 14-19 colleagues.

- Comparing a 3-month period Jun-Aug 21 to June-Aug 22: Currently average 2.2 missings per child missing. 2.6 in 2021.
- 2.4% reduction in Episodes. 3 more individual children.
- 5.8% episodes are CLA, compared to 59.5% in 2021.
- 0 children missing for 7 days plus. 4 in 2021.
- 9.2% Return Interviews Offered. 96.7% 2021.

**Education**

	Year-End				2022/23		Current	Trend
	2018/19	2019/20	2020/21	2021/22	Q1	Q2		
% of under 5's who are engaged with the Early Years Service	68	76	45	51.11	40.25	42.53	-	
% of under 5's who have sustained engagement the Early Years Service (3 of more)	60	62	58	60.5	50.6	47.66	-	
% of 2 year olds benefitting from funded early education	78	78	76	83	87.05	87.05	62	
% of 3 year olds benefitting from funded early education	86	86	90	91	89.42	89.42	88	

	2017/18	2018/19	2019/20	2020/21	2021/22	Current National	Trend
% of schools rated 'good' or 'outstanding' by Ofsted	84%	85%	83%	83%	Available Q3	86%	
% of children in good or better schools as rated by Ofsted	84%	86%	84%	84%	Available Q3	86%	
% of early years settings good or better	94%	96%	98%	98%	Available Q3	97%	
% of young people aged 16 and 17 who are Not in Employment, Education or Training (NEET) or Not Known	4.90%	5.30%	5.00%	5.10%	Available Q2	5.50%	

	2017/18	2018/19	2021/22	Current National	Trend
Foundation Stage - % achieving a good level of development	70.5%	69.3%	62.9%	65.2%	
Foundation Stage - % of children who are looked after achieving a good level of development	52.2%	59.5%	48.10%	41%	
The gap in progress between disadvantaged pupils and their peers achieving good level of development in early years foundation stage profile	17.7	23.5	20.2	18.7	
% Achievement gap between pupils eligible for free school meals and their peers achieving a Good Level of Development in the Early Years Foundation Stage Profile	18%	23%	21.5%	20%	
% achieving expected standard in reading, writing and maths at Key Stage 2	60%	60%	52%	59%	
% Achievement gap between pupils eligible for free school meals and their peers achieving the 'expected standard' in English, reading, English writing and mathematics at the end of key stage 2	23%	22%	24.1%	23%	
The gap in progress between disadvantaged pupils and their peers at Key Stage 4	0.73	0.84	TBC	0.7	
Progress 8 Score for Wirral	0.03	0.01	TBC	-0.21	

**Supporting narrative**

Over Q2 a range of activities took place across the summer period, including large scale events in all parks across Wirral including older siblings who were on summer holidays, as well as targeted transition sessions for children moving into school in September. Q2 also saw the return of 'drop in' 0-19 Healthy Child clinics which have enabled families to access health support, weighing babies etc on an drop in basis.

Two-year funding figures remain the same as headcount figures as autumn term are still being finalised. Parents appear to be more interested in two-year funding combined with school readiness workers visiting all eligible families to encourage take up of the offer and discuss the benefits of accessing nursery provision for them and their child. There continues to be an increase in the number of children being identified at two with additional needs and requests for financial support through the Inclusive Practice Fund continue to put additional pressure on a budget that is primarily to support three-and-four-year-olds.










Promotion work continues to ensure parents are aware of all early years funding entitlements and encouraged to take up the full offer as soon as their children are eligible.







Attainment across all age ranges has fallen at both a national and Wirral level compared to 2019 outcomes - for this reason outcomes between 2022 and 2019 should not be compared.





In relation to GLD, the gap to national has narrowed to 2.3% compared to the 2019 gap to national. Further work is being supported across schools where GLD outcomes have been identified as needing support.

In relation to KS2 outcomes, the gap to national in 2022 has widened to 7% compared to the 2019 gap. Focused work is taking place in relation to writing across schools where outcomes for this area is significantly below the national figure. In relation to Maths at both KS1 and KS2, outcomes are below the national figure. Working with the Maths Hub, in depth analysis at the question level is being undertaken to understand the key strands that need further support in relation to numeracy.

**Special Educational Needs & Disabilities (SEND)**

	Year-End			2022/23		Current National	Current North West	Current Stat neighbours	Trend
	2019/20	2020/21	2021/22	Q1	Q2				
% Education and Health Care Plans (EHCP) issued within 20 week timescale (Excluding Exceptions)	37	58	24	40	39	58	62.5	80.44	
% of requests that went to tribunal	7.63	9.47	8.23	1.35	1.84	-	-	-	
% of Children Looked After with (EHCP) Education and Health Care Plan	6.93	8.68	9.26	17.7	18.3	-	-	-	
% of Children In Need with (EHCP) Education and Health Care Plan	14.12	17.59	16.45	21.7	22.1	-	-	-	
% of Child Protection with (EHCP) Education and Health Care Plan	5.93	5.93	6.45	7.8	8.9	-	-	-	
% of Early Help Episodes with (SEND) Special Educational needs and disabilities	25.77	25.82	26.44	28.98	29.8	-	-	-	
% of Children Looked After with (SEN) Special Educational Need support	18.29	18.22	19.29	18.2	17.6	-	-	-	
% of Children In Need with (SEN) Special Educational Need support	11.66	15.83	16.2	14.3	13.7	-	-	-	
% of Child Protection with (SEN) Special Educational Need support	23.32	19.88	21.51	21.6	18.3	-	-	-	

	Year-End			Term		Current National	Current North West	Current Stat neighbours	Trend
	2019/20	2020/21	2021/22	2021/22 Summer	2022/23 Autumn				
(EHCP) Education and Health Care Plan- Overall School Attendance %	88.9	90.6	88.9	88	89.1	-	-	-	
(EHCP) Education and Health Care Plan Overall Persistent absence %	31.2	25.6	37.1	38.2	35.6	-	-	-	
Number of pupils with (EHCP) Education and Health Care Plan who are electively home educated	10	18	12	12	9	-	-	-	
(SEN) Special Educational Need support - Overall School Attendance %	92.3	93.4	91	89.3	91.5	-	-	-	
(SEN) Special Educational Need support - Overall Persistent absence %	23.8	19.3	28.6	33.8	30.4	-	-	-	
Number of pupils with (SEN) Special Educational Need support who are electively home educated	2	39	54	54	54	-	-	-	

	2016/17	2017/18	2018/19	2021/22	Current National	Current North West	Current Stat neighbours	Trend
Key Stage 2 (RWM) Reading, Writing, Maths EHCP - % at Expected Level	2.9	6	2.2	2.5	7.2	6.4	Available Q3	
Key Stage 4 Overall Progress 8 Score - (EHCP) Education and Health Care Plan	-1.08	-0.85	-1.12	Available Q3	-1.17	-1.31	-1.29	
Key Stage 2 Reading, Writing, Maths (SEN) Special Educational Need support - % at Expected Level	18	21	23	20.7	21.1	20.3	Available Q3	
Key Stage 4 Overall Progress 8 Score - (SEN) Special Educational Need support	-0.36	-0.29	-0.42	Available Q3	-0.43	-0.59	-0.5	





**Supporting narrative**

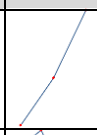
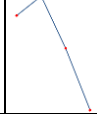
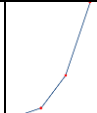
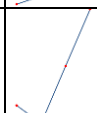
The cumulative 20 week completion rate remains consistent and is in line with Q1 data. Various factors should be considered including:

- A more in depth focus on trouble shooting and finalising the 'backlog' cases (those already over 20 weeks). A team has been created to address cases over timescales and their time is solely focused on working these cases with settings and parents/carers to ensure any barriers to finalising are removed. Having this dedicated team has helped to decrease the historic backlog from 247 cases to 154 within two months. In adopting this approach, and thus finalising more out of timescale plans, it has kept the overall compliance rate where it stood last quarter.
- The overall number of plans both in and out of timescale being finalised has increased significantly and for some months is over double what it was in Q1. Overall output from the team is therefore demonstrated to be greater than before. This is due to case management meetings being held weekly to hold EHCP coordinators to account with their caseloads as well as individual performance management meetings.
- The tracking system that has been introduced has been further expanded to measure more in depth and accurate data with detailed notes on each case and identified barriers that prevent those plans being finalised. These are then collated and shared during EHCP Process meetings with SLT to ensure that there is strategic oversight and plans put in place to reduce those barriers. This has been a positive step and has resulted in a clearer allocations system for educational psychologist assessments as well as changes to staffing structures. These changes, particularly in staffing structure, have had a positive impact on work output. The move from a model based on age range to a locality model has meant that EHCP coordinators now have responsibility for EHC plans across all age ranges which has helped broaden and increase their knowledge and skills. This coupled with the introduction of a team dedicated to overseeing Annual Reviews has helped increase capacity and reduce workload.
- Another significant shift has been in the way our EHCP process is managed. All documentation, letters and handbook have been updated and coproduced with all stakeholders including parents/carers and young people. The notable change has been to move away from a process driven model to a relationship based model built on establishing and securing trust and respect with our parents/carers and young people. This is delivered through more contact (face to face/telephone and email) being built into the process and more opportunities to work collaboratively during the 20 weeks to avoid stress for families. We have already had positive feedback informally during conversations with parents as well as our new feedback surveys showing that parents/carers and young people have welcomed the changes and are seeing the effect of them on their experiences.
- Built into this process is an opportunity for EHCP Coordinators to complete a compliance checklist when finalising each plan. This allows SEND Management to gain oversight of where the successes and points for improvement are in the 20 week process. It is already evident from those collated so far that more contact is being made with families.
- The working relationships between the SEND team and Legal continues to grow. A new mediation and tribunal tracker has been developed to give complete oversight of all cases in an appeals process. This allows us to see trends in why cases end up in appeal and address those through strategic change. It also allows us to track individual performance.
- An audit tool has been introduced to help us identify strengths and areas for improvement in the quality of our EHC Plans. This means that at draft stage EHCP Coordinators will be able to complete the audit to show whether each section of the plan is of good quality. Once we have a bank of evidence collated, we will be able to use this to inform our training development plans.
- Provision continues to be a barrier to finalising plans on time. We are addressing this through regular SEND Sufficiency planning meetings to look at where the gaps in provision lie and how we can address this. An increase in the number of special school places has helped bridge this gap somewhat and the establishment of some more base provision within our mainstream settings will help have impact on this.
- We continue to work with our mainstream settings on developing a common graduated approach and ensure inclusive practice is demonstrated for SEND learners. We are now strategically planning for pupil places on a long term model to ensure pupils are placed in the right provision and that this is available to them at the end of the 20 week process.



**Schools**

	Year-End				2022/23		Current National	Trend
	2018/19	2019/20	2020/21	2021/22	Q1	Q2		
% School capacity - places available vs pupil numbers (school)	89.4	89.8	89.6	90.1	-	-	-	
% Exclusions - suspensions	4.6	3.31	4.06	Available Q3	Available Q3	Available Q4	3.76	
% Exclusions - permanent	0.09	0.04	0.04	Available Q3	Available Q3	Available Q4	0.06	
Number of children known to be electively home educated	145	171	275	254	258	266	-	
Number of Pupils who are not in receipt of full-time education and subject of an agreed part time timetable (Indicator once named - Pupils who are missing more than 25hrs of education a week (CME25))	-	-	171	254	253	62	-	-

	Year-End				Term		Current National	Trend
	2018/19	2019/20	2020/21	2021/22	2021/22 Summer Term	2022/23 Autumn Term		
% of school age pupils eligible for (FSM) Free school meal	19.5	21.5	24	27.59	27.59	Available Q3	20.8	
Overall School Attendance %	94.9	94.3	94.9	93.3	91.4	92.3	94.7	
Overall Unauthorised Absence %	1.3	1.4	1.5	1.9	2.8	2.1	1.7	
Overall Persistent Absence %	12.6	15.9	14.0	20.1	26.2	26	-	
Overall School Attendance Open to Social Care %	-	-	-	-	-	83.8	-	-

**Supporting narrative**

After a successful bid, funding has been agreed for the two additional teachers and the one day admin post to continue until 31st July 2023. There is close liaison between the Lead Officer for Elective Home Education (EHE) and individual EHCP Co-ordinators/Reviewing Officers in respect of EHE children with EHCPs (Total 9 out of the live total of 266 as at the end of September 2022: 5 are primary and 4 secondary.)

September 2022 saw 20 new cases for the start of the new academic year. As the LA continues to be responsible to monitor the educational arrangements as part of the Annual Review. The main reason cited by parents for removing their child from school to Electively Home Educate during Q1 was mental health and in particular, anxiety and EHE was seen as a way of getting their child in a more stable position before possibly returning back to a school. Out of the 266 we currently have 52 Year 11 students. This is an increase on the previous academic year, where we had 37.

Wirral Attendance Service is working hard to create a culture where all professionals and schools work together to advise parents to choose EHE when it benefits the needs of the child and not to be the solution for poor school attendance. EHE advisory teachers have worked to strengthen relationships with difficult to reach parents, changing the mindset has led to positive communication. The work of one of our EHE teachers has been recognised nationally by Education Otherwise following a referral from a parent.

There is a growing need for Part Time Timetables to be constantly reviewed and monitored to ensure CYP can access their right to a full time education (See White Paper). The risk may be mitigated by 2 existing vulnerable children's panels that meet to discuss school attendance. We are also considering our staffing structure, to take account of the numbers of young people on Part Time Timetables. The current figure of 62 for Part Time Timetables includes 53 which represents the start of the new academic year as all prior Part Time Timetables for 2021/22 will have ended at the close of Summer Term 2022.

Overall Attendance. The information provided is based on the new DfE Daily Collections. Whilst nationally there is a 69% sign up to this, locally we have 80% of schools signed up and we continue to encourage others to do so. In line with the new DfE guidance relating to school attendance, we are beginning the process of establishing working relationships with our independent schools. This will also include encouraging them to sign up to the new DfE Daily Data Collections.

Illness was identified as the main reason for absence when the Attendance Service was formed in Autumn 2019. The three year trend shows, the schools are tackling this area through a combination of whole school approach, including support and challenge to parents and where appropriate, enforcement measures. The evidence for this can be seen in our 360 degree reviews. We will continue to work with and coach our schools to challenge absence. This approach ties in with the DfE guidance for school attendance.

**Workforce**

	Year-End			2022/23		National	North West	Statistical Neighbours	Trend
	2019/20	2020/21	2021/22	Q1	Q2				
Vacancy rate – number of posts currently vacant / total no of posts <b>Social Workers</b>	31%	31%	30%	20%	21%	-	-	-	
Agency rate – positions filled by agency staff <b>Social Workers</b>	15%	11%	22%	15%	13%	-	-	-	
New starters - <b>Social Workers</b>	19	29	20	5	13	-	-	-	
Retention of staff – number of leavers - <b>Social Workers</b>	8	16	33	6	15	-	-	-	
Average FTE days lost to sickness absence - <b>Social Workers</b>	16.75	10.88	16.46	3.56	3.47	-	-	-	
Average caseload for social worker	14.6	14.2	15.5	16	16.2	16.3	17.9	17	
Vacancy rate – number of posts currently vacant / total no of posts <b>Children's Services Directorate</b>	25%	17%	20%	16%	15%	-	-	-	
Agency rate – positions filled by agency staff <b>Children's Services Directorate</b>	6.80%	5.30%	6.29%	6.00%	6.80%	-	-	-	
New starters - <b>Children's Services Directorate</b>	112	88	98	20	27	-	-	-	
Retention of staff – number of leavers - <b>Children's Services Directorate</b>	95	57.5	102	22	26	-	-	-	
Average FTE days lost to sickness absence <b>Children's Services Directorate</b>	14.54	10.92	12.55	2.86	2.75	-	-	-	

**Supporting narrative**

In terms of retention of staff, we have had a lot of social worker leavers in Q2, 15 in total, however we have managed to balance that somewhat with the new starter figure also being high with 13. The agency rate has gone down, which is not a good thing as this leaves us with more empty posts within the teams. The qualitative data around that figure is that staff are either leaving to go to LA's who pay a higher agency rate or are moving to agency in another LA, or have been attracted by other LA's offering golden hellos etc. Sickness seems to have stabilised a little (whilst still being high) the next two Quarters will need to drop again for us to see better figures than we saw at the end of the last financial year.

**Budget**
**Supporting narrative**

Under development - further work required to align performance and financial reporting.



**TUESDAY 6<sup>TH</sup> DECEMBER**

**CHILDREN, YOUNG PEOPLE AND EDUCATION COMMITTEE**

<b>REPORT TITLE:</b>	<b>UPDATE ON WIRRAL SCHOOL IMPROVEMENT STRATEGY 2021-2024</b>
<b>REPORT OF:</b>	<b>DIRECTOR OF CHILDREN, FAMILIES AND EDUCATION</b>

## **REPORT SUMMARY**

The purpose of the report is to provide an update on the Wirral School Improvement Strategy 2021-2024 as agreed by the Children, Young People and Education Committee in September 2021.

The Strategy sets out the local authority’s ambition to *raise aspirations and improve outcomes for all children and young people in Wirral*. It sets out key proposals to strengthen the local authority’s school improvement offer and develop a robust self-improving school system.

The report highlights where progress has been made across five thematic areas including: leadership and governance; high support, high challenge; self-improving school system; learning and innovation; and school improvement.

The School Improvement Strategy is aligned to the Children’s Services Business Plan and vision to *“make Wirral great for children, young people and their families”* and to the Wirral Plan priority, Brighter Futures.

The report is not a key decision.

## **RECOMMENDATIONS**

The Children, Young People and Education Committee is recommended to:

1. endorse the progress made to date on delivering the School Improvement Strategy 2021-24; and,
2. approve the outlined plans to progress the Strategy over the next two years.

## SUPPORTING INFORMATION

### 1.0 REASON/S FOR RECOMMENDATION/S

- 1.1 To evidence that the Committee has reviewed progress of the School Improvement Strategy priorities and is assured that enough progress has been made.

### 2.0 OTHER OPTIONS CONSIDERED

- 2.1 Do nothing: this option has been considered and discounted in order to evidence the progress being made to support school improvement.

### 3.0 BACKGROUND INFORMATION

- 3.1 In September 2021, members of the Children, Young People and Education Committee agreed the Wirral School Improvement Strategy 2021-2024. This Strategy set out a vision for the borough to: *raise aspirations and improve outcomes for all children and young people in Wirral*. It sets out key proposals to strengthen the local authority's school improvement offer and develop a robust self-improving school system.
- 3.2 This report provides an update on the progress of activity outlined within the Strategy around five themes, as detailed below:

#### 3.3 Theme 1: Leadership and Governance

- 3.4 Progress made in this area includes:

- A co-designed leadership programme, '*Leading with Strength*' has been implemented for Headteachers and Governors and offered to all schools. This is a two-year programme which includes 8 sessions led by national speakers and experts, which provide opportunities for leaders to engage in a session and then discuss their school implications at a follow-up networking session. A full overview of the programme is attached at appendix A.
- Specialist leaders have been recruited in early years, English and Mathematics via a robust interview process which included school observations. They are middle leaders in primary education who have been recommended by their Headteachers. Their role will be to provide a range of specialist subject specific support activities in primary schools.
- A recruitment campaign for school governors was launched in October, both internally and externally with organisations such as NHS and Chamber of Commerce. An interactive video was used as part of the campaign to outline the role of school governors.
- The Governors Forum has been re-launched and there continues to be positive partnership working with Edsential (commissioned service) to facilitate network meetings with a conference being held in the summer.

- Chairs of Governors are also involved in support and challenge sessions which ensures that governors are fully engaged and knowledgeable around the school improvement system.

3.5 Governor recruitment remains an ongoing area for development and elected members and senior leaders are requested to support a borough-wide campaign to promote the role of school governors.

### **3.6 Theme 2: High Support, High Challenge**

3.7 A new banding system for school improvement was launched in September 2022. A copy of the banding criteria is attached at appendix B. This banding system uses intelligence and information to develop an evidence-based understanding of the current position of schools. Analysis uses information which includes:

- Standards data and inspection outcomes
- Attendance and exclusions
- Safeguarding concerns
- Financial/budgetary information
- Human Resources (HR) issues
- Information from school assurance professional reports
- Knowledge and understanding from senior school advisors

3.8 The banding system categorises schools into four different bands and the offer of local authority support is based on each banding. The school improvement team use a 'best fit' approach to banding. Schools do not necessarily fit within all bullet points within each band.

3.9 Schools categorised in bands 3 and 4 are invited to a support and challenge (SAC) meeting involving headteacher, chair of governors, relevant school advisor and Head of School Effectiveness or Assistant Director for Education. The Director for Children, Families and Education has also been involved in meetings for band 4 schools.

3.10 For September 2022, 9 schools have been categorised into band 4 and 42 schools into band 3. All of the schools will be part of 'support and challenge' meetings before the end of Christmas term.

3.11 This system has ensured better understanding and hands on support for the schools than has been in place for several years. There is already some impact of this through recent Ofsted inspections which are reflecting where targeted support has been offered.

3.12 Whilst standards outcomes remain an issue, the support and continued professional development offer is better focussed, targeting the areas of need. It is anticipated that the impact of this work will start to become clear over time.

### **3.13 Theme 3 Self-improving school system**

3.14 Identification and investment in Wirral schools staff has positively build system leadership capacity to drive improvements in quality of education across Wirral schools.

3.15 A summary of progress includes:

- An Education Challenge Board has been established consisting of leaders from local authority, primary, secondary and with representation from Multi-Academy Trusts. The Board will facilitate effective relationships across the sector.
- System leadership teams have been established in early, years, English and Mathematics. They consist of specialist leader (as referenced above) and two current headteachers with established links to the English and Maths Hubs. The specialist leaders are embarking on specialist training to ensure consistency in expertise and quality engagement with other professionals.
- A more robust moderation framework has been developed which has improved consistency and frequency of moderation. This has been particularly important following COVID-19 pandemic as schools have not moderated for two years. Schools are now moderating children's work together and have established a set of agreed common standards.

### **3.16 Theme 4: learning and innovation**

3.17 A summary of progress relating to this theme includes:

- A continued professional development (CPD) programme on curriculum knowledge and teaching expertise has been put in place, informed by observations in classrooms, Ofsted findings and support and challenge sessions.
- A full programme of pedagogy for English and Mathematics has been offered to all schools. This is free to maintained schools and at a cost to academies. Early years training has been provided from Ruth Swailes, a national speaker and author.

### **3.18 Theme 5: School Improvement Wirral**

3.19 The School Improvement Team is now fully staffed with three Senior School Advisors, all having been primary headteachers, one a Head of Behaviour support in a neighbouring local authority, one a recent Her Majesty's Inspector (HMI) and one a newly qualified Ofsted inspector.

3.20 All schools now have a named Advisor who are a point of contact, understand the schools strengths and challenges, and who are broker support as and when required.

3.21 School assurance professionals have been commissioned to quality assure teaching and learning in schools. They are specialist advisors in education, many are previous

Her Majesty Inspectors. They spend time in schools to assess and review the quality of teaching and learning and produce a report and recommendations on findings.

#### **4.0 FINANCIAL IMPLICATIONS**

- 4.1 There are no direct financial implications arising from the report. The purpose of implementing a self-improving school system is to identify and grow leaders from within Wirral who can work with Wirral schools. The only cost for the local authority is temporary backfill for their time allocated to school improvement. This is a cost-effective and sustainable system supporting schools.
- 4.2 The Monitoring and Brokerage Grant is used to fund the School Improvement Service, including training and development. This Grant equates to £330,000 and is due to be stopped by Government, this will now be recouped from maintained schools as per the DFE guidance within the consultation feedback on this grant.

#### **5.0 LEGAL IMPLICATIONS**

- 5.1 The local authority has a statutory duty to “promote high standards so that children and young people achieve well and fulfil their potential” as set out within the Education Act 1996. Statutory guidance which relates to school improvement includes: *‘Schools Causing Concern: Statutory Guidance’*, *‘Schools: Statutory Guidance’*.

#### **6.0 RESOURCE IMPLICATIONS: STAFFING, ICT AND ASSETS**

- 6.1 The recruitment of Senior School Advisors has provided much need resource into school improvement team which has allowed delivery of the Strategy.

#### **7.0 RELEVANT RISKS**

- 7.1 Delivering the School Improvement Strategy is intended to improve system leadership across education to improve the quality of education across the borough. Failure to continue to invest and progress may result in further impact on education standards and outcomes.

#### **8.0 ENGAGEMENT/CONSULTATION**

- 8.1 No relevant engagement or consultation has been required for this report.

#### **9.0 EQUALITY IMPLICATIONS**

- 9.1 A copy of the Equality Impact Assessment is provided here:  
<https://www.wirral.gov.uk/communities-and-neighbourhoods/equality-impact-assessments>

#### **10.0 ENVIRONMENT AND CLIMATE IMPLICATIONS**

- 10.1 There are no significant environment and climate implications. The School Improvement Team will play a role in supporting schools with curriculum development, where this is needed and appropriate. A rich curriculum respects and

acknowledges the need to promote and understand the impact of climate change and promote positive attitudes to protecting the environment.

## **11.0 COMMUNITY WEALTH IMPLICATIONS**

11.1 There are no community wealth implications arising from the report.

**REPORT AUTHOR:** Hannah Myers  
Head of Improvement and Effectiveness  
Hannahmyers@wirral.gov.uk

## **APPENDICES**

Appendix 1 Overview of Leading with Strength programme  
Appendix 2 Banding criteria

## **BACKGROUND PAPERS**

Education Act 1996  
Statutory Guidance on School Improvement  
Schools Causing Concern: Statutory Guidance for schools and local authorities

## **TERMS OF REFERENCE**

This report is being considered by the Children, Young People & Education Committee in accordance with Section B of its Terms of Reference, the functions and powers conferred on or exercisable by the Council as Local Authority in relation to the provision of education.

## **SUBJECT HISTORY (last 3 years)**

<b>Council Meeting</b>	<b>Date</b>
<b>Wirral School Improvement Strategy 2021- 2024</b>	<b>September 2021</b>





# Leading with Strength

Page 65

Leading Wirral Schools  
in a Post-Pandemic World

Working with  
**ESP Education**





# What is Leading with Strength?



Page 66

- Leading with Strength is a 2 year leadership programme delivered in partnership with ESP Education and some of the UK's leading educational speakers.
- Co-designed with Wirral Headteachers the programme is designed to support Wirral schools and leadership teams as we move into a post-pandemic world.
- A series of online seminars and facilitation sessions considering pandemic recovery and leadership support in Wirral schools.

# Who Should Attend Leading with Strength?



- Each school is entitled to register 3 participants for the programme including the Headteacher, a second SLT representative and a representative of the Governing Body.
- While attendance at sessions is limited recordings of all keynote sessions will be made available to participating schools for the wider use with their school staff and Governors.



# What is in it for Leaders?



Page 68

- An opportunity to reflect and discuss challenges with other local leaders.
- The drive of focussing on their leadership skills to retain strengths, tackle weakness and 'Lead with Impact'.
- A common message across the local leadership network encouraging and developing collaborative working.
- Input from experts, support from the LA and post session task work (all supported by ESP Education) to distribute across the workforce.
- A joined up local approach to COVID recovery.

# Year 1 of Leading with Strength



Date	Title	Time
4 November 2021	Leading with Strength with Professor Steve Munby	09:30-11:30
19 January 2022	Leading a Wellbeing Culture with Sir David Carter	09:30-11:30
16 March 2022	Leading Curriculum Development while Learning from COVID-19 with Rob Carpenter	09:30-11:30
8 June 2022	A Clever Curriculum with Sian Carr	16:00-18:00

All sessions will be delivered via MS Teams



# 'Leading on the Edge' with Professor Steve Munby



Steve Munby has spent his whole career in education, first as a teacher and then as an adviser and inspector before moving into leadership. Between 2005 and 2017 he was chief executive first of the National College for School Leadership in England and then of Education Development Trust, an international education charity. He is now a self-employed consultant and speaker on leadership and on system reform. Steve is also a visiting professor at University College London Institute for Education. He was awarded a CBE in the New Year honours list in 2010.

Page 70





# 'Leading a Wellbeing Culture' with Sir David Carter



Sir David Carter has previously held the post of National Schools Commissioner following a career in school leadership. Before joining the Civil Service, Sir David was the founding CEO of the Cabot Learning Federation, a MAT based in Bristol. The trust was one of the first and largest MATS in the South West with 12 academies who educated 5000 children with a workforce of over 1200 people. The majority of the schools had failed for many years and Sir David takes his experience of leading rapid improvement in disadvantaged communities into his leadership work, thinking and writing.





# 'Leading Curriculum Devt' with Rob Carpenter



Rob Carpenter is the author of A Manifesto for Excellence in Schools and is the CEO of the Inspire Partnership in the South East. Rob has been a teacher for 20 years and a Headteacher for over 15. He a school from Special Measures to Outstanding in less than two years and firmly believes that the quality of teaching and leadership holds the key to raising standards in our schools today. At its heart, Rob's work is all about helping teachers and leaders to become architects for learning by helping them to design classrooms, curricula and whole-school practices that are inclusive, engaging and above all - excellent.





# 'A Clever Curriculum' with Sian Carr



Sian Carr is a leader, Headteacher and international adviser on school improvement. As the Education Director of Harrow International, Sian believes that strong, positive and focused leadership at all levels in a school is essential to its success and improvement. During her distinguished career in education, she has worked for renowned schools and organisations such as ASCL, promoting leadership development opportunities. She has also worked with educational policy makers and other government and non-government agencies on a variety of areas including the shaping of the new secondary school curriculum, assessment processes, and governance and leadership.

Page 73





# Year 2 of Leading with Strength



Date	Title	Time
14 September 2022	Post-COVID Leadership Habits with Maggie Farrar	09:30-11:30
18 January 2023	Recovery with Power with Anita Devi	09:30-11:30
3 May 2023	Recovery, Inclusivity and Bouncing Back Sustainably with Anita Devi	09:30-11:30
21 June 2023	Being Authentic and Trying to do the Right Thing with Steve Munby	09:30-11:30

All sessions will be delivered via MS Teams



# 'Post-COVID Leadership Habits' with Maggie Farrar



# WIRRAL

Maggie Farrar's career began as a teacher in London schools, an experience which led to her working in Birmingham Local Education Authority before joining the team at National College for School Leadership as Director of Leadership Development. Maggie now works with organisations, Local Authorities and groups of schools in the UK and internationally including Education Development Trust and leadership organisations in Australia. Through this session Maggie will explore how we, as leaders, can use the impact of COVID-19 to positively disrupt the education system so it serves our children better?

Page 75





# SEND Recovery Sessions with Anita Devi



Anita Devi will deliver 2 sessions in the 2022/2023 academic year focusing on key outcomes from the recent Wirral SEN Inspection. Anita is a former SENCO, Senior Leader, School Improvement Adviser and LA SEND Advisory Teacher. She has a wealth of experience in developing leaders of learning and her own teaching career spans Early Years to Postgraduate education both in the UK and overseas. In 2017 she was awarded the prestigious international Influencing Educational Leaders Award for her contribution to the SEND workforce pipeline strategy, which supports the development of teachers from ITT to leadership.

Page 76





# 'Being Authentic and Trying to do the Right Thing'



The final session over the programme brings us back together with Steve Munby as we explore 2 key themes of the theory of Imperfect Leadership.

Steve's session will build on learning through the programme and his session with Wirral Primary Heads in March 2022 and will consider:

1. Being Self-Aware and Tuning into Context
2. Being Authentic and Trying to do the Right Thing



# How Much Does it Cost?



Page 78

- This is a fully funded programme for Wirral maintained schools.
- Academies are welcome to register for the programme at a charge of £750 plus VAT per school.
- This includes 3 participants attending all keynote sessions and facilitation sessions over the 2 years.



# How do I Register?



To register to join the Wirral Leading with Strength programme email [paula.rowlands@wirral.gov.uk](mailto:paula.rowlands@wirral.gov.uk) with the name, role and email address for the 3 participants for the programme.

The programme commences with session 1 on MS Teams with Steve Munby at 09:30 on the 4th November.

This page is intentionally left blank



## Wirral School Effectiveness Banding Criteria

	<b>Criteria</b>	<b>LA Role</b>
Band 1       Page 81	<ul style="list-style-type: none"> <li>• The school is likely to be evaluated as good or outstanding with strong capacity for improvement and able to deliver support other schools</li> <li>• Led by highly effective system leaders and governors with the capacity to support other schools and undertake outreach work</li> <li>• Safeguarding is effective and the school is fully engaged in supporting pupil welfare and wellbeing.</li> <li>• Self-evaluation is robust and accurate</li> <li>• Outcomes consistently compare favourably to national standards and has good value-added scores including those of vulnerable groups of pupils</li> <li>• Provision for all groups of learners, including gender, disadvantaged and SEND is good or outstanding</li> <li>• Teaching at all key stages is effective and the school's curriculum meets the needs of its pupils</li> </ul>	<ul style="list-style-type: none"> <li>• SAP visit focused on school improvement, outcomes and school self-evaluation.</li> <li>• Support for Headteacher recruitment (shortlisting and final interview)</li> <li>• Access to governor school improvement networks (Edsential)</li> <li>• Access to LA professional development and consultancy</li> <li>• LA performance information</li> <li>• Additional intervention brokered as necessary and agreed with the LA officer and the leadership of the school.</li> <li>• Access to briefings and termly Headteacher improvement networks</li> </ul>
Band 2	<ul style="list-style-type: none"> <li>• The school is likely to be evaluated as good and this is confirmed through its most recent Ofsted inspection</li> <li>• The school was judged at inspection to 'require improvement' however, the school has good capacity within leadership and is highly likely to be judged 'good' if inspected or evaluated by external consultants</li> <li>• One which has good leadership and governance</li> <li>• Performance outcomes are close to national standards and data indicates improvement. Vulnerable groups are performing as well as, or better than, other pupils</li> <li>• Any initial concerns around attendance, behaviour, exclusions, complaints, governance, HR or finance may have been identified that require close monitoring</li> <li>• Safeguarding is effective and pupil's wellbeing is considered</li> </ul>	<ul style="list-style-type: none"> <li>• SAP visit focused on school improvement, outcomes and school self-evaluation.</li> <li>• Support for Headteacher recruitment (shortlisting and final interview)</li> <li>• LA performance information</li> <li>• Access to governor school improvement networks (Edsential)</li> <li>• Access to LA professional development</li> <li>• Annual meeting with SSA focused on school improvement, outcomes and school self-evaluation.</li> <li>• Additional intervention brokered as necessary and agreed with the LA officer and the leadership of the school.</li> <li>• Access to briefings and termly Headteacher improvement networks</li> </ul>

<p style="text-align: center;"><b>Band 3</b> <b>Support &amp; Challenge</b></p>	<ul style="list-style-type: none"> <li>• Judged to be ‘requires improvement’ (RI) by Ofsted in its last inspection.</li> <li>• Currently judged as ‘good’ or ‘outstanding’ but is highly likely to be judged ‘RI’ if inspected or evaluated by external consultants</li> <li>• There are concerns about leadership and/or governance</li> <li>• There are concerns around attendance, behaviour, viability, exclusions, complaints, governance, HR or finance have been identified</li> <li>• There is a decline in pupil performance over time. Vulnerable groups may not be effectively supported, and teaching and learning is inconsistent</li> <li>• Standards do not compare favourably to those nationally</li> <li>• Has been in the past ‘causing concern’ and is showing early signs of improvement, but is not yet consistently performing well</li> <li>• Safeguarding is effective but pupils’ welfare or wellbeing may not be fully supported</li> <li>• Has had 1 or more ‘qualifying complaint’ from Ofsted</li> </ul>	<ul style="list-style-type: none"> <li>• SAP visit focused on school improvement, outcomes and school self-evaluation.</li> <li>• Support for Headteacher recruitment (shortlisting and final interview).</li> <li>• Expectation of attendance at governor school improvement networks (Edsential)</li> <li>• LA performance information.</li> <li>• Prioritised access to LA professional development</li> <li>• A School Partnership Improvement Plan will be put in place. This will be developed by the school leadership team and governors and will form the basis of meetings. Termly visits (minimum) from SSA with half termly Teams/ phone call or visit as appropriate.</li> <li>• Support &amp; Challenge meeting in Autumn Term and as necessary after that dependent on progress towards agreed actions. This will be further prioritised by need.</li> <li>• Additional support commissioned from professional partnerships, teaching schools, alliances or trusts and other LA services.</li> <li>• Access to briefings and termly Headteacher improvement networks</li> </ul>
<p style="text-align: center;"><b>Band 4</b> <b>Team Around the School*</b></p>	<ul style="list-style-type: none"> <li>• School is considered high risk and vulnerable: <ul style="list-style-type: none"> <li>- judged as RI for the last two inspections</li> <li>- judged as serious weaknesses or special measures</li> <li>- at risk of being judged serious weaknesses or special measures or a third RI judgement</li> </ul> </li> <li>• Quality Leadership is limited at all levels</li> <li>• Safeguarding is ineffective and there may be concerns about pupils’ safety and wellbeing.</li> <li>• Standards are significantly below national</li> <li>• Standards do not compare favourably to national for a sustained period</li> <li>• Vulnerable groups may not be effectively supported, and teaching and learning is inconsistent</li> <li>• There are significant concerns around attendance, viability, behaviour, exclusions, complaints, governance, HR or finance</li> <li>• Complex weaknesses which may include leadership/governance, behaviour and teaching and learning</li> <li>• High persistence absence (PA), high levels of exclusions and attendance is significantly below the national average</li> <li>• Serious financial concerns</li> <li>• External monitoring, including by HMI indicates that progress is not rapid or sustained</li> </ul>	<ul style="list-style-type: none"> <li>• SAP visit focused on school improvement, outcomes and school self-evaluation.</li> <li>• Access to briefings and termly Headteacher improvement networks.</li> <li>• Support for Headteacher recruitment (shortlisting and final interview).</li> <li>• Expectation of attendance at governor school improvement networks.</li> <li>• LA performance information.</li> <li>• Prioritised access to LA professional development</li> <li>• A School Partnership Improvement Plan will be put in place. This will be developed by the school leadership team and governors and will form the basis of the half-termly meetings.</li> <li>• Possible safeguarding audit.</li> <li>• Initial meeting in Autumn 1 and then half-termly Schools Causing Concern Review with senior LA Officers. This will be further prioritised by need.</li> <li>• Half termly visit from SSA.</li> <li>• Additional support commissioned from professional partnerships, teaching schools, alliances or trusts.</li> <li>• Financial support for improvement may be considered</li> <li>• A range of officers are involved in supporting the school – e.g. finance, governor support officers, inclusion and HR</li> <li>• Access to briefings and termly Headteacher improvement networks</li> </ul>

\*Team Around the School (TAS) These involve key officers from a number of services including school improvement, finance, inclusion, strategic planning and human resources. The purpose is to discuss issues / concerns and provide solutions to our very complex and vulnerable schools.

We use a ‘best-fit’ approach to banding, decided by the LA and informed by information shared by schools. Schools do not have to fit with all bullet points in each band.



**TUESDAY 6<sup>TH</sup> DECEMBER**

<b>Report Title:</b>	<b>LOCAL GOVERNMENT AND SOCIAL CARE OMBUDSMAN REPORT</b>
<b>Report of:</b>	<b>DIRECTOR FOR CHILDREN, FAMILIES AND EDUCATION DIRECTOR FOR ADULT CARE AND HEALTH</b>

## **REPORT SUMMARY**

The Constitution and Standards Committee has referred a report of the Local Government and Social Care Ombudsman (LGSCO) to the Children, Young People and Education Committee for consideration and monitoring, following its meeting of 29th September 2022.

The report provides members of the Children, Young People and Education Committee with an opportunity to review the Ombudsman’s report and agree to monitor the recommendations as part of its role in monitoring the SEND Improvement Programme and ‘Wirral Statement of Action’.

The report also provides an update on the progress against the recommendations since its consideration by the Constitution and Standards Committee.

The report is not a key decision.

The report contributes to the Wirral Plan priority ‘Brighter Futures’.

## **RECOMMENDATIONS**

The Children, Young People and Education Committee is recommended to:

- a) endorse progress made to date on the recommendations as outlined; and,
- b) agree to continue to monitor progress as part of its role in overseeing progress of the Wirral Statement of Action.

## **SUPPORTING INFORMATION**

### **1.0 REASON/S FOR RECOMMENDATIONS**

- 1.1 To ensure the recommendations are monitored in line with the Local Government and Social Care Ombudsman requirements.

### **2.0 OTHER OPTIONS CONSIDERED**

- 2.1 Referring the report to an alternative Committee such as Adults Social Care and Health has been discounted given the role of the Children, Young People and Education Committee in monitoring the progress of the Wirral Statement of Action.
- 2.2 Doing nothing has been considered and discounted to ensure that there is public oversight and assurance for monitoring of the recommendations.

### **3.0 BACKGROUND INFORMATION**

#### **3.1 Case summary and finding**

- 3.2 Mr Y's complaint was investigated at Stage 2 of the Council's SEND Complaint Procedure which upheld his complaint. A formal response to the Stage 2 investigation was made in February 2021 and a financial remedy offered.
- 3.3 In May 2021 Mr Y's advocate approached the LGSCO as they were dissatisfied with the level of financial remedy offered. The LGSCO decided to proceed with an investigation.
- 3.4 On 17 September 2021 the Council responded to the investigator enquiries. Having reviewed the financial remedy offered in response to Stage 2 it was determined that this did not comply with the LGSCO remedy guidance, and an increased financial remedy was offered.
- 3.5 On 4 November 2021 the LGSCO issued a draft decision, accepting the increased financial remedy as appropriate. The Council responded to the LGSCO draft decision accepting its findings and recommendations.
- 3.6 On 29 November 2021 the LGSCO notified the Council that a decision had been made to issue its findings as a public interest report based on the following criteria i) significant fault/injustice or remedy and ii) significant topical issue.
- 3.7 On 3 February 2022 the LGSCO provided the Council with its final decision, with a proposed publication date of 17 March 2022. The Council were instructed not to make any aspect of the report publicly available until after the publication date.
- 3.8 The LGSCO found that the Council took too long to review Mr Y's Education, Health and Care (EHC) plan, despite being aware he was not in education, failed to secure any of the provision in the EHC plan and failed to issue an amended plan or other decision which delayed their appeal rights. As a result, Mr Y missed out on education and social care support and the Council's proposed remedy did not reflect the injustice to them.

3.9 Some minor procedural faults were found with the Adult Social Care Service provided to Mr Y but the LGSCO found this did not cause Mr Y any injustice. Adult Social Care have apologised to Mr Y and agreed to incorporate learning from his complaint into their practice and procedures.

3.10 The LGSCO recommended that to remedy the injustice the Council should:

- pay Mr Y £4,400 to reflect the poor practice identified in this report which resulted in a loss of education.
- pay Mr Y's mother £250 to reflect her avoidable distress and time and trouble.
- apologise in writing to Mr Y and his mother for the fault and injustice.
- complete its review of the annual review process including compliance with the statutory timescales set out in this report.
- arrange training for relevant officers.

A copy of the full report is attached at appendix A.

### **3.11 Progress on recommendations**

3.12 The Council has provided Mr Y and his mother with the agreed financial remedies and a written apology.

3.13 A review of the annual review process has been initiated and new procedures and guidance has been developed. This went live on 5<sup>th</sup> September.

3.14 A dedicated training and development sub-group has been established to review and develop an annual learning and development programme. Training on SEND law and bespoke workshops with post-16 providers and commissioning has improved knowledge and understanding of statutory requirements and good practice in reducing placement breakdown and working with young people over 16.

### **3.15 Public interest report**

3.16 In November 2021, the LGSCO informed the local authority that the findings of their investigation would be issued a public interest report. The local authority was required to:

- place two public announcements in local newspapers and/or newspaper websites;
- make the report available free of charge at one or more of its offices; and
- discuss our findings and recommendations at a high decision-making level, such as cabinet or relevant committee; and

3.17 Following issuing of final report, the above requirements were actioned, and a report was presented to the Constitution and Standards Committee on 29 September. Responsibility for monitoring progress was referred to the Children, Young People and Families Committee.

### **3.18 Wirral Statement of Action**

3.19 In line with agreed reporting timescales, an update on progress of the Wirral Statement of Action will be presented to the Children, Young People and Education Committee at its next meeting.

3.20 The Wirral Statement of Action includes actions which correlate directly with the recommendations outlined in the LGSCO report. In summary, these include:

Action ref	Action
2.3.a	Develop a clear multi agency approach for Annual reviews to be completed in a timely manner with all relevant stakeholders involved.
2.3.b	Identify plans for prioritising based on data on timeliness of Annual Reviews
2.3.c	There are clear lines of communication with schools, settings, parents, carers and young people with regards timescales for Annual Review
2.3.d	Use evidence gathered from Annual Reviews to help evaluate the impact of specialist services identified in EHCPs, feeding back to the SEND transformation board
2.3.e	Annual Reviews take account of key transition periods which are reflected in updated professional advice, updated content in Section A, and update as needed to all related sections of the EHCP
2.1.h	Develop training for EHC Coordinators that ensures that existing and new members of the team have access to the same quality training and are competent and informed, transferring these skills to all aspects of the EHC process
2.2.d	Training is developed around all quality assurance activity to ensure a shared understanding and knowledge of what a good EHCP looks like, and to understand the processes that support the writing of an effective, high quality EHCP
3.2.g	Training needs for EHCP coordinators are addressed with a published programme of mandated and optional training relating to the SEND reforms, the SEND Code of Practice (2015) , the Children and Families Act (2014), coproduction, person-centred planning and other key SEND themes

3.21 Members of the Committee will receive an update on these actions as part of the next monitoring report.

#### **4.0 FINANCIAL IMPLICATIONS**

4.1 There are no financial implications arising out of this report. The financial remedy provided to Mr Y to the sum of £4,650 has been paid out of the Directorate budget and does not present a pressure in the current financial year.

#### **5.0 LEGAL IMPLICATIONS**

5.1 The Children and Families Act 2014 placed new duties on local health, care and education services for children and young people with SEND. This led to the SEND code of practice being published.

5.2 The Council has a duty under S31(2) of the Local Government Act 1974 to consider the Ombudsman's report.

## **6.0 RESOURCE IMPLICATIONS: STAFFING, ICT AND ASSETS**

6.1 There are no direct resource implications arising out of the report.

## **7.0 RELEVANT RISKS**

7.1 Failure to consider and comply with the findings of the report may result in financial implications and reputational damage. The Council has responded to the recommendations and incorporated learning into new practice moving forward.

## **8.0 ENGAGEMENT/CONSULTATION**

8.1 Two public notices have been placed in local papers/newspaper websites as per S30 of the Local Government Act 1974 and free copies of the report made available to interested parties on request.

## **9.0 EQUALITY IMPLICATIONS**

9.1 Wirral Council has a legal requirement to make sure its policies, and the way it carries out its work, do not discriminate against anyone. An Equality Impact Assessment is a tool to help council services identify steps they can take to ensure equality for anyone who might be affected by a particular policy, decision or activity.

## **10.0 ENVIRONMENT AND CLIMATE IMPLICATIONS**

10.1 There are no environment and climate implications arising from the report.

## **11.0 COMMUNITY WEALTH IMPLICATIONS**

11.1 There are no community wealth implications arising from the report.

**REPORT AUTHOR:** Hannah Myers  
Head of Improvement and Effectiveness (Interim)  
email: hannahmyers@wirral.gov.uk

## **APPENDICES**

Appendix A Report by the Local Government and Social Care Ombudsman

## **BACKGROUND PAPERS**

Local area inspection of services for children and young people with SEND

## **TERMS OF REFERENCE**

This report is being considered by the Children, Young People and Education Committee in accordance with Section G of its Terms of Reference, undertaking the development and implementation of policy in relation to the Committee's functions, incorporating the assessment of outcomes, review of effectiveness and formulation of recommendations to the Council, partners and other bodies, which shall include any decision relating to: SEND

**SUBJECT HISTORY (last 3 years)**

<b>Council Meeting</b>	<b>Date</b>
Constitution and Standards Committee	29.02.22
Children, Young People and Education Committee	12.10.22
Children, Young People and Education Committee	21.06.22



**Report by the Local Government and Social Care  
Ombudsman**

**Investigation into a complaint about  
Wirral Metropolitan Borough Council  
(reference number: 21 000 181)**

**3 February 2022**

---

## The Ombudsman's role

For more than 40 years the Ombudsman has independently and impartially investigated complaints. We effectively resolve disputes about councils and other bodies in our jurisdiction by recommending redress which is proportionate, appropriate and reasonable based on all the facts of the complaint. Our service is free of charge.

Each case which comes to the Ombudsman is different and we take the individual needs and circumstances of the person complaining to us into account when we make recommendations to remedy injustice caused by fault.

We have no legal power to force councils to follow our recommendations, but they almost always do. Some of the things we might ask a council to do are:

- > apologise
- > pay a financial remedy
- > improve its procedures so similar problems don't happen again.

Section 30 of the 1974 Local Government Act says that a report should not normally name or identify any person. The people involved in this complaint are referred to by a letter or job role.

### Key to names used

Ms Z	A representative
Mr Y	A young person
Ms X	Mr Y's mother

---

## Report summary

### Education

Ms Z complained on behalf of Mr Y and his mother, Ms X, that the Council:

- took too long to review Mr Y's Education, Health and Care (EHC) plan, despite being aware he was not in education, failed to secure any of the provision in the EHC plan and failed to issue an amended plan or other decision which delayed their appeal rights
- failed to act in line with Care Act duties

As a result, Mr Y missed out on education and social care support and the Council's proposed remedy did not reflect the injustice to them.

### Finding

Fault causing injustice and recommendations made.

### Recommendations

To remedy the injustice, we recommend the Council:

- pays Mr Y £4,400 to reflect the poor practice identified in this report which resulted in a loss of education;
- pays Ms X £250 to reflect her avoidable distress and time and trouble;
- apologises in writing to Mr Y and Ms X for the fault and injustice;
- completes its review of the annual review process including compliance with the statutory timescales set out in this report. We will require a copy of the review which should set out any changes to be made to SEN procedures; and
- arranges training with relevant officers about specific matters set out later in the report.

---

## The complaint

1. Ms Z (a representative) complained on behalf of Mr Y and his mother Ms X, that Wirral Metropolitan Borough Council (the Council):
  - took too long to review Mr Y’s Education, Health and Care (EHC) plan, despite being aware he was not in education, failed to secure any of the provision in the EHC plan and failed to issue an amended plan or other decision which delayed their appeal rights
  - failed to act in line with Care Act duties.
2. Ms Z said Mr Y missed out on education and social care support and the Council’s proposed remedy did not reflect the injustice to Mr Y and Ms X.

## Legal and administrative background

### The Ombudsman’s role and powers

3. This complaint involves events that occurred during the COVID-19 pandemic. The Government introduced a range of new and frequently updated rules and guidance during this time. We can consider whether the council followed the relevant legislation, guidance and our published “Good Administrative Practice during the response to COVID-19”.
4. We cannot investigate a complaint if someone has appealed to a tribunal. (*Local Government Act 1974, section 26(6)(a), as amended*)
5. The SEND tribunal considers special educational needs. (*The Special Educational Needs and Disability Tribunal (‘SEND’)*)
6. We cannot investigate complaints about what happens in schools. (*Local Government Act 1974, Schedule 5, paragraph 5(b), as amended*)
7. Complaints about Education, Health and Care (EHC) plans may be within our remit depending on the complaint. We can investigate a complaint about an EHC plan if:
  - The action relates to an administrative function of the council.
  - The action is taken by or on behalf of the council.
  - The action is not excluded by the provisions in paragraphs four to six.
8. We cannot investigate late complaints unless we decide there are good reasons. Late complaints are when someone takes more than 12 months to complain to us about something a council has done. (*Local Government Act 1974, sections 26B and 34D, as amended*)
9. Some of the events in this complaint are late, but we have investigated them anyway. Ms X was dealing with the death of a close relative and Mr Y also had a period of illness. And then there was the COVID-19 pandemic from March 2020 when many public services were closed or stretched for several months. These are appropriate reasons for us to use discretion to investigate.
10. We investigate complaints about ‘maladministration’ and ‘service failure’. In this report, we have used the word ‘fault’ to refer to these. We must also consider whether any fault has had an adverse impact on the person making the

---

complaint. We refer to this as ‘injustice’. If there has been fault which has caused an injustice, we may recommend a remedy. (*Local Government Act 1974, sections 26(1) and 26A(1), as amended*)

### **Relevant law and guidance: education**

11. Children with special educational needs may have an Education, Health and Care (EHC) plan. Councils are the lead agency for carrying out assessments for EHC plans and have the statutory duty to secure special educational provision in an EHC plan. (*Children and Families Act 2014, Section 42*)
12. The Special Educational Needs Code of Practice (the Code) is statutory guidance which councils should have regard to. Relevant paragraphs are:
  - a) There must be a review of an EHC plan at least every year. The review considers the appropriateness of the EHC plan and whether any changes are needed, including any changes to the education placement. (*paragraph 9.166*)
  - b) Within four weeks of the review meeting, the local authority must decide whether to keep, cease or amend the EHC plan and must notify the parent. If amendments are needed, the local authority must start the amendment process without delay. (*paragraph 9.176*)
  - c) The local authority must send the current EHC plan and a notice setting out proposed amendments and give the parent at least 15 calendar days to comment. It must issue an amended plan as quickly as possible and within 8 weeks of the original amendment notice. (*paragraphs 9.184- 9.186*)
  - d) Young people with SEN turning 18 may be eligible for adult care services and so the council must carry out an adult care transition assessment where this is of benefit to the young person and they are likely to need adult care and support. There is no set age for this assessment.
13. Where a young person aged 18 or over stops attending the educational institution in their EHC plan and so is no longer receiving education or training, a council may not cease to maintain that plan unless it has reviewed the plan and established the young person does not want to return to education or training. Following the review, if the council establishes the young person wants to return to education at another institution and determines this appropriate, the council must amend the EHC plan as it thinks necessary. (*SEND Regulations 2014, regulation 30*)
14. The Coronavirus Act 2020 temporarily modified the duty in section 42 of the Children and Families Act 2014 to arrange or secure the SEN provision in an EHC plan. The change meant the absolute duty to secure or arrange provision was modified between March and July 2020 to a requirement to use ‘reasonable endeavours’ to do so.
15. *Supporting vulnerable children and young people during the coronavirus outbreak – actions for educational providers and other partners* (in force between March and August 2020) said education providers and councils should identify vulnerable children and young people, (including those not in education, those with EHC plans and those who are classed as vulnerable at the discretion of the council) and consider how best to support their welfare and education both remotely and on-site. There should be a risk assessment.

---

## Relevant law and guidance: adult social care

16. A council must carry out an assessment for any adult with an appearance of need for care and support. (*Care Act 2014, section 9*)
17. The Care Act spells out the duty to meet eligible needs (needs which meet the eligibility criteria). (*Care Act 2014, section 18*)
18. An adult's needs meet the eligibility criteria if they arise from or are related to a physical or mental impairment or illness and as a result the adult cannot achieve two or more of the following outcomes and as a result there is or is likely to be a significant impact on well-being:
  - Managing and maintaining nutrition
  - Maintaining personal hygiene
  - Managing toilet needs
  - Being appropriately clothed
  - Making use of the home safely
  - Maintaining a habitable home environment
  - Accessing work, training, education
  - Making use of facilities or services in the community
  - Carrying out caring responsibilities.

*(Care and Support (Eligibility Criteria) Regulations 2014, Regulation 2)*
19. The Care Act explains the different ways a council can meet a person's eligible needs including by arranging a care home placement or care and support at home or by providing counselling, information, advice and advocacy. (*Care Act 2014, section 8*)
20. If a council decides a person is eligible for care, it should prepare a care and support plan which specifies the needs identified in the assessment, says whether and to what extent the needs meet the eligibility criteria and specifies the needs the council is going to meet and how this will be done. The council should give a copy of the care and support plan to the person. (*Care Act 2014, sections 24 and 25*)

## How we considered this complaint

21. We produced this report after examining relevant documents and speaking to Ms Z.
22. We shared a draft report with Ms Z and the Council and took comments into account before issuing this final report.
23. Under our information sharing agreement, we will share this decision with the Office for Standards in Education, Children's Services and Skills (Ofsted).

## What happened

### Education

24. Mr Y is a young person with autism and an EHC plan. He went to a specialist school until June 2019 when he finished Year 12. Mr Y's final EHC plan in March 2019 named his placement as 'a mainstream college with support.' The plan said there would be an early review in the Autumn Term.

- 
25. The Council consulted with College A which offered Mr Y a place. Mr Y and Ms X were happy with this placement and Mr Y went to some taster sessions over the summer. The adult social care team was organising accompanied transport (see later in this report). The taster sessions did not go well and College A withdrew the offer in July, leaving Mr Y without a placement for the start of the academic year.
  26. The Council consulted with three colleges in July. It also consulted with College B (a mainstream college) in September 2019.
  27. The Council told us there was a meeting in October at College B (calling this meeting an 'informal resolution meeting'), but no minutes were retained although the then Head of SEN attended. Mr Y's social worker in the transitions team (see later in this report) noted in their records that the meeting was supposed to be an annual review. But it turned into a planning meeting and the SEN co-ordinator suggested at the meeting that Mr Y's EHC plan may cease. The outcome was College B was due to respond to the Council's consultation and taster sessions for Mr Y were to be arranged.
  28. College B responded to the consultation in October saying Mr Y would need a long transition. Mr Y visited College B, but he did not like it and Ms X was also not keen.
  29. In December, Ms X asked for an annual review as soon as possible.
  30. There was an annual review in January 2020. The minutes noted:
    - Ms X asked for a specialist college out of the area and was visiting one in Brighton
    - Attendees said the EHC plan needed updating or amending
    - Mr Y had been offered an 'assessment place' at College B to do a life skills course.
  31. The Council told us that the placement at College B was available with additional funding to enable Mr Y to start attending, but Ms X declined the placement and was looking for a residential college.
  32. Ms Z put in a late appeal to the SEND tribunal against the EHC plan of March 2019, which was rejected as it was out of time.
  33. The Council issued a draft EHC plan in April and told us that Ms X did not respond to it. Ms X told us she never received it. The Council sent us a screen shot of its computer system indicating the relevant officer had sent a copy of the draft EHC plan for posting to Ms X.
  34. The Council told us Ms X made it clear she wanted an out of borough placement and was looking at colleges, but she never offered a preference and so it finalised Mr Y's EHC plan with a provision type, so she could use her right of appeal. People can appeal to the SEND tribunal when there is a failure to name a school, or they are dissatisfied with the school named or type of school.
  35. The Council issued a final EHC plan in May accompanied by a letter setting out Mr Y's appeal rights. Section I of the EHC plan (the placement) said '*a further education college.*' The plan also said (under Section J: personal budget) that the Council would provide one-to-one support for Mr Y's transition period.
  36. Ms X told us she never received the letter or final EHC plan. The Council provided me with a screenshot of its computer system indicating the SEN co-ordinator sent

---

the final plan and letter to Ms X by post. The Council told us in future it would send all final EHC plans by recorded delivery so they could be tracked.

37. Ms X moved out of the area in September 2020. She complained to the Council in October. The Council upheld the complaints and offered a payment of just under £900 to recognise Mr Y's loss of education. The Council accepted:
- It failed to provide alternative provision for Mr Y when College A withdrew the offer
  - It did not communicate the outcome of an annual review in January 2020 and this prevented a right of appeal
  - It did not obtain updated social care advice
  - It failed to complete an annual review within statutory timescales.

### **Adult social care**

38. Mr Y's case was initially with the Council's transitions team. That team completed a social care assessment under the Care Act 2014 (see paragraph 16) which determined Mr Y was eligible for adult social care support. The assessment indicated Mr Y and Ms X did not want support while he was at school because Ms X was meeting most of his care needs and introducing new workers would be difficult. The case transferred to the adult social care team at the beginning of 2019. Ms X called the social worker to say Mr Y had been ill and her father had died recently.
39. The social worker tried to contact Ms X by phone several times between February and March. At the end of March, Ms X told the social worker Mr Y was going to be starting college in September.
40. At the end of April, the social worker visited Ms X and Mr Y at home. She noted Mr Y was willing to have four hours a week of outreach support. The social worker referred the case to a team in the Council which was responsible for finding agencies who could provide outreach support. The social worker started to look into support for transport for Mr Y for when he started College A in September.
41. In May the social worker told Ms X she had found an agency which could provide the outreach support. In June, Ms X said Mr Y would need an escort and a taxi to take him to and from college. The agency agreed to provide a support worker to be Mr Y's escort in the taxi.
42. In July, the social worker made several attempts to contact Ms X to give her an update. The social worker noted Mr Y's care and support plan was with management for approval. It was approved in the middle of July.
43. Ms X called the social worker to say College A had turned Mr X down for a place. Ms X was considering another college.
44. The social worker visited Ms X and Mr Y in the middle of September. Ms X apologised for not always replying to emails and messages. They discussed outreach support with the agency and Ms X said she was anxious about introducing someone who did not know Mr Y. She suggested she might like some respite care and said she had received a direct payment in the past, but she found it confusing to manage.
45. The social worker looked into a voluntary project which provided work opportunities for adults with autism. Mr Y visited the voluntary project in October 2019.



- 
46. In November, the social worker noted further difficulties getting in touch with Ms X. They spoke at the end of November. Ms X said she felt College B may not be suitable and was unhappy about College A withdrawing the place.
47. The voluntary project offered Mr Y a work placement two days a week in December.
48. Ms X told the social worker she wanted to appeal Mr Y's EHC plan. She said she was concerned the Council wanted to cease to maintain the plan. Ms X felt Mr Y needed education, not just social care. The social worker confirmed the agency was still willing to provide the outreach hours.
49. There continued to be difficulties contacting Ms X by phone. In the middle of January 2020, Ms X told the social worker the number they had on file was her daughter's mobile. Ms X provided an alternative number. She said she was going to tribunal about Mr Y's education placement. The social worker said meantime Mr Y could have some social care support. Ms X said she did not like the voluntary project, she wanted Mr Y to go to college and intended to look at residential colleges out of the area. Ms X declined outreach support for Mr Y saying she did not want to have to introduce new support workers to Mr Y and they had too much to deal with at present.
50. In March 2020, the government ordered the first lockdown; schools and colleges closed. The records indicate the social worker had been redeployed to a different team. The social worker emailed Ms X in the middle of May to see if she was still seeking support for Mr Y.
51. A social worker completed a further social care assessment (under the Care Act 2014) between April and June 2020. The assessment noted Ms X and Mr Y may be moving soon. Ms X said she wanted Mr Y to have some support to access the community. The assessment described the support Ms X provided with personal care, eating and drinking, housework, laundry and dressing. The assessment noted:
- Mr Y had the potential to develop skills to become more independent.
  - He needed regular staff to support him to access the community.
  - He had no road safety and could not use public transport independently.
  - He had some challenging behaviour.
  - He had been due to start another college in September 2019; adult social care arranged a taxi and a support worker to transport him, but the placement fell through and Ms X declined a local college. He had been out of education since leaving special school; he had been volunteering at the school once a week but wanted to find a college place. Ms X had been searching for somewhere suitable.
  - He had been offered a support worker to get to and from college and to access work/learning but not taken this up. His special school offered a place one day a week to help the teachers then this stopped because of lock down.
  - He was meant to be moving house, but this did not happen.
  - Ms X confirmed she had received a copy of the assessment in June 2020.
52. The social worker spoke to Ms X in June, she said she did not want any support from adult social care, that she and Mr Y had been self-isolating and they intended to move.

- 
53. The Council sent us a care and support plan for Mr Y which is mainly blank apart from a date of October 2020 and a note that Mr Y had moved to a different area so his case would be closed. The care and support plan described Mr Y's eligible needs. It noted that introducing a new support agency was not felt to be appropriate.
54. The Council did not uphold Ms X's complaint about a failure to provide adult social care support.

## Conclusions

### **The Council took too long to review Mr Y's Education, Health and Care (EHC) plan despite being aware he was not in education, failed to secure any of the provision in the EHC plan and failed to issue an amended plan or other decision which delayed their appeal rights**

55. The Council was at fault because:
- There was a problem when the identified place at College A fell through in Summer 2019. This was because there was limited time before the start of term in September for the Council to consult with colleges and to identify a suitable alternative placement, or make sure it had other arrangements in place, to meet the duty to secure the SEN provision in Mr Y's EHC plan in line with Section 42 of the Children and Families Act 2014. The meeting in October 2019 should have been an annual review to be in line with Regulation 30. It was intended as an annual review because there was a suggestion to end the EHC Plan even though there was no indication that Mr Y did not want to return to training or education. But the Head of SEN changed the meeting to a planning meeting. This was fault. The failure to keep a written record of the discussion in the meeting was an additional administrative fault.
  - Following the review, the Council should have decided within four weeks whether to cease or maintain Mr Y's EHC plan or to amend it and should have notified Ms X of its decision. It should have sent a notice of proposed amendments and given Ms X time to comment. The failure to make these decisions or to notify Ms X accordingly was not in line with paragraph 9.176 and 9.184 to 6 of the Code and was fault.
  - Amendments to Mr Y's EHC plan should have been made within 12 weeks of the annual review. Had a review taken place in October 2019, an amended EHC plan could have been issued by around the end of December 2019 which would have given Ms X a right of appeal.
56. Had the Council kept to the statutory timescale set out in the last paragraph, it is likely Mr Y's amended EHC plan would have named College B with additional support, as the Council's view was this placement and provision was appropriate to meet Mr Y's needs. Ms X could then have appealed the SEN provision and the placement in December 2019.
57. In addition, at the start of the first national lockdown in March 2020, the Council's SEN department failed to identify Mr Y as a vulnerable young person with an EHC plan who was out of education. This was fault as it was not in line with the guidance described in paragraph 15. There was a failure to complete a risk assessment on Mr Y and to consider how best to support his education and welfare between March and August 2020 when schools and colleges were closed.

- 
58. The Council's fault caused a loss of appeal rights. It also meant Mr Y was out of education because of the unresolved dispute about appropriate provision.
59. The Council issued a final, amended EHC plan in May 2020. While this was much delayed as described above, it gave Ms X appeal rights. Although Ms X says she did not receive a copy of the final plan, we are satisfied the Council sent it. The Council has made changes so that final EHC plans are sent recorded delivery. This means the Council can track the letters if a problem arises in future.

### **The Council failed to act in line with Care Act duties**

60. There was no fault by the Council as it acted in line with the duties in section 9 and 18 of the Care Act 2014. It completed assessments of Mr Y's social care needs, decided he was eligible for social care support and offered provision to meet his eligible unmet needs – support to access the community, support with travelling to and from college and a specialist voluntary placement. The records indicate Ms X was unsure about introducing new workers into Mr Y's life and declined adult social care support and was instead focused on Mr Y's education.
61. There should have been a fully completed care and support plan including all the provision the Council had offered to meet Mr Y's eligible social care needs. The plan disclosed by the Council was completed after the family had moved from the area and there was no evidence Ms X received a copy. While the Council failed to act in line with sections 24 and 25 of the Care Act 2014 by not providing a care and support plan, we do not consider this fault caused any injustice. This was because the offers of care and support were made clear to Ms X and she declined them.
62. Mr Y is an adult and the Care Act requires the Council to consult with him directly about his wishes and views around social care support. There is no evidence in the records that officers in the adult social care team asked Mr Y for his views or about whether he wanted social care support, irrespective of Ms X's views and preferences. This was fault, but as Ms X was meeting Mr Y's social care needs there is insufficient evidence of injustice to Mr Y.

### **Recommendations**

63. The Council must consider the report and confirm within three months the action it has taken or proposes to take. The Council should consider the report at its full Council, Cabinet or other appropriately delegated committee of elected members and we will require evidence of this. (*Local Government Act 1974, section 31(2), as amended*)
64. In response to our enquiries about how it calculated the payment of £900 it already offered, the Council accepted this was not in line with our published Guidance on Remedies. The Council offered £4,400 as an increased remedy.
65. We have taken into account our guidance which suggests a monthly payment of between £200 and £600 for lost education (depending on the circumstances) and the uncertainty about what education might have been available to Mr Y between the end of March and August 2020. Most education institutions were closed and councils only had to use reasonable endeavours to secure provision on an EHC plan. We are satisfied £4,400 is an appropriate remedy to reflect the loss of education for Mr Y from September 2019 to July 2020.
66. The Council will:
- Pay Mr Y £4,400 to reflect the impact of the loss of education.
  - Pay Ms X £250 to reflect her avoidable distress and time and trouble.

- 
- Apologise in writing to Mr Y and Ms X for the fault identified in this report and the injustice.
67. The Council also told us it was carrying out a review of the annual review process. The Council accepted our recommendation for this to include a review of the SEN team's performance with regard to the statutory timescales set out in this report. We will require a copy of the review which should set out any changes to be made to SEN procedures.
68. In addition, the Council will arrange training for SEN officers about:
- Actions to take when a placement breaks down
  - Working with young people between the ages of 18 and 25
  - EHC plan timescales.
69. Finally, as well as posting EHC plans securely, which we endorse, we recommend the Council should also send copies by secure email as well, where appropriate.
70. We are pleased to note the Council has agreed to take the above actions which we consider remedy the injustice to Ms X and Mr Y and will reduce the chance of a recurrence in other cases.

## **Decision**

71. We completed our investigation. We upheld complaints about the EHC plan process. We did not uphold complaints about adult social care. We made recommendations including an apology, payments and improvements to services.



## Children, Young People and Education Committee

Tuesday 6 December 2022

<b>REPORT TITLE:</b>	<b>BREAKING THE CYCLE</b>
<b>REPORT OF:</b>	<b>DIRECTOR OF CHILDREN, FAMILIES AND EDUCATION</b>

### REPORT SUMMARY

This report provides the Children, Young People and Education Committee with the first of three reports on the Breaking the Cycle programme, focused on 'change for the individual'. Two future reports will detail 'change for professionals and services' and 'change for organisations and systems'. The Breaking the Cycle programme is a key strand of the early help and prevention approach, informing long-term system change and contributing to demand reduction for acute services. As the first programme to launch following the Council adopting the Prevention Policy and Prevention Framework in October 2021, the series of reports will provide an overview of learning, impact and provide direction to workforce remodelling activity.

The report provides combined information on the eight Breaking the Cycle projects, their impact, and shares what has been learned from participants about their experience and what is working for them.

The report is aligned to priorities of Wirral Council's Plan 2026:

- Working for brighter futures for our children, young people and their families by breaking the cycle of poor outcomes and raising the aspirations of every child in Wirral.
- Working for safe and pleasant communities where our residents feel safe, and where they want to live and raise their families.
- Working for happy, active and healthy lives where people are supported, protected and inspired to live independently.

The report supports the Health and Wellbeing Strategy Priority 3, identifying the elements of Cradle to Career and Breaking the Cycle programmes that are making the biggest difference to local families, through evaluation and ongoing discussions with local people.

This is not a key decision.

## **RECOMMENDATION**

The Children, Young People and Education Committee is recommended to endorse the development of services for children and families based on the findings in the report and agree to receive two further learning reports.

## **SUPPORTING INFORMATION**

### **1.0 REASON/S FOR RECOMMENDATION/S**

- 1.1 The Breaking the Cycle programme is a cross-Council, multi-agency programme which produces valuable learning about the experiences of people facing multiple disadvantage and considers how well the local system responds not only to meeting need, but to preventing the need for future support. The Breaking the Cycle programme provides opportunity to test and learn which can inform operational and strategic system change.
- 1.2 The Council has a duty to ensure provision of a comprehensive range of early help services for children and young people.

### **2.0 OTHER OPTIONS CONSIDERED**

- 2.1 No other options have been considered as the Breaking the Cycle programme links to a range of strategic priorities and provides learning to inform future operating models that can promote efficient use of resources.

### **3.0 BACKGROUND INFORMATION**

- 3.1 The Breaking the Cycle programme launched in October 2021, bringing together 8 catalyst projects for people facing multiple disadvantage and living in the borough's most deprived wards. Programme delivery was endorsed by the Children, Young People and Education Committee, with full details contained in Appendix 1- Breaking the Cycle Prospectus.
- 3.2 Following 12 months of delivery, this report is the first in a series of 3 which will consider impact and learning from the programme. The original prospectus detailed 'Ambition for Our People' in 3 categories: 'Change for the Individual', 'Change for Professionals and Services' and 'Change for Organisations and Systems'. This report will focus on the first category of anticipated change- for the individual.
- 3.3 During the first year of delivery, Breaking the Cycle catalyst projects have provided co-ordinated support from a lead practitioner that has benefitted 2,308 individuals. This includes 840 adults and 1,468 children and young people. Among the cohort there are:
- 141 first-time mothers (aged 18-19 years)
  - 21 women, who between them, have previously had 60 children removed from their care
  - 291 individuals seeking support for a combination of substance misuse, alcohol misuse, and mental health issues
  - 83 perpetrators of domestic abuse
  - 196 young people (aged 16-24) who are not in education, employment or training
  - 18 male survivors of domestic abuse with parenting responsibilities

- 304 female survivors of domestic abuse with parenting responsibilities

3.4 A wide range of positive outcomes are being achieved by the cohort, which are reported by individual projects. Some key headlines for catalyst projects are as follows:

- The Drive project, which works with high-risk, high-harm perpetrators of domestic abuse has recorded an 84% reduction in physical abuse, an 100% reduction in sexual abuse, an 85% reduction in harassment and stalking, and an 82% reduction in jealous and coercive behaviours.
- The Pause programme, which works with women who have previously had children removed from their care, has engaged onto programme 21 women, none of whom have had further pregnancies/removals.
- Cradle to Career in North Birkenhead is achieving a significantly higher social care stepdown rate and case closure rate than the Wirral average, with referrals to Children’s Services dropping significantly. The Bidston St. James ward, which has topped the rankings for highest number of referrals to Children’s Services for several years, is in November 2022 ranked fourth.
- For the infants supported by the Family Nurse Partnership, 93.1% of the cohort, by age 2 years, met age-appropriate outcomes using a validated tool for social emotional development and 92.3% met developmental milestones in all areas.
- 112 young people accessing employability support have secured an EET (education, employment or training) outcome.

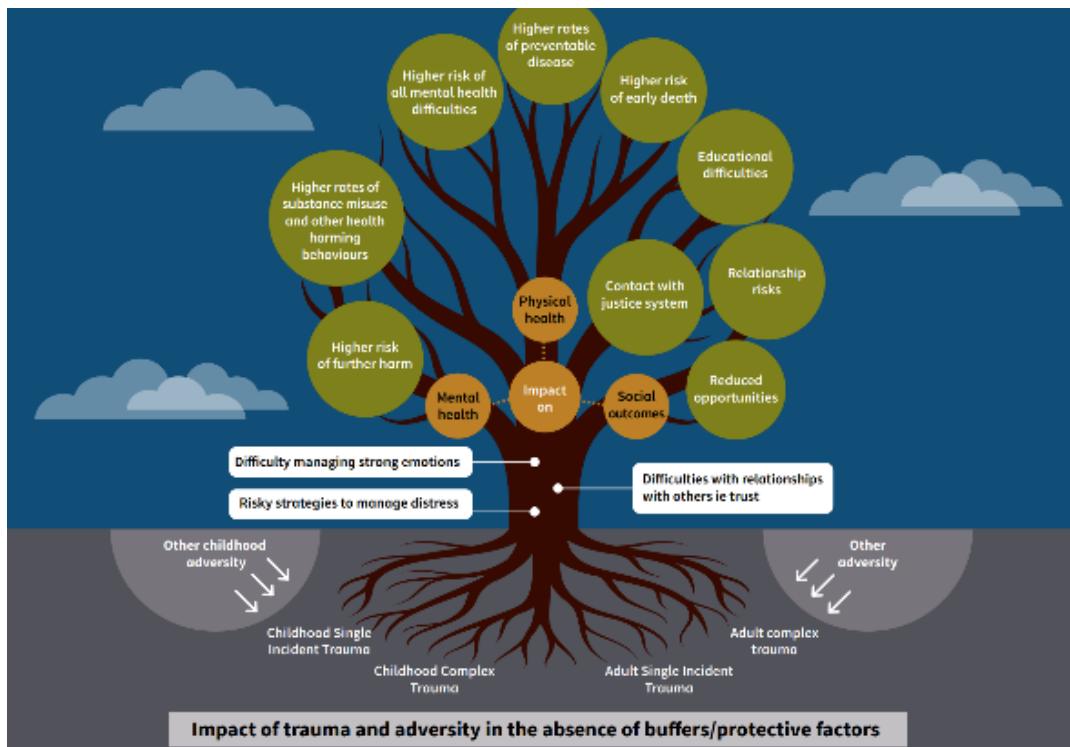
For persons facing multiple disadvantage, where intergenerational issues affect parents and are likely to impact on their children, these are indicators of significant change, with cycle-breaking potential.

3.5 Whilst delivering the catalyst projects considerable efforts have been taken to understand the key factors in achieving long-lasting, sustainable change. Learning has been underpinned by research and the growing body of evidence relating to Adverse Childhood Experiences (ACEs). ACEs are “highly stressful, and potentially traumatic events or experiences that occur during childhood and/or adolescence. They can be a single event or prolonged threats to, or breaches of, the young person’s safety, security, trust or bodily integrity.” (Young Minds, 2018). ACEs include the following:

- Physical abuse
- Sexual Abuse
- Emotional Abuse
- Living with someone who abused drugs
- Living with someone who abused alcohol
- Exposure to domestic violence
- Living with someone who has gone to prison
- Living with someone with serious mental illness
- Losing a parent through divorce, death or abandonment



- 3.6 Experiencing ACEs can have an impact on our future physical and mental health, and often ACEs can be barriers to healthy relationships. The following diagram, taken from Transforming Psychological Trauma Scotland, illustrates the extent to which ACEs can impact on an individual.



- 3.7 For many people who have experienced ACEs their need for support is increased, yet their experience can often make them more likely not to engage or to avoid contact with professionals and services. Research such as that undertaken by Transforming Psychological Trauma Scotland, identifies key transformational elements including trusted relationships, choice, and involving experts by experience.
- 3.8 The notion of involving ‘experts by experience’ is particularly relevant to learning emerging from the We Can Talk About Domestic Abuse project. This pilot project was funded by What Works for Children’s Social Care to test an approach for improving the experience of social care processes for those parents and children affected by domestic abuse so that they feel believed, supported, and empowered, whilst being appropriately safeguarded. The pilot was evaluated by the Policy Evaluation and Research Unit based at Manchester Metropolitan University. The evaluation considered evidence of feasibility, evidence of promise and readiness for trial. The full evaluation report can be accessed at <https://whatworks-csc.org.uk/research-report/we-can-talk-about-domestic-abuse/>
- 3.9 The project, which was delivered over a 15-month period, introduced 2 new roles to child protection services, that of Domestic Abuse Practice Professionals (DAPP), who were qualified social workers with specialism in domestic abuse, and Domestic Abuse Family Advocates (DAFA) who were workers with lived experience in domestic abuse and/or child protection

processes. While both roles were found to add value to the existing child protection system, it was the DAFA role which was considered the most valuable. The Policy Evaluation and Research Unit's report states:

"Overall, the WCTADA [We Can Talk About Domestic Abuse] Theory of Change appears plausible. Evidence suggests that some of its elements and pathways are more important than others. This is the case for DAFAs [Domestic Abuse Family Advocates], mentioned as the most important element of the programme by several stakeholders, from the WCTADA team to survivors and external agencies."

- 3.10 The evaluation report outlines the features of the Domestic Abuse Family Advocate role which makes the greatest difference:

"Interview findings show that the DAFA's role is to provide emotional support to survivors of domestic abuse, particularly during the conferences [child protection conferences]. They act as 'translators' between the families and social care services, drawing on their lived experience of domestic abuse. They help survivors articulate their questions, raise issues such as misinterpretation in reports, and make sure the families have an advocate supporting them through core group meetings or courts....They will explain to the survivors the processes associated with child protection cases and what is expected from them. The DAFA appears to become the first, and sometimes preferred, point of contact for the survivors."

- 3.11 Views of people involved and associated with the We Can Talk About Domestic Abuse project reinforced the importance of the Domestic Abuse Family Advocate role:

"With [the DAFA] I felt really relaxed and at ease. Nothing like I did when I met the social worker because then I was very anxious, nervous. I just felt at ease, like the way that she spoke to me. She just made me feel better about the whole situation because obviously having social services involved in your life, because obviously, I've been a mum for nearly 12 years, and then suddenly, to have so many professionals involved, it's scary. It's just not a nice feeling and I think having [the DAFA] and speaking to her and basically just being able to pick up the phone now and ring her and ask for her advice, it's been a big help to me." (Survivor)

"They have got staff there with lived experience and I think that's massive. And I do think that has a place and a role to play." (External partner)

"What makes the difference in domestic abuse interventions? Sometimes, for the survivor, it's the relationship they have with the facilitator." (Social Worker)

- 3.12 The Domestic Abuse Family Advocates were instrumental in supporting 73 cases step down from child protection processes through co-operative working with children's social care to achieve reduction in risk and measurable change. Many parents commented on how their experience of

child protection processes were improved because of the role played by the Domestic Abuse Family Advocate.

“Now with [the DAFA] and [social worker] this time round, it was literally, obvious [social worker] knew straight away she didn’t need to be there, so it was short-lived. And it felt like she [social worker] listened more, and I got more of a trust with her than I did all them years ago...it was completely, totally different this time.” (Survivor)

- 3.13 By employing people with lived experience of domestic abuse and/or child protection processes, the We Can Talk About Domestic Abuse project has helped to break cycles for those persons, who have now had the opportunity to use their life experience positively in gaining employment, learning and skills. The personal account of one Domestic Abuse Family Advocate is shared in Appendix 2 and illustrates how transformative the experience has been for her.
- 3.14 To better understand the concept of trusted relationships, participants from across the Breaking the Cycle programme were invited to join a storytelling project. Led by a professional storyteller, 50 individuals took part with prompts to enable learning about what works, including asking participants to explore the notion of ‘a bit more’ and ‘trusted relationships’. Key themes that emerged from the storytelling project, described by participants, were:

**AGENCY:** when individuals are encouraged to act independently (with guidance from their keyworker where required), their sense of self improves and self-reliance is enhanced

**CREATIVITY:** When trying to recover from self-destructive habitual behaviour, employing creative activities may provide hope and belief.

**HONESTY:** Many people prefer to be told the truth up front by service providers even if these truths are sometimes challenging to hear.

**FLEXIBILITY:** If key workers are able to adapt to service user specific, and sometimes challenging, circumstances and requirements, it helps the individual to feel valued and respected.

**RELIABILITY:** Consistency of people dealing with service users makes a big difference; high turnover of staff can demoralise and frustrate service users.

**REALITY:** Many people prefer to meet in real spaces as it helps to build relationships and put them on a more equal footing.

**RELATABILITY:** It motivates service users to be treated as an individual and not as a statistic or ‘case’.

These themes will be incorporated into Breaking the Cycle training for practitioners and have been shared with both the Steering Group and Operational Group, so that they may inform service delivery.

- 3.15 When asked to describe the most important qualities of a key worker, participants from the Breaking the Cycle programme listed: honest, clear, persistent, assertive, flexible, creative, authentic, and collaborative. A selection of poems are contained within Appendix 3, and the full package is due to be published shortly.
- 3.16 Learning about 'change for the individual' from the first year of the Breaking the Cycle programme will be used to inform service development across the Council's services for people and shared with the Partnership for Children, Young People and Education.

#### **4.0 FINANCIAL IMPLICATIONS**

- 4.1 There are no specific financial implications arising from this report. Existing resources will be used differently as opposed to new resources being sought.
- 4.2 Over the course of the Breaking the Cycle programme, which will continue to April 2023, in the first instance, a total of £6.54m is being invested. This includes £682k invested by Wirral Council and £5.858m from other funding sources. Each programme has specific funding, contract management and oversight arrangements. The Breaking the Cycle Steering group has oversight of collective performance, but responsibility for delivery lies with the nominated project sponsors and Project Leads as detailed in Appendix 1 of the Breaking the Cycle Prospectus.
- 4.3 Funding for We Can Talk About Domestic Abuse from What Works for Children's Social Care ended in January 2022, however funding has been provided from the Domestic Abuse Act grant, enabling this to continue over the same duration as other Breaking the Cycle catalyst projects.

#### **5.0 LEGAL IMPLICATIONS**

- 5.1 There are no legal implications arising from this report.

#### **6.0 RESOURCE IMPLICATIONS: STAFFING, ICT AND ASSETS**

- 6.1 The Breaking the Cycle programme seeks to improve co-ordination of resource without impacting on staffing, ICT or assets. It is intended that improved data and intelligence will lead to better understanding of need and of which interventions, and combination of interventions, will deliver the best outcomes for children, young people and families. An improved level of data maturity is being achieved within existing ICT capacity and resource.
- 6.2 It is noted that where co-location has been achieved for Breaking the Cycle projects, such as at the St. James Centre for Cradle to Career and the Lighthouse Centre for We Can Talk About Domestic Abuse, an enhanced level of collaboration between third sector organisations and public services is providing an enhanced offer to Wirral residents.

## **7.0 RELEVANT RISKS**

- 7.1 Failing to deliver a co-ordinated approach to prevention programmes presents the risk of missed opportunity, both in terms of meaningfully tackling issues that lead to health inequalities and in optimising funding secured for the projects. The Breaking the Cycle programme is maximising current opportunity and providing an evidence base for future, long-term preventative approaches.
- 7.2 A risk management plan is in place for Breaking the Cycle and is included in the prospectus at Appendix 1.

## **8.0 ENGAGEMENT/CONSULTATION**

- 8.1 Over the months November 2020 to April 2021, considerable engagement has taken place to develop the Prevention Policy Statement, Prevention Framework and Breaking the Cycle Prospectus. Supported by an external agency, Peopletoo, activity included workshops, focus groups, one-to-one conversations, use of online surveys, and interactive message boards. Engagement took place across Council directorates, with partner agencies, third sector organisations, and with youth voice groups.
- 8.2 Each of the catalyst projects has its own arrangements for engagement with participants which are shared with the Breaking the Cycle Steering Group and Operational Group. In addition to this, a collective approach was taken for the Storytelling engagement work led by professional storyteller, Ali Harwood, involving 50 individuals and 36 storytelling sessions from July to October 2022. This activity produced 34 poems, with several shared in Appendix 3 .

## **9.0 EQUALITY IMPLICATIONS**

- 9.1 Wirral Council has a legal requirement to make sure its policies, and the way it carries out its work, do not discriminate against anyone.
- 9.2 It is recognised that a disproportionate number of people facing multiple disadvantage have protected characteristics of the nine groups protected under the Equality Act 2010. A full Equality Impact Assessment has been completed for the Breaking the Cycle programme.

## **10.0 ENVIRONMENT AND CLIMATE IMPLICATIONS**

- 10.1 There are no environmental or climate implications arising from the delivery of the Breaking the Cycle programme. It has no impact on the emission of greenhouse gases.

## **11.0 COMMUNITY WEALTH IMPLICATIONS**

- 11.1 Many community organisations are significant stakeholders in the Breaking the Cycle programme. A key driver of the programme is to support local

residents in achieving stability, employment and mobility, which contributes to community wealth.

- 11.2 Fundamental to the Breaking the Cycle programme is the importance of community. It is recognised that individuals and families will be more likely to sustain positive outcomes if they are living, with a sense of belonging, in a community where support, friendship and advice are easily available. Where services are co-located with community organisations this is having a positive impact.

**REPORT AUTHOR: Name Elizabeth Hartley**  
Assistant Director Early Help & Prevention  
  
Email: elizabethhartley@wirral.gov.uk

Appendices

Appendix 1 – Breaking the Cycle Prospectus

Appendix 2 – Personal Account

Appendix 3 – collection of poetry

## **BACKGROUND PAPERS**

Wirral Council's Prevention Policy Statement

Wirral Council's Prevention Framework

We Can Talk About Domestic Abuse Evaluation <https://whatworks-csc.org.uk/research-report/we-can-talk-about-domestic-abuse/>

Cradle to Career Annual Report <https://righttosucceed.org.uk/wp-content/uploads/2022/10/C2C-Annual-Progress-Report-2021-2022.pdf>

Transforming Psychological Trauma Scotland

[https://transformingpsychologicaltrauma.scot/media/bajbr1yp/nesd1334-national-trauma-training-programme-online-resources\\_updated2106.pdf](https://transformingpsychologicaltrauma.scot/media/bajbr1yp/nesd1334-national-trauma-training-programme-online-resources_updated2106.pdf)

## **TERMS OF REFERENCE**

This report is being considered by the Children, Young People and Education Committee in accordance with section a of its Terms of Reference:

(a) exercising management, oversight and delivery of services to children and young people in relation to their care, wellbeing, education or health, with the exception of any powers reserved to full Council.

**SUBJECT HISTORY (last 3 years)**

<b>Council Meeting</b>	<b>Date</b>
Children, Young People and Education Committee	October 2021

This page is intentionally left blank





## Breaking the cycle

A prospectus of preventative programmes for  
people facing multiple disadvantage

## 1. Introduction

Jen grew up in Birkenhead, went to local schools and wanted to be a nursery nurse. At 18 she had her first child. Her baby was only 4 months old when the first reported incident of domestic abuse was made to Children's Social Care. Professionals described her as a "nurturing mum" who "loves her baby unconditionally". Having grown up in a home with domestic abuse, Jen was no stranger to violence and was quick to minimise the abuse she experienced.

By age 21, Jen was mum to 3 children, and considered a "warm and loving parent" by those who knew her. But Jen felt she was "letting them down" as she found herself becoming stuck in a cycle of domestic violence and alcohol misuse. As her mental health deteriorated, she turned to pain medication, illegal substances, and alcohol to "get by". Over the coming years, Jen and her children had intermittent contact with Children's Services and other support agencies, but the words "lack of engagement" are repeated throughout the case files.

At age 30, after many months of medical treatment, Jen died of liver failure. Her 3 children were placed in the care of the Local Authority.

There are an estimated 363,000 adults experiencing multiple disadvantage in England - including a combination of homelessness, substance misuse, mental health issues, domestic abuse, and contact with the criminal justice system. Many of these people have been caught in this situation for years, experiencing entrenched disadvantage, trauma, and ill-health. They come into repeated contact with our police, criminal justice, social care, and health services without receiving the support they need to help them break the cycle. The most vulnerable adults in this situation are estimated to cost the state five times more than the average citizen per year. Beyond the finances is the human cost: life without hope; experiencing desperation; lack of options; feeling on the outside of a *normal life*; lost potential.

As Wirral Council sets out its ambitious and inspiring plans to transform the borough through the regeneration of Birkenhead and The Left Bank, it is the right time to be purposeful, collaborative, and work with intention, to enable people in those communities to break out of intergenerational cycles of disadvantage and poor outcomes- to help them find *room to breathe and space to grow*.

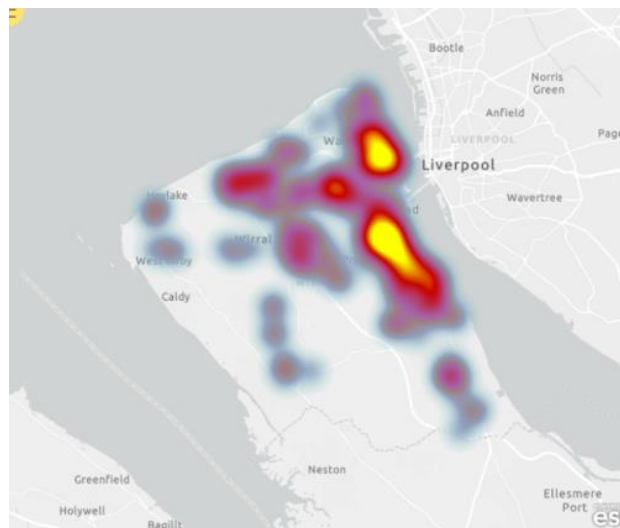
Emerging policy and plans for Wirral Council and its partners seek *equity for people and place and opportunity for all*. To make this a reality, it is time to abandon phrases such as *hard to reach* and *difficult to engage* and accept that perhaps it is not that the responsiveness of the people that is the barrier, but rather the support offer and the public services system that needs to change.

Breaking the cycle requires a more joined-up, person-centred approach to local delivery, with commitment to making long-term and sustainable changes to our local system that will deliver improved outcomes for individuals experiencing multiple disadvantage.

## 2. Rationale for change

### (a) Understanding local need

Wirral, when considered as a whole, is a *fairly average* borough in terms of outcomes for its people. But the average masks a picture of disparity between the east and west sides of the borough. The heat map below shows referrals to social care services because of alcohol and substance misuse, domestic abuse, mental health issues, risk of homelessness and involvement with the criminal justice service.



Inequity has rightly become a priority for several strategic groups including Wirral's Health and Wellbeing Board, Wirral Health and Care Commissioning and Wirral Safeguarding Children Partnership. They highlight:

- Difference in life expectancy between the most and least deprived wards in Wirral is 12.1 years for men and 10.7 years for women (2016-18 data, Wirral Intelligence Service).
- Wirral has become more deprived between 2015 and 2019 and has 35% of its population living in deprivation (2019 Indices of Multiple Deprivation).

Wirral Intelligence Service's collection of statistics and insight, *This Is Wirral*, provides key messages relating to multiple disadvantage categories:

- The Wards of Birkenhead & Tranmere, Rock Ferry, Bidston & St James and Seacombe, consistently featuring in the bottom performing wards for "No Qualifications", "Participation in Higher Education", "Healthy Life Expectancy at Birth", "Out of Work Benefit Claimants and "Net Household Income".
- In Wirral (2018), the economic costs of alcohol were estimated to cost the borough £131 million.
- People living in lower income households were more likely to have requested, but not received mental health treatment.
- Over half (55%) of all social care users report having anxiety and depression in Wirral.
- The health of people experiencing homelessness is significantly worse than that of the general population, with the cost of homelessness experienced by single people to the NHS and social care being considerable. 41% of homeless people report a long-

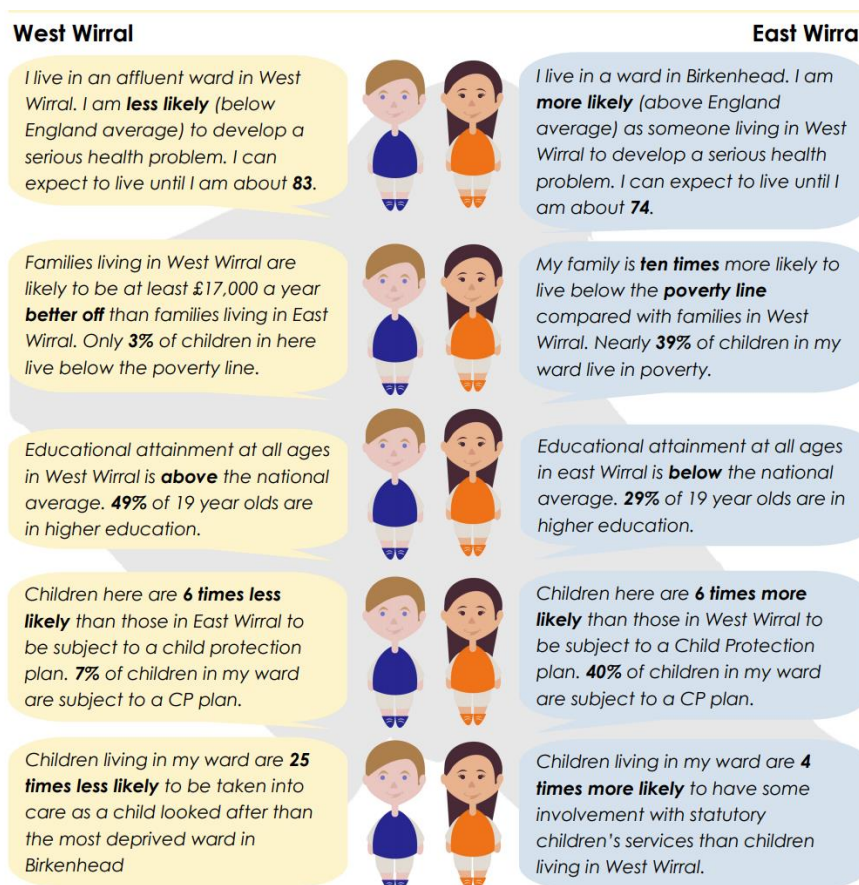
term physical health problem and 45% had a diagnosed mental health problem compared to 28% and 25% respectively in the general population.

- The majority of local YMCA (Young Men’s Christian Association) residents are in contact with drug and/or alcohol services. Wirral had over double the national rate of benefits claimants for ‘alcoholism’.

- In 2015/16, 22% of all crime costs in Wirral were estimated to be related to alcohol. Anti-social behaviour incidents related to alcohol were most common in the more deprived areas, with peaks in domestic violence associated with periods of increased alcohol consumption.

(b) Looking to future need

Whilst the Breaking the Cycle programme will work with adults, with and without children, now to support them to make sustainable change, it is important to give particular attention to the experiences of children and young people in the borough, our future adult population. Breaking the cycle means creating a different, *brighter future* for them. Wirral Safeguarding Children Partnership’s Annual Report for 2019-20 focused on disparity of experience and outcomes for children, producing the following insightful infographic:



### 3. Ambition for our people

#### (a) Change for individuals, services, and systems

The Breaking the Cycle approach aims to improve outcomes for those experiencing multiple disadvantage and placing a high demand on local response services, but for whom current systems of support are not working. By improving the way our local system and services work we seek to re-energise local people, their support workers, and our organisations.

Local people experiencing intergenerational cycles of disadvantage need, and deserve, more from public services and their local community so that ambitions for *brighter futures for children and young people, safe and pleasant communities and living an active and healthy life* are within their reach. This is what their support workers and our organisations want for them. Breaking the Cycle means change at individual, service, and system levels.

#### Change for the individual:

- ✓ improved wellbeing
- ✓ reduced offending
- ✓ reduced substance misuse
- ✓ better physical and mental health
- ✓ secure housing
- ✓ increased financial security
- ✓ increased levels of education, employment, and training
- ✓ increased safety
- ✓ experiencing purpose, belonging and security
- ✓ improved experience of services through co-production

#### Change for professionals and services:

- ✓ person-centred focus
- ✓ greater integration
- ✓ greater collaboration
- ✓ more effective delivery of service
- ✓ reduce demand on reactive services
- ✓ improved information sharing
- ✓ improved experience of work through co-production

#### Change for organisations and systems:

- ✓ stronger multi-agency partnerships
- ✓ improved governance
- ✓ data shapes commissioning
- ✓ achieving common goals
- ✓ better value for money
- ✓ joint commissioning approaches
- ✓ improved system of practice through co-production

#### (b) People who need help to break the cycle

This programme of preventative approaches is for people facing the following multiple disadvantage categories:

- domestic abuse
- mental health issues
- substance and alcohol misuse



- experiencing or at risk of homelessness
- involvement with criminal justice system

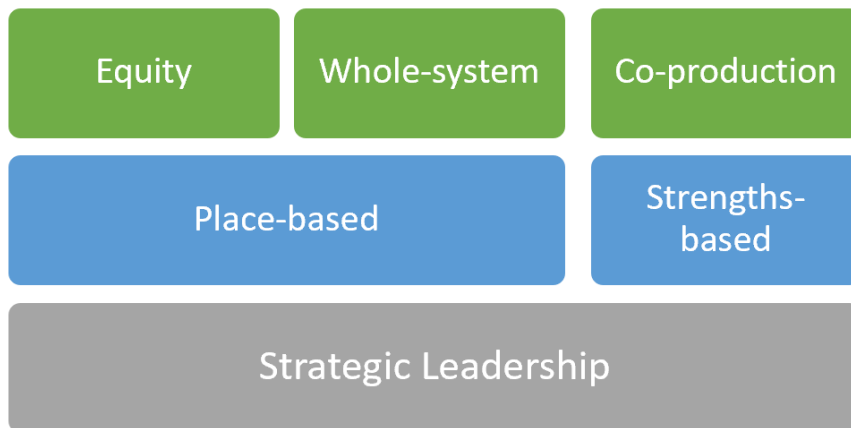
Priority will be given to people facing the above categories who also live in wards identified as having the highest levels of need which are creating the greatest levels of demand:

- Birkenhead and Tranmere
- Bidston and St. James
- Seacombe
- Rock Ferry
- Liscard
- Leasowe and Moreton East

The programme will work with individuals and families. Where adults are parents, or likely to become parents, the impact on their children and future cycles of disadvantage will be given significant consideration. Breaking the cycle for both the present and the future.

(c) Delivery Principles and Values

The co-produced Prevention Framework outlines the values and delivery principles which underpin the Breaking the Cycle programme. The figure below outlines the core set of building blocks to set the foundations for preventative approaches.



Local organisations and workers collaborated to agree a set a value base for prevention as follows:

With regard to the Breaking the Cycle programme, there is a further *ask* to workers,



supporters, leaders, services and organisations and that is, for people facing multiple disadvantage and intergenerational cycles we need to be prepared to give **a bit more**.

- ✓ a bit more understanding
- ✓ a bit more time
- ✓ a bit more empathy
- ✓ a bit more support
- ✓ a bit more one-to-one help
- ✓ a bit more encouragement
- ✓ a bit more patience
- ✓ a bit more compassion
- ✓ a bit more choice

Giving *a bit more* will be achieved through the notion of *adapted practice* described in section 4 on delivery model and approach.

(d) Strategic Fit

The Breaking the Cycle prospectus is aligned with the following:

National Legislation & Policy	Local Strategic Plans and Policy
<ul style="list-style-type: none"> <li>✓ The Care Act 2014</li> <li>✓ The Equality Act 2010</li> <li>✓ The Children Act 2004</li> <li>✓ The NHS Long-Term Plan</li> <li>✓ The 5-Year Forward Plan for Mental Health, Primary Care and NHS</li> <li>✓ The Public Health England Strategy 2020-25</li> <li>✓ Domestic Abuse Act 2021</li> </ul>	<ul style="list-style-type: none"> <li>✓ Wirral Plan 2021-26</li> <li>✓ Climate Emergency Plan</li> <li>✓ Community Wealth Building Strategy</li> <li>✓ Neighbourhoods Strategy</li> <li>✓ Domestic Abuse- No Excuse</li> <li>✓ Safer Adolescence Strategy</li> <li>✓ Health Inequalities Strategy</li> <li>✓ Healthy Wirral Plan</li> <li>✓ Digital Strategy</li> <li>✓ Community Safety Strategy</li> </ul>

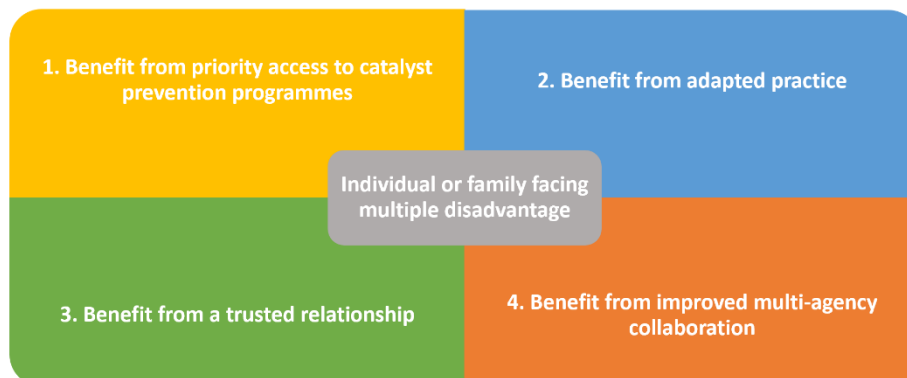


## 4. Delivery model and approach

The Breaking the Cycle programme can be described as *secondary prevention*, with specific projects delivered to benefit particular groups. It is designed to offer more intensive support, beyond that which is available from more universal, early help services.



The delivery model features 4 aspects, to be delivered simultaneously, in collaboration with the individual and/or family.



### 1. Benefit from priority access to catalyst prevention programmes

There are 8 catalyst prevention programmes:

**Pause-** a programme for women who have had multiple children removed from their care aiming to give a pause from pregnancy to provide treatment and recovery from trauma.

**Drive-** a programme which aims to prevent harm to victims of domestic abuse, and their children, by working with high-risk, high-harm perpetrators to challenge and change their behaviour.

**We Can Talk About Domestic Abuse-** an additional provision of subject expertise and advocacy to work alongside Social Workers to improve the experience of families affected by domestic abuse.

**Cradle to Career-** a place-based, collective impact project which aims to improve the life chances of people within the North Birkenhead community, with a specific focus on educational aspiration and attainment.

**Family Nurse Partnership-** a home-visiting programme for first-time young mums to support a healthy pregnancy, improve child development and health outcomes, and increase family aspiration.

**ADDER-** a programme which seeks to reduce drug-related crime, drug-related deaths and the prevalence of illicit drugs through multi-agency collaborations.

**Get Real Programme-** a specialist employability programme for care leavers and children looked after who are not in education, employment or training providing tailored, individual support to improve life chances.

**Ways to Work-** tailored help for people aged 16+ who are struggling to secure long-term employment, building confidence to become *job ready*, with access to mentoring and traditional work preparation activity.

Priority access to the catalyst prevention programmes will be given to those people requiring help to break the cycle, and there may be instances where individuals and/or families access a combination of programmes. Further details on each programme is contained within Appendix 1.

## 2. Benefit from adapted practice

The catalyst prevention programmes, many of which have well-established evidence-bases, are designed to provide specialist expertise for particular issues, but we are reminded that they operate within a much wider system of public services and communities. Those delivering preventative programmes need the commitment and support of the wider system to optimise their chance of success. To break the cycle, the wider system, services, and workers need to adapt practice and offer that bit more, for those facing multiple disadvantage.

Whilst a significant proportion of the catalyst prevention programmes are delivered by children's and adult services, the role of wider Council departments such as Neighbourhood Services, Libraries, Museums and Galleries, Leisure Services, Housing, and Transactional Management is equally important as they provide vital services, support and advice which is part of everyday life for our residents. So too, the services and support provided by partners such as Police, probation services, hospitals, health care professionals and education can make a significant difference in whether an individual will be successful in making a positive change. Adapting practice will allow us to go further, faster with our ambition to break cycles and improve outcomes for Wirral residents.

What adapted practice may involve:

- ✓ rather than send a leaflet or letter, take time to have a conversation.
- ✓ rather than expect the individual to come to you, go to them.
- ✓ open up venues, offering a welcome to individuals and their support workers to use the space as an alternative to more traditional or clinical venues.
- ✓ offer induction sessions on a one-to-one basis to allow individuals to gain confidence in attending facilities or taking part in activities.
- ✓ rather than expecting an individual, who is already overwhelmed, to join a queue or fit in with your appointment schedule, try to fit in with them.
- ✓ rather than signpost, make the contact together.

- ✓ adapt your pace, chunk it up, do less but more frequently to complete the task.
- ✓ try to provide choice.
- ✓ be inclusive, consider literacy or language barriers, and promote advocacy services.

On a case-by case basis, support workers will partner with colleagues to consider how practice needs to be adapted to ensure that individuals and families can access and engage with wider services. Whilst this may give rise to concerns for capacity of services and time constraints, it should not be forgotten that our current collective experience of *revolving doors*, repeat referrals, poor outcomes, frequency of *DNA-Did Not Attend* notices, and unsatisfactory contacts, means that together we must try a different approach.

### 3. Benefit from a trusted relationship

All individuals and families engaged in a catalyst prevention programme will have a designated key worker whose role it is to form a trusted relationship.

We have learned a lot from initiatives such as the Troubled Families Programme and Trauma Informed Practice to understand the value of a key worker with whom an individual and family can build a trusted relationship. Having a dedicated worker, who is dedicated to the family is a key part of breaking the cycle. It is the key worker's role to:

- ✓ Be honest, clear, assertive, and persistent.
- ✓ Understand the daily lived experience of each individual.
- ✓ Understand the dynamics within the family and wider networks.
- ✓ To be solution-focused, flexible, and creative in their approach.
- ✓ To act with authenticity, congruence and show unconditional positive regard.
- ✓ To co-ordinate support plans, collaborating and negotiate with partners.
- ✓ To help individuals and families recognise positive change in their lives.

The relationship between the worker and the individual is often the most transformational aspect. As noted by the Director of Dissemination for the Early Intervention Foundation (EIF):

“In early intervention services, the trust that develops between a skilled practitioner and a parent, child or young person can motivate and equip people to change their lives. The evidence shows that positive relationships can support the development of skills, coping strategies, confidence, and behaviour change for children and young people.”

Whether their job title is Social Worker, Case Manager, Intervention Worker, Support Worker or Advocate, is no matter so long as the worker is enabled through support, supervision, training, and collaboration to establish and maintain a meaningful relationship with those whom they work with.

### 4. Benefit from improved multi-agency collaboration

The catalyst prevention programmes are multi-agency in their formation. This combined with adapted practice from those agencies on the periphery of the support

plan, brings immediate improvement to multi-agency collaboration. What this Breaking the Cycle programme will actively seek to improve is information and data sharing across agencies.

Individuals and families facing multiple disadvantage will be interacting with many different public services at once, including schools, health services, the police and social care services. As we operate on different data systems, often the information available to workers is limited and means that they do not have a complete picture of the presenting issues. Sharing and matching data, in accordance with GDPR, means bringing together data from different services to get a combined view of the multi-faceted needs of individuals, families and different communities.

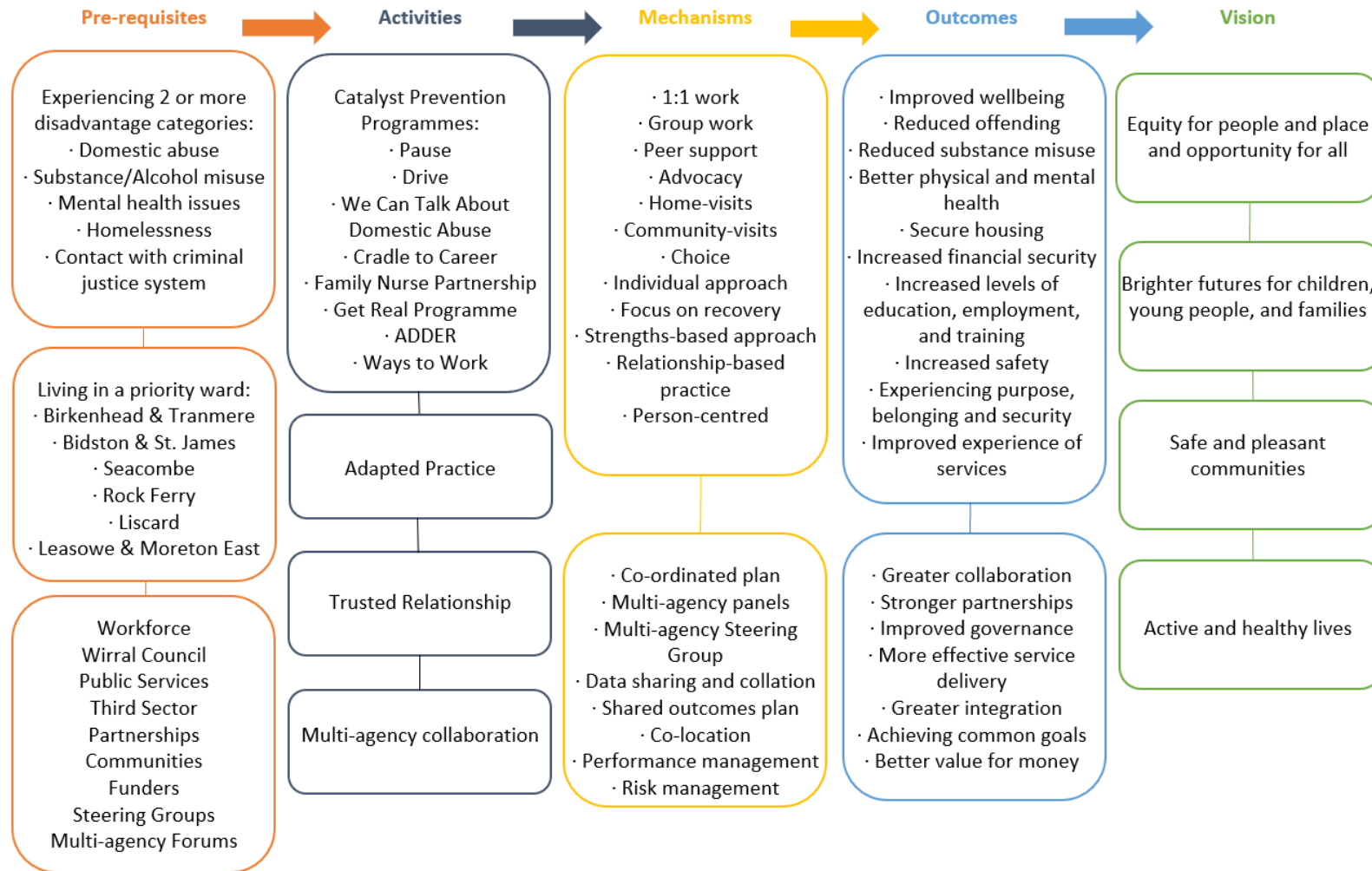
Previous data collection practices from the Troubled Families Programme will be extended to provide means to collect, match, and analyse data for families engaged in the Breaking the Cycle programme. The resource to extend this approach is available to the programme. This will enable:

- ✓ Better information for workers: whilst data does not replace professional judgement or decision-making, good access to information can support decision-making and holistic practice.
- ✓ Better understanding of how the catalyst programmes and wider services operate: data analysis will help us understand how well our services are working and to ensure optimum performance. This will support benchmarking costs and performance, make reporting easier, enable more sophisticated cost benefit analysis.
- ✓ Better evaluation of what works: improved data collection will enable an evidence-based assessment to be undertaken on how well each project, or combinations of projects, work to break the cycle for people facing multiple disadvantage and inform future programmes.

## 5. Achieving change

(a) Breaking the Cycle- Theory of Change Model

(b)



## Breaking the Cycle Outcomes Plan

Issue	Breaking the Cycle Success Target	Sustainment Period	Cohort Target
1. Individuals involved in crime and anti-social behaviour	Individuals have stopped offending with a realistic expectation that this will continue	12 months	60% of families no longer offend – have not offended during sustainment period
	Individuals have ceased involvement with ASB with a realistic expectation that this will continue	12 months	50% of families have no involvement in ASB during the sustainment period
2. Children and young people who have not been attending education regularly	All children in the family are attending school at or above 90% for the most recent consecutive terms. Alternatively, where attendance issues are severe, substantial improvement may be deemed acceptable where: (i) Overall attendance is over 50% for the most recent consecutive terms (ii) Overall attendance has improved by 40% or more during the same period (iii) this decision is consistent with the views of the Attendance Service	Three consecutive Terms	60% of families achieve the 90% attendance threshold, 65% reduction in the number of families affected by fixed term exclusion, and 75% reduction in the proportion of families with a 16- to 24-year-old NEET throughout the sustainment period
3. Children who need help	The aim is for the needs to be met and children to de-escalate through the threshold of need. Evidence should indicate that needs have been met and it is safe for all children in the family to de-escalate by at least 1 level of need	12 months	De-escalation in level of need, by at least one level, for 75% of the cohort
4. Worklessness	Evidence should indicate that all workless individuals have engaged with employment support and made identifiable progress to work such as training, voluntary work, employment coaching etc	12 months	20% of workless individuals have worked for a minimum period (6 months) within the sustainment period
5. Violence within families	Domestic Abuse Outcomes Matrix evidences low/no risk which has been maintained for 3 months. If the matrix score is unavailable, evidence from an assessment where lead professional is satisfied that no further risk of domestic violence or abuse is present will be sufficient	12 months	70% of individuals affected by domestic abuse have reduced their levels of risk to 'low' within the sustainment period
6. Individuals with a range of health problems	Engagement with an appropriate health service or the completion of a health programme and a reduction in score for Alcohol and Drugs Misuse / Mental Health assessment in an appropriate Distance Travelled Tool. If the Distance Travelled Tool is not available, evidence from an assessment where lead professional is satisfied that health issues have been addressed and there has been a significant improvement in the individual's health	At case closure	95% of families have engaged in appropriate treatment services
7. The Individual or Family Journey	All individuals/families recognised and benefit from progress in a number of relevant areas such as parenting capacity, confidence, relationships, problem solving evidenced through the distance travelled	At case closure	85% of individuals/families report improvement in relevant areas

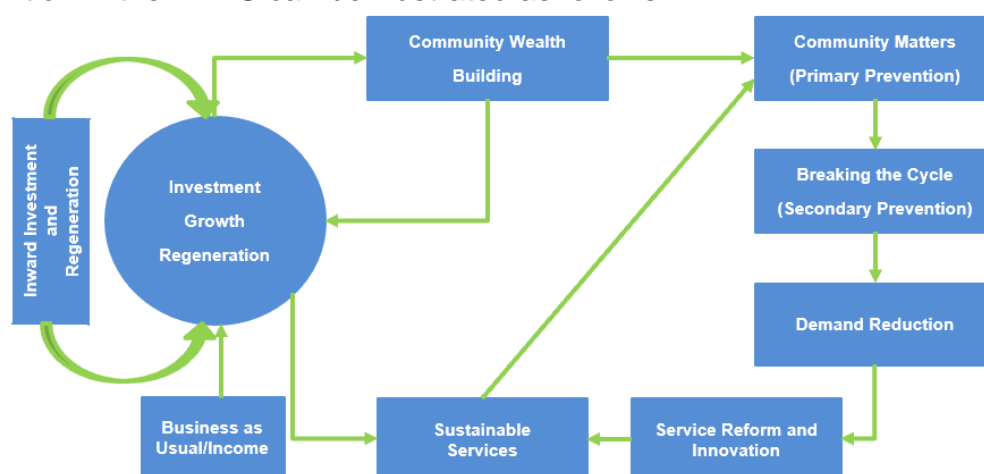
	tool		
--	------	--	--



(c) Breaking the Cycle Investment Plan

Project	Wirral Contribution	Other Contribution	Total Investment	Annual Cost	Unit cost for 12-month activity
Pause	£200k	£224k from Department for Education	£424K	£283k	£11,778
Drive	£285K	£225k from the Community Safety Partnership £330k from the National Lottery	£840k	£336k	£5,600
We Can Talk About Domestic Abuse	Nil	£350k from What Works for Children's Social Care	£350k	£350k	£1,620
Cradle to Career	Nil	£2.6m from a collaboration of the Steve Morgan Foundation, Shine and Right to Succeed	£2.6m	£867k	£1,040
Family Nurse Partnership	Nil	£470k from the Public Health Grant	£470k	£470k	
ADDER	Nil	£1.4m from the Home Office and Public Health England	£1.4m	£1.4m	Tbc
Get Real Programme	£25k	Nil	£25k	£25k	£1,042
Ways to Work	£172k	£259k from European Social Fund	£431k	£216k	£859
<b>Total</b>	<b>£682k</b>	<b>£5.858m</b>	<b>£6.540m</b>	<b>£3.947m</b>	

Whilst the key driver for the Breaking the Cycle programme is to improve outcomes for people facing multiple disadvantage, the programme can make an important contribution to the Medium Term Financial Strategy. Further work is being undertaken to calculate potential savings and/or cost avoidance. The role of prevention in the MTFs can be illustrated as follows:



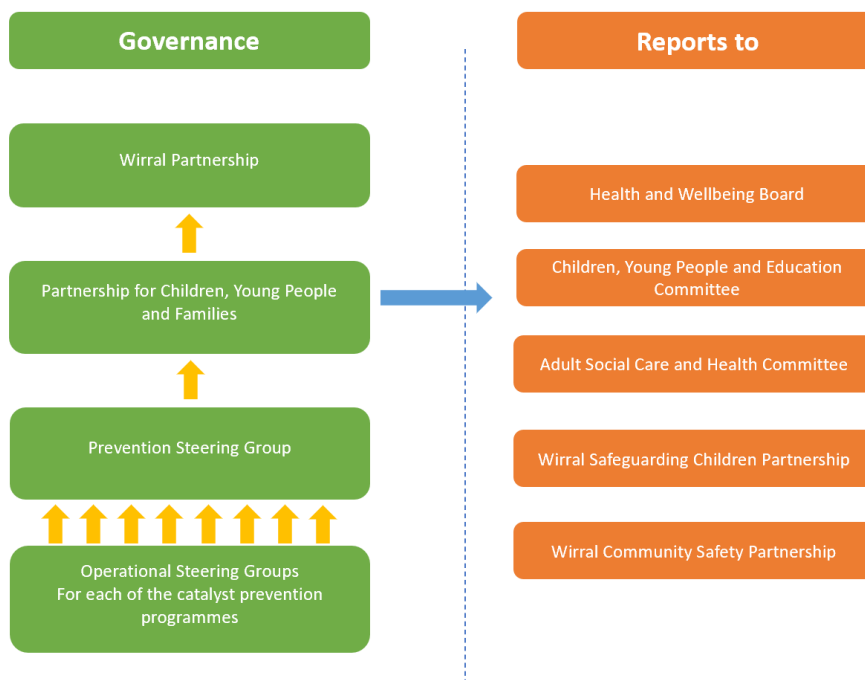
(d) Breaking the Cycle Risk Management Overview

Risk	Impact	Mitigation
Catalyst prevention programmes do not meet their contractual requirements and are ceased.	Capability of the Breaking the Cycle programme is reduced.	Robust arrangements are in place for contract management of all catalyst prevention programmes, with clear milestones, deliverables and outcomes identified. The Prevention Steering Group will provide oversight of contract performance, reporting to the Partnership for Children, Young People and Families and the Council's Project management Office.
Catalyst prevention programmes do not apply consistent practice in accordance with the prevention framework and Breaking the Cycle prospectus.	Likelihood of achieving long-term change for individuals and families is compromised.	Responsibility for the delivery of the programmes is held by a single senior officer, who Chairs the Prevention Steering Group and reports directly to the Chair of the Partnership for Children, Young People and Families, and to the Director of Adult Social Care and Health. Quality assurance activity will be used to routinely test the consistency of practice across programmes.
Ability to share quality data across agencies would prevent full implementation of integrated information.	Failure to capture and share relevant data will reduce the capacity to understand and measure change, cost-benefits, and create an evidence base for preventative intervention.	The programme is endorsed by the Partnership for Children, Young People and Families, and benefits from a multi-agency steering group. Escalation routes are established through the partnership. Objectives and intention to share data is supported by GDPR and legislation related to safeguarding children and vulnerable adults.
Inability to engage the wider organisation and partners to adapt practice for individuals within the cohort.	Likelihood of achieving long-term change for individuals and families is compromised.	The programme is endorsed by the Partnership for Children, Young People and Families, and benefits from a multi-agency steering group. Escalation routes are established through the partnership. Wirral Council's Senior Leadership Team support for a prevention programme
Lack of engagement for individuals and families.	Lack of take-up would lead to continued high demand of acute services. Individuals would continue to face cycles of poor outcomes.	Known cohort of individuals and families experiencing multiple disadvantage is high, with the majority already engaged with public services. Information leaflets are available for each catalyst prevention programme, with explicit consent obtained for all participation. Partnership workforce informed and able to inform individuals and support engagement where in their best interest. A communications plan will be implemented for Breaking the Cycle.
Too many individuals and families wanting to engage on catalyst prevention programmes.	Individuals and families would continue to face cycles of poor outcomes.	The Breaking the Cycle prospectus clearly outlines the priority categories for access. Each programme has a clear eligibility criteria linked to its funding arrangements which supports the priority categories.
Capability of data management system to collate, present and provide analysis of information.	Manual collection of information would lead to missed opportunities and less efficient and effective responses at individual, service and system level.	There is capability within the Liquid Logic system and Power BI tool which can be developed to meet needs. Further support available from IT and providers if required.

(e) Local Partnerships and Governance

All aspects of the Breaking the Cycle programme are multi-agency in nature. Each of the catalyst prevention programmes have arrangements in place to oversee operational delivery and strategic co-ordination.

It has been agreed by the Partnership for Children, Young People and Families, that a multi-agency Prevention Steering Group, with representation across public services, third sector organisations and involving young people and adult as lay members is established. This Prevention Steering Group will be Co-Chaired by the Assistant Director for Early Help and Prevention and a nominated third sector representative. It will meet on a 6-weekly basis and report to the Partnership for Children, Young People and Families. Governance and wider reporting are illustrated in the diagram below:



The Assistant Director for Early Help and Prevention will lead on the programme, with the Director of Adults, Health and Strategic Commissioning as the Senior Responsible Officer.

The Project Management Office (PMO) will provide oversight of project deliverables, plans, milestones and Key Performance Indicators, ensuring that the Senior Leadership Team are kept updated on progress.

Where external evaluations are in place, commissioned by external funders, participants and beneficiaries will be supported to engage. Interim and final evaluations will be shared through governance and reporting arrangements. Wirral Safeguarding Children Partnership is committed to sharing all multi-agency learning, audits, reports, via their website.

## Further Detail on Catalyst Prevention Programmes

Pause	
<b>Summary</b>	The programme will work with women who have experienced repeated pregnancies that result in children needing to be removed from their care. This will involve the Local Authority and other partners working together to implement an integrated, intensive and systemic model of support tailored to meet women's needs.
<b>Leads</b>	Project Sponsor: Elizabeth Hartley, Assistant Director Early Help & Prevention Project Lead: Lynn Campbell, Head of Service Children's Social Care
<b>Funding Arrangements</b>	£0.2m contribution from Wirral Council £0.2m contribution from Liverpool City Council £0.448m from Department for Education (split between Wirral and Liverpool)
<b>Target Cohort</b>	24 women (Wirral cohort) who have experienced repeat pregnancies that result in children being removed from their care
<b>Timeline</b>	18-month programme, commencing April 2021.
<b>Key Performance Indicators</b>	<ul style="list-style-type: none"> <li>· Estimated net cost savings for Wirral £0.3m per year, for 6 years, from 2022.</li> <li>· Reduction in pregnancies</li> <li>· Reduced referral rates to Children's Social Care</li> <li>· Reduced number of Section 17 (Child in Need) or Section 47 enquiries (Child Protection)</li> <li>· Reduced number of children in care</li> <li>· Positive service-used feedback</li> </ul>
<b>Anticipated Impact</b>	<ul style="list-style-type: none"> <li>· This will prevent the damaging consequences of children being taken into care every year.</li> <li>· Positive and significant impact on women engaging on the programme including progress towards learning and employment, improvement in mental health, reduction in domestic abuse, stability of housing, quality contact with removed children, reduction in substance misuse, support from specialist agencies.</li> </ul>

Drive	
<b>Summary</b>	Drive will improve the lives of victims/survivors by working with high-risk, high-harm perpetrators of domestic abuse to challenge and change their behaviour. This will involve a multi-agency panel having oversight of all cases and working together to apply disruption tactics whilst the Case Manager undertakes an intensive behaviour change programme.
<b>Leads</b>	Project Sponsor: Elizabeth Hartley, Assistant Director Early Help & Prevention Project Lead: Anna Jones, Performance and Improvement Manager
<b>Funding Arrangements</b>	£0.33m contribution from the National Lottery £0.225m contribution from the Community Safety Partnership £0.285m from Wirral Council
<b>Target Cohort</b>	125 high-risk, high harm perpetrators of domestic abuse
<b>Timeline</b>	30-month programme, commencing March 2021
<b>Key Performance Indicators</b>	<ul style="list-style-type: none"> <li>· Reduced number of serial perpetrators of domestic abuse</li> <li>· reduced number of repeat and new victims</li> <li>· Reduced harm to victims and children</li> <li>· Reduced referral rates to Children's Social Care</li> <li>· Reduced number of Section 17 (Child in Need) and Section 47 enquiries (Child Protection)</li> </ul>
<b>Anticipated Impact</b>	<ul style="list-style-type: none"> <li>· Reduction in prevalence of domestic abuse</li> <li>· Improved co-ordination and collaboration in tackling perpetrators</li> <li>· Significant contribution to key priorities of the Domestic Abuse- No Excuse strategy to <i>increase safety without adding to trauma and reduce opportunities for perpetrators to abuse</i></li> </ul>

<b>We Can Talk About Domestic Abuse</b>	
<b>Summary</b>	An additional provision of subject expertise and advocacy to work alongside Social Workers to improve the experience of families affected by domestic abuse. Team includes 3.0 FTE Domestic Abuse Practice Professionals, 3.0 FTE Domestic Abuse Family Advocates, 1.0FTE Team Manager and 1.0 FTE Project Officer. The project is being evaluated by Manchester Metropolitan University.
<b>Leads</b>	Project Sponsor: Elizabeth Hartley, Assistant Director Early Help & Prevention Project Lead: Alex Kaittell, Head of Service Children's Social Care
<b>Funding Arrangements</b>	£0.35m contribution from What Works for Children's Social Care Fund
<b>Target Cohort</b>	216 families affected by domestic abuse with cases open to Children's Social Care
<b>Timescale</b>	12-month delivery, commencing in January 2021
<b>Key Performance Indicators</b>	<ul style="list-style-type: none"> <li>· 54 families receiving support in 3 months</li> <li>· 108 families receiving support in 6 months</li> <li>· 162 families receiving support in 9 months</li> <li>· 216 families receiving support in 12 months</li> <li>· Quarterly audits completed plus Learning Report published and Learning Event held</li> </ul>
<b>Anticipated Impact</b>	<ul style="list-style-type: none"> <li>· Reduction in Section 47 enquiries (Child Protection)</li> <li>· Prevention of children becoming looked after</li> <li>· Improved relationships between families affected by domestic violence and their Social Worker</li> <li>· Social Worker understanding and experience of working with people affected by domestic abuse improves</li> <li>· Contribution to the priorities for Domestic Abuse- No Excuse strategy to <i>increase safety without adding to trauma</i></li> </ul>

<b>Cradle to Career</b>	
<b>Summary</b>	A place-based, collective impact project which aims to improve the life chances of people within the North Birkenhead community, with a specific focus on educational aspiration and attainment.
<b>Leads</b>	Project Sponsor: Elizabeth Hartley, Assistant Director Early Help & Prevention Project Lead: Kerry Mehta, Head of Service Family Matters
<b>Funding Arrangements</b>	£2.6m contribution from The Steve Morgan Foundation, Shine, Right to Succeed. Realignment of Local Authority and Public Service staff resource.
<b>Target Cohort</b>	2,500 children and young people living in North Birkenhead and their families.
<b>Timeline</b>	3-year pilot commencing in September 2020.
<b>Key Performance Indicators</b>	<ul style="list-style-type: none"> <li>· Increased uptake in universal services, related to the Childhood Offer (take up of 2, 3 and 4-year old funding, school attendance, school attainment)</li> <li>· Reduction in crime and anti-social behaviour</li> <li>· Increased levels of education, employment and training</li> <li>Increased participation in health services- substance and alcohol treatment, mental health support, physical health support</li> </ul>
<b>Anticipated Impact</b>	<ul style="list-style-type: none"> <li>· Increased community cohesion</li> <li>· Collective impact achieved with partners, residents and community organisations</li> <li>· Positive service user feedback</li> </ul>

<b>Family Nurse Partnership</b>	
<b>Summary</b>	A home-visiting programme for first-time young mums to support a healthy pregnancy, improve child development and health outcomes, and increase family aspiration. Women are recruited onto the programme early in pregnancy and support can be provided until the child is two years of age.
<b>Leads</b>	Project Sponsor: Jane Harvey, Consultant in Public Health Project Lead: Julie Graham, Senior Public Health Manager
<b>Funding Arrangements</b>	£0.47m Wirral Council (Public Health grant)
<b>Target Cohort</b>	First time young mothers and their families (predominantly teenage parents, but support can be provided for mother aged up to 22 years if they have additional needs)
<b>Timeline</b>	The programme is a longstanding element of the Healthy Child Programme for 0-19 years.
<b>Key Performance Indicators</b>	FNP is licenced under a National Unit with a requirement to complete a reporting framework which includes: <ul style="list-style-type: none"> <li>· Client attrition fidelity goal,</li> <li>· Recruitment before 16 weeks gestation,</li> <li>· Programme uptake,</li> <li>· Ages and Stages Questionnaire (ASQ),</li> <li>· Behaviour change impacting on maternal health</li> <li>· The 'New Mum's star' to identify personal goals and progress.</li> </ul>
<b>Anticipated Impact</b>	To improve vulnerable children's development, their readiness to learn at school, and their early educational attainment: factors which are known to influence improved health, wellbeing and economic outcomes for people in the long term.

<b>ADDER</b>	
<b>Summary</b>	Pilot project to test an intensive, whole-system approach, led by local police and drug treatment and recovery services, to tackle drug misuse and drug-related crime.
<b>Leads</b>	Project Sponsor: Elspeth Anwar, Consultant in Public Health Project Lead: Gary Rickwood, Senior Public Health Manager
<b>Funding Arrangements</b>	£1.4m contribution from the Home Office, Department for Health and Social Care, Public Health England
<b>Target Cohort</b>	Problematic drug users, particularly those who are also offenders. Cohort number to be confirmed.
<b>Timeline</b>	15-month programme commencing in April 2021
<b>Key Performance Indicators</b>	<ul style="list-style-type: none"> <li>· Reduction of drug-related deaths;</li> <li>· Reduction in drug-related offending;</li> <li>· Reduction in the prevalence of drug use;</li> <li>· Sustained and major disruption of high-harm criminals and networks involved in middle market drug and firearms supply.</li> </ul> <p>These are to be delivered by the combined and co-ordinated efforts of drug treatment services (and their local health and social care partners), and Merseyside Police.</p>
<b>Anticipated Impact</b>	<p>To reduce the number of Drug Related Deaths/Deaths in Treatment by strengthening the health and care partnership work around the specialist treatment service.</p> <p>Increased diversion from problematic drug use, for younger people before they begin, or at the very beginning of their experimentation, and for those young people and adults who have got into difficulty and who are offending as a consequence, increasing the diversion away from a prolonged journey along a criminal justice pathway.</p> <p>Increase the engagement of drug using offenders with specialist treatment and reduce their level of criminal activity as a consequence of that engagement.</p>

<b>Get Real Programme</b>	
<b>Summary</b>	A bespoke, intensive employability programme for care leavers aspiring to access employment and overcome their personal barriers. The programme is delivered by a Wirral based education provider, Eutopia Project, alongside officers from the Council 14-19 Team.
<b>Leads</b>	Project Sponsor: Paul Smith, Head of Integrated Skills, Learning and Employment Project Lead: Gareth Jones, 14-19 Learning, Skills and Employment Manager
<b>Funding Arrangements</b>	£25,000 per annum contribution from Wirral Council
<b>Target Cohort</b>	24 Care Leavers aged 17 to 21 not in employment, education and / or training (NEET)
<b>Timeline</b>	2 courses commissioned (12x care leavers per course) - January 2021 to July 2021 and January 2022 to July 2022
<b>Key Performance Indicators</b>	<ul style="list-style-type: none"> <li>· Minimum of 60 percent of programme participants to access and sustain employment post internship phase.</li> <li>· Significant cost savings to the public pursue (up to £20k / annum / successful outcome) from no further benefit payments, housing support, reduced requirement for health services, reduced incidences of anti-social behaviour, as a positive consequence of sustained employment.</li> <li>· Increase in the percentage of care leavers in employment, education and / or training (EET).</li> </ul>
<b>Anticipated Impact</b>	This programme seeks to break the cycle of worklessness and a poverty of aspirations often exhibited by care leavers. All participants in the programme will get to undertake experiences that take them of their comfort zone and help to identify their strengths and build confidence / resilience. A paid internship element of the programme will give the participants an opportunity to shine, develop positive routines, gain valuable real-world experience and employment.

<b>Ways to Work</b>	
<b>Summary</b>	Supports young people and adults who are unemployed and have multiple barriers to positive participation. Each participant is supported by a designated coach who will undertake an initially assessment and provide a tailored package of support leading towards employment, education and / or training.
<b>Leads</b>	Project Sponsor: Paul Smith, Head of Integrated Skills, Learning and Employment Project Lead: Joanne Smith, ESIF Programme Manager
<b>Funding Arrangements</b>	£172,340 contribution from Wirral Council £258,510 contribution from European Social Fund (ESF)
<b>Target Cohort</b>	251 enrolments of which 160 long term unemployed, 91 young people not looking for immediate employment (active enrolments are a challenge to remove barriers and promote participation), 38 young people from the BAME community and 78 young people with special educational needs and / or disabilities and 25 enrolments from lone parents with a dependent child.
<b>Timeline</b>	2-year programme commencing December 2020
<b>Key Performance Indicators</b>	<ul style="list-style-type: none"> <li>· Improvement in basic skills</li> <li>· Reduction in NEET for 16- to 18-year-olds</li> <li>· Assisting inactive young people to overcome barriers to positive participation</li> <li>· Participation in local volunteering opportunities</li> <li>· As a minimum, 43 percent of all participants to successfully access employment, education and / or training</li> </ul>
<b>Anticipated Impact</b>	The anticipated impact on young people and families will include a reduction in reliance on and access Universal Credit and benefits. Young people and families will also benefit from improvements in wellbeing including mental health and self-esteem.  In our most deprived communities, the project will tackle multi-generational unemployment and worklessness presenting positive role models and raising aspirations.



This page is intentionally left blank

## APPENDIX 2- Domestic Abuse Family Advocate's Story

My name is Donna and I am a Domestic Abuse Family Advocate. It's difficult to put into words what this job means to me, for you to understand its important to know where I came from. My whole life was chaos from childhood right until the age of 49, without too much detail I had a number of "labels" pinned to me, physical abuse survivor, addict, domestic abuse victim. My life was a world in which chaos thrived and despite being a mother to my beautiful children the pain and the trauma always won. I didn't have a good relationship with my children, they were in foster care and I believed that this was all the fault of social workers, I hated them, I blamed them, they spent their whole childhood in the hands of a corporate parent whilst I continued within the world of chaos which I could not and would not take responsibility for any part I had to play.

When I was 49, a friend, someone who had been in my world of chaos asked me to listen one day, just listen and to give him a chance. He took me to an NA meeting, narcotics anonymous, and from that day my life started to change. I spent a long time learning I was more than my labels, and for the first time I could see things more clearly. Now I am not pretending that this was an easy road for me to walk down. It's ten years later as I write this and I am still learning about myself all of the time.

When I joined We Can Talk about Domestic Abuse team I couldn't believe it, I couldn't imagine for one second when living in the chaos, that person becoming someone who would eventually help people through the social care processes. Being part of a team implementing change with others, being accepted for my past and being asked to use my experience to help others, it blows my mind still now. I lived my life being unacceptable and here I am being accepted and promoting change in others.

I thought I understood social care processes having lived through them with my own children, but when you go through it yourself you can only see it from your own side. This experience of being an advocate has awakened me to how the children are at risk and the impact on them, to understand it is not the social worker mainly making the decisions as they have their own processes to follow. I can also see the amount of help that is offered before it gets to the point children are removed.

This is the first time ever women who have suffered from domestic abuse have had advocacy in children social care, and for me to be that person who can sit with another woman and tell her it's okay I have been there, I understand, but this is what we need to do to keep you and your children safe, well I don't think people will grasp how much of a big thing that is to me, it's an honour.

But I haven't just worked with women individually, we created a service user group for our women, The Voice Group. I was that woman who wasn't being heard, so to be part of a group who by sharing experiences will shape the provision for future women is amazing, for women to come and share their voice and for statutory services to be listening to their voice is amazing. To be asked to take part in the domestic abuse alliance, sitting with people in positions of power, listening to me. It has taught me that I am enough, my experiences are important, my work is

important. I want women to know, you are not alone, you can do this, there is a life waiting for you.

## APPENDIX 3- Breaking the Cycle Participant Poems

### Recipe for a Good Day

When you wake up, put on your positive speech on YouTube  
At breakfast, take baby steps to make plans for new happy times  
During lunch, put on your positive speech on YouTube  
For your tea, reflect of your baby step plans for your new happy times  
Before you go to bed, close your eyes and feel your dreams lift you and your baby steps,  
and gently lower you for morning, onto the next step.

### Recipe for a Good Day

As the sun rises up – blue skies as I *stir* my tea,  
The joy of a new day – brings out the positive in me.  
I gather my thoughts and focus only for today,  
My sobriety comes first in everyway.  
If I could *sprinkle* a little love – someone's way,  
Surely that is a recipe for a really good day.  
Life is too precious – to *stir* up the past,  
*Pour* a little forgiveness – resentment won't last.  
The *heat* of the sun – *pours* warmth on my face,  
I feel grateful my sons – are in a good place.  
As night time falls – at the end of the day,  
Three things I'm grateful for – I always say.  
As I close my eyes – feeling warm and safe,  
Thanking my higher power – for giving me faith.

### A Recipe for a Good Day

Why do I have an alarm?  
Up before six, it does me no harm,  
Kettle on, coffee made,  
The three S's done,  
No masquerade.

It's still before seven, there's things to do,  
All blinds are open and the sun shines through,  
I'm happy enough with my little routines,  
They keep me busy and they're not unseen.

It wasn't always like this,  
Waking up to a terrifying mist,  
Lonely, fragile and very, very pissed,

Dreading each day before it came,  
Any road to recovery was just a game.

Today is so different, it's just eight o'clock  
Make it a good one, or your head's on the block,  
Breakfast is done, a bit of a chore,  
Strict meal times a bit of a bore.

My reality check time!  
Have I done what I need to make my mind free of 'what should have been'?  
Yes or No, or somewhere in between?  
Cleansing my mind, was once a taboo,  
Reality checks are hard to do.

So here I am, my early morning all done,  
It's hard to believe what I have become,  
Time for my daily journey to start,  
Whatever it is, I want to take part.

Breakfast, lunch, dinner, tea,  
I don't really care, I'm a healthy me,  
They are all so regimented, a time and a place,  
Eat when you want, without 'stuffing' your face.

My recipe for life is the friends that you meet,  
The experiences they give you are such a treat,  
Today has been no exception,  
I feel the love of that connection.

I've had a good day, no details given,  
Apart from the emotions I reveal.  
Good night!

PS Evenings and weekends can be difficult!

Love to all

### **Recipe for a Good Day**

Woke up – a blessing not celebrated often enough.  
Take meds to keep at bay a virus hell-bent on destroying its host.  
Shower.  
And then... space. Time. Hours, minutes, seconds to fill,  
not kill for once. With a sense of purpose and identity  
atrophied from deliberate destructive absence.

So I don't have a recipe. My main ingredient turned sour,  
spoiled and rotted everything it touched. It burned the  
cook book, short-circuited the appliances

Destroyed the kitchen and nearly took the whole house with it  
It was a poison all along but convinced me otherwise.

I don't have a recipe.

I have new ingredients I'm not too familiar with,  
utensils I've forgotten how to use.

I have a pulse. A will. An open mind.

And I've come to believe there's strength in numbers, individuals with a shared goal,  
Each with different experiences, techniques, and spirit.

No, not that kind.

I don't have a recipe, but I'm sure together we'll whip up something

### **fulfilled future me!**

I've been suppressed –  
for so many years,  
Time to shine and  
lose my fears.  
Never have regrets –  
I always say.

We learn from  
mistakes and grow  
stronger each day.

My self-confidence,  
self-belief – had gone astray,  
but now I see a  
future coming my way.

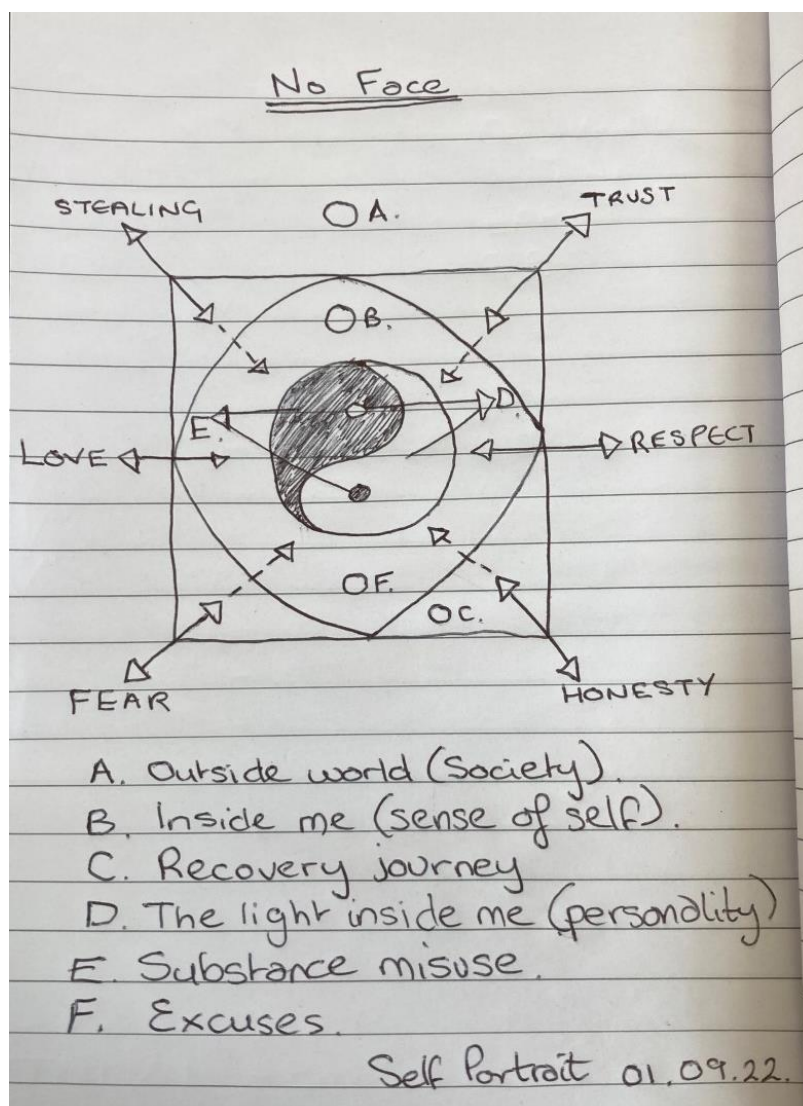
I was broken inside  
and spiritually dead,  
but now I feel alive –  
with a positive head.

No more  
self-destruction,  
self-harm, self-hate,  
dead in the ground –  
is not to be my fate.

Life is a gift – I can  
now clearly see,  
my fate... to live life full –  
a new beginning for me.

## Fulfilled Future Me

As soon as I've finished this, I'd like to feel safe.  
Before the end of today,  
Tomorrow,  
Next week,  
Next year,  
In three years,  
In ten years,  
My future is free from lies and suffering.  
I see I am free.  
I see I can laugh, and mean it.  
I see I have lovely friends.  
I see I gained confidence and went from strength to strength.  
I see a companion who is a companion.  
I see love.  
I see safety.  
I see me.







**TUESDAY 6 DECEMBER**

**CHILDREN, YOUNG PEOPLE AND EDUCATION COMMITTEE**

<b>REPORT TITLE:</b>	<b>UPDATE ON THE GOVERNMENT WHITE 'OPPORTUNITIES FOR ALL; STRONG SCHOOLS WITH GREAT TEACHERS FOR YOUR CHILD''</b>
<b>REPORT OF:</b>	<b>DIRECTOR OF CHILDREN, FAMILIES AND EDUCATION</b>

**REPORT SUMMARY**

The purpose of the report is to provide an update on the content of the Government’s White Paper on Schools titled ‘Opportunity for all: Strong schools with great teachers for your child’ which was published in April 2022. One of the main changes outlined in this White Paper is the expectation that all schools will become part of a strong multi academy trust (MAT) by 2030.

The report also sets out the opportunities and challenges presented by these changes and a proposed approach and next steps to implementation

The report highlights the key other aspects of the white paper and the impact this could have on the school system.

The implications of the school white paper is aligned to the Children’s Services Business Plan and vision to *“make Wirral great for children, young people and their families”* and to the Wirral Plan priority, Brighter Futures.

The report is not a key decision.

All wards are affected

**RECOMMENDATION**

The Children, Young People and Education Committee is recommended to note the changes proposed by the White paper and discuss the implications, opportunities, and challenges it presents to the school system on Wirral.

## **SUPPORTING INFORMATION**

### **1.0 REASON/S FOR RECOMMENDATION**

- 1.1 To ensure the children's committee are fully informed of the potential changes to the education system that have been developed by the Department for Education within the proposed White Paper.

### **2.0 OTHER OPTIONS CONSIDERED**

- 2.1 Do nothing: this option could leave Wirral schools at a disadvantage and not prepared for changes that could occur in relation to the White Paper.

### **3.0 BACKGROUND INFORMATION**

- 3.1 In April 2022 the Government published a Schools' White Paper called Opportunity for all: Strong schools with great teachers for your child. This was the first White Paper on schools since April 2016. It has strong links to the levelling up paper published around the same time and also a Green Paper on the special educational needs system which was published a few days later. There are also links to the Care Review that was recently published
- 3.2 The White Paper has set out an ambition that by 2030:
- 90% children by the end of primary education will be at expected standard in both maths and reading.
  - By the end of secondary education the average grade in English language and maths will be a grade 5.
- 3.3 The White paper sets out a strategy for achieving this ambition. The strategy sets out plans for ensuring:
- 3.31 Excellent teachers in all areas for the country by increasing the teacher development programme with 500,000 teacher training and development opportunities and reforming the area. In addition, new National Professional Qualifications for Leading Literacy and EY Leadership. The expectation that starting salaries for teachers will be £30,000 by 2023.
- 3.32 Support for teachers to achieve high standards for all pupils including a focus on school attendance and behaviour. This will be achieved by more effective use of data, annual behaviour surveys and a national data system. In addition, the school week be longer, set at a minimum of 32.5 hours by 2023. It is also proposed that a Strengthened Relationship and Health education will be developed with statutory safeguarding guidance. Finally, improved safety and wellbeing will be available from Mental Health Support teams

- 3.33 A greater focus on an effective curriculum, through the provision of free ready-made resources, guidance, and lessons, designed in partnership with teachers and experts, to reduce workload. The Government will also create a new arms-length curriculum body that works with teachers to co-create free, optional, adaptable digital curriculum resources
- 3.4 All of these approaches will be underpinned by a stronger school system, with all schools being part of a multi academy trust by 2030 funded through a national funding system. The expectation is that all MATs will be either 10 schools or 7500 pupils. A new addition to the MAT framework in the White Paper is the ability to develop a Local Authority MAT, the details of this are still to be finalised, with a number of pilots taking place this academic year.
- 3.5 The White Paper also sets out the future role of Local Authorities within the system, the role of the Department for Education and OFSTED.
- 3.6 Wirral context**
- 3.7 Wirral local authority has a total of 125 state funded schools (academies, free schools and local-authority-maintained schools). There are 90 primary, 21 secondary, 11 special and 3 Maintained Nursery Schools. Of these 76% (95) are local-authority-maintained with 77 of these being primary, 4 secondary and 11 special.
- 3.8 The remaining 24% (30) are academies or free schools, this includes 13 primaries and 15 secondaries, an all through and a 16-19 sixth form provision.
- 3.9 There are 19 trusts with academies in the local authority, 10 of which are standalone single academy trusts (SATs) and an empty multi academy trust (MAT).
- 3.10 Of the 8 further MATs with a presence in the Wirral, 5 serve or are on a trajectory to serve 7500 pupils or 10 schools by 2030. In terms of Wirral presence, of those on a sound trajectory, only 2 have at least 50% of their academies within the local authority.
- 3.11 The Diocese of Chester has 14 schools, of which one is in a MAT, one is a SAT, and 12 are local-authority-maintained. The Diocese of Shrewsbury has a slightly larger presence with 22 schools, of which 4 are in MATs, 2 are SATs, and 16 are local authority maintained.
- 3.12 Currently the Wirral has 68 schools that could join a trust other than the faith MATs available. Of these, 3 schools will become academies by the end of the financial year. The government White Paper sets a direction that the remaining 65 schools would join a trust by the end of 2030.
- 3.13 There are several challenges linked to the proposals set out in the White Paper. It is clear in the White Paper that the Local Authority will no longer have a role in school improvement of schools on Wirral and will also not have the resources to have the oversight and information that it currently has on all schools. However, it is unclear who will be accountable for outcomes and the performance of schools on Wirral as a

place other than the CEOs of the different MATS operating on Wirral, who will only be accountable for the performance of the individual schools in their Trusts and the DFE regional teams which will operate on a much larger footprint than Wirral eg covering the North West.

3.14 It is also clear that although the DFE will work with the Local Authority, the DFE ultimately is responsible for all decisions about which MATS will be allowed to expand to take on our maintained schools, which new MATS will be required, which smaller MATS will be required to join new MATS and the overall area-based commissioning plan for Wirral. It is not clear how this approach will fit in with the areas priorities or be able to respond quickly to changing needs.

3.15 A further issue is the capacity with the Local Authority to transfer the remaining 95 schools to MATs. This is significant piece of work which requires support from legal, Human resources, finance and property teams and is time consuming.

### **3.16 Next steps**

There are a number of next steps which the Local Authority will take to progress this work if the White Paper becomes legislation:

- Ongoing discussion with primary, secondary and special school sector.
- Ongoing discussion with Chairs of governors.
- Planned discussions with MAT leaders regarding their growth plans.
- Work with regional DFE to input into their Local Area Commissioning Plan.
- Sequenced plan and timeline for schools into MATS and ensure capacity in place to achieve this.

## **4.0 FINANCIAL IMPLICATIONS**

4.1 There are no direct financial implications arising from the report. If the White Paper becomes legislation this will have an implication on the grants received by the local authority to support its current function to support school improvement.

4.2 The directorate, with the support of the finance department will model this impact over the next 7-year period.

## **5.0 LEGAL IMPLICATIONS**

5.1 The local authority has a statutory duty to “promote high standards so that children and young people achieve well and fulfil their potential” as set out within the Education Act 1996. Statutory guidance which relates to school improvement includes: *‘Schools Causing Concern: Statutory Guidance’*, *“Schools: Statutory Guidance”*.

5.2 The change in approach by the DFE within the White Paper doesn’t articulate if the LA will hold this statutory duty if all schools become academies .

## **6.0 RESOURCE IMPLICATIONS: STAFFING, ICT AND ASSETS**

6.1 There are no implications for staffing, ICT or assets at the current time. This will be reviewed if the White Paper becomes legislation.

## **7.0 RELEVANT RISKS**

7.1 This will be a change to the current model of education oversight across Wirral. It is unclear who will be accountable for outcomes and the performance of schools in Wirral.

7.2 The scale of change within a small timescale will have implications for both LA and school resources. Over the last 10 years 30 schools on Wirral have academised. The expectation within the paper is that 95 schools will complete the process within the next 7 years.

## **8.0 ENGAGEMENT/CONSULTATION**

8.1 No relevant engagement or consultation has been required for this report.

## **9.0 EQUALITY IMPLICATIONS**

9.1 An equality impact assessment has not been completed, this will take place once the White Paper becomes legislation

## **10.0 ENVIRONMENT AND CLIMATE IMPLICATIONS**

10.1 Through the education system children are informed and understand environmental issues and the negative impact of carbon; promoting safe and healthy lives. Ensuring all residents have access to a local good and inclusive school will also enable children to engage in active travel to school.

## **11.0 COMMUNITY WEALTH IMPLICATIONS**

11.1 The report sets out the Government's future proposals for the school system including the aim that all schools join a multi academy trust (MAT). The Government plans to set out standards for MATS which include that they are inclusive of all children and recognise how best to educate and meet the needs of disadvantaged children and those with protected characteristics.

**REPORT AUTHOR:** James Backhouse  
Assistant Director: Education  
jamesbackhouse@wirral.gov.uk

## **APPENDICES**

Appendix 1 DFE White Paper

## **BACKGROUND PAPERS**

'Every Child Matters'

**TERMS OF REFERENCE**

This report is being considered by the Children, Young People & Education Committee in accordance with Section B of its Terms of Reference, the functions and powers conferred on or exercisable by the Council as Local Authority in relation to the provision of education.

**SUBJECT HISTORY (last 3 years)**

<b>Council Meeting</b>	<b>Date</b>
children, young people and education committee – Wirral School Improvement Strategy 2021-2024	<b>13<sup>th</sup> September 2021</b>



HM Government

# Opportunity for all: strong schools with great teachers for your child









# **Opportunity for all**

**Strong schools with great teachers for  
your child**

**Presented to Parliament  
by the Secretary of State for Education  
by Command of Her Majesty**

**March 2022**



© Crown copyright 2022

This publication is licensed under the terms of the Open Government Licence v3.0 except where otherwise stated. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/version/3](http://www.nationalarchives.gov.uk/doc/open-government-licence/version/3)

Where we have identified any third party copyright information you will need to obtain permission from the copyright holders concerned.

This publication is available at [www.gov.uk/official-documents](http://www.gov.uk/official-documents).

Any enquiries regarding this publication should be sent to the Department for Education at [www.education.gov.uk/contactus](http://www.education.gov.uk/contactus).

ISBN 978-1-5286-3239-3

E02727891 03/22

Printed on paper containing 75% recycled fibre content minimum

Printed in the UK by HH Associates Ltd. on behalf of the Controller of Her Majesty's Stationery Office

# Contents

Foreword from the Secretary of State for Education	3
Key facts	5
Executive summary	8
Introduction	11
Chapter 1: An excellent teacher for every child	16
Chapter 2: Delivering high standards of curriculum, behaviour and attendance	24
Chapter 3: Targeted support for every child who needs it	34
Chapter 4: A stronger and fairer school system	43
Conclusion	60

## Table of figures

Figure 1: What this white paper means for your child	15
Figure 2: England's teacher development system	20
Figure 3: Benefits of the Future Curriculum Body	28
Figure 4: Our Parent Pledge	38
Figure 5: Roles and responsibilities in a fully trust led system	56

## Foreword from the Secretary of State for Education



We all want bright futures for our children and success for our schools. When I talk to parents and carers they tell me how critical education is to happy and fulfilled lives. This won't come as a surprise to anyone, and our children tell us the same: that they are excited to be back at school and realise the fundamental importance of a top quality education. They want to have good jobs and happy families, and they want to contribute to their communities.<sup>1</sup>

Wanting this is easy. Delivering it is challenging.

I know myself what it is like to feel that a bright future is a long way away. I have been the child at the back of the classroom, terrified that my English teacher will ask me a question. I have been the 'disruptive influence' who needed help to learn how to manage my energy. It was the support of excellent teachers in a great school which helped me move forward. I want every child in England to have that opportunity. I am part of a government which has made it its mission to level up opportunity across the United Kingdom, ensuring no person is disadvantaged on account of where they live, and to deliver a manifesto commitment to take action in areas where schools suffer from entrenched underperformance.

In England, we can be proud of what we have achieved together in recent decades. Working with parents and teachers, we have transformed the way our schools work and our children are taught. More children secure the foundations of literacy and numeracy that are so critical for their wider learning and life chances, as the key facts on the next pages show. More children than ever are taught in schools judged to be "good" or better, with 86% of schools judged to be this compared to 68% in 2010.<sup>2</sup>

We have achieved this by backing our teachers and leaders, giving them the training and development to deliver for the communities they serve. We have revolutionised how reading is taught and the curriculum our children experience is richer, deeper and wider in knowledge than ever. We have returned rigour to our exams and the qualifications children achieve set them on a path for success. We have fostered innovation through academy trusts and free schools. All of this has been informed by the best research and evidence available, supported by the world-class Education Endowment Foundation. At the heart of this success has been collaboration – amongst professionals, organisations and local leaders – working together to deliver for children and young people.

---

<sup>1</sup> Office of the Children's Commissioner. [The Big Answer](#). 2021.

<sup>2</sup> Ofsted, [State-funded schools' inspections and outcomes as at 31 August 2020](#), 2020

Now we must do more to ensure every child can access cornerstone literacy and numeracy skills, wherever they live and learn. We must do more to ensure that children with special educational needs and disabilities (SEND) and children with a social worker have the same opportunities to thrive as their peers. We must continue to address the educational and emotional impact of the pandemic, particularly for more disadvantaged and vulnerable children.

My vision for this white paper and the SEND Review alongside it is simple: to introduce and implement standards that will improve children's education, deliver the right support if they fall behind and give them the tools to lead a happy, fulfilled and successful life.

I want every child to get a great education and the right support, in the right place, and at the right time. That means that we need to go from roughly seven in ten children achieving the expected standard in reading, writing and maths by the end of primary school to nine in ten children by 2030, and improve the national GCSE average grade in both English language and in maths.

This white paper sets out how we will achieve that. We will build on the strengths of great teachers, leaders and other professionals, and cement the improvements that we have already made.

But we are not shying away from reform, or from making difficult decisions. The problem we are trying to solve is simply too important not to do so. We have to find ways to tackle what is not working as well as it could.

Government does not have all the answers, and nor should it. A flourishing school system can only be achieved by schools working in partnership with each other, so that the achievements of the very best schools can reach every corner of the country. It will only be made a reality by building on a great early years education and looking ahead to the skills, careers and lives young people want after they leave education. It will need parents, teachers, community leaders, social workers, local authorities, professionals and children themselves to come together as one to make it succeed.

This white paper will help us make this vision a reality.

A handwritten signature in black ink, appearing to read 'N. Zahawi', with a stylized flourish at the end.

**The Rt Hon Nadhim Zahawi,  
Secretary of State for Education**

## Key facts

### As of 2020-21 in the state-funded education system in England:

---

#### There were 8.9m children and young people in education<sup>3</sup>

- 4.7m in primary, 3.5m in secondary, 0.6m in other 16-19 settings<sup>4</sup>, and 0.1m in special & alternative provision (AP).<sup>5</sup>
- 21% were eligible for Free School Meals.
- 16% of pupils were identified with a Special Educational Need.<sup>6</sup>
- 10% had received support from children's services ('children in need' or CIN) in the last six years.<sup>7</sup>

---

#### There were 22k schools<sup>8</sup>

- 16.8k were primary schools, 3.5k secondary schools and 1.4k specialist or alternative provision schools.
- 44% of mainstream schools were academies and 87% of these were in a multi academy trust.
- 41% of alternative provision and special schools were academies and 88% of these were in a multi academy trust.

---

#### Almost 1m people work in schools<sup>9</sup>

- This includes 460k teachers (including 70k leaders), 270k teaching assistants and 230k other support staff.
- 

### England has made significant progress in education since 2010

---

#### More children are achieving key milestones

- England achieved its highest ever scores in international comparison studies in both reading and maths.<sup>10</sup>
  - Since the introduction of the Phonics Screening Check in 2012, the percentage of Year 1 pupils meeting the expected standard has risen from 58% to 82%, with 91% achieving this standard by Year 2 in 2019.<sup>11</sup>
- 

---

<sup>3</sup> DfE. [Schools, pupils and their characteristics](#). 2021 and [GIAS](#) accessed in January 2021

<sup>4</sup> DfE. [Participation in education and training and employment](#). 2021

<sup>5</sup> "Alternative provision" means the education arranged for pupils who would not otherwise have a suitable mainstream or special school place, for example through illness or exclusion. It includes Pupil Referral Units (PRUs), Alternative Provision academies and free schools, independent settings, Further Education, hospital schools, and bespoke unregistered provision

<sup>6</sup> DfE. [Special educational needs in England](#). 2021

<sup>7</sup> DfE. [Outcomes for children in need, including children looked after by LAs in England](#). 2021

<sup>8</sup> DfE. [Schools, pupils and their characteristics](#). 2021 and [GIAS](#) accessed in January 2021

<sup>9</sup> DfE. [School workforce in England](#). 2021

<sup>10</sup> DfE. [PIRLS 2016: reading literacy performance in England](#). 2017. and DfE. [Trends in International Mathematics and Science Study 2019: England](#). 2020.

<sup>11</sup> DfE. [Phonics screening check and key stage 1 assessments: England 2019](#). 2019.

- In 2019, 65% of key stage 2 (KS2) pupils reached the expected standard in all of reading, writing and maths, a 7-percentage point increase in reading and 9-percentage point increase in maths since 2016.<sup>12</sup>
- The disadvantage gap – based on an index of English and maths attainment at key stage 4 (KS4) – narrowed by 9.1% between 2011 and 2019.<sup>13</sup>
- Over a third of pupils are now sitting the full English Baccalaureate (EBacc) combination of subjects, benefitting from access to a core, knowledge-based, academic curriculum.<sup>14</sup>

---

**More schools are rated Good or Outstanding by Ofsted**

- The proportion of schools rated Good or Outstanding by Ofsted has increased by 18 percentage points, from 68% in 2010 to 86% in 2020.<sup>15</sup>
- More than 7 out of 10 sponsored academies are now rated Good or Outstanding compared to around 1 in 10 of the local authority-maintained schools they replaced.<sup>16</sup>

---

**Schools are better funded**

- Per-pupil funding for 5–16-year-olds will be 6.4% higher in 2022-23 than in 2010-11 (inflation adjusted).<sup>17</sup>
  - Introduced in 2011, total Pupil Premium (PP) funding will increase to over £2.6bn in 2022-23.<sup>18</sup> In 2021-22, the PP supported over two million disadvantaged pupils.<sup>19</sup>
- 

**We must do more to help every child fulfil their potential**

---

**Too many children leave education without key knowledge and skills**

- In 2019, 35% of pupils did not meet the expected standard in all of reading, writing and maths at key stage 2.<sup>20</sup>
  - Of those who did not meet the expected standard in key stage 2, just 21% achieved a grade 4 or above in English language and 14% did in maths at key stage 4 in 2019.<sup>21</sup>
- 

<sup>12</sup> DfE. [National curriculum assessments: key stage 2, 2019 \(revised\)](#). 2019.

<sup>13</sup> DfE. [Key stage 4 performance 2019 \(revised\)](#). 2019

<sup>14</sup> DfE. [Key stage 4 performance, Academic Year 2020/21](#). 2021

<sup>15</sup> Ofsted. [State-funded schools' inspections and outcomes as at 31 August 2020](#). 2020

<sup>16</sup> [Analysis of Ofsted. State-funded school inspections and outcomes: management information \(2019\)](#). 2022.

<sup>17</sup> DfE. [School funding statistics, financial year 2021/22](#). 2022

<sup>18</sup> DfE. [School funding boosted by £4bn to level up education for young people](#). 2021

<sup>19</sup> DfE. [Pupil premium: allocations and conditions of grant 2021 to 2022](#). 2021

<sup>20</sup> DfE. [National curriculum assessments: key stage 2, 2019 \(revised\)](#). 2019

<sup>21</sup> DfE. [Key stage 2 to 4 transition matrices 2019 \(revised\)](#). 2019



- 
- 55% pupils with 5 or more GCSEs A\*-to-C (including English and maths) completed a degree versus 6% those with fewer. 15 years post-GCSE, they're also 16 percentage points more likely to be employed, earning on average £9k more per year.<sup>22</sup>
  - Achieving our Levelling Up mission that 90% of pupils meet the expected standard of reading, writing and maths in key stage 2 is estimated to be worth £31-60bn for the wider economy for a single cohort in 2030.<sup>23</sup>
  - Achieving our ambition of increasing the national GCSE average grade in both English language and maths by 0.5 is estimated to be worth £34bn for the wider economy, for a single cohort in 2030.<sup>24</sup>

---

**Outcomes vary between children and regions with different characteristics**

25,26

- Pupils with SEN were less likely to meet the expected standard in reading, writing and maths at key stage 2 (22% versus 74% with no identified SEN) or to achieve GCSE grades 4 or above in English and maths (27% versus 71%) in key stage 4.
- Disadvantaged pupils were less likely to meet the expected standard in reading, writing and maths (51% versus 71% of all other pupils) in key stage 2 or to achieve GCSE grades 4 or above in English and maths (45% versus 72%) in key stage 4.
- 50% of all 'Inadequate' and 'Requires Improvement' schools with at least two consecutive judgments below 'Good' are in Education Investment Areas, which constitute only around a third of local authorities.<sup>27</sup>

---

**COVID-19 has exacerbated challenges**

- In autumn 2021, the average primary school pupil had lost 1.9 months in maths and 0.8 months in reading. Disadvantaged children lost an additional 0.3 months in maths and 0.4 months in reading.<sup>28</sup>
- 

---

<sup>22</sup> DfE. [Post 16 education and labour market activities, pathways and outcomes \(LEO\)](#). 2021.

<sup>23</sup> DfE. [Economic benefits of meeting the ambitions set out in the Schools White Paper](#). 2022.

<sup>24</sup> DfE. [Economic benefits of meeting the ambitions set out in the Schools White Paper](#). 2022.

<sup>25</sup> DfE. [National curriculum assessments: key stage 2, 2019 \(revised\)](#). 2019

<sup>26</sup> [Key stage 4 performance 2019 \(revised\)](#). 2020

<sup>27</sup> Ofsted. [State-funded school inspections and outcomes: management information](#). 2022.

<sup>28</sup> DfE. [Pupils' progress in the 2020 to 2021 academic year](#). 2022.

## Executive summary

1. This government's Levelling Up mission for schools is that by 2030, 90% of children will leave primary school having achieved the expected standard in reading, writing and maths, up from 65% in 2019.<sup>29</sup> In the worst performing areas, the percentage of children meeting the expected standard will improve by a third. This white paper adds to that goal, seeking to lift the attainment of all secondary pupils by setting an ambition to increase the national GCSE average grade in both English language and in maths from 4.5 in 2019<sup>30</sup> to 5 by 2030. These ambitions will be the measure of this white paper's success.

2. The best schools are realising these standards already, but our aim is to achieve these excellent outcomes for children and young people nationally. We will do this through two key principles: a rigorous commitment to using, building and sharing evidence so that every school knows 'what works' for all of their children; and a focus on enabling collaboration between teachers, schools and wider children's services so that every child is supported to realise their full potential.

3. At the heart of these ambitions is the need for an excellent teacher for every child in classrooms across England. Improving the quality of teaching is the single most important in-school factor in improving outcomes for children, especially for children from disadvantaged backgrounds and those with special educational needs and disabilities (SEND).<sup>31</sup> We know that great teachers are made, not born. That is why we are delivering the single biggest programme of teacher development ever undertaken in this country and investing further in the skills and futures of the professionals who are central to our mission. We will deliver:

- **500,000 teacher training and development opportunities** by 2024, giving all teachers and school leaders access to world-class, evidence-based training and professional development at every stage of their career.
- **Specialist training to drive better literacy** through a new National Professional Qualification for Leading Literacy; a new National Professional Qualification for Early Years Leadership; and up to £180m investment in the early years workforce, including training for early years practitioners to support literacy and numeracy teaching.
- **£30,000 starting salaries** to attract and retain the very best teachers – with additional incentives to work in the schools with the most need.

---

<sup>29</sup> DfE, [National curriculum assessments: key stage 2, 2019 \(revised\)](#), 2019 and [DLUHC, Levelling Up the United Kingdom: missions and metrics Technical Annex](#). 2022.

<sup>30</sup> DfE, [Key stage 4 performance 2019 \(revised\)](#). 2019.

<sup>31</sup> J. Hattie. *Visible Learning*. 2009. and Education Endowment Foundation. [Special Educational Needs in Mainstream Schools](#). March 2020.

4. However, great teaching does not exist in isolation: schools must offer a calm, orderly, safe and supportive environment where children are keen and ready to learn, and where teachers are empowered to focus on delivering the best possible lessons. We will provide free ready-made resources, guidance and lessons, designed in partnership with teachers and experts, which will reduce teachers' workload and allow them to focus on responding to the needs of their class. We will support schools to secure the fundamentals of behaviour, attendance and wellbeing for all, driving down incidents of poor behaviour and increased absence following the pandemic. We will deliver:

- **A new arms-length curriculum body** that works with teachers across the country to co-create free, optional, adaptable digital curriculum resources to deliver a rigorous, high-quality curriculum.
- **A richer, longer average school week** which makes the most effective use of time in school and ensures children enjoy a rounded education.
- **Better behaviour and higher attendance** through more effective use of data, including an annual behaviour survey and a national data system to drive up attendance and make it easier for agencies to protect vulnerable children.

5. World-class teachers and high standards in curriculum, behaviour and attendance are critical for success but we know – as the best schools and trusts<sup>32</sup> do – that many children need additional, targeted support to help them achieve their potential, and that this must come as quickly as possible. This requires a focus from every teacher, school and trust in the country to identify children at risk of missing out and deliver the right combination of academic, pastoral and specialist support they need to thrive, including wider children's services where needed. We will secure the game-changing tools and interventions they need to do so. We will deliver:

- **A Parent Pledge** that your school will provide evidence-based support if your child falls behind in English or maths and tell you about their progress.
- **Up to 6 million tutoring courses by 2024** with action to cement one-to-one and small group tuition as a permanent feature of our school system.
- **A secure future for the Education Endowment Foundation** putting our independent, 'what works' centre on a long-term footing and placing the generation and mobilisation of evidence at the heart of our education system.

---

<sup>32</sup> The term 'trust' refers to an academy trust throughout

6. Alongside this support, government must also play its part to ensure that the school system as a whole raises standards for children, making sure these improvements are felt fairly across England. That is why we want to spread the benefits of the best multi academy trusts so that every child learns with the benefits of a strong, supportive family of schools. To ensure that is the case, we must create a system with clear roles and accountability. It is only through a collaborative system in which everyone involved in education plays their part that we will achieve our literacy and numeracy mission. We will deliver:

- **A fully trust led system with a single regulatory approach**, which will drive up standards through the growth of strong trusts and the establishment of new ones, including trusts established by local authorities.
- **A clear role for every part of the school system**, with local authorities empowered to champion the interests of children and a new collaborative standard requiring trusts to work constructively with all other partners.
- **Education Investment Areas** to increase funding and support to areas in most need, plus extra funding in priority areas facing the most entrenched challenges.

7. Taken together, these steps will support children to achieve their potential wherever they live and whatever their background, following the wider vision of giving everyone the opportunity to flourish which this government set out in the Levelling Up White Paper.

## Introduction

8. The decade prior to the COVID-19 pandemic saw major progress in children's outcomes, supported by improvements in education. England achieved its highest ever scores in international comparison studies in both reading and maths.<sup>33</sup> The attainment gap between disadvantaged children and other children narrowed by 13% at key stage 2 and 9% at key stage 4 between 2011 and 2019.<sup>34</sup> There was a transformation of what schools teach, through reforms to the national curriculum and examinations systems; of how schools operate, through the expansion of academy freedoms to almost half of schools; and of how schools are funded via the introduction of the Pupil Premium and the national funding formula.

9. However, even before the pandemic, there was still much further to go before England could call itself truly world-class in education. In 2019, 35% of children did not achieve the expected standard in reading, writing and maths by the end of primary school in key stage 2.<sup>35</sup> Children who were disadvantaged or vulnerable, including those with special educational needs, were more likely to be amongst those missing out on key learning milestones.<sup>36</sup> COVID-19 has exacerbated these challenges, despite the extraordinary efforts of parents, teachers, and many others working with children. As we move towards living with COVID-19, we must support children to recover from its educational and emotional effects.

10. Literacy and numeracy are the bedrock of a great education, unlocking the whole curriculum and turbocharging social mobility. They are the essential tools which allow children to go on to further training and employment, and to live fulfilled lives. They are the gateway to the broad and rich curriculum children need. This white paper sets out two ambitions that by 2030:

- i. 90% of primary school children will achieve the expected standard in reading, writing and maths, and the percentage of children meeting the expected standard in the worst performing areas will have increased by a third.<sup>37</sup>
- ii. In secondary schools, the national GCSE average grade in both English language and in maths will increase from 4.5 in 2019<sup>38</sup> to 5.

---

<sup>33</sup> DfE, [PIRLS 2016: reading literacy performance in England](#). 2017. and DfE, [Trends in International Mathematics and Science Study 2019: England](#). 2020.

<sup>34</sup> DfE, [National curriculum assessments: key stage 2, 2019 \(revised\)](#), 2019 and DfE, [Key stage 4 performance 2019 \(revised\)](#). 2019

<sup>35</sup> DfE, [National curriculum assessments: key stage 2, 2019 \(revised\)](#), 2019

<sup>36</sup> DfE, [National curriculum assessments: key stage 2, 2019 \(revised\)](#), 2019

<sup>37</sup> DLUHC, [Levelling Up the United Kingdom: missions and metrics Technical Annex](#). 2022.

<sup>38</sup> DfE, [Key stage 4 performance 2019 \(revised\)](#). 2019.

11. These aims are not for any one school or teacher to achieve alone, but a measurement of success across England at a system level. We need a stronger and fairer system that will allow all children to feel the benefits of the best school trusts. This white paper marks the start of a journey to achieve this ambition, as part of the government's wider programme alongside the Skills for Jobs White Paper, the Levelling Up White Paper, the Special Education Needs and Disabilities Review and the Independent Care Review. This white paper provides a blueprint for England, but we will work with all parts of the United Kingdom to share successes and learning as we make progress across the decade.

Legend

Teachers

Standards

Targeted support

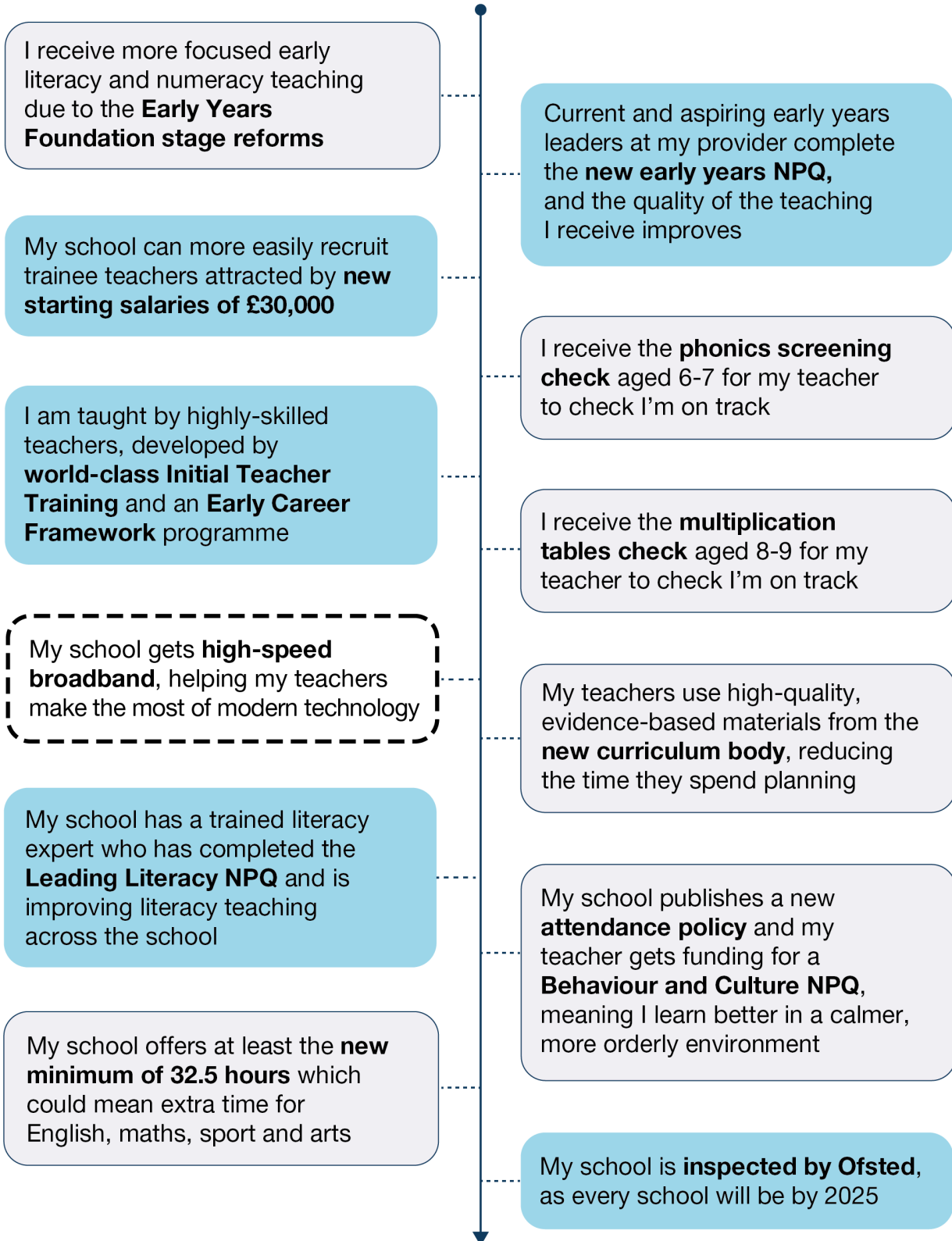
Systems

Timings for non-phase-specific policies are illustrative only



## How this white paper helps children

to receive a world-class education founded on literacy and numeracy



NPQ = National Professional Qualifications

Legend

Teachers

Standards

Targeted support

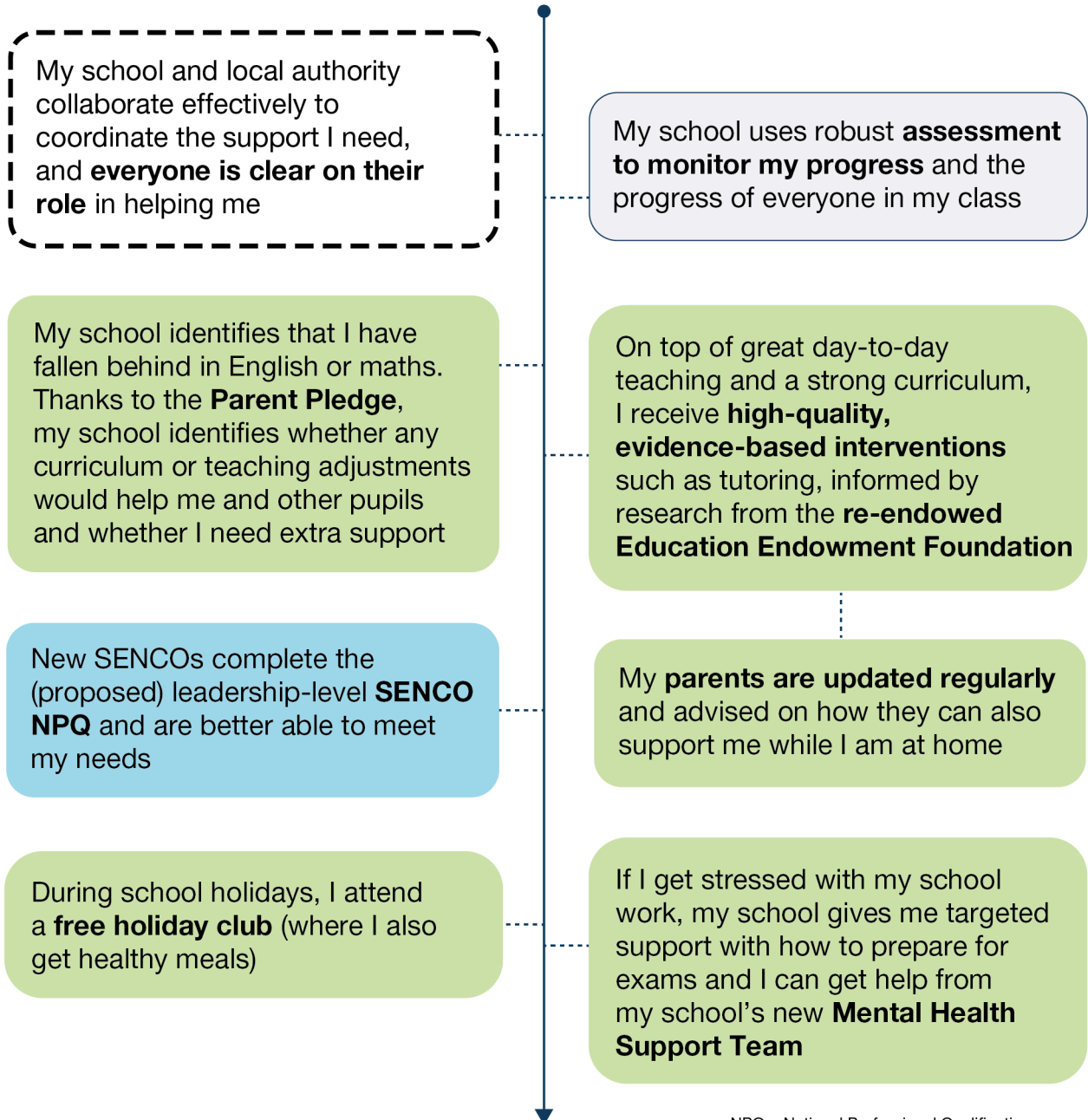
Systems

Timings for non-phase-specific policies are illustrative only



## How this white paper helps a child in need of extra support

in any school to be rapidly identified and provided with targeted, evidence-based help



NPQ = National Professional Qualifications  
SENCO = Special Educational Needs Coordinator



Legend

Teachers

Standards

Targeted support

Systems

*Timings for non-phase-specific policies are illustrative only*



## How this white paper helps a child in an Education Investment Area (EIA)

with extra funding and support to improve the quality of their schools and teaching

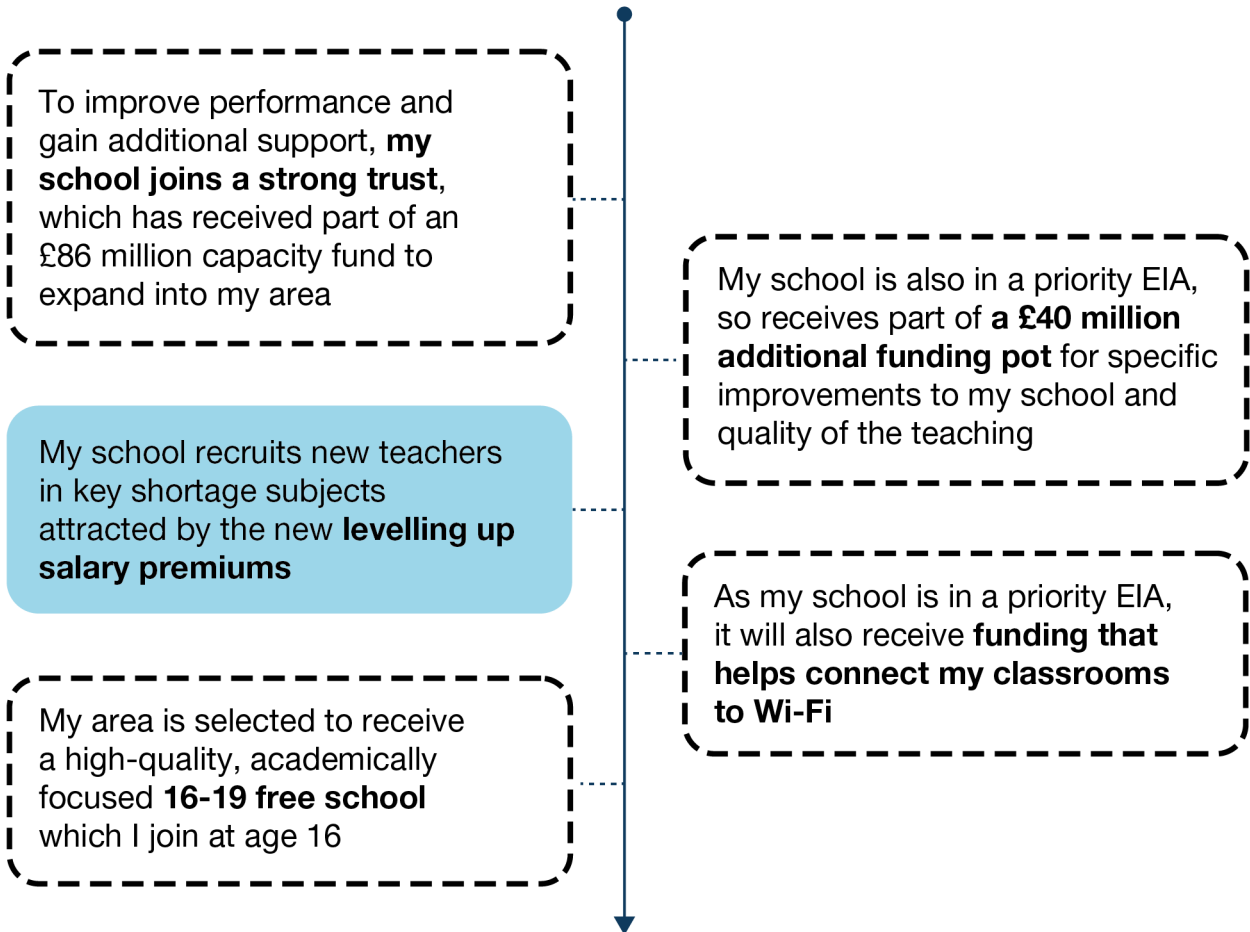


Figure 1: What this white paper means for your child

# Chapter 1: An excellent teacher for every child

## Summary

---

### **By 2030, every child will be taught by an excellent teacher trained in the best-evidenced approaches**

- All teachers will have access to world-class training and professional development at every stage of their career, giving them the expertise and support needed to deliver great teaching.
- Teaching will be an attractive, high-status profession; we will recruit and retain the best teachers, in the subjects and areas they are needed most.
- High-quality early years provision will ensure children have the best possible start to their education, building strong foundations for the rest of their time in school.

### **We will deliver:**

- **500,000 teacher training and development opportunities** by 2024, giving all teachers and school leaders access to world-class, evidence-based training and professional development at every stage of their career.
- **Specialist training to drive better literacy** through a new National Professional Qualification for Leading Literacy; a new National Professional Qualification for Early Years Leadership; and up to £180m investment in the early years workforce, including training for early years practitioners to support literacy and numeracy teaching.
- **£30,000 starting salaries** to attract and retain the very best teachers – with additional incentives to work in the schools with the most need.

### **What this means for families:**

- **Excellent teachers:** your child will be taught by highly skilled teachers, trained in the best-evidenced teaching methods to help your child reach their full potential.
- **Great teachers where they are needed most:** new targeted incentives will attract teachers to work, train and stay in schools serving disadvantaged communities.
- **A more expert early years workforce:** equipped to support children through the most crucial stage of their development and lay the foundations for life-long learning.

## Why this matters

12. The quality of teaching is the single most important in-school factor in improving outcomes for children,<sup>39</sup> especially for those from disadvantaged backgrounds. Being taught by a high-quality teacher can add almost half a GCSE grade per subject to a given pupil's results.<sup>40</sup> We have strong evidence that leadership is second only to classroom teaching as an in-school influence on children's learning.<sup>41</sup>

13. That is why excellent teaching for every child is at the heart of our plan to level up opportunity across England. It is the work of excellent teachers that will help us to achieve world-class standards of literacy and numeracy, broad and rich educational opportunities for all and, looking across to the SEND Review, an inclusive education system for children with SEND. It is only with consistently excellent teaching for every child, at every point in their school journey, that we will deliver a truly world-class school system.

14. That is why we are making a crucial investment in the training and development of our schools and early years workforce, investing in the people that will help our children succeed wherever they are, no matter their background.

15. We know that excellent teachers and school leaders are made, not born. The evidence is clear that high-quality professional development can lead to improved children's attainment.<sup>42</sup> That is why we have enshrined an entitlement to evidence-based training as part of a teacher's career. This chapter details the next step in England's journey to being a world-leader in teacher training and development.

## Progress to date

16. In collaboration with academics and leading experts, we have transformed the way we train teachers and school leaders. Every teacher and school leader now has access to a golden thread of high-quality, evidence-based training and professional development at every stage of their career. By providing training on areas that are fundamental to high-quality teaching like behaviour management, adaptive teaching and curriculum design, these reforms will help teachers and leaders to support all pupils to succeed, including those identified with SEND.

---

<sup>39</sup> J. Hattie. *Visible Learning*. 2009.

<sup>40</sup> H Slater, N. M. Davies and S. M. Burgess. '[Do teachers matter? Measuring the variation in teacher effectiveness in England](#)'. 2012.

<sup>41</sup> NCTL. [Seven strong claims about successful school leadership](#) . 2006

<sup>42</sup> Education Policy Institute. [The effects of high-quality professional development on teachers and students](#). 2020.

17. Since publishing the Teacher Recruitment and Retention Strategy in 2019, we have made excellent progress in rolling out the Early Career Framework reforms and refreshed National Professional Qualifications. This guarantees every teacher a structured package of support during their first two full years in the classroom and provides a suite of training packages to support them as they progress in their career.

18. Alongside these changes, by 2024, a reformed Initial Teacher Training provider market will be delivering quality assured training that places a greater emphasis than ever before on embedding structured practice into courses – ensuring trainees are ready to thrive in the classroom.

19. Every one of these programmes is based on the best available evidence of what works, as established by the Education Endowment Foundation. We have established a national network of Teaching School Hubs, local centres of excellence in teacher development, to ensure that the benefits of these reforms deliver for teachers and pupils right across England.

## Challenges remaining

20. We are determined to make teaching an attractive, high-status profession where every teacher receives world-class training. We recognise that the pandemic has created challenges for teachers as well as for their pupils, which schools and teachers continue to navigate through.

21. Getting this right is a challenge, but one that we must rise to in order to shape the future of the next generation of teachers and their pupils. Our training and development offers have many connected parts that need to work together for delivery and the successful implementation over this difficult period is testament to the teaching profession's desire to support and develop others. But we must build on this – maintaining the collaborative spirit in which these reforms were created – to ensure these programmes are taken up fully in every school in the system. We need to ensure our reforms to teacher training deliver to their full potential and give every teacher the expertise they need to boost children's attainment, especially the most disadvantaged.

22. We know, however, that more is needed. At present, pay and incentives are not always attractive enough to attract and keep the teachers we need – and we know that this is especially acute when recruiting teachers to areas of disadvantage, making it harder still for those schools to improve outcomes for the children they serve. We must work together with school leaders to ensure schools have cultures that support the wellbeing of our teachers and tackle excessive teacher workload, where this still exists.

## How we will achieve our vision

### We will deliver 500,000 teacher training and development opportunities

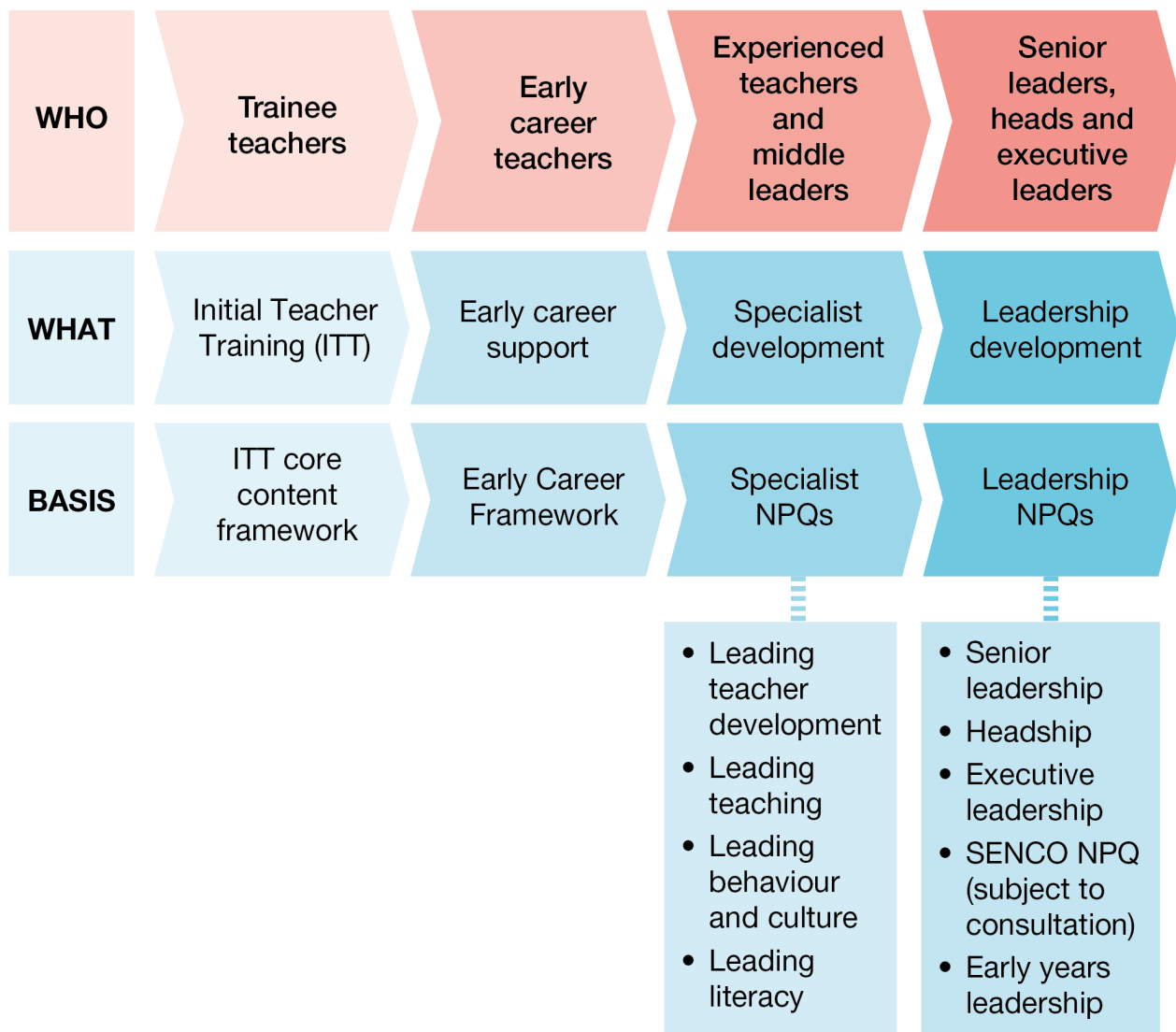
23. We will deliver 500,000 teacher training and professional development opportunities across Initial Teacher Training, the Early Career Framework and National Professional Qualifications by 2024, building on our successful delivery to date and making England a world-leader for evidence-based teacher training and development.

24. We will implement and embed the Early Career Framework reforms so that every teacher enjoys their entitlement to evidence-based training and support at the start of their career. Over 25,000 early career teachers are already receiving a package of structured support, each with a fully-trained mentor to support their development. In response to feedback from the first cohort to benefit from these reforms, we will reform the role of Appropriate Bodies to reduce training burdens and protect mentor and early career teacher training time.

25. We will provide 150,000 funded training scholarships for National Professional Qualifications during this Parliament, which will include new specialist qualifications in teacher development to help embed our wider reforms. We want all schools to be able to benefit from the high-quality, evidence-based training and development that National Professional Qualifications offer to teachers and leaders. Every teacher and leader employed in a state-funded school or state-funded 16-19 organisation in the country can access these scholarships, from those who want to develop expertise in high-quality teaching practice, such as behaviour management, to those leading multiple schools across a trust.

26. To support the delivery of the government's ambition for literacy, schools will be able to access a new Leading Literacy National Professional Qualification from September. This will train literacy experts who will drive higher standards of literacy teaching in their schools. As with every other qualification in the golden thread, these qualifications are underpinned by the best available evidence, assured by the Education Endowment Foundation.

## 500,000 teacher training opportunities across our golden thread of teacher development



**Figure 2: England's teacher development system**

27. We know that for our school system to be truly world-class, we must ensure every child benefits from these reforms. Improving teaching quality is a crucial part of our mission to improve standards of literacy and numeracy. We will consult on introducing a leadership level SENCO National Professional Qualification to replace the National Award in SEN Coordination as the mandatory qualification for new SENCOs. This will align SENCO qualifications with our reformed teacher development system and ensure that these professionals are fully supported to meet the needs of children and young people with SEND. This proposal will be set out in more detail in the SEND Review.

## **We will permanently embed evidence at the heart of teacher development**

28. At the core of these reforms to teacher training and development is a clear articulation of the best available evidence in the underpinning evidence frameworks. However, this evidence does not stand still so we will establish a process for reviewing the evidence frameworks that underpin our golden thread of teacher development. The Initial Teacher Training Core Content Framework, the Early Career Framework and the National Professional Qualification frameworks will be updated in line with the best available evidence from this country and internationally, assured by the Education Endowment Foundation.

## **We are establishing an Institute of Teaching**

29. Working closely with the Education Endowment Foundation, the Institute of Teaching will be England's flagship teacher development provider, delivering cutting-edge training, including targeting disadvantaged areas of the country. It will build the evidence base on effective teacher development, driving standards of teacher training even higher. It will become a world leader in teacher training, with degree-awarding powers and giving teachers the chance to study academic programmes as part of their development.

30. The Institute will also provide training for a new cadre of National Leaders of Education, linked directly to underpinning evidence frameworks. These National Leaders of Education, who have experience of turning around under-performing schools, will be deployed to do just that.

### **Case Study**

#### **Professional Development in Kingsbridge Community College**

Kingsbridge Community College is an 11-18 school and part of Education South West, a family of 11 schools in South Devon. Teacher professional development is central to their improvement as a school, trust and local centre of excellence in the region. As a Teaching School Hub, Kingsbridge are working with a national Lead Provider, to deliver the golden thread of training and support.

Kingsbridge also work with leading school trusts in the region to develop additional professional development programmes, such as SW100, which seeks to grow the outstanding leaders of the future. In total, they work in partnership with over 500 schools in the region to deliver evidence-based professional development.

## **We will ensure the quality of Initial Teacher Training**

31. It is vital that we support these wider changes by completing the reform of our system of Initial Teacher Training. That is why we are setting a new minimum quality threshold and re-accrediting all Initial Teacher Training providers against this higher standard. A new system of higher-quality training provider partnerships will be supported by £36 million to support the delivery of new Quality Requirements, including better training for mentors and the delivery of new, cutting edge, intensive training and practice activity. Every Teaching School Hub will be involved in Initial Teacher Training to ensure that we have training places in every corner of the country.

32. To ensure quality remains high, Ofsted will increase the frequency of their inspections of Initial Teacher Training providers, so that every new entrant to the profession receives the best possible training. They will also speed up the inspection cycle so that all Initial Teacher Training providers are inspected by July 2024, and then every three years after that. Ofsted inspections of early years and primary Initial Teacher Training will always include a focused review on early reading, including systematic synthetic phonics, as the best way to teach children to read.

## **We will deliver the biggest ever early years training programme**

33. We know that high-quality early education, particularly early language skills, can greatly improve a child's attainment throughout primary school.<sup>43</sup> We also know that almost half of the gap between disadvantaged children and their peers at key stage 4 has emerged by age five.<sup>44</sup> That is why we will extend our rigorous, evidence-driven approach to improving teaching quality to the early years sector, with an investment of up to £180 million.

34. We will – for the first time – deliver a National Professional Qualification for Early Years Leadership, underpinned by evidence assured by the Education Endowment Foundation. This qualification recognises the expertise required to deliver great early years outcomes – and it sits atop a suite of training programmes for early years staff, including an expanded Professional Development Programme and commitments to increase the number of trained graduates and SEND qualified Level 3 practitioners in the sector.

35. As we raise standards, we remain committed to making sure that families that want it are able to access early years provision. In addition, we will continue to explore what more can be done to help families access childcare which suits their lives in the round, including that which is out of hours or before or after school.

---

<sup>43</sup> Save the Children. [Early language development and children's primary school attainment in English and Maths: new research findings](#). 2011.

<sup>44</sup> Education Policy Institute. [Divergent pathways: the disadvantage gap, accountability and the pupil premium](#). 2016.



## **We will invest in our teachers**

36. We are committed to delivering the government's manifesto commitment to pay new teachers a starting salary of £30,000. This will position a career in teaching amongst the most competitive in the labour market to ensure we continue to attract the best graduates. Our proposals to the independent School Teachers' Review Body set out plans which would deliver this commitment by 2023/24 and would also reward experienced teachers and leaders with their highest pay rise in over 15 years.

37. We encourage all schools to sign up to the recently published Education Staff Wellbeing Charter, to build a shared commitment to promoting staff wellbeing. Alongside this, we will continue to champion a culture of flexible working in schools. With the support of new, shared curriculum resources and the benefits of being part of a strong trust, we want leaders to empower their teachers to spend their time on activities that deliver the most value for children's outcomes.

## **We will attract the best teachers where they are needed most**

38. Great teaching is transformational for children's life chances, but we cannot achieve our ambitions unless we have sufficient teachers. Schools still struggle to recruit the teachers they need, and those serving disadvantaged communities are more likely to struggle to attract teachers into posts.<sup>45</sup> We will therefore incentivise new teachers to work in places where they are needed most through our Levelling Up Premium. This will be worth up to £3,000 tax-free for eligible maths, physics, chemistry and computing teachers, in years one to five of their careers, who choose to work in disadvantaged schools, including in the new Education Investment Areas.

39. We will explore new ways of supporting schools to recruit teachers in subjects where there is a shortage. For example, we will introduce a new scholarship to attract the most talented language graduates to the profession and we will pilot a new Initial Teacher Training course designed to support more engineers to teach physics. Alongside this we will continue to invest in our internship programme, increasing the number of people who get the opportunity to experience teaching before deciding whether to enter the profession.

40. To make teaching here even more attractive to the best teachers from around the world, we will introduce a new relocation premium to help with visas and other expenses. This will be complemented by bursaries for international trainees with the potential to be brilliant teachers in priority subjects. By bringing forward legislative changes and introducing a new digital service, we will recognise high-quality teaching qualifications from all over the world in this country.

---

<sup>45</sup> DfE. [Local analysis of teacher workforce: 2010 to 2015](#). 2016.

# Chapter 2: Delivering high standards of curriculum, behaviour and attendance

## Summary

---

### By 2030, every child will be taught a broad and ambitious curriculum in a school with high expectations and strong standards of behaviour

- From early years onwards, all children will be taught a broad, ambitious, knowledge-rich curriculum and have access to high-quality extra-curricular provision.
- All children will be taught in calm, orderly, safe and supportive schools with high levels of attendance.
- Children will have fair access to high-quality time in school regardless of where they live.

### We will deliver:

- **A new arms-length curriculum body** that works with teachers across the country to co-create free, optional, adaptable digital curriculum resources, supporting schools to deliver rigorous, high-quality curricula.
- **A richer, longer average school week** which makes the most effective use of time in school and ensures children enjoy a rounded education.
- **Better behaviour and higher attendance** through more effective use of data, including an annual behaviour survey and a national data system, to drive up attendance and make it easier for agencies to protect vulnerable children.

### What this means for families:

- **Brilliant lessons:** your child will be taught lessons of the highest quality, improving outcomes and ensuring they are prepared for later life.
- **High expectations on behaviour and attendance:** your child will learn in a calm, orderly, safe and supportive school with high expectations for every child.

## Why this matters

41. Every child should benefit from a broad, ambitious, knowledge-rich curriculum, taught by highly skilled teachers. This is essential to the task of spreading opportunity and levelling up. This will, in turn, support the skills ecosystem, ensuring that our pupils are equipped with the vital knowledge and skills they need for their future careers including in important growth sectors like digital and green jobs. It is crucial that every school has a well-designed and well-sequenced curriculum, which ensures children build knowledge in a broad range of subjects before going on to specialise after the age of 16, developing the skills for further education and training.

42. The cornerstones of a broad, academic, knowledge-rich curriculum are literacy and numeracy. From early years, right through a child's time in school, securing the basics of literacy and numeracy are non-negotiable as the gateway to further learning, attainment, and fulfilling experiences. That is why we have placed such an emphasis on standards of reading, writing and maths over the past decade – and why achieving world-class levels of literacy and numeracy across England is our mission over the next decade.

43. But no matter how brilliant a school's curriculum, children will not achieve their potential in a school with poor standards of attendance and behaviour. Children with no absence at key stage 4 are almost 2 times more likely to achieve 5 or more GCSEs than children who missed 10-15 percent of lessons.<sup>46</sup> Persistent absence impacts attainment and children's safety, with 90% of young offenders persistently absent,<sup>47</sup> and disruptive behaviour is the most common reason for suspensions and permanent exclusion (34%).<sup>48</sup> Some children will also need additional targeted support (see chapter 3).

44. Leaders are responsible for setting the culture for their school and making sure that all children attend school and learn in calm, orderly, safe and supportive environments, with high expectations for what every child can achieve. Securing the fundamentals of curriculum, behaviour and attendance in every school in the country is vital to achieving our literacy and numeracy missions.

## Progress to date

45. The 2014 National Curriculum raised expectations of what all children should be taught, and we reformed GCSEs and A levels to put them on a par with qualifications in the best-performing countries in the world. Ofsted's new inspection framework has driven leaders and teachers to focus on the intent, implementation and impact of their curriculum, promoting a broad, balanced approach.

---

<sup>46</sup> DfE. [The link between absence and attainment at key stage 2 and key stage 4: 2013 to 2014 academic year](#). 2016.

<sup>47</sup> MoJ and DfE. [Understanding the Educational Background of Young Offenders](#). 2016.

<sup>48</sup> Explore education statistics. [Permanent exclusions and suspensions in England, Academic Year 2019/20](#).

46. We introduced the Phonics Screening Check in 2012 and by 2019 more than 90% of 7-year-olds met this standard,<sup>49</sup> which is a significant predictor of later reading comprehension performance.<sup>50</sup> The Multiplication Tables Check will have the same effect on this key component of maths fluency. Our reforms to the Early Years Foundation Stage added new focus to early foundations for literacy, numeracy and language skills.

47. We are supporting teachers to deliver higher standards of behaviour in schools by embedding behaviour management training across our suite of teacher training and development programmes, including through our behaviour hubs which pair schools together to help them learn to create cultures that support good behaviour.

48. We have strengthened schools' approaches to safeguarding and wellbeing, improving statutory guidance, introducing compulsory relationships, sex and health education and strengthening the role of Designated Safeguarding Leads.

49. Prior to the pandemic, we oversaw a dramatic improvement in attendance at all levels resulting in 15 million extra days of learning in 2018/19 compared to 2009/10.<sup>51</sup>

## Challenges remaining

50. Ofsted's 2017 report on delivery of the national curriculum raised concerns about the overall quality of curriculum design in schools, which prompted revisions to the inspection framework in 2019. Curriculum design is an expert skill, yet too many teachers reinvent the wheel and design new lessons, with recent Teacher Tapp data showing 46% of primary teachers are planning their lessons from scratch.<sup>52</sup> This situation fails those new teachers and fails the children they teach. In no other profession are newly trained employees expected to discover by trial and error how to deliver. Instead – as with other top professions – we must do more to support new teachers to succeed.

51. The pandemic underlined the huge cost of having children out of school and the importance of having every child in school so they are able to learn. As we emerge from the pandemic, we must drive attendance rates back to pre-pandemic levels and beyond, and continue to drive down incidents of poor behaviour. We must understand the issues underlying behaviour, including wider factors like mental health, and pay particular attention to supporting disadvantaged and vulnerable groups who have often suffered most in recent years.

---

<sup>49</sup> [DfE. Phonics screening check and key stage 1 assessments: England 2019](#). 2019

<sup>50</sup> K. S. Double, J. A. McGrane, J. C. Stiff., & T. N. Hopfenbeck. [The importance of early phonics improvements for predicting later reading comprehension](#). British Educational Research Journal. 2019.

<sup>51</sup> Comparison of overall absence rates between 2009/10 and 2018/19. Explore education statistics, [Pupil absence in schools in England, Academic Year 2018/19](#).

<sup>52</sup> Teacher Tapp. [Should we keep the phonics check?](#). 15 February 2022,

52. We can and should go further, including to address a lack of consistency in school opening hours and in the extra-curricular offers schools afford their children. Following the sacrifices young people made during the pandemic there is – now more than ever – a moral imperative to ensure no child is short-changed on their time in school.

## How we will achieve our vision

### We will establish a new curriculum body

53. Building on the success of Oak National Academy's work in the pandemic,<sup>53</sup> we will establish a new arms-length national curriculum body. It will work with thousands of teachers to co-design, create and continually improve packages of optional, free, adaptable digital curriculum resources and video lessons that are effectively sequenced to help teachers deliver an evidence-based, high-quality curriculum. Each subject will have a choice of resources, providing variety for teachers. This sector-led approach will draw on expertise and inputs from across the country, involving teachers, schools, trusts, subject associations, national centres of excellence and educational publishers.

54. These resources will ensure high quality lessons are available nationwide for the benefit of all children. It will free teachers to teach using the best possible resources, reducing workload so teachers can concentrate on delivering lessons, creating new resources only when there's a reason to do so.

55. The curriculum body will work closely with the Education Endowment Foundation and Ofsted, to ensure its work is informed by the best available evidence and aligns with best practice. The body will develop a choice of optional resources with teachers and leaders, to ensure it is always focused on meeting their needs. The body will also work closely with those delivering teacher training and professional development, providing consistent examples of quality lessons and curricula to support their programmes.

56. We will also ensure the resources and programmes produced by the curriculum body are available across the United Kingdom. We will work with the devolved administrations to develop content that stretches and challenges pupils beyond each country's national curricula, providing ambitious pupils with the opportunities to go above and beyond their school's curriculum.

57. Together with the reforms to teacher training and development, the curriculum body will create a virtuous cycle of evidence-based training for teachers and expert-crafted, adaptable lessons which will drive the quality of children's learning higher each year, working towards our literacy and numeracy ambitions.

---

<sup>53</sup> ImpactEd. [Oak National Academy 2020/21 Evaluation Report](#). 2021

## Benefits of the future curriculum body

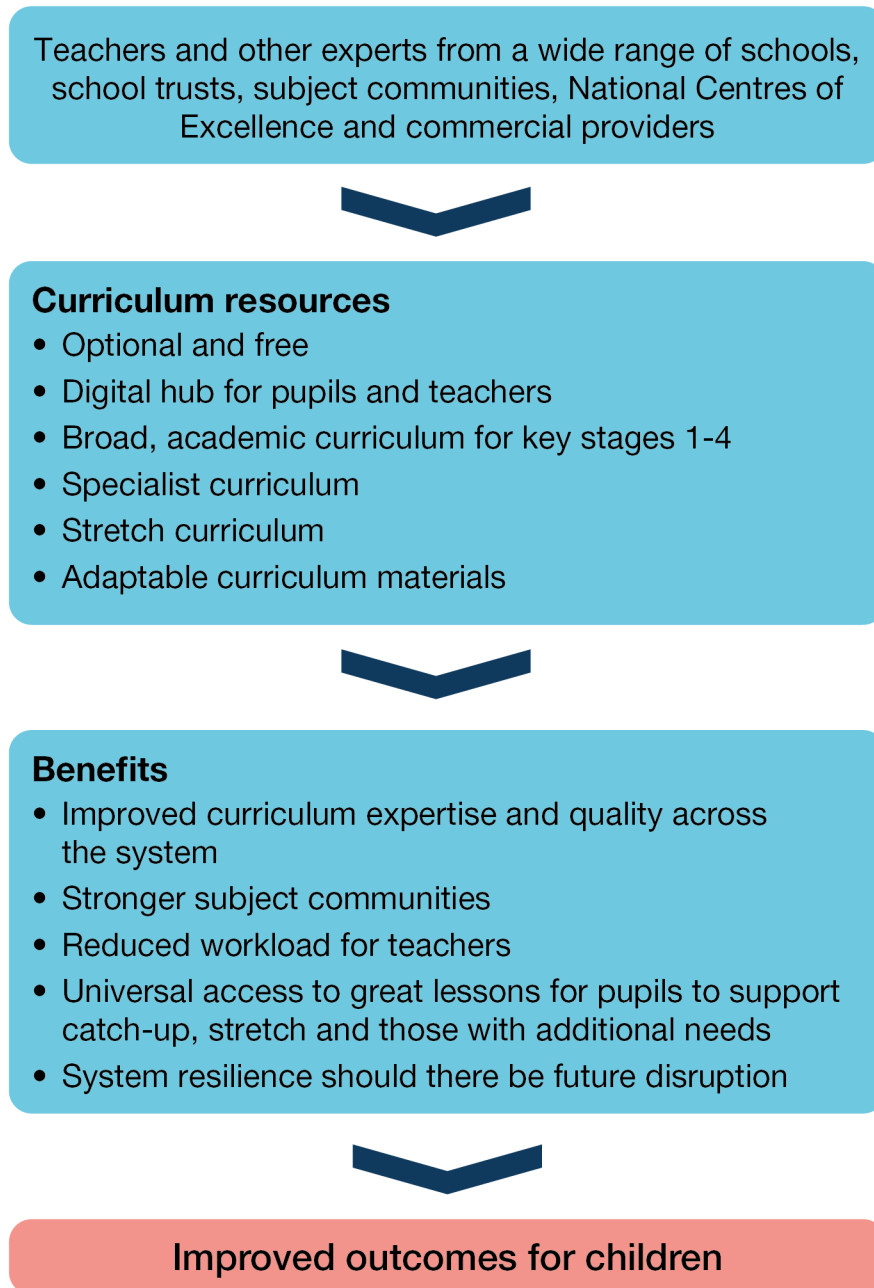


Figure 3: Benefits of the Future Curriculum Body

### We will deliver a richer, longer average school week

58. We also want to address the discrepancy of teaching time in schools. It is unfair that a child who receives 20 minutes per day less of teaching time loses out on around 2 weeks of schooling a year.

59. We will therefore introduce a minimum expectation on the length of the school week of 32.5 hours (the current average) for all mainstream state-funded schools. We will expect all mainstream state-funded schools to work towards meeting this expectation as soon as possible and by September 2023 at the latest. We will strongly encourage all state-funded schools to deliver two substantive morning and afternoon sessions each school day, with appropriate flexibility for religious observance. Thousands of schools, in every corner of the country, already deliver this length of week within existing budgets. With the additional investment of £7 billion for schools by 2024-25 announced at the Spending Review, we will expect all state-funded mainstream schools to deliver at least a 32.5 hour week within their budgets.

60. Ofsted considers the overall quality of a school's education, including the ambition of the curriculum. If Ofsted has concerns about the quality of education at a state-funded mainstream school and the school falls short of the government's expectation on time, Ofsted will look at how they have come to that decision and what impact it has on the quality of education provided.

61. Considering the wider benefits of increased time for pupils, including more opportunities for learning, socialisation with peers and enrichment, we will also encourage all mainstream state-funded schools to explore going further than 32.5 hours if possible.

62. Specialist settings, including alternative provision providers, support a wide range of pupils with diverse needs and therefore currently structure their school week in more varied ways than mainstream schools. Therefore, we do not think it is appropriate to set an expectation for a minimum school week in specialist settings. However, these settings should share our overall ambition to extend and enrich the school week where it would be beneficial to pupils for them to do so, whilst taking into account operational and financial considerations.

63. We will publish guidance on best practice in the summer to support both the minimum expectation for mainstream schools and the wider ambition for all schools to consider increasing time in school where appropriate. This will include case studies from schools that deliver longer weeks and examples of how additional time can be used, including to support pupils' literacy and numeracy.

64. As part of a richer school week, all children should be entitled to take part in sport, music and cultural opportunities. These opportunities are an essential part of a broad and ambitious curriculum, and support children's health, wellbeing and wider development, particularly as we recover from the pandemic. The government will publish updated plans to support sport and music education in 2022, and will publish a cultural education plan in 2023, working with the Department for Digital, Culture, Media and Sport and Arts Council England. This will include how best to support young people who wish to pursue careers in our creative and cultural industries. We will build on our high-quality citizenship education by supporting the National Youth Guarantee, promoting volunteering and expanding access to the Duke of Edinburgh Award and Cadet Schemes.

65. We want all children to be inspired by the options available to them when they leave school or college. We will launch a new careers programme for primary schools in areas of disadvantage and are extending the legal requirement to provide independent careers guidance to all secondary school children, as well as increasing the opportunities for them to meet providers of apprenticeships and technical education. We will also improve professional development for teachers and leaders on careers education, including strengthening understanding of apprenticeships and technical routes.

### **We will embed our curriculum and assessment reforms**

66. In order to provide stability for schools and enable them to remain focused on recovery from the pandemic and raising standards of literacy and numeracy, we will make no changes to the National Curriculum for the remainder of the Parliament. We will maintain our current system of primary assessment and world-class GCSEs and A levels. Ofqual seeks to return, in 2023, to GCSE and A level results that would be in line with those from pre-pandemic years.

67. Our dedicated English and maths hubs will support schools to drive up literacy and numeracy standards, continuing our emphasis on mastery and systematic synthetic phonics and publishing the second part of our reading framework in 2023. We will establish roles for the Education Endowment Foundation and the new future curriculum body to ensure quality and consistency in the evidence-based practices these hubs promote.

68. We remain committed to improving uptake of the Ebacc subjects, especially amongst the most disadvantaged children, and will continue to drive improvements in access to high-quality language teaching to realise this. From 2023, we will establish a network of modern foreign language hubs and introduce more effective continuous professional development courses for language teachers in both primary and secondary schools.

69. A stronger understanding of national performance is also a critical part of understanding how the system is progressing towards our goals. We will introduce a new test of literacy and numeracy, taken by a sample of children in year 9, to estimate performance at a national level. This will consist of a short series of digital activities undertaken by a small number of children in school.

70. Getting to 90% of children reaching the expected standard in reading, writing and maths in key stage 2 means we must start in early years, with a particular focus on critical early speech and language skills. We will assess the effect of recent reforms to the Early Years Foundation Stage on teaching practice and, where necessary, identify ways to go further in ensuring children are prepared for key stage 1, recognising the critical role of early language development in building strong foundations for literacy and numeracy.



## We will back headteachers to maintain good behaviour

71. Schools must be calm, orderly, safe and supportive spaces to learn and teach so that children can develop, attain and succeed in all aspects of the curriculum, including literacy and numeracy. Schools with a strong behaviour culture see positive impacts on attendance and attainment.

72. In order to support schools to develop strong cultures that reduce poor behaviour and benefit pupils, all teachers and leaders employed in state-funded schools have access to a fully funded training scholarship to undertake a National Professional Qualification in Behaviour and Culture. To support this, we will revise the Behaviour in Schools guidance and the statutory Suspension and Permanent Exclusion guidance to provide more practical support to school leaders. We will launch a new National Behaviour Survey to better understand what parents, children, teachers and leaders think of behaviour and wellbeing in their school.

### Case Study

#### Driving a positive behaviour culture

Glenmoor Academy is an 11-16 all girls secondary school situated in Bournemouth, which serves as the lead school in a Behaviour Hub. At Glenmoor, behaviour is taught and seen as a curriculum subject: their vision is one of “High Achievement, High Standards,” while working to core values of integrity, compassion and courage.

At Glenmoor, exemplary behaviour is an expectation, and every child, staff member and stakeholder plays an important role in achieving this, as part of a pro-active, whole-school approach. Leaders have created a detailed charter setting out expected models and concepts of behaviour. Rewards at Glenmoor play a pivotal role in promoting positive behaviour. Whilst sanctions are based on consistency and predictability, rewards are personable and proportionate. Collectively, these policies support an unapologetic focus on ‘teaching and not telling’ behaviour. Leaders at Glenmoor are clear with children’s behaviour explaining “here is why we are doing this”.

Glenmoor understand that behaviour is “never done,” and use their opportunity to support other schools as a chance to reflect on their own behaviour culture and foster collective, professional learning.

73. We fully back headteachers who have to weigh the needs of children with challenging behaviour against the needs of their whole school community, including through the use of exclusions. The SEND Review will set out reforms to tilt the focus of alternative provision<sup>54</sup> towards early intervention, so that more children are supported to manage challenging behaviour and needs early, reducing preventable exclusions. Alternative provision will also continue to provide longer-term specialist support so that the small number of children who are excluded can access good quality education and re-integrate into a mainstream school or college.

## **We will work with schools and local authorities to improve attendance**

74. Now more than ever before, face-to-face education for children's academic, social and emotional wellbeing is of paramount importance. Subject to the results of our February consultation, we will introduce new legislation to create new statutory guidance on attendance, including a requirement for every school to publish a clear attendance policy.

75. To help schools support their children to attend school consistently, we will make it easier for schools to access and emulate best practice around attendance, with the Education Endowment Foundation and the Youth Endowment Fund developing further off-the-shelf attendance interventions for schools, and introduce new voluntary standards for attendance professionals.

76. Having learnt from the pandemic how important having a real-time national picture of attendance can be, we will also make it easier for schools to understand individual attendance patterns and for trusts, local authorities and the Department for Education to identify concerning patterns more quickly. We will design a national data solution and introduce legislation to modernise the rules on recording attendance. This integrated, 21<sup>st</sup> century approach to tracking attendance will provide a safety net for spotting vulnerable children at risk of falling through the net. It will also provide a blueprint for wider data improvements across the system.

77. We will also introduce legislation to establish a register for children not in school, exploring how this data should be used by local authorities and multi-agency teams to undertake their duties and support children's education.

78. We recognise that attendance is an issue that requires all local and national bodies to play their part. That is why, subject to the results of our February consultation, we will also set new statutory expectations of local authority attendance services. We will expect schools and local authorities to work closely with these bodies to re-engage children who are 'severely absent' (those missing more than 50% of their sessions in school).

---

<sup>54</sup> "Alternative provision" means the education arranged for pupils who would not otherwise have a suitable mainstream or special school place, for example through illness or exclusion. It includes Pupil Referral Units (PRUs), Alternative Provision academies and free schools, independent settings, Further Education, hospital schools, and bespoke unregistered provision

## **We will support children's safety and wellbeing**

79. Physical and mental wellbeing is a key enabler for children to benefit from time in school. Children's attainment, behaviour and attendance both drives, and is impacted by, their wellbeing. We are building on the additional £79m invested in specialist mental health support for children and young people during the pandemic by accelerating the introduction of Mental Health Support Teams that provide extra capacity for early support and advising school staff. We will make sure every school has the opportunity to access funded training for a senior mental health lead.

80. To keep children safe we will strengthen Relationships, Sex and Health Education, as well as our statutory safeguarding guidance, Keeping Children Safe in Education. This will support schools to protect children from abuse and exploitation in situations inside and outside of the schools, including (but not limited to) child on child abuse, online and face-to-face abuse, sexual abuse, exploitation, harassment, domestic abuse, substance misuse and criminal exploitation.

81. We will continue to support Ofsted's work to scrutinise and challenge off-rolling, clarifying the rules on how and when children should move between education settings, including alternative provision. We will introduce legislation to increase Ofsted's powers to inspect schools that are operating illegally without registration, addressing risks to the safeguarding and education of children who attend them.

# Chapter 3: Targeted support for every child who needs it

## Summary

---

### By 2030, every child who falls behind in English or maths will get the right support to get back on track

- High-quality classroom teaching and evidence-based targeted support – including tutoring – will be made available to every child that is behind, with parents regularly updated on their child’s progress.
- Schools will be better equipped to robustly and routinely identify children who need this support and to act quickly, including for those with SEND.
- Schools will fund evidence-based, targeted activities to improve the attainment of disadvantaged children, including the most able, from their Pupil Premium funding.

### We will deliver:

- **A Parent Pledge** that your school will provide evidence-based support if your child falls behind in English or maths and tell you about their progress.
- **Up to 6 million tutoring courses by 2024** with action to cement one-to-one and small group tuition as a permanent feature of our school system.
- **A secure future for the Education Endowment Foundation** putting our independent ‘what works’ centre on a long-term footing and placing the generation and mobilisation of evidence at the heart of our education system.

### What this means for families:

- **Timely identification of need:** your child will go to a school that accurately assesses their progress and identifies where they need additional support.
- **An evidence-based response:** children who are identified as needing academic, pastoral or specialist support will receive high-quality, evidence-based help.
- **Transparency:** parents will be better informed about their child’s progress, and the support their child receives.

## Why this matters

82. We have set out how world-class training and creating the conditions for excellent teaching to shine will improve children's life chances and see standards rise. However, as the best schools and trusts know, ensuring 90% of children meet the expected standard in reading, writing and maths will also require a systematic way to deliver targeted support to those children that fall behind at some point on their educational journey. In 2019, 65% of 11-year-olds achieved the expected standard.<sup>55</sup> Whilst much of this gap will be closed by excellent teaching of a strong curriculum, we will not reach 90% without a step change in how we support those children who need more help to succeed.

83. This will require a robust approach from every school and trust to identify where children may need additional help to succeed in school, and to provide them with the evidence-based support they need so that they can progress through the curriculum with their peers. This could take the form of a phonics catch-up programme run by a trained teaching assistant, or small group tuition after school in maths. For all children, additional support will remain grounded in high-quality teaching and a strong curriculum.

## Progress to date

84. Over the last decade, significant additional focus has been paid to the need to combine high-quality teaching with evidence-based targeted support. We established the £2.6 billion per year Pupil Premium to fund extra support for disadvantaged children. The Education Endowment Foundation recommends around half of this is spent on high-quality teaching, with the remaining half split between targeted academic support and wider strategies to raise attainment and address barriers to success.<sup>56</sup>

85. England is a leader in generating and disseminating education evidence, with 70% of school leaders saying that they regularly use Education Endowment Foundation evidence to inform what happens in their school.<sup>57</sup>

86. As a core part of our response to the pandemic, we have invested nearly £5 billion, including £3 billion in targeted support to help those children worst affected by COVID-19. This includes the creation of the National Tutoring Programme, through which over 1 million tutoring courses have now started since November 2020. This has been critical to helping pupils who are behind – the EEF found that small group tuition has an average impact of an additional four months in primary schools and two months in secondary.<sup>58</sup> We will deliver up to 6 million tutoring courses, each providing 15 hours of tutoring, by 2024.<sup>59</sup>

---

<sup>55</sup> DfE, [National curriculum assessments: key stage 2, 2019 \(revised\)](#), 2019.

<sup>56</sup> Education Endowment Foundation. [EEF blog: The Pupil Premium and the importance of using evidence](#). 2021.

<sup>57</sup> Education Endowment Foundation. [EEF launches updated Teaching and Learning Toolkit](#). 2021.

<sup>58</sup> Education Endowment Foundation. [Teaching and Learning Toolkit](#).

<sup>59</sup> DfE. [National tutoring programme: courses started](#). 2022.

## Challenges remaining

87. It is not the case yet that all children receive the additional support they need when they need it. Even before the pandemic, too many children – especially those who are most vulnerable – fell behind and never caught up with their peers. Too many parents bear the stress and worry of fighting for the specialist support their child needs. A step change is needed to deliver our literacy and numeracy missions, so more children in both primary and secondary school get back on track when they are struggling.

88. We are proud of our record of narrowing the attainment gap between disadvantaged children and their peers, with the gap narrowing by 12.8% between 2011 and 2019 at key stage 2<sup>60</sup>, and 9.1% at key stage 4<sup>61</sup> in the same period. But the pandemic has hindered this progress. By Autumn 2021, the average primary school pupil was still 1.9 months behind where they would have been in maths and 0.8 months in reading, with the average secondary school pupil 2.4 months behind in reading. Disadvantaged children fared worse, losing an additional 0.4 months in maths in primary, 0.9 months in reading in primary and 1.5 months in reading in secondary.<sup>62</sup> The pandemic widened the disadvantage gap, with disadvantaged children less likely to have high-quality remote education, more likely to be absent from school and – consequently – more likely to have fallen behind.

89. We must also do more to ensure children with SEND and children with a social worker have the same opportunities for success as their peers. Whether improving the early identification of need and the quality of mainstream support, or providing effective and timely specialist support, we have a moral duty to do better by these children.

90. Through the introduction of the Pupil Premium and education, health and care plans we have rightly focused our school system on children who face particular challenges in their learning. However, by looking through the lens of a pupil's characteristics we sometimes miss the needs of children who do not acquire the label of having a special educational need or disability or being disadvantaged. We need to pivot to a system where all children receive the right support, in the right place, and at the right time based on their need.

---

<sup>60</sup> DfE. [National curriculum assessments: key stage 2, 2019 \(revised\)](#), 2019.

<sup>61</sup> DfE. [Key stage 4 performance 2019 \(revised\)](#), 2019

<sup>62</sup> DfE. [Pupils' progress in the 2020 to 2021 academic year](#), 2022.

## How we will achieve our vision

### We will deliver a Parent Pledge

91. The Parent Pledge is a promise from government, via schools, to families: any child that falls behind in English or maths should receive timely and evidence-based support to enable them to reach their potential. We pledge to make that a reality in every school in the country. We pledge to ensure that schools communicate this work to parents, ensuring parents are fully engaged in their child's education – and relieving them of the worry and stress that comes from a child falling behind at school.

92. Many children, at some point in their school journey, fall behind. They miss some lessons through illness, or don't grasp a critical concept. They catch up through our education system's first line of support: excellent teaching. Their teachers continually assess their understanding in class, adapt their teaching to respond to any gaps, and use a curriculum that revisits and embeds knowledge over time. Our reforms set out in previous chapters will further strengthen the quality of teaching in our nation's classrooms.

93. Some children, however, will need additional support in order to progress through the curriculum in English or maths. Too often this support is only available for children who have acquired a label – that they have a special educational need, or have been identified as disadvantaged. We will ensure all children are able to get the support they need, without requiring a label.

94. The best schools use robust, reliable assessment to identify children who need extra help, and offer targeted, evidence-based support to these children. We will make this an expectation across England. All schools should monitor pupil's progress in English and maths using robust assessment. They should have a system for responding to what this shows – both in terms of adjustments to classroom practice and providing additional support for children who need it. This should be drawn from the growing evidence base of effective support approaches. For example, a school may use a phonics catch-up programme to support children with a low reading age, or small group tutoring to support children who need to practise their maths. The very best schools and trusts in the system already do this as a matter of course, but for many schools this will be an important and significant shift. We will, in partnership with Ofsted, set out further guidance on targeted support and the use of effective assessment in due course.

95. We recognise that some children who are behind their peers may also have special educational needs. The process set out above will ensure that children do not need a diagnosis in order to access academic support. It complements plans, which will be set out in the SEND Review, for a clearer interaction between the SEND system and the support that should be readily available in all schools.



## Our Parent Pledge:

Any child that falls behind in English or maths should receive timely and evidence-based support to enable them to reach their potential

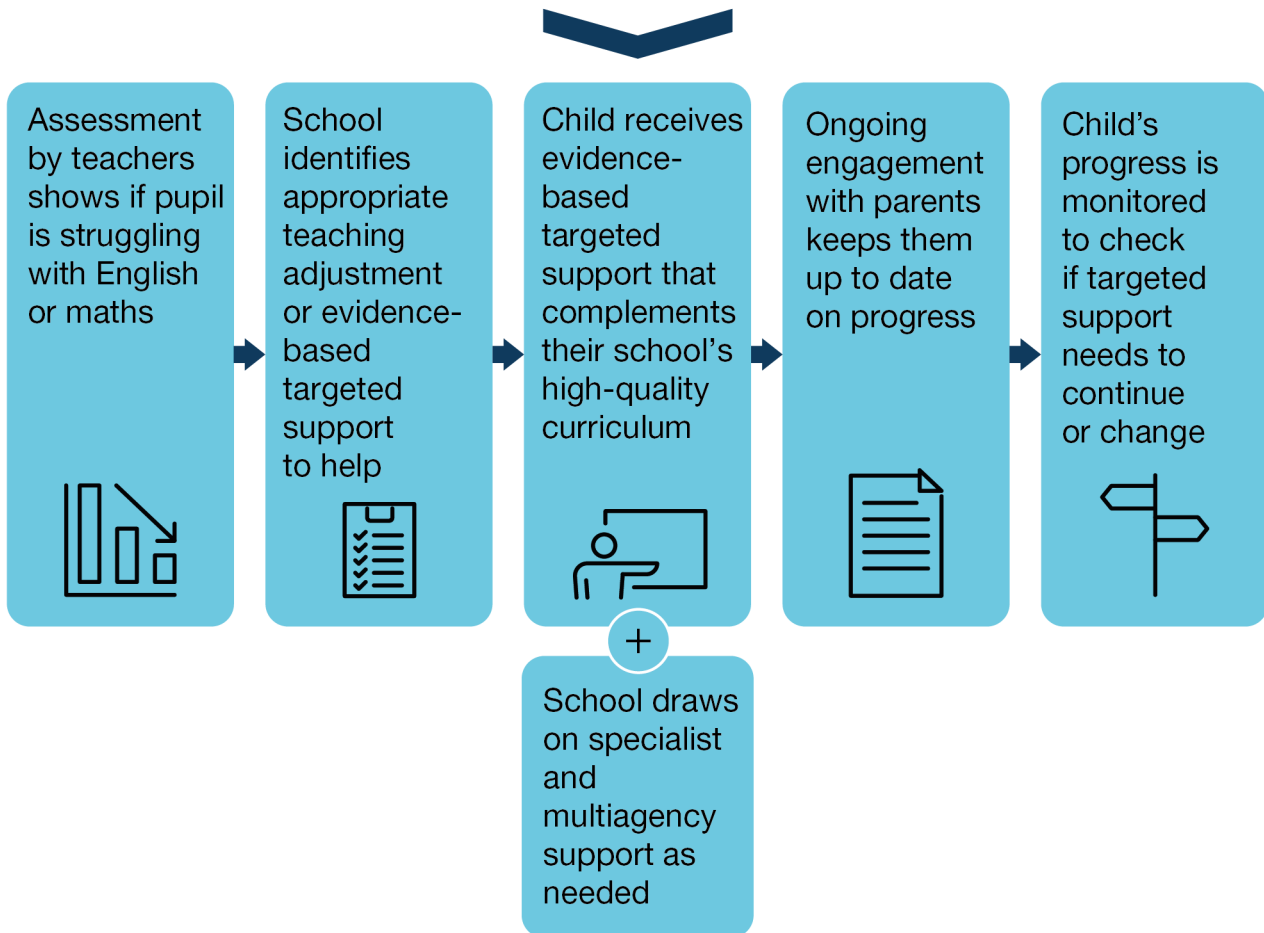


Figure 4: Our Parent Pledge

96. The Parent Pledge is a commitment to effective assessment and support and we will embed it as a central part of any school. The success of this commitment depends on how it is implemented in schools. We know that many schools implement this well already, but we are also aware of the risk of it being misinterpreted or implemented poorly. The Parent Pledge should not lead to schools over-testing children, labelling them as “behind”, or withdrawing them from a rounded school experience in order to focus on English and maths. It should be based on reliable assessment and used to provide evidence-based support that complements a child’s core education.



97. Ofsted’s recently strengthened inspection framework, with its focus on how schools help all pupils to succeed, including those who are behind in English and maths, will mean that there is strong accountability for all the elements within the pledge. As part of school inspections, inspectors look at how assessment is used to identify pupils’ progress through the curriculum. They look at how schools provide a high-quality curriculum and teaching for all children and additional targeted support for those who are behind. This targeted support might include small group or individual tutoring and/or other evidence-based interventions. Ofsted also seeks views from parents and draws on those views in its inspection discussions.

98. As well as ensuring schools are delivering effective in-school targeted support as part of the Parent Pledge, we will also work closely with Ofsted to spread examples of schools successfully providing targeted support alongside high-quality teaching, including how they ensure that parents are regularly updated on how their child is doing.

99. Effective use of the £2.6 billion per year Pupil Premium is key to delivering the Parent Pledge. The EEF recommends that around half of Pupil Premium funding should be spent on high-quality teaching as the first tier of support, with the other half going towards targeted academic support and wider strategies.

100. Whilst the Pupil Premium will retain its core focus on driving up the attainment of disadvantaged children wherever they fall on the ability spectrum, we will make it easier for schools to use this money to support literacy and numeracy skills where needed. Based on the EEF’s evidence about what works, we have produced a menu of recommended evidence-based approaches and encourage schools to use this to make decisions about Pupil Premium spend. Schools will also want to consult this menu when making decisions about how to effectively deliver the Parent Pledge.

## **We will embed tutoring in every school**

101. Government has invested £1 billion to establish the National Tutoring Programme. We will deliver up to 6 million tutoring packages by 2024, which when combined with our programmes to deliver tutoring for young people aged 16-19 equates to around 100 million hours of tutoring. Small group tuition has an average impact of an additional four months in primary schools and two months in secondary school,<sup>63</sup> and it is our vision that tutoring no longer be the preserve of families who can afford to pay for private tuition, but the right of any child in need of additional support.

102. We will continue to financially incentivise schools to provide tutoring – and we expect every school to make tutoring available to children who need it. Schools have the flexibility to use their own staff, bring in dedicated new staff or use external tutors from accredited organisations to provide high-quality tuition that best meets the needs of their pupils. Tutoring will be a core ‘academic’ option in the Pupil Premium menu.

---

<sup>63</sup> [Education Endowment Foundation. Teaching and Learning Toolkit.](#)

103. From 2024, we will have cultivated a vibrant tutoring market, serving schools right across England. We will expect tutoring to continue to be a staple offer from schools, with schools using their core budgets – including Pupil Premium – to fund targeted support for those children who will benefit.

## Case Study

### Using tutoring to improve children's outcomes

Queensmead School in Middlesex is an 11-18 academy within the QED Academy Trust. Approximately 25% of children at Queensmead qualify for Pupil Premium.

Following the Government's announcement of the National Tutoring Programme, the school leadership team decided to access tuition via the National Tutoring Programme for their Looked-After Children, who received 1:1 tuition remotely at home during the lockdown period. Staff also identified students that needed extra support in English and maths, at both Key Stage 3 and Key Stage 4.

As a result of tuition, Queensmead have seen a decrease in the number of students who were identified as behind. They have continued to use the programme and are now using School-Led Tutoring funding, to accelerate catch-up for children in Years 9 and 10 who need additional targeted support. Queensmead discuss options to have an extra lesson in English or Maths with both parents and children.

Small group tutoring sessions are also helping some Year 11s prepare for their GCSE exams and students are benefitting significantly from tutoring delivered by staff with whom they already have a longstanding relationship.

Tutoring has been essential to the success of the children at Queensmead, and the school's aim is that every child who needs it will receive some form of tuition by the end of the programme.

### We will re-endow the Education Endowment Foundation

104. It is critical that our focus on closing the attainment gap is underpinned by the very best evidence of what works. Over the past decade, the EEF has carried out over 200 evaluations to understand which interventions and approaches are most effective in closing the attainment gap, engaging 16,000 schools and reaching over 1.7 million children through its research. England is now an international bastion of education evidence, with English schools now some of the most evidence informed in the world.

105. The fundamental value of this independent and trusted evidence broker is clear – from robust evidence generation to guidance supporting effective Pupil Premium use and oversight of the evidence underpinning the training for all new teachers. That is why we will re-endow the EEF with at least £100m, cementing its role as a central, long-term feature of the education landscape for at least the next decade. This will allow it to continue its crucial work to build the evidence base. Crucially, it will provide actionable and accessible guidance and support to schools and act as a ‘guardian of evidence’ to ground education policy in the very best evidence.

106. We will also go further to ensure that the evidence generated directly impacts children. That is why we will provide over £55 million for our Accelerator Fund to develop and scale-up the best-evidenced literacy and numeracy interventions, spreading effective programmes to every corner of the country. This fund will fuel cutting-edge, evidence-based programmes, directly informing the best practice targeted support schools will implement through the Parent Pledge. We will support schools across England to access pioneering targeted support, straining every sinew across the whole school system to deliver our ambitious literacy and numeracy mission.

## **We will reform the SEND and Children’s Social Care systems**

107. In the current system, over 15% of children have an identified special educational need, and vulnerable children and children with SEND have lower educational attainment than their peers on average. A world-class school system must deliver brilliant outcomes for all children and, if we are to deliver our mission by 2030, we must ensure that vulnerable children and children with SEND are provided a better quality of education, underpinned by more effective, joined-up support.

108. We will set out ambitious reforms in the SEND Review, ensuring that all children and young people with SEND are able to access the right support in the most appropriate setting, including mainstream schools, in a timely manner, wherever they are in the country. We will consult in the Review on introducing a leadership level SENCO National Professional Qualification for new SENCOs, recognising the significance of the SENCO role in schools and ensure professional development for this role builds upon our wider ‘golden thread’ of teaching reforms (see chapter 1).

109. To improve access to specialist provision, we will invest £2.6bn in high needs capital investment over the next three years to deliver new places and improve existing provision for children and young people with SEND or those requiring alternative provision. This funding represents a transformational investment in new high needs provision and will support the delivery of tens of thousands of new places. As part of this investment we will deliver new special and alternative provision free schools.

110. We will equip the Department for Education’s new Regions Group, described in chapter 4, to hold local authorities and academy trusts to account for local delivery for children and young people with SEND, make better use of data to understand system health and work with independent inspectors and health colleagues.

111. We will respond to the Independent Review of Children's Social Care, ensuring the most vulnerable children are supported to succeed. We will continue to deliver the recommendations of the Children in Need review, including promoting the educational achievement of looked-after children and the previously looked-after cohort through Virtual School Heads.

112. We know that schools need to work with a range of local partners to deliver the support that some children need, particularly where needs extend beyond school gates. We will continue to support families, including expanding the Supporting Families programme to secure better outcomes for up to 300,000 families and delivering the Holiday Activities and Food programme to provide enriching activities and healthy meals for disadvantaged children during school holidays.

### **We will work with universities to deliver better targeted support**

113. We will drive greater social mobility in Higher Education, strengthening the engagement between schools and Higher Education Providers. We will work closely with the Director for Fair Access and Participation at the Office for Students to drive this increased engagement and ensure the money that providers spend on access and participation is used effectively and in line with evidence to deliver real social mobility.

# Chapter 4: A stronger and fairer school system

## Summary

---

**By 2030, all children will benefit from being taught in a family of schools, with their school in a strong multi academy trust or with plans to join or form one**

- All schools will provide a high quality and inclusive education within the resilient structure of a strong trust,<sup>64</sup> sharing expertise, resources and support to help teachers and leaders deliver better outcomes for children.
- The best trusts in the system will work where they are needed most, levelling up standards, and transforming previously underperforming schools.
- Every part of the system, from strong trusts to local authorities, will be held accountable to a set of clear roles and responsibilities, so that no child falls through the cracks.

### We will deliver:

- **A fully trust led system with a single regulatory approach**, which will drive up standards, through the growth of strong trusts and the establishment of new ones, including trusts established by local authorities.
- **A clear role for every part of the school system**, with local authorities empowered to champion the interests of children and a new collaborative standard requiring trusts to work constructively with all other partners.
- **Education Investment Areas** to increase funding and support to areas in most need, plus extra funding in priority areas facing the most entrenched challenges.

### What this means for families:

- **Stronger local schools right across England:** schools will retain their ethos, whilst benefitting from the expertise and support of their family of schools in a strong trust, especially in areas of disadvantage.
- **Clear accountability for outcomes for every child:** public services will deliver for children and their parents.
- **Better support for children and families:** it will be clear what the different roles and responsibilities of schools, trusts, local authorities and others are.

---

<sup>64</sup> The term 'trust' refers to an academy trust throughout

## Why this matters

114. The previous chapters set out the direct role that government can – and will – play to support the great teaching that will raise standards in our classrooms, allowing us to meet the ambitions that will deliver for every child.

115. However, it is also the government's role to ensure the right conditions in the school system so that these improvements are felt fairly everywhere and all children benefit from them. The best system structures enable and amplify progress towards these higher standards – and the worst stifle them.

116. The highest performing trusts use their collaborative structure to deliver outstanding literacy and numeracy outcomes for their children. They train, retain and deploy excellent teachers where they are needed most, develop and share ambitious curricula and deliver targeted support to raise standards.

117. Teachers and leaders in strong trusts can form communities of practice, sharing evidence-based approaches and benefitting from high quality professional development to improve outcomes for children. Strong trusts also achieve economies of scale, sharing resources, centralising functions, and ensuring robust financial governance, in order to build resilience and save time and money to reinvest into education. As a result of these benefits and more, our best trusts achieve strong educational outcomes, particularly for disadvantaged children – if all children did as well as pupils in a trust performing at the 90th percentile, national performance at key stage 2 would be 14 percentage points higher and 19 percentage points higher for disadvantaged pupils.<sup>65</sup>

118. That is why we want to spread the brilliance of the best trusts as families of schools throughout the country and create a school system where every part of the system has a clear role to play – all focused on delivering outstanding outcomes for children. The accompanying document: 'The case for a fully trust-led system' explores this in more detail.

119. Only by creating a fair and cohesive system can we be confident in levelling up every part of the country, with schools in strong trusts, robust regulation of the system and empowered local authorities who can champion the interests of children – particularly vulnerable children.

---

<sup>65</sup> DfE. [KS2 school level performance data, 2019](#). Mainstream schools only. LAs are LA maintained schools aggregated to LA level. SATs are standalone schools, rather than groups of schools. Data on trust status from [Get Information about Schools \(GIAS\)](#)'



## Case Study

### Delivering transformative outcomes in areas of high disadvantage at Dixons Academies Trust

Dixons Academies Trust strives to achieve effective school improvement and great outcomes for children, exclusively in areas of high disadvantage. It achieves this by building a strong school culture, scripting routines in detail around the most vulnerable child, and running a longer school day to ensure maximum time for children to benefit from high quality teaching and support. The trust focuses relentlessly on doing a few things well rather than chasing every new initiative.

Nine of their fifteen schools currently hold an Ofsted grade, six judged Outstanding and three judged Good. One free school and five sponsored academies await their first inspection.

The trust's schools in Bradford and Leeds are heavily oversubscribed and children have achieved strong outcomes, including both attainment and progression into post-18 study and employment. Children eligible for Pupil Premium (PP) at Dixons consistently outperform the average for children not eligible nationally, with a disadvantaged Progress 8 score of 0.52 (against 0.13 non-PP) in the last published data, and 35% achieving EBacc at grade 4/C or above (against 29% non-PP).

The trust was identified as the sponsor for two local authority maintained secondary schools in Liverpool, both of which had been rated "Inadequate" by Ofsted. The trust worked actively in both schools for almost a year and provided staff training, established coaching and aligned processes with other Dixons academies. It also embedded new and improved routines for culture and instruction, as well as systems to improve attendance.

The trust has worked hard to ensure that the changes have had a positive impact in the area, offering its support to school improvement more widely. In the school, staff have reported feeling supported with new learning routines and that there had been better behaviour from children.

## Progress to date

120. Over the past 10 years, school standards have improved rapidly – 86% of schools are now rated Good or Outstanding, compared to 68% in 2010.<sup>66</sup> There are almost 10,000 academies – of which 8,500 are in multi academy trusts that have more than one school.<sup>67</sup>

---

<sup>66</sup> Ofsted. [State-funded schools inspections and outcomes as at 31 August 2020](#). 2020.

<sup>67</sup> DfE. [Open academies, free schools, studio schools and UTCs](#). 2022.

121. Where schools do underperform, they are now routinely transferred into strong trusts. The positive impact of this on children can be huge. More than 7 out of 10 sponsored academies are now rated Good or Outstanding compared to about 1 in 10 of the local authority maintained schools they replaced.<sup>68</sup>

## Challenges remaining

122. The improvements we have seen across the last decade have not been uniform, and too many children are not yet benefiting from the excellent standards in the best schools. Government has not systematically supported our strongest performing trusts to grow, and they have not been adequately incentivised to work where they are needed most. Many of our best schools operate alone, and not enough attention has been paid to harnessing the expertise already in the system, with local authorities prevented from setting up trusts.

123. The system that has evolved over the past decade is messy and often confusing. Schools, trusts and local authorities have unclear – and often overlapping – roles and responsibilities. Unclear expectations of academies and local authorities permit grey areas which have sometimes allowed vulnerable children to fall through the gaps. Government has not been able to intervene adequately in the small number of trusts that have fallen short in the expectations of parents, or clearly set out through the regulatory system the standards it expects all trusts to achieve.

124. This confusion can have damaging consequences for children, especially the most disadvantaged and vulnerable. We need a stronger and fairer system that will allow all children to feel the benefits of strong trusts if we are to deliver the ambitions set out in this white paper.

## How we will achieve our vision

### We will increase capacity in the parts of the country that need them most

125. The first part of this journey will see investment in 55 Education Investment Areas over the remainder of this Parliament.<sup>69</sup> These are in cold spots of the country where outcomes in literacy and numeracy are the poorest and there is most urgent need for the benefits that strong trusts can bring.

---

<sup>68</sup> [Analysis of Ofsted. State-funded school inspections and outcomes: management information \(2019\). 2022.](#)

<sup>69</sup> DLUHC. [Education Investment Areas: selection methodology](#). 2022.



126. We will shortly be consulting on moving schools that have received two consecutive below 'Good' judgements from Ofsted into strong trusts to tackle underperformance. This approach will be taken across England, but will begin in Education Investment Areas, as they are the areas most in need of rapid improvement. We will also invest directly to support our strongest trusts to expand into these areas, committing up to £86m in trust capacity funding over the next 3 years, with a particular focus on Education Investment Areas. We will offer retention payments in high priority subjects such as maths, helping recruit and retain the best teachers, to drive attainment in core subjects in the schools they are needed in most across England.

127. In addition to this action, we will provide further support to 24 Priority Education Investment Areas (which are a subset of the 55 Education Investment Areas), to address entrenched underperformance, including in literacy and numeracy, in areas with some of the highest rates of disadvantage in the country. In these areas, around £40m of additional funding will be provided for bespoke interventions to address local needs, such as addressing high absence rates. We will also launch a new multi academy trust Chief Executive Officer development programme for established leaders, such as executive headteachers and senior staff in academy trusts. This will support their development and preparedness for Chief Executive Officer roles, building on our golden thread of professional development set out in chapter 1.

128. We will build on this approach by opening a targeted number of high quality, academically focused 16-19 free schools in the areas where they are most needed. These schools will aim to rapidly increase the proportion of disadvantaged children in these areas progressing to top universities. The selection process for these schools will prioritise bids located in Priority Education Investment Areas, as well as the wider group of Education Investment Areas.

## **We will shape a dynamic system of strong trusts**

129. We need to nurture a dynamic system of strong trusts with the capacity to improve schools if we are to deliver the step change needed across England to meet our ambitions. In the future, no one organisation will have the right to run schools indefinitely without delivering excellent outcomes.

130. We know that trusts typically start to develop central capacity when they have more than 10 schools. Scale is also what enables them to be more financially stable, maximise the impact of a well-supported workforce and drive school improvement. Recognising the importance of trust capacity to support the system to improve, we will avoid converting schools as standalone academies, however we will consider bids for high quality free schools to open initially as standalone trusts. We expect that most trusts will be on a trajectory to either serve a minimum of 7,500 pupils or run at least 10 schools.

131. We will carefully monitor the size of new trusts and never expect a trust to expand before it is ready. While there will be no maximum size of trust, we will limit the proportion of schools in local area that can be run by an individual trust. The priority in making these decisions will always be what is right for the children, parents and communities they serve.

132. As part of the SEND Review, we will also consult on a policy of allowing local authority maintained specialist providers to move into either specialist-only or mixed trusts, based on individual and local circumstances.

133. So that trusts continue to be responsive to parents and local communities, all trusts should have local governance arrangements for their schools. We will discuss how to implement this with the sector.

### **We will ensure all types of school can help build the fully trust led system**

134. We will unlock the expertise that exists across England by supporting new trusts to develop where they are needed, allowing new partners to bring their experience to improve outcomes for children.

135. Thus far, local authorities have not been able to set up trusts, which has been a barrier to some of the best local authority maintained schools supporting other schools to succeed. We want to enable trusts that work effectively for the primary schools who make up the majority of the remaining maintained sector.

136. Local authorities will be able to establish new multi academy trusts where too few strong trusts exist, enabling high performing schools with a track record of local partnership to formalise their relationships and add expertise and capacity to the trust system. These trusts will be regulated in the same way as any other trusts, and we will ensure that safeguards are in place to effectively manage any potential for conflicts of interest both for the trust and the local authority – including limits on local authority involvement on the trust board.

137. We will provide assurance to Church and faith schools when they join or form trusts, bringing forward legislation to ensure that statutory freedoms and protections that apply to Church and faith maintained schools also apply to academies with a religious character. We recognise the costs which Dioceses and other religious authorities face in establishing trusts and we will develop options for financial support, allowing strong Church and faith trusts to drive even higher standards in these schools. We are also committed to ensuring that all providers of schools with a religious character remain able to open new schools, once all schools are in trusts.

138. We know schools in rural areas can be particularly important to their communities, and Diocesan trusts and trusts established by local authorities will be well placed to ensure these schools are effectively supported. We will also continue to apply the presumption against closure of rural schools and our national funding formula reform has seen the funding schools attract through the sparsity factor more than double to £95 million.

139. Recognising their important role within the communities they serve, we will ensure that selective schools are secure in multi academy trusts.

## **We will better regulate school trusts**

140. The current legal and regulatory system for trusts, based around individual contracts, was designed for a small group of disruptor schools. This has become increasingly unsuited to ensuring quality and fairness in a system that already educates more than half of all children. All trusts must be held clearly to account for high standards in order to provide the platform to achieve our ambitions in literacy and numeracy.

141. To increase clarity in the short term, we propose to bring together both new and existing requirements on academy trusts (currently set out in legislation and funding agreements) into statutory academy trust standards. New statutory intervention powers will underpin the standards and provide a robust framework for ensuring we can tackle any trust which fails to achieve the expected outcomes by managing and governing their schools effectively. The department, through the Regions Group described below, will take a single regulatory approach to trusts.

142. In the longer term, we must shape a regulatory approach that is fit for a fully trust led system. We will launch a regulatory review in May 2022 looking at accountability and regulation – including how we will hold trusts to account through inspection in the future.

143. As part of this future regulatory approach, school leaders and teachers also need clarity on how we define trust strength. In turn, parents will want assurance about the expectations against which trusts are held to account. Therefore, for the first time, we will provide a definition of trust strength. The success of multi academy trusts in delivering against the strong trust definition, as well as the academy trust standards, must be the basis for transparent assessments of their potential for growth.

- **High Quality and Inclusive Education** – delivers high quality education across their academies, including for disadvantaged children and children with SEND, and operates fair access. Has effective central leadership teams, strong school leadership and teaching, and uses evidence-based curriculum design and implementation.
- **School Improvement** – works quickly to improve standards within all their schools, particularly transforming previously under performing schools, and maintaining appropriately performing schools.
- **Strategic Governance** – operates an effective and robust governance structure that involves schools and exemplifies ethical standards. Utilises the expertise and skills on its boards to oversee the strategic direction of the trusts effectively and hold leaders to account. Has a strong local identity, engaging effectively with parents and the wider community.
- **Financial Management** – is underpinned by strong and effective financial management, prioritising the use of resources, including the estate, to deliver the best educational experience for children.

- **Workforce** – trains, recruits, develops, deploys and retains great teachers and leaders throughout their careers, proactively engaging in Initial Teacher Training and the Early Career Framework, supporting staff development by using National Professional Qualifications and other evidence-based professional development and providing them with opportunities to progress. Deploys the best staff in the schools where they are needed most and prioritises staff wellbeing.

144. We will also consult on the exceptional circumstances in which a good school could request that the regulator agrees to the school moving to a stronger trust.

## Case Study

### Curriculum Planning in Outwood Grange Academies Trust

Outwood Grange Academies Trust adopts a model of collaborative planning across its twenty-six secondary and twelve primary academies in the North of England and the East Midlands. Outwood Grange Academy leads the Yorkshire and Humber Maths Hub and is involved in the Teaching for Mastery programme.

The maths leads from all their schools work together, which provides the means for them to develop a deep understanding of the conceptual levels required in each maths area which they can then pass onto the teachers in their own schools. All secondary teachers then have opportunities to contribute to the design of the materials to teach the concepts in Key Stages 3 and 4.

The primary teachers have the support of a high-quality textbook scheme. Whilst methods for teaching the ‘required, standard’ content is discussed and agreed between maths leads, it is left to individual teachers to exercise their own professional judgement and skills in delivering the lessons. Planning sessions act as effective continuous professional development and collaborative working also means that workload is shared.

This means there is a coherent Scheme of Work with consistent pedagogical approaches identified, across the academy trust, but teachers are free to teach in a way that can be adapted, according to children’s needs.

### We will set out a clear timeframe to achieve a fully trust-led system

145. We want to make sure all children benefit from these changes, so having put in place plans to build capacity in the system within an updated regulatory framework, we must set a clear timeframe to spread this systematic improvement approach to as many children as possible.

146. We will introduce new powers enabling the Secretary of State to bring a local authority's maintained schools into the academy system where a local authority has requested this as part of their local strategic plans, working with them and their schools to shape the local trust landscape. It is important that no maintained school is left in isolation, without the benefits that a strong trust can offer.

147. We want all schools to be in or joining a strong trust by 2030 and will engage with the sector on how best to achieve a fully trust led system.

148. The Department's Regions Group, described below, will work with local partners to develop plans which achieve this, based on local dialogue about which collaborations will best serve the interests of children and parents.

### **We will ensure that every actor in the school system has a clear role**

149. The shift to a fully trust led system is a once in a generation opportunity to recast the responsibilities of every actor in the system so that, collectively, we maximise the transformative impact of our schools. We will provide greater clarity and coherence about who does what, aligning accountabilities with the levers to deliver, and make sure everyone is incentivised to put children's interests first.

150. We will need every actor in the system to play its full part in order to meet our literacy and numeracy ambitions. None of this will happen overnight, nor does it supplant the centrality of high-quality teaching, supplemented by targeted support. But an increasingly stronger school system over the next decade will accentuate and drive this excellence right around the country.

151. Local authorities will remain at the heart of the system, championing all children in their area – especially the most vulnerable – as they step back from directly maintaining schools into their new role. In this role, they will harness their unique capacity to coordinate across local services to improve outcomes for children. We will back local authorities with new legal powers to match their responsibilities – and work openly with the local authorities and the wider school system to co-design the detail over the coming months. As part of the SEND Review, we will also set out plans to ensure they are held accountable for delivering these responsibilities.

152. The Department for Education will continue to steward the system, setting ambitious standards for trusts and schools, serving the Secretary of State using a single regulatory approach. Building on the lessons of the pandemic, we are changing the way the department works with local and regional partners. We will establish a new Regions Group by summer 2022, bringing together functions currently distributed across the department and the Education and Skills Funding Agency into a single interface<sup>70</sup>. The group will consist of nine regions, aligned to the geographies used across the rest of government. To reflect their evolving role, Regional Schools Commissioners will be known as Regional Directors. The Regions Group will drive improvement, expanding the reach of our strongest trusts and proactively intervening where trusts are not providing the excellent education we expect.

153. Independent inspectorates such as Ofsted and the Care Quality Commission will continue to assure the quality of schools, specialist providers, and children's services. As part of the regulatory review, we will consider the evolving role of inspectorates in a fully trust led system.

154. Ofsted will inspect all schools against the current inspection framework by the end of the summer term 2025, to provide a quicker assessment of recovery from the pandemic. The inspections will mean parents receive up-to-date assurance about the quality of education being provided, schools receive timely information to inform their plans for improvement and Ofsted is able to give swifter recognition to schools as they strive to recover. The programme will include Outstanding schools that were until recently exempt from routine inspection so that we have independent assurance on standards in every school.

155. Strong trusts will be solely accountable for school improvement, delivering a brilliant education for children – with churches and other faith groups continuing to offer a distinctive education through networks of trusts.

156. We expect all actors in the system, including trusts and local authorities, to collaborate to ensure the best outcomes for their communities. This includes cooperating in key delivery areas like admissions and attendance, but it is also about a wider civic responsibility. To ensure this, we will introduce a new collaborative standard – one of the new statutory academy trust standards – requiring that trusts work constructively with each other, their local authorities and the wider public and third sectors. We will engage with the sector, through the wider regulatory review, as we develop the detail.

---

<sup>70</sup> DfE. [Changes to the way the Department for Education \(DfE\) will operate from 1 April 2022 onwards \(Review of the Education and Skills Funding Agency\)](#). 2022.



## A strengthened role for local authorities

Local authorities have crucial responsibilities for children, on SEND, Children's Social Care, attendance, admissions, place planning and other key areas. But in a dual system of academies and maintained schools, our research shows that their role is often too contingent on the strength of individual relationships – sometimes lacking levers to fulfil their responsibilities such as ensuring no child remains out of school.

Alongside the SEND Review and our response to the Independent Review of Children's Social Care, our reforms to the school system will provide clarity for local authorities about their role in education and care and their relationship to other actors.

Our overarching vision is that local authorities will champion the best interests of children in their area, ensure the system works for the most vulnerable children, and plan services which are best co-ordinated locally.

In the context of the school system, this means local authorities will:

- **Meet their communities' need for good school places** across the local system so that there is a suitable place for every child;
- **Secure the best outcome for individual children**, especially the most vulnerable. They will have a strengthened role overseeing local admissions arrangements, assuring arrangements to keep children safe, and making sure children attend school;
- **Hold new legal powers** in areas such as admissions and have **improved access to data** so that they can deliver these responsibilities more effectively.






We will work openly with local authorities in the coming months to co-design the detail of these proposals.<sup>71</sup>

---

<sup>71</sup> [DfE. Local authority provision for school places and support for vulnerable children. 2022.](#)

# Roles and responsibilities in the future schools system

## Local organisation

	Local authority (LA) Plans and secures provision	Multi-academy trust (MAT) Provides education
 <p>Sufficiency</p>	<ul style="list-style-type: none"> <li>• Forecasts pupil place needs and identifies viable options (for mainstream, AP and specialist schools) – including via the free school presumption process.</li> <li>• Can object to the Schools Adjudicator about pupil admission numbers (PANs) for mainstream schools, where there is a need for an increase.</li> </ul>	<ul style="list-style-type: none"> <li>• Collaborates with other trusts and with the LA to support the development of place plans and deliver agreed places.</li> </ul>
 <p>Admissions</p>	<ul style="list-style-type: none"> <li>• Co-ordinates admissions, including managing in-year applications.</li> <li>• Convenes multi-agency in-year placement panels for vulnerable and unplaced children.</li> <li>• Has a backstop power to direct admission of a child if required.</li> </ul>	<ul style="list-style-type: none"> <li>• Develops admission policies and makes decisions.</li> <li>• Participates in multi-agency in-year placement panels for vulnerable and unplaced children.</li> <li>• Establishes an independent appeals panel where needed.</li> </ul>
 <p>Safeguarding</p>	<ul style="list-style-type: none"> <li>• The Local Safeguarding Partnership (LSP) sets out local safeguarding arrangements.</li> <li>• The LA commissions and oversees the audit process, referring non-compliance to DfE.</li> </ul>	<ul style="list-style-type: none"> <li>• Carries out statutory duties, including completing the LSP's safeguarding audits.</li> </ul>
 <p>Attendance</p>	<ul style="list-style-type: none"> <li>• Ensures all children in their area are in education.</li> <li>• Works with schools to identify pupils at risk of poor attendance and supports them to attend.</li> </ul>	<ul style="list-style-type: none"> <li>• Supports leadership focus on improving attendance across all its schools, as part of overall trust improvement efforts.</li> </ul>
 <p>Ensuring quality</p>		<ul style="list-style-type: none"> <li>• Adheres to the statutory academy standards and proactively develops characteristics of a strong trust.</li> </ul>



## Standards, regulation and intervention

### Department for Education

#### Policy and standards

#### Regions Group



#### Sufficiency

- Sets the framework for central free school applications.
- The Secretary of State signs new funding agreements and amends them for material changes.
- DfE quality assures pupil forecasts and provides basic need and high needs funding to LAs.

- Makes decisions about expanding and creating trusts and schools, working alongside LAs and trusts to ensure place plans align.
- Proactively monitors and intervenes where necessary by removing schools from poor trusts or merging trusts.
- Assesses and recommends approval of central free school applications.



#### Admissions

- Sets the national framework – including the School Admissions Code.

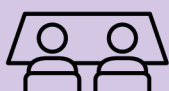
- Intervenes where a trust is in breach of its funding agreement or statutory requirements, including compliance with admissions law.



#### Safeguarding

- Sets standards for the safeguarding audit process and trust safeguarding arrangements.

- Seeks assurance from trusts on compliance when concerns are raised.
- Intervenes when breaches occur.



#### Attendance

- Sets standards to ensure all children are thriving and engaged in education.

- Consider attendance as part of decision making.








#### Ensuring quality

- Sets statutory standards for trusts, and develops the strong trust framework.
- Stewards the trust system.

- Takes a single regulatory approach to act as the single regulatory interface based on the regulatory framework.
- Commissions support and intervenes in under-performing trusts or academies.
- Decides sponsoring trusts for inadequate schools.
- Brokers trust growth.

\*The Regions Group is comprised of Regional Directors (previously Regional Schools Commissioners) as the primary regulatory interface, supported by the ESFA who provide financial assurance.

## Standards, regulation and intervention

Ofsted/Inspectorate Provides independent assurance	Schools Adjudicator Arbitrates in exceptional circumstances
 <b>Sufficiency</b>	<ul style="list-style-type: none"> <li>• Considers objections to PANs in mainstream schools where the LA believes an increase is needed to provide sufficient places.</li> </ul>
 <b>Admissions</b>	<ul style="list-style-type: none"> <li>• Determines if policies are fair and lawful in the event of objections.</li> <li>• Provides a route for trusts to appeal an LA direction decision.</li> </ul>
 <b>Safeguarding</b>	<ul style="list-style-type: none"> <li>• Examines the effectiveness of safeguarding arrangements as part of inspections.</li> </ul>
 <b>Attendance</b>	<ul style="list-style-type: none"> <li>• Considers schools' efforts to improve or sustain high levels of attendance as part of inspections.</li> </ul>
 <b>Ensuring quality</b>	<ul style="list-style-type: none"> <li>• Inspects quality of education in schools.</li> <li>• Future trust inspections will be considered as part of the regulatory review. Any arrangements will be underpinned by the strong trust principles.</li> </ul>

**Figure 5: Roles and responsibilities in a fully trust led system**

## **We will deliver high quality school places and fair admissions across England**

157. In order to deliver a fairer and stronger school system, we need to empower local authorities to deliver both the right number of school places and fair admissions for their local areas, so that no school or trust can avoid delivering on its responsibilities.

158. Local authorities will retain the overall sufficiency duty to provide an appropriate place for every child. They will determine the number of school places, including special and alternative provision places, that are needed in a locality.

159. Based on transparent standards, the Department for Education will be responsible for ensuring that these places are provided by the best possible schools. Department for Education Regional Directors will make decisions about expansion of existing schools and trusts as well as the creation of new ones, using area-based commissioning. We will also seek proposals for new mainstream free schools in areas where there is a clear demographic need for additional places, prioritising proposals located in Education Investment Areas.

160. In general, we expect all actors to work together constructively so that there are always enough places for children – but we know it is vital to have a safety net for the rare occasions when this is not successful. We will consult on giving local authorities the power to object to the Schools Adjudicator about a school's Published Admissions Number if an increase is required to provide sufficient places and no suitable school otherwise agrees to provide them.

161. Trusts will continue to act as their own admissions authorities and will be expected to act inclusively, providing the most vulnerable and disadvantaged children with the opportunity to attend the best schools. We will bring the requirement for trusts to follow the admissions code onto a statutory footing.

162. Local authorities will continue to coordinate main round admissions and, in the future, take responsibility for managing all applications for in-year admissions too. To further strengthen the system, we will work with local authorities, trusts, schools and parents to develop options to reform the admissions framework, including the setting of over-subscription criteria. We will consult on a statutory framework to govern children's movements so that all placement decisions – including about the use of alternative provision – are always made in the best interest of the child, especially the most vulnerable like children in need.

163. As a final safety net to cover rare circumstances where collaborative working breaks down, we will consult on a new backstop power for local authorities to direct trusts to admit children. Trusts would have the right to appeal this to the Schools Adjudicator.

## **We will ensure the system works for vulnerable children and children with SEND**

164. We know that multi-agency working is absolutely critical to improving children's life chances. The publication of this white paper alongside the forthcoming SEND Review and recommendations of the Independent Review of Children's Social Care creates a rare opportunity to join up vital work across schools, children's social care and SEND services.

165. In addition to the areas considered by these reviews set out in chapter 3, we will introduce a range of measures to improve the sharing of information between organisations working with vulnerable children, including data and intelligence about attendance, exclusions and those removed from school rolls. Alongside the recently announced register of children not in school, these efforts will increase the speed with which local authorities and safeguarding agencies can intervene when there are concerns and reduce the time vulnerable children spend out of school.

166. Keeping children safe is the first responsibility of everyone working in the school system. As we move to a trust led system, we will continue to require consistent training and effective incident response. We will also institute a new system of proactive assurance with Local Safeguarding Partnerships commissioning safeguarding audits every three years. This system will help ensure that all schools' policies are consistent with local safeguarding arrangements and the academy trust standards.

## **We will provide funding, infrastructure and technology for an effective system**

167. We have delivered the biggest funding boost for schools in a decade, and continue to deliver year-on-year, real terms per pupil increases to school funding. We will invest a further £7 billion by 2024-25 for the core schools budget in England, compared to 2021-22.

168. Having successfully introduced the national funding formula, we will now transition to using that formula to set each school's budget directly, without local amendment – ensuring every child receives their fair share of funding. This will give parents, school leaders and governors confidence that their school's funding reflects a consistent assessment of their schools' children and context, rather than where the school happens to be located. A direct national funding formula also supports the expansion of successful and efficient trusts, who will not have to navigate differences in local funding arrangements. We will consult in the autumn on the details of the formula.

169. We know that trusts use pooling or 'top slice' mechanisms to ensure effective and efficient operations across their group of schools and enhance the resilience of their academies to respond to short-term challenges. New transparency measures will ensure that it is always clear to parents how this flexibility is being used.

170. We want to ensure that schools and trusts get the best value from every pound they spend, so we expect all schools to make use of the Department's School Resource Management (SRM) tools, guidance and direct support. Through our SRM programme, we have already supported schools to make £1bn savings<sup>72</sup> since 2015-16. We will expand the programme to secure a minimum of a further £1bn in the next phase for reinvestment in our schools. We will support all schools to target their resources to improve the education of pupils, but we know that it is high performing trusts which have the most potential to focus resources efficiently - further detail is set out in the accompanying document 'The case for a fully trust led system'. Further guidance and support, as well as how the sector can work together to support continuous improvement, will be published in summer 2022.

171. We also want to create an environment where schools can use technology to support innovation and the spread of evidence-based practice. Both before and during the pandemic, schools have demonstrated their ability to try new things using technology. We know that some innovations, such as online parents' evenings and setting homework on digital platforms, have worked for parents, children and schools and are here to stay.

172. We expect that remote education will continue to be used, allowing children to keep pace with their education when in-person attendance in school is impossible. We will continue to work with the sector on this, learning from the many examples of excellent practice developed during the pandemic.

173. Every school in the country should have the right infrastructure to allow them to make the most of modern digital technology for their children, including the high-quality tools provided by England's flourishing EdTech market. We will work with commercial providers to accelerate gigabit capable broadband rollout to schools, to enable all schools to have access to a high-speed connection by 2025. We will set out the core technology that we expect all schools to have in place by publishing new digital, data and technology standards, so that teachers and pupils can be confident that technology will work in the classroom, and invest up to £150m to upgrade schools who are furthest from meeting our standards in priority areas. We will also establish a strong evidence base for effective use of technology and embed this evidence across our world-class school system, so that it is easy for schools and families to use the best products at the right time.

174. We will streamline and personalise digital services provided by the department for schools and trusts to improve user experience and efficiency, freeing up workforce capacity, and reducing the number of sign-ons. We will also transform and modernise our approach to data, automating appropriate and safe data sharing across schools, trusts, local authorities and government. This will provide data-driven insights for evaluation of programmes and evidence about what works, while minimising the reporting burden on schools.

---

<sup>72</sup> This is against a counterfactual based on maintaining per-pupil non-staff spend in real terms at 2015-16 levels

## Conclusion

175. This white paper marks the start of a journey towards an education system in which all children benefit from the high standards of the best schools and families of schools, bringing us closer to achieving our literacy and numeracy missions year by year. It will form part of a wider programme of change, alongside the SEND Review, Independent Care Review, Skills for Jobs White Paper and Levelling Up White Paper.

176. As we begin to deliver the changes set out in this white paper, we will work with all our partners across the education system, underpinned by the two core principles of using, building, and sharing evidence, and enabling collaboration so that every child is supported to realise their full potential. We will work at a national, regional and local level to agree next steps and make sure everyone is part of the process to achieve the very best for the children of this country.

177. Looking forwards to 2030, the vast majority of children leaving primary school will have achieved the expected standard in reading, writing and maths, and secondary school children will have improved attainment at GCSE. The children of this country will be taking the next steps in their education and training, equipped with the tools they need to make a success of the next phase, whether it is through A Levels; a T Level, co-designed by employers and based on the best international examples of technical education; or a high-quality apprenticeship. Through the steps this white paper is taking to make sure they benefit from an excellent teacher, high standards, targeted support and a stronger and fairer school system, their careers and future lives will be built on the foundations they need to succeed.













## Children, Young People and Education Committee

Tuesday 6 December 2022

<b>REPORT TITLE:</b>	<b>FAMILY HUBS</b>
<b>REPORT OF:</b>	<b>DIRECTOR OF CHILDREN, FAMILIES AND EDUCATION</b>

### REPORT SUMMARY

This report provides the Children, Young People and Education Committee with an introduction to the Family Hubs programme, which Wirral is one of seven local authorities funded by the Department of Education, through the TF1 (Transformation Fund) to deliver. It provides Elected Members with relevant background information on the national policy and an overview of how the programme will be delivered in Wirral, building on the already well-embedded early help and prevention system.

Family Hubs provide the means by which Wirral Council can optimise a number of existing strategic priorities whilst providing an accessible, relevant, and supportive offer to residents.

The report is aligned to priorities of Wirral Council’s Plan 2026:

- Working for brighter futures for our children, young people and their families by breaking the cycle of poor outcomes and raising the aspirations of every child in Wirral.
- Working for safe and pleasant communities where our residents feel safe, and where they want to live and raise their families.
- Working for happy, active and healthy lives where people are supported, protected and inspired to live independently.

The report supports Priority 3 of the Health and Wellbeing Strategy to ensure the best start in life for all children and young people.

This is not a key decision.

### RECOMMENDATION/S

The Children, Young People and Education Committee is recommended to exercise oversight of the development of services for children and families and agree to receive a further update on progress in 6 months.

## SUPPORTING INFORMATION

### 1.0 REASON/S FOR RECOMMENDATION/S

- 1.1 The Council has a duty to ensure provision of a comprehensive range of early help services for children and young people. The Family Hubs initiative provides external funding to enhance the local service offer.

### 2.0 OTHER OPTIONS CONSIDERED

- 2.1 Alternative reporting methods were considered but as the Family Hubs programme links to a range of strategic priorities and is fundamental to supporting children, young people and families across the borough awareness and scrutiny is required.

### 3.0 BACKGROUND INFORMATION

- 3.1 A family hub is a system-wide model of providing high-quality, joined-up, whole-family support services. Hubs deliver these services from conception, through a child's early years until they reach the age of 19 (or 25 for young people with special educational needs and disabilities).
- 3.2 Family hubs aim to make a positive difference to parents, carers, and their children by providing a mix of physical and virtual spaces, as well as outreach, where families can easily access non-judgmental support for the challenges they may be facing. Family Hubs will provide a universal 'front door' to families, offering a 'one-stop shop' of family support services across their social care, education, mental health, and physical health needs, with a comprehensive 'start for life' offer for parents and babies at its core.
- 3.3 Each family hub should be bespoke to the local community it serves but there are three key delivery principles that underpin the national concept:

**1. Access:** there is a clear and simple way for families with children of all ages to access help and support through a Family Hub building and a Family Hub approach.

**2. Connection:** Services work together for families, with a universal 'front door', shared outcomes and effective governance. Professionals work together through co-location, data-sharing and a common approach to their work. Families only have to tell their story once, the service is more efficient, and families receive more effective support. Statutory services and voluntary and community sector (VCS) partners work together to get families the help they need.

**3. Relationships**

The family hub prioritises strengthening relationships and builds on family strengths. Relationships are at the heart of everything that is delivered in family hubs.

- 3.4 The Family Hub development process is a systematic approach to assessing local needs and delivery. It builds a strategic case for Family Hubs locally, secures partner

commitment to that change and develops a robust implementation process. The process will involve three stages:

1	Building consensus on the need for change	Using local data to understand the current local delivery of support for children, young people and families
2	Specifying a family hub approach	Developing a shared understanding of the model the partnership wishes to aspire to and its outcomes
3	Planning implementation	Testing readiness of the partnership to implement the model and planning implementation

- 3.5 The first two stages are underpinned by a theory of change approach which encapsulates why the change to a Family Hub model is necessary and the outcomes it aims to achieve. The final stage explores the extent to which the stakeholders are ready to make that change and develops a robust approach to implementation and evaluation against defined outcomes (focused on four areas of early intervention covering four key domains of child development: physical development, behavioural development, cognitive development, and social and emotional development).
- 3.6 These three steps ensure that the development of a local Family Hub model will have a sound evidence base and will be clearly defined and robustly implemented and evaluated.
- 3.7 According to the Early Intervention Foundation (EIF) report, ‘Planning early childhood services in 2020: learning from practice and research on children’s centres and family hubs’, the process of articulating the local approach through a theory of change allows local stakeholders to make explicit and considered choices about key service design issues. It allows local stakeholders to use the local assessment of community needs and contextual issues to create a bespoke approach to early childhood services, while retaining a focus on what developmental science tells us about the things children need to thrive; and a developed theory of change will reinforce the use of evidence and evaluation as part of creating a local strategy for early childhood services.
- 3.8 This whole-system approach is about effective delivery and ensuring children, young people and families can access services and support through a single access point. Developing a theory of change can help to ensure all stakeholders and service providers within a local Family Hub have a shared language for an integrated model of service provision and hold shared outcomes for the families they serve.
- 3.9 The whole-system approach for Family Hubs builds on a number of strategic developments in Wirral. It complements work in early help and prevention through the Early Help Alliance and Family Toolbox, it aligns with the Systemic Practice model being implemented by Wirral Safeguarding Children Partnership, it will enhance the Supporting Families programme delivery, and can enhance the SEND Transformation Programme. In addition to this, the Family Hubs programme will

deliver against the Health and Wellbeing Strategy, enable further co-location and support the continued focus on reducing demand for acute, high-cost services.

- 3.10 Over recent months, the Voluntary, Community and Faith Sector (VCF) Reference Group of the Health and Wellbeing Board have been working in partnership with Wirral Council Officers to ensure that the initiative is linked with and supporting the ambition for Family and Community Hubs across the borough. The staffing resource for Family Hubs will form part of a wider network of staff and volunteers working towards this ambition. A Partnership Working Group has been established including the Director of Adult Health and Social Care, Director of Public Health, Associate Director of Transformation and Partnerships for NHS, Assistant Director for Children's Services and VCF Reference Group members.
- 3.11 Activity is planned through 4 phases: Envision, Engage, Transform, Optimise. Wirral is currently in the Envision phase which involves developing the Theory of Change, preparing the project team, developing a communications plan and a stakeholder engagement plan. This activity will be completed in the early spring when engagement with stakeholders, children, young people and families will become the priority, with potential Family Hub venues being identified.
- 3.12 The programme is due to be completed by 31 March 2024, at which point it is anticipated that Wirral will have a number of Family Hubs in operation, with a clear plan for further rollout.
- 3.13 It should be noted that the Department for Education are keen to learn about the process each local authority undertakes in developing its Family Hubs. Learning from across the seven local areas will be used to inform national developments and best practice models.

#### **4.0 FINANCIAL IMPLICATIONS**

- 4.1 Wirral has been awarded £1m of Transformation Funding (TF1) from the Department for Education. The funding is 75% for revenue costs and 25% for capital expenditure. Funding will be provided during financial years 2022-23 and 2023-24, with an expectation that all funding is utilised by 31 March 2024. A Memorandum of Understanding is in place between Wirral Council and the Department for Education.

#### **5.0 LEGAL IMPLICATIONS**

- 5.1 The Children and Families Act 2014 sets out the statutory requirements and responsibilities for the local authority and partners in providing support and services for children, young people and families. This legislation is underpinned by statutory guidance: Working Together to Safeguard Children (2018), which states that, "Local areas should have a comprehensive range of effective, evidence-based services in place to address assessed needs early." The family hubs programme will support Wirral Council in meeting its statutory responsibilities to meet need early.

#### **6.0 RESOURCE IMPLICATIONS: STAFFING, ICT AND ASSETS**

- 6.1 Funding will provide capacity to facilitate this transformation programme, with two fulltime Best Start for Life Co-ordinators and one fulltime Programme Manager. This resource will be managed within Children's Services and will work alongside wider programmes such as Co-location Programme, Resilient Communities, Town Deal, and other linked initiatives.
- 6.2 The capital funding received through the grant will finance the anticipated costs to upgrade assets, ensuring that hubs (both physical and virtual) are accessible and inclusive.
- 6.3 Wirral is being supported by the National Family Hubs Network, Anna Freud Centre and has access to a Regional Family Hubs Advisor. Ecorys have been commissioned by the Department for Education to work with Wirral Council on the development of the Theory of Change model and ongoing evaluation.

## **7.0 RELEVANT RISKS**

- 7.1 A multi-agency Steering Group has been established to maintain and oversee a risk register. Contract monitoring arrangements within the directorate and with the Department for Education are in place. Governance will be provided by the Partnership for Children, Young People and Families. The Department for Education has established a National Centre for Family Hubs and Wirral Council is supported by a Regional Co-ordinator.

## **8.0 ENGAGEMENT/CONSULTATION**

- 8.1 In applying for the Transformation Funding for family hubs, existing consultation and co-production activity was used to inform the submission. This included: engagement with 450 young people, parents and carers to understand how they want the early help system to deliver which led to the publication of Why Community Matters; the 3,000 young people who participated in the Youth Offer Review; and the parental engagement for the Early Years Strategy.
- 8.2 A programme of engagement and co-production activity will take place throughout the duration of the project, as per the requirements of the Memorandum of Understanding and project plan. Parental and Family Voice Groups are key to the programme, with representation on the Steering Group. The programme team will undertake Co-Production training during their induction.

## **9.0 EQUALITY IMPLICATIONS**

- 9.1 Wirral Council has a legal requirement to make sure its policies, and the way it carries out its work, do not discriminate against anyone. An Equality Impact Assessment is a tool to help council services identify steps they can take to ensure equality for anyone who might be affected by a particular policy, decision or activity. A full Equality Impact Assessment will be undertaken alongside the Theory of Change model.

## **10.0 ENVIRONMENT AND CLIMATE IMPLICATIONS**

10.1 There are no environmental or climate implications arising from the delivery of the Family Hubs programme. It will have no impact on the emission of greenhouse gases.

## 11.0 COMMUNITY WEALTH IMPLICATIONS

11.1 As detailed in Section 3, many community organisations are significant stakeholders in the early help and family help system. Wherever practicable, Wirral's approach to Family Hub development will support community organisations to benefit.

11.2 Fundamental to the Family Hubs programme is the importance of community. It is recognised that individuals and families will be more likely to sustain positive outcomes if they are living, with a sense of belonging, in a community where support, friendship and advice are easily available.

**REPORT AUTHOR: Name Elizabeth Hartley**  
Assistant Director Early Help & Prevention  
Telephone: 0151 666 4330  
Email: elizabethhartley@wirral.gov.uk

## BACKGROUND PAPERS

The Anna Freud National Centre for Children, on behalf of DfE are the National Centre for Family Hubs have a dedicated space online for access to webinars, research, and information. <https://www.nationalcentreforfamilyhubs.org.uk/toolkits/the-family-hub-development-process/>

Early Intervention Foundation report [Planning early childhood services in 2020: learning from practice and research on children's centres and family hubs](#),

## TERMS OF REFERENCE

This report is being considered by the Children, Young People and Education Committee in accordance with section a of its Terms of Reference:

(a) exercising management, oversight and delivery of services to children and young people in relation to their care, wellbeing, education or health, with the exception of any powers reserved to full Council.

## SUBJECT HISTORY (last 3 years)

Council Meeting	Date
Not applicable	Not applicable





This page is intentionally left blank



## CHILDREN, YOUNG PEOPLE AND EDUCATION COMMITTEE

TUESDAY 6 DECEMBER 2022

<b>REPORT TITLE:</b>	<b>CHILDREN, YOUNG PEOPLE AND EDUCATION WORK PROGRAMME</b>
<b>REPORT OF:</b>	<b>DIRECTOR OF LAW AND GOVERNANCE</b>

### REPORT SUMMARY

The Children, Young People and Education Committee, in co-operation with the other Policy and Service Committees, is responsible for proposing and delivering an annual committee work programme. This work programme should align with the corporate priorities of the Council, in particular the delivery of the key decisions which are within the remit of the Committee.

It is envisaged that the work programme will be formed from a combination of key decisions, standing items and requested officer reports. This report provides the Committee with an opportunity to plan and regularly review its work across the municipal year. The work programme for the Children, Young People and Education Committee is attached as Appendix 1 to this report.

Following the adoption of a revised Constitution by Council on 25 May 2022, the Terms of Reference for Committees were updated so that the agenda of any Committee or Sub-Committee shall only include those items of business that require a decision, relate to budget or performance monitoring or which are necessary to discharge their overview and scrutiny function. The Committee is therefore asked to consider whether any items for future consideration on its work programme need to be reviewed to comply with the revised Constitution. It is proposed that issues on the existing work programme that are for information purposes only can be considered via other means, such as briefing notes or workshops.

### RECOMMENDATION

The Children, Young People and Education Committee is recommended to note and comment on the proposed Children, Young People and Education Committee work programme for the remainder of the 2022/23 municipal year and review its items for future consideration on the work programme.

## **SUPPORTING INFORMATION**

### **1.0 REASON/S FOR RECOMMENDATION/S**

- 1.1 To ensure Members of the Children, Young People and Education Committee have the opportunity to contribute to the delivery of the annual work programme.

### **2.0 OTHER OPTIONS CONSIDERED**

- 2.1 A number of workplan formats were explored, with the current framework open to amendment to match the requirements of the Committee.

### **3.0 BACKGROUND INFORMATION**

- 3.1 3.1 The work programme should align with the priorities of the Council and its partners. The programme will be informed by:

- The Council Plan
- The Council's transformation programme
- The Council's Forward Plan
- Service performance information
- Risk management information
- Public or service user feedback
- Referrals from Council

#### **Terms of Reference**

The Children, Young People and Education Committee is responsible for services which help keep children and young people safe and fulfil their potential. It incorporates schools and attainment, and social care for children and families. It has a particular focus on those children who are in care, and for whom the Council has corporate parenting responsibility. The Committee is charged by full Council to undertake responsibility for: -

- (a) exercising management, oversight and delivery of services to children and young people in relation to their care, wellbeing, education or health, with the exception of any powers reserved to full Council;
- (b) the functions and powers conferred on or exercisable by the Council as Local Authority in relation to the provision of education;
- (c) working with all schools (including academies) in relation to raising standards of attainment and developing opportunities;
- (d) leading for the Council and its partners in the discharge the Council's functions as Corporate Parent for its children in care and care leavers;

- (e) any other functions comprised in partnership arrangements with other bodies connected with the delivery of services for children, young people and families;
- (f) providing a view of performance, budget monitoring and risk management in relation to the Committee's functions;
- (g) undertaking the development and implementation of policy in relation to the Committee's functions, incorporating the assessment of outcomes, review of effectiveness and formulation of recommendations to the Council, partners and other bodies, which shall include any decision relating to:
  - child protection;
  - children's centres;
  - education, schools and settings;
  - looked after children;
  - mental health services;
  - safeguarding;
  - special educational needs and disability (SEND);
  - youth offending services;
  - youth services; and
  - social and education transport

#### **4.0 FINANCIAL IMPLICATIONS**

4.1 This report is for information and planning purposes only, therefore there are no direct financial implication arising. However, there may be financial implications arising as a result of work programme items.

#### **5.0 LEGAL IMPLICATIONS**

5.1 There are no direct legal implications arising from this report. However, there may be legal implications arising as a result of work programme items.

#### **6.0 RESOURCE IMPLICATIONS: STAFFING, ICT AND ASSETS**

6.1 There are no direct implications to Staffing, ICT or Assets.

#### **7.0 RELEVANT RISKS**

7.1 The Committee's ability to undertake its responsibility to provide strategic direction to the operation of the Council, make decisions on policies, co-ordinate spend, and maintain a strategic overview of outcomes, performance, risk management and budgets may be compromised if it does not have the opportunity to plan and regularly review its work across the municipal year.

#### **8.0 ENGAGEMENT/CONSULTATION**

8.1 Not applicable.

## 9.0 EQUALITY IMPLICATIONS

9.1 Wirral Council has a legal requirement to make sure its policies, and the way it carries out its work, do not discriminate against anyone. An Equality Impact Assessment is a tool to help council services identify steps they can take to ensure equality for anyone who might be affected by a particular policy, decision or activity.

This report is for information to Members and there are no direct equality implications.

## 10.0 ENVIRONMENT AND CLIMATE IMPLICATIONS

10.1 This report is for information to Members and there are no direct environment and climate implications.

## 11.0 COMMUNITY WEALTH IMPLICATIONS

11.1 This report is for information to Members and there are no direct community wealth implications.

**REPORT AUTHOR:** Victoria Simpson  
email: pollyprice@wirral.gov.uk

## APPENDICES

Appendix 1: Children, Young People and Education Committee Work Plan

## BACKGROUND PAPERS

Wirral Council Constitution  
Forward Plan  
The Council's transformation programme

## SUBJECT HISTORY (last 3 years)

Council Meeting	Date

**CHILDREN, YOUNG PEOPLE AND EDUCATION COMMITTEE  
WORK PROGRAMME 2022/23**

**KEY DECISION ITEMS**

<b>Item</b>	<b>Approximate timescale</b>	<b>Lead Departmental Officer</b>
Prescribed alterations to Special Schools	December 22	
Prescribed alterations to community schools	December 22	

**ADDITIONAL AGENDA ITEMS – WAITING TO BE SCHEDULED**

<b>Item</b>	<b>Approximate timescale</b>	<b>Lead Departmental Officer</b>
Schools Capital Programme	January	James Backhouse/ Janette Royle
Review of Post 16 provision	January	James Backhouse/ Paul Smith
Social Care Workforce Strategy update	January	Hannah Myers/ Kerry Mehta
Childrens Residential Transformation Programme Update Report	March 2023	Anne Marie Carney
CLA and Care leavers strategy progress update	March 2023	Hannah Myers
SEND Transformation Programme Update	January 23 and March 23	Elizabeth Hartley

**STANDING ITEMS AND MONITORING REPORTS**

<b>Item</b>	<b>Reporting Frequency</b>	<b>Lead Departmental Officer</b>
Performance and Financial Monitoring Report	Quarterly June September December March	Tricia Thomas

Budget Update	Quarterly June September November February/March	Nicholas Ajaegbu
Reappointment of School Appeals Panel Members	Annually	
Children's Committee Work Programme Update	Each Meeting	Committee Team
Summary of Standards	September 22	James Backhouse
Safeguarding Partnership Annual Report	Every Jan	David Robbins
Safeguarding Fostering and Adoption	Annually (first meeting of the municipal year)	
Lifelong Learning Annual Performance report	Every Sept	Paul Smith
Admission Arrangements	Every Jan	Sally Gibbs

### WORK PROGRAMME ACTIVITIES OUTSIDE COMMITTEE

Item	Format	Timescale	Lead Officer	Progress
<b>Working Groups/ Sub Committees</b>				
Corporate Parenting Panel	committee	Ongoing	Hannah Myers	
Working Group: Food and Activities during school holidays	Working group	Report back in December	Mark Camborne	
Workshop – Statutory Duties (School Budget)	Workshop	TBC	Simone White	
Child Poverty Strategy	Workshop	October 22	Simone White	
Youth Justice Review Outcomes	Workshop	November 21	Elizabeth Hartley	
Integrated front door/ Police visits etc	Visit	TBC	Simone White	
School Budget Update – inc traded services & Designated School's Grant	Workshop	TBC	Simone White	
PFI Options ( Kingsway) –	Presentation	TBC	Hannah Myers	



Chair and Spokes				
Budget Monitoring Panel	Monthly meeting	TBC	Nicholas Ajaegby	
LADO	Workshop/presentation	TBC	Kerry Mehta	
Capital Programme – to be integrated within budget workshop				
<b>Task and Finish Reviews</b>				
-	-	--		-
<b>Spotlight Sessions and Workshops</b>				
County Lines Action Update	Workshop	2021/22	Simone White/Tony Kirk	

This page is intentionally left blank

## **CORPORATE PARENTING PANEL**

Wednesday, 12 October 2022

Present: Councillor K Hodson (Chair)  
Councillors H Collinson S Powell-Wilde  
C Cooke A Wright

### **1 WELCOME AND INTRODUCTION**

The Chair opened the meeting and reminded everyone that the meeting was being webcast and a copy was retained on the Council's website

### **2 APOLOGIES**

None were received

### **3 MEMBERS CODE OF CONDUCT - DECLARATIONS OF INTERESTS**

Members were asked to consider whether they had any disclosable pecuniary interests in connection with any item(s) on the agenda and, if so, declare and state what they were.

Councillor Sue Powell Wilde declared a personal interest by virtue of her position as a foster carer in Wirral through a private fostering agency.

Councillor Helen Collinson declared a personal interest by virtue of her daughter's employment within Wirral's Foster Care Team

### **4 PUBLIC AND MEMBERS QUESTIONS**

There were no public questions, requests to make a statement or petitions, or questions from members submitted.

### **5 CORPORATE PARENTING ANNUAL REPORT 2021-22**

A report from the Director of Children, Families and Education was presented by the Head of Permanence Service, providing an annual overview of the Corporate Parenting work undertaken in 2021-22. Members were informed of the work undertaken by the Local Authority and partners to fulfil its corporate parenting responsibilities. In particular, Members were signposted to the work of the participation and engagement service with Children Looked After and Care Leavers within the report, including the creation of a Care Leavers Hub 'Our Space'. The report indicated how priorities relating to accommodation and housing, health and wellbeing, education and jobs, and transitions had

been met over the past 12 months. The progress made in Fostering over the past year was highlighted, particularly in recruitment, however it was noted that challenges in expansion and retention of staffing remained. Members were also provided with a background to the Children Looked After and Care Leavers Strategy 2022-2025 and the next steps included within the strategy.

Members queried differences between the previous Children Looked After and Care Leavers Strategy, which expired in 2021, and the new strategy. Officers emphasised that there was a greater focus on clearly articulating the voice of children and young people in the new strategy. Members also praised the 'Our Space' care leavers hub, and in particular the work of staff in empowering young people and preparing them for the world.

On a motion by Councillor Collinson, seconded by Councillor Powell-Wilde, it was:

**Resolved – That the Annual work programme and the work undertaken to ensure that the local authority and partners are effective corporate parents be endorsed.**

## 6 CORPORATE PARENTING WORK PROGRAMME 2022-2023

A report from the Director of Children, Families and Education was presented by the Assistant Director of Children, Families and Education, providing Members with an overview of the proposed Corporate Parenting Work Programme for 2022-23. The work programme was focused on the priorities of the Children Looked After and Care Leavers Strategy 2022-25, which were: emotional and physical health and wellbeing, independence and transition to adulthood, positive Lived Experiences, and education and employment. Members were informed that the work programme, which was to be delivered by the Corporate Parenting Board, would explore in detail these priorities with officers expected to report on progress and work undertaken to promote and support improvements in these areas. It was noted that the work programme also included consideration of performance data, feedback, and consultations from children looked after and care leavers and the annual report of the Head of the Virtual School.

Members queried how the voice of children would be collated and presented in meetings. Officers clarified that the work of the Children in Care and Care Leavers Councils, ensuring children and young people were well represented, was crucial in collecting views and insights. Members were informed that work was being undertaken to extend the reach of the Care Councils.

On a motion by Councillor Powell-Wilde, seconded by Councillor Wright, it was:

**Resolved – That**

- 1. The work programme for 2022-2023 be endorsed; and**
- 2. The delivery of the work programme be undertaken by the Corporate Parenting Board, meeting three times between November 2022 and March 2023.**

This page is intentionally left blank

## **Children, Young People and Education Committee – Terms of Reference**

The Children, Young People and Education Committee is responsible for services which help keep children and young people safe and fulfil their potential. It incorporates schools and attainment, and social care for children and families. It has a particular focus on those children who are in care, and for whom the Council has corporate parenting responsibility.

The Committee is charged by full Council to undertake responsibility for:-

- (a) exercising management, oversight and delivery of services to children and young people in relation to their care, wellbeing, education or health, with the exception of any powers reserved to full Council;
- (b) the functions and powers conferred on or exercisable by the Council as Local Authority in relation to the provision of education;
- (c) working with all schools (including academies) in relation to raising standards of attainment and developing opportunities;
- (d) leading for the Council and its partners in the discharge the Council's functions as Corporate Parent for its children in care and care leavers;
- (e) any other functions comprised in partnership arrangements with other bodies connected with the delivery of services for children, young people and families;
- (f) providing a view of performance, budget monitoring and risk management in relation to the Committee's functions;
- (g) undertaking the development and implementation of policy in relation to the Committee's functions, incorporating the assessment of outcomes, review of effectiveness and formulation of recommendations to the Council, partners and other bodies, which shall include any decision relating to:
  - child protection;
  - children's centres;
  - education, schools and settings;
  - looked after children;
  - mental health services;
  - safeguarding;
  - special educational needs and disability (SEND);
  - youth offending services;
  - youth services; and
  - social and education transport

This page is intentionally left blank